ED.M. PROGRAM IN SPECIAL EDUCATION
With Applied Behavior Analysis (ABA) Sequence

I. PROGRAM DESCRIPTION

The master’s degree program in special education with the Applied Behavior Analysis (ABA) sequence provides advanced graduate preparation in special education and enables students to take the coursework required for board certification in behavior analysts (BCBA). The program represents collaboration between the Graduate School of Education (GSE) and the Graduate School of Applied and Professional Psychology (GSAPP).

The 36-credit program is composed of a special education core (15 credits), an ABA core (18 credits) and an elective chosen in consultation with an academic advisor (3 credits).

The program DOES NOT include coursework leading to teacher certification in special education. The ABA sequence is pre-approved by the Behavior Analyst Certification Board to meet the ACADEMIC requirements for Board Certification in Behavior Analysis. Experience requirements are not currently included in the degree program.

II. APPLICATION DEADLINES AND ADMINISTRATIVE INFORMATION.

Fall admission - February 1 deadline

All applications are filed on-line (http://gradstudy.rutgers.edu).

Application support documentation is sent to:
Office of Graduate and Professional Admissions Rutgers, The State University of New Jersey
56 College Ave, New Brunswick, NJ 08901-8530 USA
848/932-7711 Fax: 732/932-8231

Application packets should contain:
- Three letters of recommendation
- Current Graduate Record Exam (GRE) scores (no older than 5 years)
- Personal written statement
- All college transcripts

Students not interested in pursuing a master’s degree but interested in taking graduate courses can enroll in special education courses. An individual must be admitted as a non-matriculated student prior to registering for a course. Non-degree students may take an unlimited number of credits, but only 12 of these (with advisor approval) can be transferred toward the master’s degree.
## III. PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABA Core</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>1st Fall</td>
<td>18:820:513</td>
<td>Basic Principles of Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>1st Spring</td>
<td>18:820:512</td>
<td>Introduction to Analysis and Single Case Design</td>
<td>3</td>
</tr>
<tr>
<td>1st Summer</td>
<td>18:820:521</td>
<td>Ethical Issues in Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>2nd Fall</td>
<td>18:820:514</td>
<td>Applications of Behavior Analytic Principles: Changing Behavior</td>
<td>3</td>
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<tr>
<td>2nd Spring</td>
<td>18:820:517</td>
<td>Assessment and Treatment of Challenging Behavior</td>
<td>3</td>
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<tr>
<td>2nd Summer</td>
<td>18:820:516</td>
<td>Advanced Topics in Behavior Analysis: State of the Art Teaching Strategies For Children With Autism And Related Disorders</td>
<td>3</td>
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<tr>
<td><strong>Special Education Core</strong></td>
<td></td>
<td></td>
<td>15</td>
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<tr>
<td></td>
<td>15:293:509</td>
<td>Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:293:522</td>
<td>Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:293:523</td>
<td>Inclusive Teaching in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:293:525</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15:293:534</td>
<td>Classroom Organization for Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>15:290:___</td>
<td>(290) Educational Psychology, (293) Special Education, (295) Learning, Cognition, and Development, or (297) Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>(choose one</td>
<td>15:293:___</td>
<td></td>
<td></td>
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<tr>
<td>with advisor's</td>
<td>15:295:___</td>
<td></td>
<td></td>
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<tr>
<td>approval)</td>
<td>15:297:___</td>
<td></td>
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<tr>
<td><strong>TOTAL MINIMUM CREDITS</strong></td>
<td></td>
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<td>36</td>
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Please note: the above courses will meet the requirements for the Master’s degree and the academic requirements for Board Certification in Behavior Analysis. Additional experience requirements (through fieldwork or practicum) are necessary to be eligible for Board Certification in Behavior Analysis (BCBA). Experience requirements are not currently included in the degree program.
IV. PROGRAM FACULTY

Graduate School of Education

Angela O’Donnell, Ph.D. Ph.D., Texas Christian University
Phone: 848-932-0830 Email: angela.odonnell@gse.rutgers.edu Office: GSE 325
Dr. O’Donnell’s research interests include cooperative and collaborative learning, text processing, and learning strategies. She is interested in understanding the conditions in which students learn best from one another. Her research focuses on how and what students learn from one another and what teachers can do to support this kind of learning.

