Teachers College
COLUMBIA UNIVERSITY

# ABA PhD Program Handbook



*This manual is intended as a guide and reflects current program policies and procedures. All information is subject to change as needed.

# Table of Contents

Click the Titles to Jump to the Section


Purpose and Introduction.....
Faculty.....
Program Information .....
- Objectives.....
- Attendance Requirements.....
- Minimum Grades.....
- Internship Requirements.....
- Additional Needs.....
- Yearly Evaluations.....
- Master of Philosophy.....
- Certification Exam.....
- Dissertation.....
- Institutional Review Board.....
- Graduation.....
- Transfer Credits.....

Credentials.....
Internship and Teacher Certification.....
BCBA/LBA Information.....
International Student Resources.....
College Policies.....
Helpful Links and Resources.....
Tuition and Aid.....
Frequently Asked Questions.....
Table 1 (MA course sequence).....
Table 2 (PhD courses).....


*This manual is intended as a guide and reflects current program policies and procedures. All information is subject to change as needed.

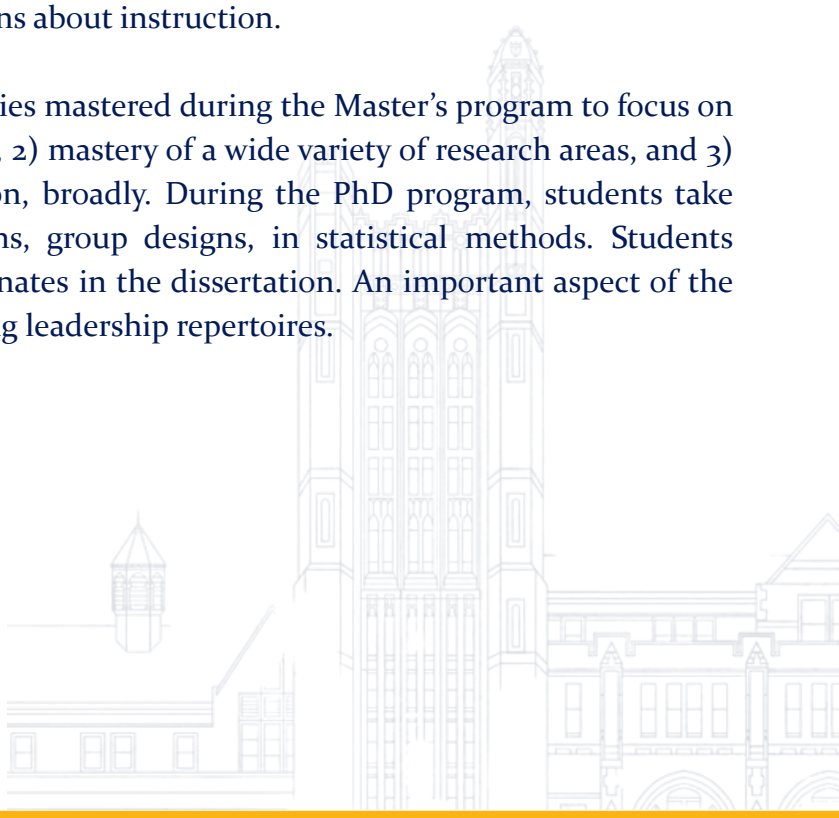
## Purpose & Introduction:

Welcome to the Teaching as Applied Behavior Analysis (TABA) program! The purpose of this handbook is to articulate program policies and expectations. Enrolled students should read and refer to this handbook for guidance about the program. The TABA program is one of the Special Education programs in the Department of Health Studies and Applied Educational Psychology. Other Special Education programs include Intellectual Disabilities and Autism program and the Deaf and Hard of Hearing program.

In our Master's and Doctoral program in TABA, we focus on the development of a science of teaching and Applied Behavior Analysis (ABA) to improve educational and life outcomes of young children. Our approach involves using evidence-based procedures to improve teaching, collecting continuous data and making instructional decisions based on those data, and adapting teaching to meet each child's developmental level. We do not believe teaching is an art. While teaching does involve creativity, it is crucial to recognize that the foundation of effective teaching lies in scientifically-validated practices that drive learning and development. Philosophically, our program aligns with Applied Behavior Analysis, with a focus on behavior-environment functional relations.

The TABA PhD program is an extension of the Master's program. During the Master's portion of the program, students learn 1) to speak and write scientifically, 2) deliver ABA procedures with accuracy, and 3) to analyze data and make informed decisions about instruction.

