



**College of Education**

**INTERDISCIPLINARY  
MASTER OF SCIENCE  
IN EDUCATION,  
APPLIED BEHAVIOR  
ANALYSIS**

**Department of  
Psychological Studies in Education**

**May 2016**

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**INTERDISCIPLINARY MASTER OF SCIENCE IN EDUCATION DEGREE**

**APPLIED BEHAVIOR ANALYSIS  
COLLEGE OF EDUCATION  
DEPARTMENT OF PSYCHOLOGICAL STUDIES IN EDUCATION**

Congratulations! You have taken the first step toward a career that will be gratifying to yourself and will be helpful to the lives of people you encounter. The need for applied behavior analysts is evident in many ways. Presently, there are more than 20 journals and countless books on applied behavior analysis. There are also an Association for Behavior Analysis-International and numerous state and local associations, including the Philadelphia Association for Behavior Analysis, which has been meeting on the Temple campus since the late 1980s (formerly Delaware Valley Association for Behavior Analysis). The ABA program has been a leader in preparing practicing behavior analysts in the region since the early 1990s. More broadly, the program prepares students to apply behavioral principles in mainstream educational, community, and business settings. The program also responds to current initiatives at the national level for preparing Board Certified Behavior Analysts™ (BCBAs).

**MISSION AND FOCUS OF DEGREE**

The program's mission is to enable its students to work proficiently with the coherent system of concepts and principles of behavior analysis, preparing them for professional careers in a variety of environments. The core principles and techniques of ABA are broadly applicable; hence, the interdisciplinary character of this program. Demand for individuals with applied behavior-analytic competencies is intense and growing, especially in social service agencies and educational institutions that serve individuals with autism or with developmental disabilities and functional deficits resulting from head injury. The program also provides competencies for diverse types of work, such as devising arrangements for more effective instruction and classroom management, teaching strategies for effective behavior management in home settings, and designing and improving performance, productivity, and safety in organizations. The program is anchored upon fundamentals of the behavior analytic approach. These include direct and continuous measures of behavior both before and during interventions and graphical representation of outcomes, especially as applied to within-subject research designs. Complementing these is an emphasis upon the logic and style of scientific prose and upon principles of ethical practice.

A long-standing mission of Temple University has been to serve the needs of the community that surrounds it. Congruent with this, a hallmark of applied behavior analysis is the development of data-based interventions that deal effectively with problems of social concern. As a result of the individual efforts of the faculty identified with this program, this university has come to be viewed as a center of excellence in behavior-analytic work. An example of this is the founding of the Philadelphia Metropolitan (formerly Delaware Valley) Association for Behavior Analysis, which meets multiple times per year on the Temple campus.

## LEARNING OBJECTIVES

1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
2. Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.
4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
5. Students will be able to analyze and interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.
6. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.
7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations.

## ADMISSIONS REQUIREMENTS

Candidates must meet the general admission requirements of the College of Education and the Graduate School. Admission is determined according to two letters of recommendation, a professional goals statement, undergraduate and graduate grade point averages (as evidenced in transcripts), resume, and a personal interview.

The target population of the program is graduate students who are seeking advanced training in behavior analysis but who are not seeking teaching certification; however, we welcome applicants who are currently certified to teach and want additional training in behavior analysis. Applicants who wish to pursue teacher certification should consider the [M.Ed. Program in Special Education](#).

It is assumed that applicants will have some background in applied behavior analysis and will be seeking positions in some agency employing applied behavior analysts. All applicants will need to possess a bachelor's degree from a recognized, accredited institution. Applicants who have had some coursework in behavior analysis, or who have worked in settings employing applied behavior analysis technology, will receive preferential treatment in admissions decisions.

Completed applications are reviewed as a group in late fall and early spring and on a rolling basis as per the College of Education admissions procedures. Students who have submitted completed applications within the specified time lines (usually March 1<sup>st</sup> for fall admissions and November 1<sup>st</sup> for Spring) will be considered for a professional interview. (See exceptions below). The personal interview is the final portion of the admission process and does not guarantee admission.

