



## **Master of Arts in Special Education/ABA Specialization**

### **Program Mission**

The mission of the Master of Arts (M.A.) program in special education and applied behavior analysis is to equip practitioners with the knowledge and skills necessary for the development and implementation of evidence-based behavioral interventions for improving socially significant behavior across a wide range of diverse learners in applied settings.

### **Program Objectives**

Students pursuing a Master of Arts degree in Special Education/ABA specialization are required to:

1. Complete courses in foundations, multicultural and human diversity, and research; complete the verified course sequence (VCS) for the BCBA credential (i.e., basic behavior analysis, behavioral assessment, behavioral interventions, advanced ABA, ethics in ABA, single case design, personnel management); and complete electives based on individual areas of study (mild-moderate disabilities, moderate-intensive disabilities, early childhood).
2. Complete supervised field experience working directly with individuals with disabilities on the following applied skills: assessment, intervention, data collection, data analysis, and decision-making in the student's area of study (mild-moderate disabilities, moderate-intensive disabilities, early childhood).
3. Complete a master's thesis using a behavioral research design and addressing questions and methods that are based on a behavior-analytic approach.

### **Training Model, Curriculum, Graduation Requirements**

The MA ABA program consists of 34 to 37 credit hours of coursework that includes didactic courses, field experience, and thesis research. Depending on areas of interest, students have access to a range of opportunities working directly with individuals from early childhood through adult with a range of mild to severe learning needs in a variety of settings (e.g., public and private schools, hospitals and clinics, home and clinic-based services). The required master's thesis is typically an experimental research study that examines the effects of an intervention on student behavior (e.g., academic, social, functional) using behavioral research design. See the MA program curriculum sheet at the following link.

<https://ehe.osu.edu/graduate/special-education/special-education-ma>

The following link from the graduate school handbook provides information about graduation requirements.

<https://gradsch.osu.edu/handbook/6-6-masters-degree-summary-masters-degree-graduation-requirements>

**Requirements for Admission**

Applicants are required to submit the following: 3 letters of recommendation, official transcripts, a statement of intent, and a curriculum vita/resume. *GRE scores are not required.* See the application checklist and requirements for admission at the following link:

[https://ehe.osu.edu/sites/default/files/2023\\_application\\_checklist.pdf](https://ehe.osu.edu/sites/default/files/2023_application_checklist.pdf)

**Application Deadline**

December 1

**Faculty and Resources**

Program Faculty: <https://ehe.osu.edu/graduate/special-education>

Resources for Graduate Students: <https://ehe.osu.edu/current-graduate-students>

**Administrative policies and procedures**

Graduate School Handbook: <https://gradsch.osu.edu/handbook>

**Contact**

Please contact Dr. Sheila Morgan ([morgan.651@osu.edu](mailto:morgan.651@osu.edu)) if you have questions about the master's degree program in Special Education, ABA specialization or the BCBA credential.

## Admissions and Enrollment Data for MA Special Education/ABA Specialization

|    |  | Years                 |                        |                        |                        |                        |                        |
|----|--|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
|    |  | 2021<br>1 year<br>ago | 2020<br>2 years<br>ago | 2019<br>3 years<br>ago | 2018<br>4 years<br>ago | 2017<br>5 years<br>ago | 2016<br>6 years<br>ago |
| 1. | Number of students whose degrees were conferred by the program.  | 5                     | 3                      | 4                      | 8                      | 7                      | 9                      |
| 2. | Median years until graduation for students whose degrees were conferred by the program.  | 3                     | 3                      | 3                      | 3                      | 3                      | 3                      |
| 3. | Number of students enrolled in the program on January 1 <sup>st</sup> of the reporting year.   | 12                    | 12                     | 11                     | 14                     | 17                     | 18                     |
| 4. | Number of students no longer enrolled for any reason other than conferral of degree.   | 0                     | 0                      | 0                      | 0                      | 0                      | 0                      |
| 5. | Number of completed applications received.   | 12                    | 16                     | 16                     | 18                     | 15                     | 20                     |
| 6. | Number of students admitted during the reporting year.   | 10                    | 11                     | 14                     | 14                     | 10                     | 13                     |
| 7. | Number of Core Program Faculty Members.<br><br><i>“Core Program Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. This does not include broader department administration or teaching in programs outside the accredited program.</i> | 4                     | 4                      | 4                      | 5                      | 6                      | 6                      |
| 8. | Number of Associated Program Faculty Members.<br><br><i>“Associated Program Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program (e.g., Faculty within the department that teach program courses.</i>                             | 4                     | 4                      | 3                      | 3                      | 3                      | 3                      |
| 9. | Number of Other Contributors.<br><br><i>“Other Contributors” are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students (e.g., adjunct faculty, supervisors, seminar presenters, etc.</i>            | 0                     | 1                      | 15                     | 1                      | 10                     | 0                      |

|    |   |                      |                                   |  |     |                                   |                                    |
|----|---|----------------------|-----------------------------------|--|-----|-----------------------------------|------------------------------------|
| 10 | Number of first-time candidates sitting for their Board Certified Behavior Analyst (BCBA) examination.            | No data reported yet | *No data, fewer than 6 candidates | 8 total for 2018 and 2019<br>(BACB <i>reported 9 students from OSU took the exam</i> ): 8 were MA, 1 was PhD |     | *No data, fewer than 6 candidates | *No data, fewer than 6 candidates  |
| 11 | Percentage of first time candidates passing the BCBA certification examination.                                   | No data reported yet | No data reported yet              | 67% for 2018 and 2019 combined   |     | No data, fewer than 6 candidates  | * No data, fewer than 6 candidates |
| 12 | Number of graduates obtaining a master-level state license as a behavior analyst.                                 | 0                    | 0                                 | 0  | 0   | 0                                 | 0                                  |
| 13 | Number of first-time candidates sitting for their Board Certified Assistant Behavior Analyst (BCaBA) examination. | NA                   | NA                                | NA   | NA  | NA                                | NA                                 |
| 14 | Percentage of first time candidates passing the BCaBA certification examination.                                  | NA                   | NA                                | NA   | NA  | NA                                | NA                                 |
| 15 | Number of graduates obtaining a bachelor-level state license as a behavior analyst.                               | NA                   | NA                                | NA   | NA  | NA                                | NA                                 |
| 16 | Median undergraduate grade point average (GPA) for applicants admitted (report on a 4-point scale).               | 3.7                  | 3.4                               | 3.7  | 3.5 | 3.6                               | 3.6                                |
| 17 | Median graduate grade point average (GPA) for applicants admitted (report on a 4-point scale).                    | NA                   | NA                                | NA   | NA  | NA                                | NA                                 |
| 18 | Median score on<br>(if applicable, enter name of standardized test required for admission).                       | NA                   | NA                                | NA   | NA  | NA                                | NA                                 |