The TABA PhD program builds on the competencies mastered during the Master's program to focus on 1) mastery of research methodology competences, 2) mastery of a wide variety of research areas, and 3) supervision and leadership in ABA and education, broadly. During the PhD program, students take research classes related to single-subject designs, group designs, in statistical methods. Students conduct research on an ongoing basis that culminates in the dissertation. An important aspect of the program is mentoring MA students and developing leadership repertoires.



## Faculty:


### Daniel M. Fienup, PhD, BCBA-D, NY LBA
Director Applied Behavior Analysis Programs
Professor of Psychology and Education,
Graduate School of Arts & Sciences and Teachers College
Email: fienup@tc.columbia.edu
Research interests: https://www.researchgate.net/profile/Daniel-Fienup

### Maithri Sivaraman, PhD, BCBA
Assistant Professor of Psychology and Education,
Graduate School of Arts & Sciences and Teachers College
Email: Maithri.Sivaraman@tc.columbia.edu
Research interests: https://www.researchgate.net/profile/Maithri-Sivaraman-2

### Jo Ann Pereira Delgado, PhD, BCBA, NY LBA, SBA, Asst. RS
Assistant Professor of Teaching
and Practicum Coordinator in Applied Behavior Analysis,
Graduate School of Arts & Sciences and Teachers College
Email: jdelgado@tc.columbia.edu
Research interests: https://www.researchgate.net/profile/Jo-Ann-Delgado

### Program Manager: Emily Kutz
Email: ejk2192@tc.columbia.edu


### Associated Faculty in the broader Special Education Program:

Dr. Laudan Jahromi, PhD, Intellectual Disabilities/Autism, lbj2112@tc.columbia.edu

Dr. Matt Zajic, PhD, Intellectual Disabilities/Autism, mcz2114@tc.columbia.edu

Dr. Elaine Smolen, PhD, Deaf and Hard of Hearing, es3519@tc.columbia.edu

# PhD Program:
# Official Title: Special Education: Applied Behavior Analysis

The PhD program includes two years of MA coursework followed by an additional three years of doctoral coursework and the completion of the PhD. For a full description of the MA program, please see the MA Handbook. Some of that information will be briefly summarized here, but the focus of this handbook is on the PhD-only portion of the program. The PhD program is located at Teachers College and within Columbia University's Graduate School of Arts and Sciences.

The objective of our MA program is to prepare teachers, teacher trainers, and behavior analysts to use measurably effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. Table 1 lists the 47 specific credits students complete toward the MA degree. Table 2 lists the coursework requirements toward the PhD degree that are in addition to the MA curriculum. The PhD and MA programs are accredited by the Association for Behavior Analysis, International. Additionally, the MA program is registered as a Teacher Preparation program in New York.
PhD students should also contact and follow the general PhD requirements, which can be found on the Office for Doctoral Students website (scroll to the bottom of the page past EdD requirements): https://www.tc.columbia.edu/doctoral/forms/requirements/
The objective of our PhD program is to prepare researchers and leaders in Applied Behavior Analysis and education. Students accepted into the program are placed in positions schools and classrooms that practice teaching as applied behavior analysis.

Research is a central component of the training—both the applications of research using science-based tactics and measurement, and the generation of new research. PhD students engage in research throughout their program, building on their research training in the MA and culminating in a dissertation that identifies and investigates a topic related to our mission. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year, and this is a key component of the PhD training. Students are expected to develop their own area of research, with a faculty mentor. In the past, these areas have included topics such as: effective classroom practices, instructional components, language/verbal development interventions, and relational learning.

Students who already hold MA degrees from other institutions must take the ten MA core courses, because the core prepares them with the means to be successful in completing milestone PhD requirements. PhD students also need to be dually certified in New York State for teaching children from birth to grade 2, and grades 1-6. Certification is critical for those placed in teaching positions because it provides the opportunities to train MA students. In that role PhD students are critical instructors for the first- and second year MA students, an experience that prepares the doctoral candidate to teach and mentor graduate-level students.

## Program objectives:

1. Use single-subject and group-design research to evaluate all aspects of an intervention delivery, including educational interventions for children, staff and parent training, and teacher training.

2. Train and supervise classrooms and schools such that children are motivated to learn, using positive and non-coercive practices.

3. Master the existing science of ABA as applied to the varied needs of children, master teaching others to implement procedures, and evaluate the effects of such training.

4. Master procedures for identifying learning challenges and providing individualized solutions to improve individual children's outcomes.

5. Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students, and master how to teach others to implement these competencies and empirically evaluate the effects of such training.

6. Teach others how to measure all students' progress continuously and directly in achieving standards and new developmental stages and empirically evaluate such training.

7. Empirically evaluate teaching/intervention practices when initial best practices are not successful with children.

8. Teach others to analyze the source of student learning problems and empirically evaluate such training.

9. Draw on evidence from behavior analysis, cognitive learning, developmental research, special education research, reading/writing literacy research and implement procedures in accordance with Applied Behavior Analysis and teaching as a science.