Completed applications must include:

Two letters of recommendation

A professional goal statement

Official undergraduate and graduate transcripts from all accredited colleges or universities attended. **A minimum of an overall 3.0 grade point average is required.**

**Exceptions:** Standard and special admissions exceptions are sometimes possible as follows:

Standard exceptions: (People who meet these exceptions may be *considered* for admission. **Admission is not guaranteed.**)

a) 3.5 undergraduate GPA during last two years attended, but lower than 3.0 overall

b) 3.25 Graduate GPA for 9 hours or more, but lower than 3.0 overall

Special exceptions: Applicants who do not meet regular admission criteria or standard exceptions may be considered for a special exception if a compelling case can be made for reviewing their applications. These special exceptions will rarely be granted.

GRE: The GRE is not required for admission. However, it is recommended that if your GPA is low or there are other discrepancies in your history that are cause for consideration, that you voluntarily take the GRE as an indication of your seriousness in interest and as proof of some scholarly ability.

## FACULTY

Although the ABA Program is administratively housed in the Department of Psychological, Organizational, and Leadership Studies (POLS) in the College of Education, it is an interdisciplinary program with faculty from four different areas. The faculty are:

**Dr. Saul Axelrod**, POLS Department, Special Education Program, emeritus

**Dr. Amanda Guld Fisher**, PSE Department, ABA Graduate Programs (Program Coordinator)

**Dr. Donald Hantula**, Psychology Department, College of Liberal Arts

**Dr. Philip Hinline**, Psychology Department, College of Liberal Arts, emeritus

**Dr. Shana Hornstein**, TEAL Department, Special Education Program

**Dr. Matt Tincani**, PSE Department, Special Education Program

A brief sketch of each faculty member follows:

**Saul Axelrod's** interests center on applied behavior analytic teacher training and procedures for increasing the academic achievement levels of children of poverty. His techniques focus on those associated with Direct Instruction and class wide peer tutoring. He also has a major interest in constructive classroom management procedures. In addition, Dr. Axelrod is involved in functional analysis research as it relates to self-injurious and aggressive behavior. His writings have particularly focused on those that train beginning teachers, parents and employers on behavior- analytic principles and practices. **Dr. Axelrod is currently retired and is not accepting new advisees.**

**Amanda Fisher** is the program coordinator for the ABA graduate programs and teaches various courses throughout the program in behavior analysis. She has clinical experience overseeing behavior analytic intervention services provided to individuals with severe behavior disorders and intellectual/developmental disabilities. In addition she applies behavior analytic principles in her teaching of graduate courses as well as in the training and supervision of staff implementing behavior analytic teaching strategies and interventions at various local agencies. Some of Dr. Fisher’s research and scholarly interests include the functional analysis and treatment of severe behavior disorders, training and supervision strategies for parents and staff, system-wide interventions, small-n research design, feeding interventions, Skinner’s analysis of verbal behavior, and other conceptual issues.

**Donald A. Hantula**, conducts both laboratory and field research. His laboratory research is in the realm of behavioral economics and applies behavior – analytic techniques and concepts to people’s decision- making strategies, focusing on the complementarity between matching and evolutionary accounts of delay discounting, He applies optimal foraging models to consumer behavior and to people’s investment behavior, including the phenomenon of “throwing good money after bad.” His field research focuses on behavioral applications in organizations, especially underserved populations, occupational health and safety and computer applications.

**Philip Hineline's** research has followed two consistent themes: one emphasizes temporal scales of behavioral process, focusing on tradeoffs between long-term and short-term consequences of behavior, such as those involved when one speaks of self-control. The research has examined environmental features that have been emphasized by models of optimal foraging as well as of behavioral economics. His most recent work has focused on verbally governed behavior, as encountered in staff training and in interventions for young children with autism, as well as in the explanatory practices of the scientific community. **Dr. Hineline is currently retired and is accepting advisees on a limited basis only.**

**Shana Hornstein** focuses on preparing future teachers and other professionals to work with children with disabilities. She studies how different teaching practices at the college level can influence how students think about disabilities. Her background includes working as a classroom teacher and inclusion consultant for children with autism spectrum disorders and as the sister of a man with autism.