Matthew J. Mayer, Ph.D. Ph.D., University of Maryland, College Park
Phone: 848-932-0843 Email: matthew.mayer@gse.rutgers.edu Office: GSE 335
Dr. Mayer’s research interests include school violence and disruption, cognitive-behavioral interventions, and methodological issues in school violence and related social and behavioral research. He continues to examine national-level data on school violence, working to better our understanding of school-level processes that may influence school violence and disorder. Dr. Mayer has a rich background of 13 years of educational support work with at-risk children and adolescents in neighborhood outreach programs, foster care, and as a special education teacher.

Dake Zhang, Ph.D. Ph.D., Purdue University
Phone: 848-932-0821 Email: dake.zhang@gse.rutgers.edu Office: GSE 312
Dr. Zhang’s research interests include assessment and intervention in mathematics and science instruction for K-12 students with, or at risk for learning disabilities, and developing and examining the effectiveness of assistive technology for teaching students with, or at risk for learning disabilities in mathematics and science. She teaches the following courses: Introduction to Special Education, Assessment and Measurement for Special Education, and Current Topics in Special Education.

Judith R. Harrison, Ph.D. Ph.D., Texas A&M University
Phone: 848-932-0822 Email: judith.harrison@gse.rutgers.edu Office: GSE 317
Dr. Harrison’s research interests include the effectiveness, acceptability, feasibility, and sustainability of classroom-based services provided to youth with or at risk for emotional or behavioral disorders. Her primary focus is on the evaluation of interventions teachers can utilize to teach students the skills they need to overcome impairment and function successfully.

Graduate School of Applied and Professional Psychology

Lara Delmolino, Ph.D., BCBA-D Ph.D., Rutgers University
Phone: 848-932-4500 Email: lara.delmolino@rutgers.edu Office: DDDC - Ryder’s Lane
Dr. Delmolino’s research and clinical interests focus on assessment and treatment of individuals with autism, and application and evaluation of Applied Behavior Analysis teaching methods to increase skills. She teaches the first half of the Introduction to Applied Behavior Analysis Course and the Introduction to Analysis: Single-Case Design Course in the Applied Behavior Analysis sequence.

Robert LaRue, Ph.D., BCBA-D Ph.D., Louisiana State University
Phone: 848-932-4500 Email: larue@rci.rutgers.edu Office: DDDC - Ryder’s Lane
Dr. LaRue earned a dual doctorate in biological and school psychology from Louisiana State University. He completed his predoctoral internship with the Kennedy Krieger Institute at John Hopkins University and a postdoctoral fellowship with the Marcus Institute at Emory University. His interests include the assessment and treatment of maladaptive behavior, staff and teacher training and behavioral pharmacology. His current studies include an evaluation of treatments informed by the principles of behavioral economics and comparison of communication modalities for learners with ASD.

Kimberly Sloman, Ph.D., BCBA-D Ph.D., University of Florida
Phone: 848-932-4500 Email: ksloman@rci.rutgers.edu Office: DDDC - Ryder’s Lane
Dr. Sloman’s general research and clinical interests focus on the assessment and treatment of challenging behavior of children with Autism Spectrum Disorder (ASD) and caregiver training. Her current research endeavors address the evaluation and treatment of complex, restricted and repetitive behavior in ASD. Dr. Sloman teaches Applications of Behavior Analytic Principles: Changing Behavior in the Applied Behavior Analysis course sequence, as well as oversees undergraduate fieldwork in psychology at the Douglass Developmental Disabilities Center.

Kate Fiske, Ph.D., BCBA-D Ph.D., Rutgers, The State University of New Jersey
Phone: 848-932-4500 Email: larue@rci.rutgers.edu Office: DDDC - Ryder’s Lane
Dr. Fiske’s research interests include the evaluation of best practices for treating individuals with autism using applied behavior analysis, and the provision of support for families of individuals with autism spectrum disorder. Her recent clinical research projects focus on factors related to skill development and learning, such as reinforcement and discrimination, in minimally verbal children with ASD.