10. Design functional curricula building on the theory and science of verbal behavior, radical behaviorism, and the foundations of pragmatism. Teach others to design functional curricula and empirically examine the effectiveness of functional curricula.

## Attendance Requirements:

ABA PhD students should plan on two years to complete the MA program and an additional 3 years to complete the entirety of the PhD program. The PhD program requires full-time attendance. During the program, students attend internship sites during the day (full-time) and attend classes at night. Students are required to attend internships during the fall and spring semesters as part of Student Teaching. The internship experiences may be paid, assuming the internship site formally hires you. While there is no formal requirement to work at internship sites during the summer, we strongly encourage students to continue working at internship sites to gain additional valuable teaching and research experiences.

If a PhD student needs to leave the program temporarily for health or personal reasons, the student must file a leave of absence through the Registrar's office.

## Minimum Grade:

Students must earn a B- or higher for a class to count towards graduation requirements.

## Internship Requirements:

Students are required to attend an internship during the Fall, Spring, and Summer A semesters while in the ABA PhD program. While completing an internship, students must enroll in relevant courses (student teaching, internship). In the PhD program students enroll in HBSE 6404 during the first two years of the program (third and fourth year for students who complete the MA degree first).

## Additional Needs:

For classes and coursework, students will need a working computer that runs Microsoft Word and Microsoft Excel. Once enrolled, Teachers College provides free access to Office 365, which can be used to access Word and Excel online. Students can also download local copies of these programs through Office 365.

Students are required to find their own transportation to internship sites and Teachers College. Having one's own car is certainly helpful as some of our internship sites are located outside of the NYC areas. Students without cars may be able to arrange carpools to get to internship sites and the university. Columbia University offers shuttle services that may be helpful for transportation (see here).

## Yearly Evaluations

Once a year, each PhD student meets with the ABA faculty to review their progress in the program. This is important to ensure you remain on track in the program. Prior to the meeting, the ABA faculty will solicit feedback from supervisors at sites as well as MA-level mentees. ABA faculty will also review student performance in coursework and research. During the meeting, the ABA faculty will discuss scholarship (research), coursework, teaching (from internship), and mentoring with each student.

## Proctoring

To help you develop competencies in teaching the science of ABA to graduate students, PhD students will serve in proctoring roles in Master's classes. During these experiences, PhD students will interact with Master's students in an instructional capacity and help them to learn and master the course content.

## Master of Philosophy

En route to earning the PhD students meet the requirements for a Master of Philosophy, or MPhil. The MPhil requirement is met when students complete all coursework (see Tables 1 and 2, all course except dissertation courses), pass the Certification Exam (see next section), and complete the HBSE 7500 Dissertation Seminar course by successfully proposing the dissertation. Generally speaking, the MPhil is awarded for completing all doctoral requirements except for the dissertation defense. Please see the Office of Doctoral Studies website for more information:
https://www.tc.columbia.edu/doctoral/forms/requirements/

## Submitting a Paper for Publication

Each student must submit a paper to a peer-reviewed journal during the first two years of the PhD program. We have observed that students who have come in contact with the peer review system are more adequately prepared for the dissertation process. Work with your advisor on selecting a piece of your work that can be submitted to a peer-reviewed journal.

This requirement will hopefully result in publication. However, acceptance is not the requirement. Submitting is the requirement.

## Certification Exam

The Certification Exam is completed once students have:

1. Completed all coursework (see Table 2) except for dissertation-related courses
2. Submitted a paper for peer review

The Certification Exam involved students declaring a research topic and answering several questions about theoretical orientations, methodology, measurement, research gaps, and unanswered research questions.
This version of the Certification Exam began in 2026 and replaced the old system of an AM and PM exam. Thus, when enrolling for the exam, one still checks the AM and PM boxes.

The timeline can be individualized based on a student's progress through the program. However, a general timeline looks like this*:

- In June of second year, submit a 3-5 page document about the research topic
- Within 2 weeks faculty will provide written feedback
- In third week of August, the student submits all answers to the Certification Exam questions plus evidence of the articles discussed in the exam

*note, the specific timeline may start earlier than June. This will be discussed with you in classes.