**Matt Tincani** focuses on the application of behavioral principles to improve language, academic, social, and play skills of learners with autism spectrum disorders and other disabilities, with particular interest in Skinner’s analysis of verbal behavior. His additional scholarly interests include positive behavior support in school and community settings, scaling-up of behavioral interventions, quality of life of people with disabilities, and single-case designs.

The faculty may be reached at the following:

<p>Dr. Saul Axelrod                  Department of Psychological, Organizational, and Leadership Studies                  1301 Cecil B. Moore Avenue                  Ritter Hall 443                  Philadelphia, PA 19122-6091                  Phone: 215-204-6060                  E-mail: <a href="mailto:axelrod@temple.edu">axelrod@temple.edu</a></p>	<p>Dr. Amanda Guld Fisher (coordinator)                  Department of Psychological, Organizational, and Leadership Studies                  1301 Cecil B. Moore Avenue                  Ritter Annex 215                  Philadelphia, PA 19122-6091                  Phone: 215-204-6023                  E-mail: <a href="mailto:amanda.guld.fisher@temple.edu">amanda.guld.fisher@temple.edu</a></p>
<p>Dr. Donald Hantula                  Department Psychology                  Weiss Hall 504</p>	<p>Dr. Philip N. Hineline                  Department of Psychology                  Weiss Hall 617</p>

Philadelphia, PA 19122-6091 Phone: 215-204-5950 Email: <a href="mailto:hantula@temple.edu">hantula@temple.edu</a>	Philadelphia, PA 19122-6091 Phone: 215-204-7327; 215-848-0892 E-mail: <a href="mailto:hinline@temple.edu">hinline@temple.edu</a>
Dr. Shana Hornstein Department of Psychological, Organizational, and Leadership Studies 1301 Cecil B. Moore Avenue Ritter Hall 359 Philadelphia, PA 19122-6091 Phone: 215 204-8424 E-mail: <a href="mailto:shana.hornstein@temple.edu">shana.hornstein@temple.edu</a>	Dr. Matt Tincani Department of Psychological, Organizational, and Leadership Studies 1301 Cecil B. Moore Avenue Ritter Hall 365 Philadelphia, PA 19122-6091 <a href="mailto:tincani@temple.edu">tincani@temple.edu</a>

### PROGRAM REQUIREMENTS

The M.S. Ed. Program in Behavior Analysis in requires students to complete 33 graduate credits with the following distribution:

- Seven classroom courses in behavior analysis for 21 credits.
- Two, 150-hour practica for a total of 6 credits.
- A master’s thesis, which serves as an exit requirement, for 6 credits.

### CURRICULUM

Students are required to take ABA 5304, ABA 5676, ABA 5305, ABA 8787, ABA 5303, and ABA 5302. Students are also required to take one 3 credit elective, SPED 5109, PSYCH 8210, PSYCH 8610, or another course with permission of adviser. Students are also required to complete two practica, ABA 9387, for a total of six credits. Finally, students are required to complete a master’s thesis, Education 9996, for a total of 6 credits.

*Please note: Students must be continually enrolled in coursework while they complete the program. Leave of absence requests will only be granted in the case of legitimate emergencies. The maximum time to complete the degree is four years. Students must be enrolled the semester they plan to graduate.*

Course Number	Title	Credit Hours	Semester Completed
<a href="#">ABA 5302</a>	Students with Autism Spectrum Disorders: Effective Teaching Strategies	3	
<a href="#">ABA 5303</a>	Ethics and Applied Behavior Analysis	3	
<a href="#">ABA 5304</a>	Concepts and Principles of Behavior Analysis	3	
<a href="#">ABA 5305</a>	Single Subject Research Design	3	
<a href="#">ABA 5676</a>	Applied Behavior Analysis	3	
<a href="#">ABA 8787</a>	Seminar on Verbal Behavior	3	
<b>Elective (choose one):</b>		3	
<a href="#">SPED 5109</a>	Classroom Management and Positive Behavior Support		
<a href="#">PSYCH 8210</a>	Topical Seminar in Functional Analysis		
<a href="#">PSYCH 8610</a>	Topical Seminar in Human Performance Improvement		
(other)	Other course as approved by advisor		
<b>Practica</b>			
<a href="#">ABA 9387</a>	Practicum in Applied Behavior Analysis	6	
<b>Master’s Thesis</b>			
<a href="#">EDUC 9996</a>	Thesis Credits: Masters	6	

## PRACTICUM REQUIREMENTS

Students are required to take two 150-hour practica, each for three academic credits as ABA 9387 – Practica in ABA.