## Dissertation

All students must complete an original study as part of their dissertation research. The Office of Doctoral Studies provides information pertaining to the dissertation process. Often, PhD students begin piloting research in their second year (fourth year if from our MA program) that constitutes the basis of their dissertation. This then becomes their first study in the doctoral dissertation document. There are three official meetings for the dissertation: the proposal, the advanced seminar (or data hearing), and the final defense. Each meeting requires (1) an APA-style written document, (2) a 20-minute student presentation, and (3) a committee. Depending on whether this is the proposal, advanced seminar, or final defense, the Office of Doctoral Studies provides guidance on what should be included in the written document and the number of committee members. Students should contact the Office of Doctoral Studies website prior to their proposal to ensure they meet current standards. Students also need to track deadlines for having meetings and depositing the dissertation to graduate in specific semesters. For example, it is often the case that a student needs to have a final defense and deposit their finalized dissertation by mid-April in order to graduate in the Spring ceremony in mid-May.

Office of Doctoral Studies important links:
https://www.tc.columbia.edu/doctoral/
https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/

## Institutional Review Board

Students must become familiar with the policies and procedures of the Teachers College Institutional Review Board (IRB). All research must be approved by an IRB. The Teachers College IRB approval is required for dissertation research to finalize one's dissertation proposal. That is, after one successfully proposes their dissertation, the research protocol must be approved by the Teachers College IRB, even if the research was previously approved by Teachers College's IRB or another IRB. The Teachers College IRB website provides a wealth of information about the process: https://www.tc.columbia.edu/institutional-review-board/. Being eligible to submit an IRB protocol requires professional development requirements, such as completing the Citi Training Ethics course.

## Graduation

Students are eligible to graduate following the completion of the MPhil and successful final defense of the dissertation. When preparing to graduate, check the Office of Doctoral Studies website for relevant dates and forms: https://www.tc.columbia.edu/doctoral/

## Transfer credit policy

Transfer credits are managed through the Office of the Registrar (see link below).
https://www.tc.columbia.edu/registrar/resources/transfer-credits/

## Credentials

The MA program includes coursework that prepares students for a number of post-graduation credentials, such as New York State Initial Teacher Certification, Board Certified Behavior Analyst, and New York Licensed Behavior Analyst. Students should look on the websites of the respective credentials for more details, which include examinations.

For information about becoming a certified teacher, please see the MA Handbook.

## Internship and Teacher Certification

We have secured sites that can provide the necessary supervision and practicum/fieldwork requirements for completion of both PhD and MA program requirements. During the MA program, students work at internship sites and, when possible, earn a teaching assistant salary (see MA program handbook for more details). During the PhD program, students work at internship sites and, when possible, earn a substantially higher salary as a teacher. In this role, students are responsible for a class of students and teaching assistants, which may include a MA student. In order to secure a position as a teacher, a PhD student must have the requisite teaching certification (requirements gained through the MA program). PhD students also need to obtain the Board Certified Behavior Analyst credential so that they can provide relevant supervision to MA students. Please see the Office of Teacher Education website for information about cooperating teachers and using cooperating teacher credits to pay for tuition: https://www.tc.columbia.edu/office-of-teacher-education/

Full time employment varies per internship site, which encompasses a typical 6-hour school day with additional time for planning (i.e. 8am-3pm). The agreements we have with internship schools are for those schools' calendars, which are different from the Teachers College calendar. To accept an internship, one must agree to abide by the respective site's employee/volunteer rules and their calendar. The internship sites tend to begin in early September, have a 1 to 2 week break in winter (starting back in early January), and end their calendar in mid-June.

Internship sites have rules for employees and volunteers that we expect our students to follow. We ask students to ask for those rules and abide by them. Your adherence to those rules is reported to us on Student Teaching evaluation forms. That is, our Professionalism Standards regard your professional behavior at your internship site. These include following your placement's dress code, professional communication with teachers, parents, and administrators, displays of integrity with learners, colleagues, and supervisors, completing school duties, upholding standards of confidentiality, and adhering to technology-use policies. A specific list of professional standards will be distributed and discussed in the Student Teaching course.

## International Students

International students have special circumstances related to internships. Internship sites are regulated by employment rules and may be subject to federal regulations regarding employment of non-U.S. citizens. For this reason, international students are encouraged to meet with ABA faculty and consult with TC's Office of International Students and Scholars (OISS, https://www.tc.columbia.edu/international/). In order for an internship site to pay an international student, the student will have to register for Curricular Practical Training (CPT) and register for a relevant course (student teaching while in MA program, HBSE 6404 while in the PhD program). During the MA program, students are approved for part-time CPT in one's first year of studies (paid for up to 20-hrs per week) and full time CPT in one's second year of studies. During the PhD program, students are approved for full-time CPT until they earn their MPhil. After the MPhil is earned, there is an additional internship class students can enroll in to qualify for CPT.

## BCBA/LBA Information

The BCBA and LBA are MA-level credentials. PhD students should apply for these credentials to be in a position to provide supervision to MA students.

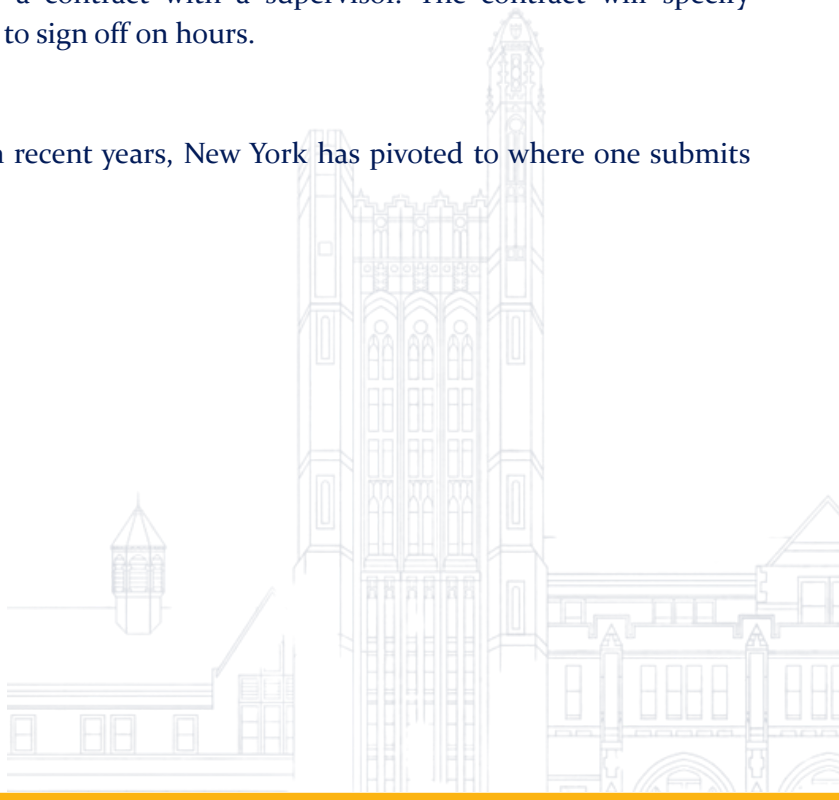
BCBA:

The link to the BCBA Experience Standards is here. Note that the BACB standards are subject to change at any moment. Only the material found on their website is current. Previously downloaded material may be out of date.
https://www.bacb.com/bcba/
Here is a link to a BCBA Tip Sheet, with important information before beginning your experience. Please review all items on this list:
https://www.bacb.com/wp-content/uploads/2020/05/Fieldwork-Checklist-and-Tip-Sheet-210506.pdf

As part of accruing BCBA hours, one must enter into a contract with a supervisor. The contract will specify professional behaviors that must be met for the supervisor to sign off on hours.

New York Licensed Behavior Analyst

The link to New York State's website is here. Note that in recent years, New York has pivoted to where one submits their BCBA as evidence of qualifying for the NY LBA:
https://www.op.nysed.gov/licensed-behavior-analysts



## International Student Resources

International students have special circumstances that may require extra time to complete all paperwork. In these cases, you may need to begin your internship in a volunteer position until you can legally be paid.

International students will need to apply for Curricular Practical Training (CPT) in order to receive compensation from internship sites. Prior to applying for CPT, international students must complete a training. We encourage international students to complete the training in late August so they can enroll in CPT immediately when starting the program. Here is a website with the schedule of trainings:

https://www.tc.columbia.edu/international/events-and-programs/

Below is general information for the office dedicated to assisting international students.

Contact: Office of international Students and Scholars (OISS)
https://www.tc.columbia.edu/international/
Phone: 212-678-3939 * Email: tcintl@tc.columbia.edu

INTERNATIONAL STUDENT GUIDELINES FOR PAID EMPLOYMENT
For those on F-1 Visas
https://www.tc.columbia.edu/international/current-students/employment--taxes/f-1-visa-employment/f-1-practical-training/

All students enrolled in the MA and PhD programs at Columbia University Teachers College are required to complete full-time internships in our Research and Demonstration CABAS® model schools. Our long-standing relationship with our schools has allowed us to secure paid full-time employment for all students provided that ALL policies and procedures are followed. Below are some guidelines to follow in order to make sure you do not violate any of the stipulations for paid work while you are in the US. In addition to the I-20 (student visa), in order to be paid for work you MUST apply for Curricular Practical Training (CPT) authorization during EVERY semester you are enrolled, including Summer. Normally, the CPT will only be good within the dates of the respective semester, but because your employment is a requirement of the program, you may work during the gaps between semesters. Therefore, the dates on your CPT are very important. Again, you cannot be paid once a new semester begins until the CPT is approved by the Office of International Students and Scholars (OISS) at TC so please begin the process early.