The acceptable sites for practica are those that are engaged in applied behavior analytic practices or research and which can provide ongoing supervision to applied behavior analysis students. Students are not required to complete their practica under the supervision of a Board Certified Behavior Analyst (BCBA); however, if you are interested in pursuing the BCBA credential, you are encouraged to seek a practicum placement where work is accomplished under the supervision of a BCBA. In the case of a student wanting to accrue BACB hours, they could accrue them under the BACB-approved university practicum supervision category, if they completed their practicum at a site that was approved by the BACB in Temple's approval application and under the supervision of an approved supervisor. BACB-approved sites and supervisors are indicated in our practicum directory. All students intending to accrue BACB supervision hours would need to fulfill all requirements by the BACB (e.g., online supervision training, contract, etc.). Since the goal of the practica is to broaden the student's range of competencies, students are expected to complete their practica in settings other than those in which they are presently employed. Students petitioning for an exception should first consult their advisor to provide a rationale for the exception and then provide a plan to ensure that the practica experiences will be distinguished from their compensated duties. **Students who wish to apply for an exception to complete a practicum at their employer must complete the Petition for Practicum Placement Exception. The completed form should be submitted to the student's adviser.** The requirements for the practica are described in more detail in Appendix B and in the syllabus for the practicum semester.

## EXIT REQUIREMENTS – MASTER'S THESIS

Each student will be required to register for six credits of Education 9996 – Master's Thesis. The student should register for three credits of Master's Thesis, EDUC 9996, in the first semester, two credits in the second semester, and one credit in the third semester (or any other combination discussed with their adviser). In cases where the advisor and student are confident that the student will complete the master's thesis in only two semesters, the student may register for three credits of EDUC 9996 in the first and second semesters.

For this thesis each student will conduct a rigorous behavior-analytic thesis, write a report in publication format, and present the thesis and its findings in a formal defense in front of the ABA faculty. Please see the **Master's Thesis Guidelines** document for details.

Students should follow the steps below:

1. Successfully complete all the CITI Social and Behavioral Sciences Basic Researcher Course (<http://citiprogram.org>) required by the Institutional Review Board (IRB) <http://www.temple.edu/research/regaffairs/irb/index.html>, 215 -204-7460
2. Register for Education 9996 – Master's Thesis. Students should register for three credits of Master's Thesis in the first semester, two credits in the second semester, and one credit in the third semester.
3. Have their written proposal approved by their advisors. The proposal should have an Abstract, an Introduction, and a Methods section. There should also be information on how the data will be presented and analyzed. Ask your adviser for a sample research proposal. This proposal should include a comprehensive literature review on your topic.

4. Have the written proposal reviewed by at least one other faculty member. A proposal presentation to faculty is preferred during the thesis course.
5. Complete the required IRB training and submit the proposal for IRB approval. For current IRB forms, visit [http://www.temple.edu/research/regaffairs/irb/irb\\_forms.html](http://www.temple.edu/research/regaffairs/irb/irb_forms.html).
6. Conduct the study once IRB approval is achieved. It is crucial that no aspect of the study be conducted before IRB approval is acquired. Studies that violate this rule will be invalidated.
7. Write the report in APA format and following the graduate school thesis/dissertation format guidelines.
8. Have the report approved by the student's advisor.
9. Submit the approved report to the rest of the ABA faculty.
10. **During the anticipated semester of graduation, apply for graduation at <http://edportal.temple.edu> by the deadline set by the College of Education.**

**Note: You must be registered for credits the semester in which you graduate.**

11. Schedule the oral examination to occur one to two weeks after all ABA faculty have been given an opportunity to review the report. **For graduation, the oral examination must be completed prior to the deadline for the graduate school to be submitted. The oral examination will consist of a professional presentation of the thesis and its results, accompanied by a PowerPoint, much like a presentation at a conference such as ABAI. The candidate is expected to answer questions and engage in discussion about the thesis at the end of the presentation.**
12. Submit final draft of thesis to ABA Program Coordinator and convert the thesis to adhere the graduate school guidelines. Submit a pdf version of the thesis to the graduate school with a signed signature/title page (signed at your oral defense). See the thesis handbook for guidelines, deadlines, and templates at: <http://www.temple.edu/dissertationhandbook/contents.htm>

## FINANCIAL AID

For information on financial aid, people should contact Student Financial Services at (215) 204-2244, ground floor Conwell / Carnell Halls, [www.temple.edu/sfs](http://www.temple.edu/sfs). Financial aid is available for full-time masters students that select full time status on their original application, are eligible, apply, and are approved within the college of education. Please check with the College of Education Office of Enrollment and Admissions in the Shimada Resource Center (in Ritter Annex) for more details (<http://education.temple.edu/admissions/graduate/financial>; [educate@temple.edu](mailto:educate@temple.edu)). If you are employed, check with your employer regarding any additional educational and tuition benefits.

## **BOARD CERTIFIED BEHAVIOR ANALYST CREDENTIAL**

Many graduates of the program will be interested in taking the examination to become Board Certified Behavior Analysts. The Board requires 18 credit hours of coursework to qualify for the examination. Temple's ABA program has had several courses pre-approved for students who wish to take the examination. Temple's program does not provide supervised experience required to sit for the BCBA exam, though students may use their practica to partially fulfill this requirement under the independent supervision category. For more information on the examination, students should contact the Behavior Analyst Certification Board (BACB; [www.bacb.com](http://www.bacb.com)). A list of pre-approved courses appears in the Appendix. Please note that the BACB periodically changes their certification requirements. If you do not apply to complete the certification exam soon after graduating from this program, you may need to take additional courses/experiences in order to be eligible. Please review the BACB website for requirements regularly.

## **TEMPLE UNIVERSITY AS A GATHERING PLACE FOR BEHAVIOR ANALYSTS**

Since the 1980s Temple University has hosted meetings for the Delaware Valley Association for Behavior Analysis, a recognized local affiliate of the International Association for Behavior Analysis. Membership is open to anyone who attends meetings. The group, now called the Philadelphia Metropolitan Association for Behavior Analysis, meets several evenings a year and affords attendees an opportunity to learn of local developments in the field, to obtain information on job possibilities, to acquire BACB continuing education units (CEUs), and to socialize with other behavior analysts.

# **APPENDICES**

**Appendix A**

**Application Process  
Applying to Temple University's Interdisciplinary Master of Science in Education  
– Applied Behavior Analysis Program**

1. Although the master's program in behavior analysis is interdisciplinary, students are admitted to and will graduate from the College of Education with a Master of Science in Education, Applied Behavior Analysis.
2. Complete applications are typically due by a priority deadline (March 1<sup>st</sup> for fall admissions and November 1<sup>st</sup> for spring admissions) but are accepted on a rolling basis. Please check the website for most accurate deadlines and keep in mind interviews are typically held on the 2<sup>nd</sup> week of the month following receipt of completed applications and after the priority deadline.
3. Apply online at <http://education.temple.edu/admissions/apply> . You should apply to the M.S.Ed. in ABA program.
4. Applications will not be considered until all materials have been received, official transcripts, two letters of recommendation, and a statement of purpose.
5. In addition to submitting an online application and paying the required fee, supporting documents must be mailed directly to Shimada Resource Center, 150 Ritter Annex, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091.
6. Questions regarding application processing can be directed to the enrollment office at [educate@temple.edu](mailto:educate@temple.edu)
7. After examining the credentials of applicants, the faculty will interview applicants whom they regard as potentially appropriate for the Applied Behavior Analysis Program. Students who pass the interview will be recommended for admission to the Graduate Admissions' Committee if space is available.