## International Student Resources Continued:

Below are some helpful tips regarding registration and CPT applications:

As stated at the CPT portal on the TC website:

WHO IS ELIGIBLE?
In order to be eligible for CPT, you must:
· Have a job offer directly related to your academic program
· Have been lawfully enrolled full-time for one academic year
· Be in lawful F-1 status
· Making normal progress toward degree completion and be in good academic standing

Following, we need to obtain the degree audit and submit the Request for Curricular Practical Training eForm via TC-Compass.

Once the OISS receives your application, it will be reviewed by an international student advisor within 14 business days. You will then receive an email communication notifying you that the I-20 is ready for pick up or to be mailed. You will then present your I-20 to your employer."

1. The International student office requires about 2 weeks to process CPT applications. Please make sure you apply ahead of this deadline.

2. You must secure an employment offer letter from the employing school/agency. The letter needs to state the following:
a. name of applicant,
b. offer for a full-time position,
c. duties,
d. terms of the position (hours of employment, total hours of work per week,
e. annual full-time salary for a Teaching Assistant),
f. institution's name and address,
g. and a signature of the director/responsible party

You do not need a new employment letter for the Spring or Summer semesters but you may need to upload the same letter.

International Student Resources Continued:

3. You must be registered in either HBSE 4704 (3 credits, MA program), HBSE 4304 (0 credits, MA program), OR HBSE 6404 (0 credits, PhD program) during every semester you apply for CPT. Ask a faculty member which one you should register for if you are unsure.

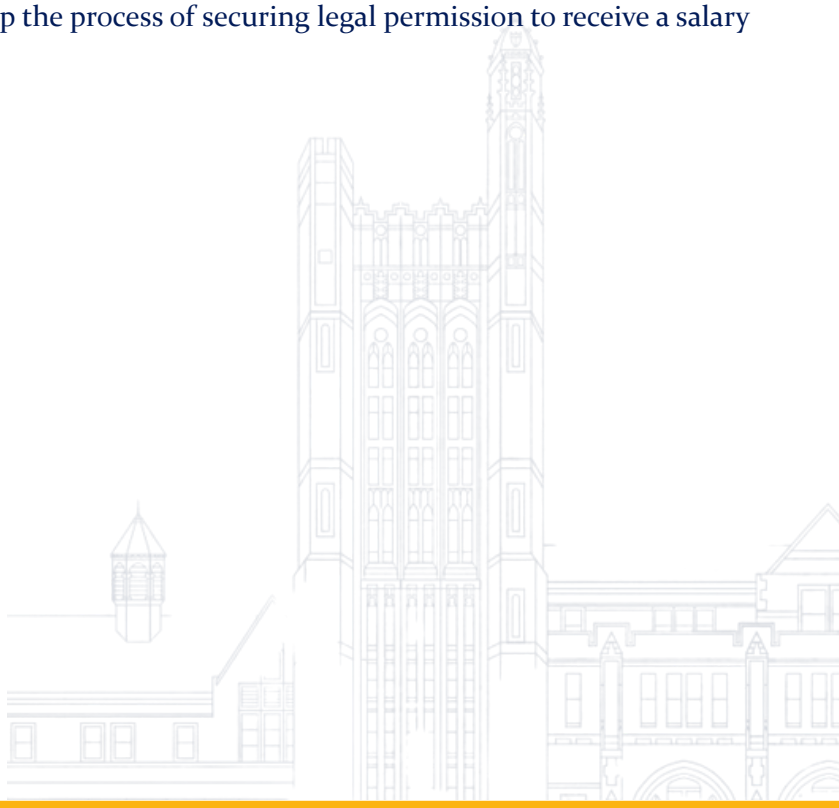
4. You will also need to submit a copy of your Degree Audit signed by one of the program faculty.

5. Make sure the CPT begins on the very first day of the semester (see TC calendar under Academics on the TC homepage). One exception will be Fall, if your employment is set to begin before the first day of the semester. This employment start date would be reflected in your offer letter.

6. The end date for the CPT should be the last day before the start of the following semester. Again, see the TC calendar.

7. Because continuous enrollment in internship is required, you must maintain eligibility for CPT for the duration of time you are in the program. This means that you will continue to take courses through the first Summer session of your second year (June). Please make sure that your I-20 is extended and dated until the end of the June or even the end of the calendar year in which you are graduating. Please note that your graduation (degree conferral) date will be October, although degree requirements will be met by June.
In order to be paid you will need a Social Security card. This can only be obtained in person at a local SS office. This process can take some time and again, you may not be paid until you have a social security number. See instructions here: https://www.ssa.gov/ssnumber/

Please be patient. We are here to help but cannot speed up the process of securing legal permission to receive a salary while a TC student.