<b>Appendix B</b>
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**Applied Behavior Analysis Practica**

1. All students in the master's Applied Behavior Analysis program are required to do two, three credit hour practica at sites that are thoroughly engaged in basic or applied behavior analysis research or practices. See the practicum syllabus for the semester enrolled for specific details of assignments and requirements.
2. Each practicum should provide a unique experience for the student. Therefore, students will not, except under unusual circumstances, be permitted to do a practicum at a site in which they are employed. **Students who wish to apply for an exception to complete a practicum at their employer must complete the Petition for Practicum Placement Exception (see below). The completed form should be submitted to the student's advisor.** Only under very limited circumstances will students be permitted to complete a practicum with their employer.
3. The student's advisor must approve the practicum site and activities.
4. Each student will have a supervisor at the practicum site.
5. There will be required written products for each practicum. This can include, but is not limited to, a diary of experiences; a study in publication form; a literature review on a relevant topic, etc. **It is not permissible to use a report submitted as a requirement for another course as the practicum report. Also, while the practicum may provide the basis for developing the student's final thesis, that thesis must be distinct from work done for the practicum.** Also, each student must present an updated resume that includes a description of the practica experiences and achievements. All requirements and details are described in the syllabus for the practicum course and will be made available when the student registers for practicum credits.
6. Each practicum must involve a minimum of 150 contact hours per semester (minimum of 10 hours per week). **There should be at least one hour of supervision each week (roughly for every 10 hours of practicum and no less than 7.5% of hours).**
7. The terms of the practicum will be spelled out in a contract between the student, site supervisor, and the advisor. The syllabus will outline the contract guidelines.
8. **Finally, the site supervisor will be requested to complete an online student evaluation form ([here](#)). It is the student's responsibility to ensure that the practicum adviser completes this form before the end of the regular class session during the semester.** The final grade will be determined by the student's advisor, taking into consideration the site supervisor's recommendation and the student's written product (see #4 above).





## Appendix D

### Frequently Asked Questions

#### **How do I apply?**

You can apply online at <http://education.temple.edu/admissions/graduate/apply>. In addition to submitting an online application and paying the required fee, supporting documents, including transcripts, must be mailed directly to Shimada Resource Center, 150 Ritter Annex, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091.

#### **When should I apply?**

Complete applications are by due **on a rolling basis**. Check the [enrollment office website](#) for current timelines and apply as early as possible to ensure admission prior to desired semester.

**IMPORTANT:** Applications will not be considered until all materials have been received, including GRE revised General Test scores, official transcripts, two letters of recommendation, and a statement of purpose.

#### **What are the admissions criteria?**

The program is selective. We require a bachelor's degree from an accredited institution with at least a 3.0 overall undergraduate GPA as indicated in a transcript, (3.5 GPA for the last two years preferred), two letters of recommendation (at least one from a previous professor), a statement of purpose, resume, and a personal interview. We prefer applicants with some background in behavior analysis.

#### **What if I don't meet the admissions' criteria?**

Occasionally we admit students who do not meet all of the above requirements based on exceptional circumstances (e.g., substantial work experience in applied behavior analysis, exceptionally high optional GRE scores submitted, low undergraduate GPA, but high GPA for graduate work). However, any of these exceptional circumstances does not guarantee admission into the program and are considered, if at all, on a very selective case-by-case basis.

#### **I have been out of school for a while. Do I still have to take the GRE?**

No. It is not an admissions requirement for applicants. However, if a prospective student has components of their application that do not meet the admission criteria (e.g., a low GPA), they may take the GRE optionally and submit the scores with their application. If the scores produce evidence that the student has scholarly capability, they may aid in the admissions committee making an exception for the low GPA.

#### **How much does the program cost?**

Current tuition and fees can be found here: <http://www.temple.edu/bursar/about/tuitionrates.htm>. Look under College of Education, Graduate.

#### **Is financial aid available?**

Information about financial aid can be found at <http://www.temple.edu/sfs/>. Financial aid is available for full time masters students that apply, indicate they wish to be full time on their application and are approved within

the college of education (contact the Enrollment Office within the College of Education at [educate@temple.edu](mailto:educate@temple.edu)). If you are employed, check with your employer regarding educational and tuition benefits.