# College Policies

TC Student Handbook

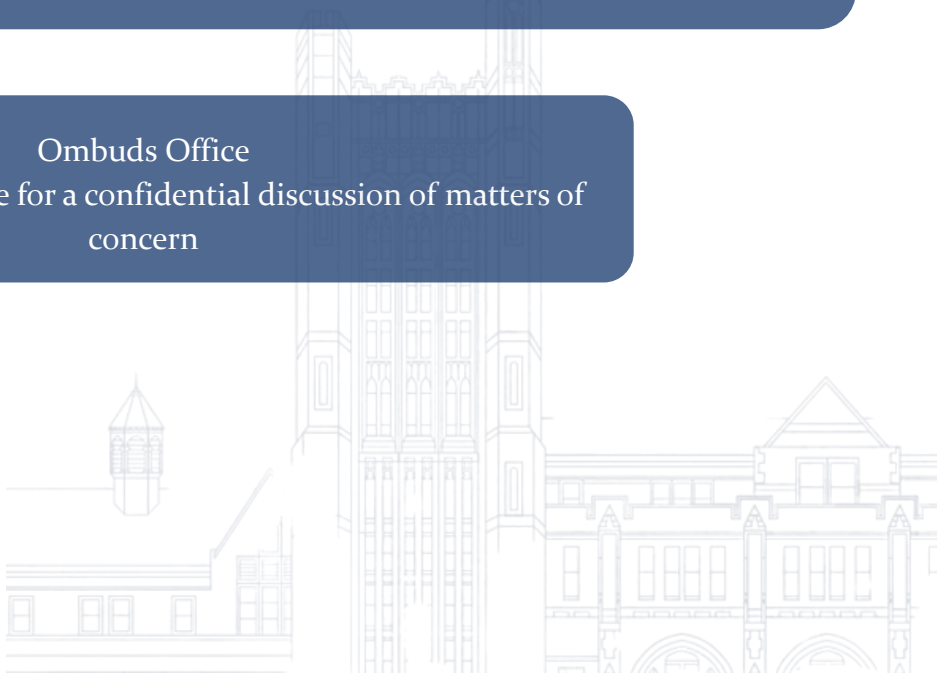
Student Code of Conduct

TC Policy Library- Includes a list with respective links to University policies

## Important policies to take note of include:

- Grievance Procedure:
- Grading
- Incomplete Grades
- Degree Requirements
- Email Usage
- Acceptable Use of Technology
- TC- ID
- College Communication
- Covid Vaccination Policy
- Financial Aid
- Attendance
- Academic Standards
- Gender-Based Misconduct
- Non-Discrimination
- Preferred Name
- Religious Observance
- Remote Instruction
- Student Psychological Wellbeing

Ombuds Office
An independent office for a confidential discussion of matters of concern



## Helpful Links & Resources

- Graduate Writing Center
- Columbia University Health Services
- Office of Public Safety
- Office of the Registrar
- Office of Doctoral Studies
- Office of Student Support and Advocacy
- Office of Teacher Education
- TC Next- Provides information regarding career pathways for current students/alumni

## Tuition and Aid

The two main costs of attending the MA and PhD programs are tuition and housing. Enrolled students may choose to live in graduate student housing or find their own housing accommodations. The college may provide institutional support (financial aid) to students who apply by the priority deadline. The specific date of this deadline varies from year to year, but tends to be in mid-January (e.g., January 15th). We strongly encourage applicants to apply by the priority deadline.

Below is information about the cost of attending the MA and PhD programs at Teachers College, Columbia University:

https://www.tc.columbia.edu/admission/financial-aid/cost-of-attendance--tuition/your-cost-of-attendance/

Note, students typically earn a significant salary from internship sites for their teaching position.

## Frequently Asked Questions

"I have been fingerprinted previously at another preschool. Does this suffice for New York state Certification? Can I transfer my fingerprints from another state?"

Many schools require fingerprinting. However, in most cases (especially preschool), these are for different agencies. The fingerprints must be through New York State. Check with the Office of Teacher Education. In terms of transferring fingerprints, NYS does not accept fingerprints from out of state.

"Can I have multiple BCBA Supervisors? If so, who signs my paperwork?"

Yes, please see the BACB handbook and relevant forms for multiple supervisors.