### **How do I qualify for in-state tuition?**

For general information on qualifying for in-state tuition, visit:  
<http://www.temple.edu/registrar/documents/faqs/general.asp>.

### **I work full-time. Can I complete all of the required courses during the evening?**

Yes. Most of the required courses are offered in the evening, typically from 5:30 – 8:00 pm, though day time courses are sometimes required (especially for electives), too.

In addition to lecture and seminar courses and a master's thesis, students must complete two practica to graduate from the program. Some practica may require daytime hours (see requirements for graduation below).

### **Can I complete the program online?**

No. Most courses meet face-to-face on Temple's main campus, though some courses may be available online.

### **How long does it take to complete the program?**

Time to complete the program depends on whether you study full- or part-time. Full-time students typically complete the program in about 2 years, while part time students often complete the program in 2.5 – 3 years. Most students enroll part-time, though we encourage full-time applicants.

### **What are the requirements for graduation?**

The program requires 33 semester hours, comprised of 21 hours of coursework, 6 hours of practica, and 6 hours of master's thesis. In addition to required and elective courses, all students must complete two practica and a master's thesis, which is an original research project, presented in a written report that must be approved by the ABA faculty.

### **How many students are currently in the program?**

In order to keep the faculty/student ratio at a level appropriate for a rigorous graduate program and to maintain close adviser – student contact, we restrict the program to around 20 - 30 active students at any given time.

### **Is the program all about autism?**

No. This program's hallmark is its interdisciplinary nature and its thoroughgoing approach to behavior analysis. Faculty research interests and classes offered include autism and intellectual disabilities, but also include other areas of behavior analysis such as school psychology, organizational behavior management, behavioral economics and basic behavior analysis.

### **Does the program meet course requirements for Board Certified Behavior Analyst Examination®?**

Yes. The Behavior Analyst Certification Board, Inc.® has approved our 18 credit hour course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. (But see below).

**Does the program meet all requirements for the Board Certified Behavior Analyst Examination®?**

No. In addition to coursework, individuals must complete supervised experience to qualify for the exam. Though Temple's M.S.Ed. program requires two, 150 hour practica, these are approved to meet the Behavior Analyst Certification Board's® supervised experience requirements under the practicum category, as long as all requirements outlined in the course syllabus and in the BACB guidelines are met and the supervision is conducted at an approved site under an approved BCBA.

For more information, visit [www.bacb.com](http://www.bacb.com).

**I already have a master's degree and I want to become a Board Certified Behavior Analyst®. Do I have to enroll in the M.S.Ed. program to complete the BCBA coursework?**

No. If you are interested in completing only the BCBA coursework, you should apply to the [Graduate Certificate Program in ABA](#).

**Does the program lead to teacher certification in special education?**

No - Temple's College of Education has other flexible options for applicants interested in teaching certification. For more information, visit <http://education.temple.edu/specialed>.

**I think I want to pursue a doctoral degree at some point. Will this program help me?**

The program is a terminal masters program -- you are finished when you earn your masters degree. You may choose to apply for doctoral study in behavior analysis after completing the program. Although past performance is no guarantee of future performance, our experience over 15 years has been that students who excel in this program are very often highly sought after by doctoral programs around the country. The completion of the masters thesis and your practicum experiences make you a marketable candidate for doctoral programs.

**Will this program let me stay at Temple for a doctorate?**

Because the program is a terminal master's degree, if you wish to stay at Temple to earn your doctorate you must apply to a doctoral program as a new student. Successful completion of this program is no guarantee of admission to a doctoral program at Temple. In the past, some students who have completed the program have applied to and have been admitted into Ph.D. programs in the College of Education. If admitted, you may be able to count most of the credits earned from the M.S.Ed. in ABA towards your Ph.D. program. For more information about doctoral programs in the College of Education, visit <http://education.temple.edu/phd>.

Admission to the doctoral program in Psychology is very competitive, and students from the ABA program do not normally apply to the Psychology Department for doctoral study. For more information about doctoral programs in the Psychology, visit <http://www.cla.temple.edu/psychology/graduate/>.