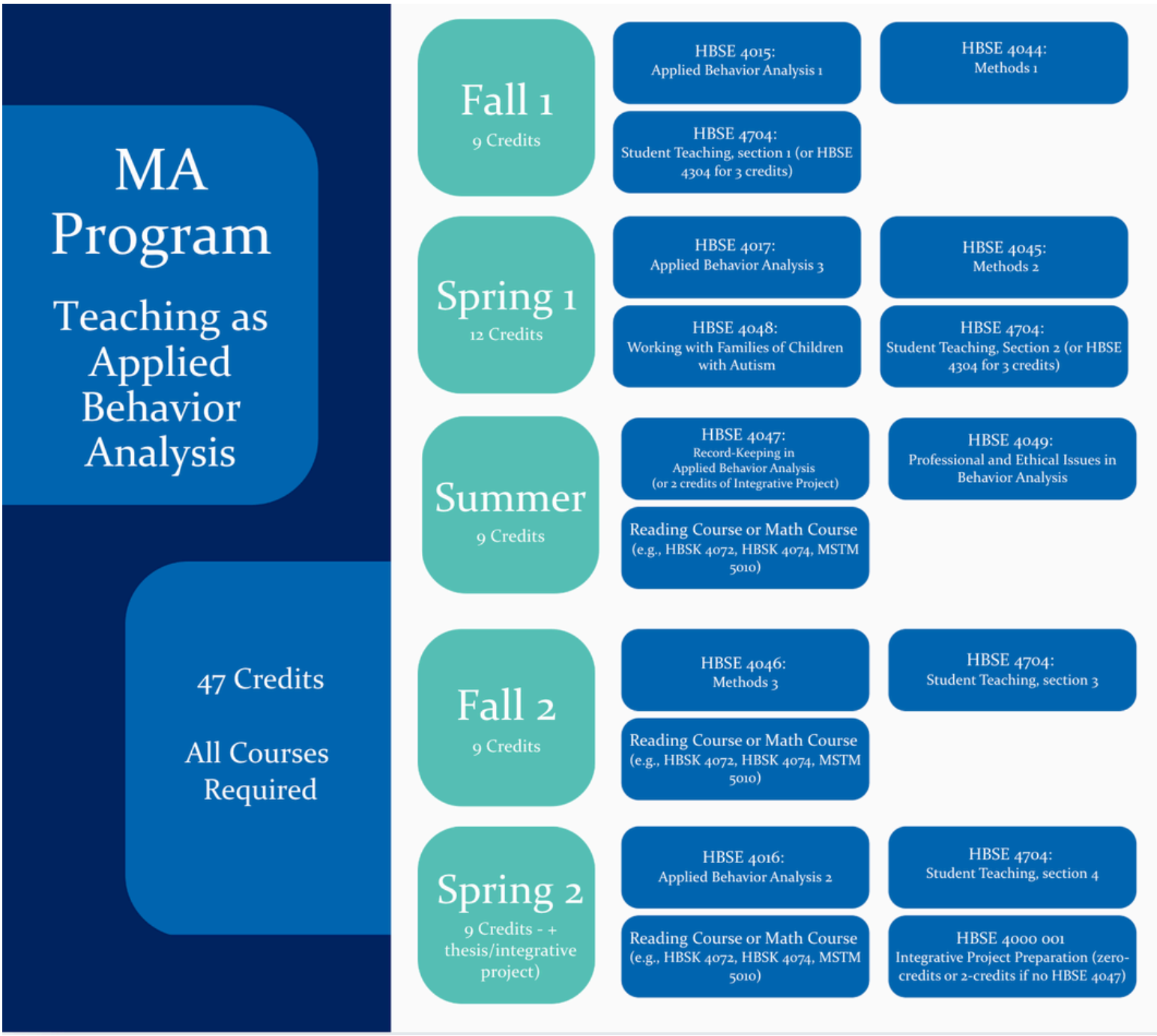
"I need personal time for a few days for an event that was planned prior to enrolling at TC and will not be able to attend my internship. Who do I contact?"

You should have informed your employer before you were hired. Contact your employer or remind them as soon as possible. Consult your employee manual. Note, this will likely be unpaid time and considered an unexcused absence. Continued unexcused absences will result in disciplinary action from your employer and will impact your coursework. If you are also missing your university courses, contact your professors.
Religious observances are the exception.
https://www.tc.columbia.edu/policylibrary/policies/religious-observance-1242110/

"How do I get to my internship site?"

The college and program do not provide transportation to internship sites. If you have a car, you should consider bringing it. Some of our internship sites are out of the city and are not easily accessible by public transportation, while others are on subway lines. Carpools are usually available but not guaranteed and having a car will make your life much easier. Transportation is a personal expense whether you use mass transit, carpool, or drive. If you drive a carpool, you can share the commuting expenses (e.g., gas, tolls) with your riders.

## Table 1 - MA Course Sequence



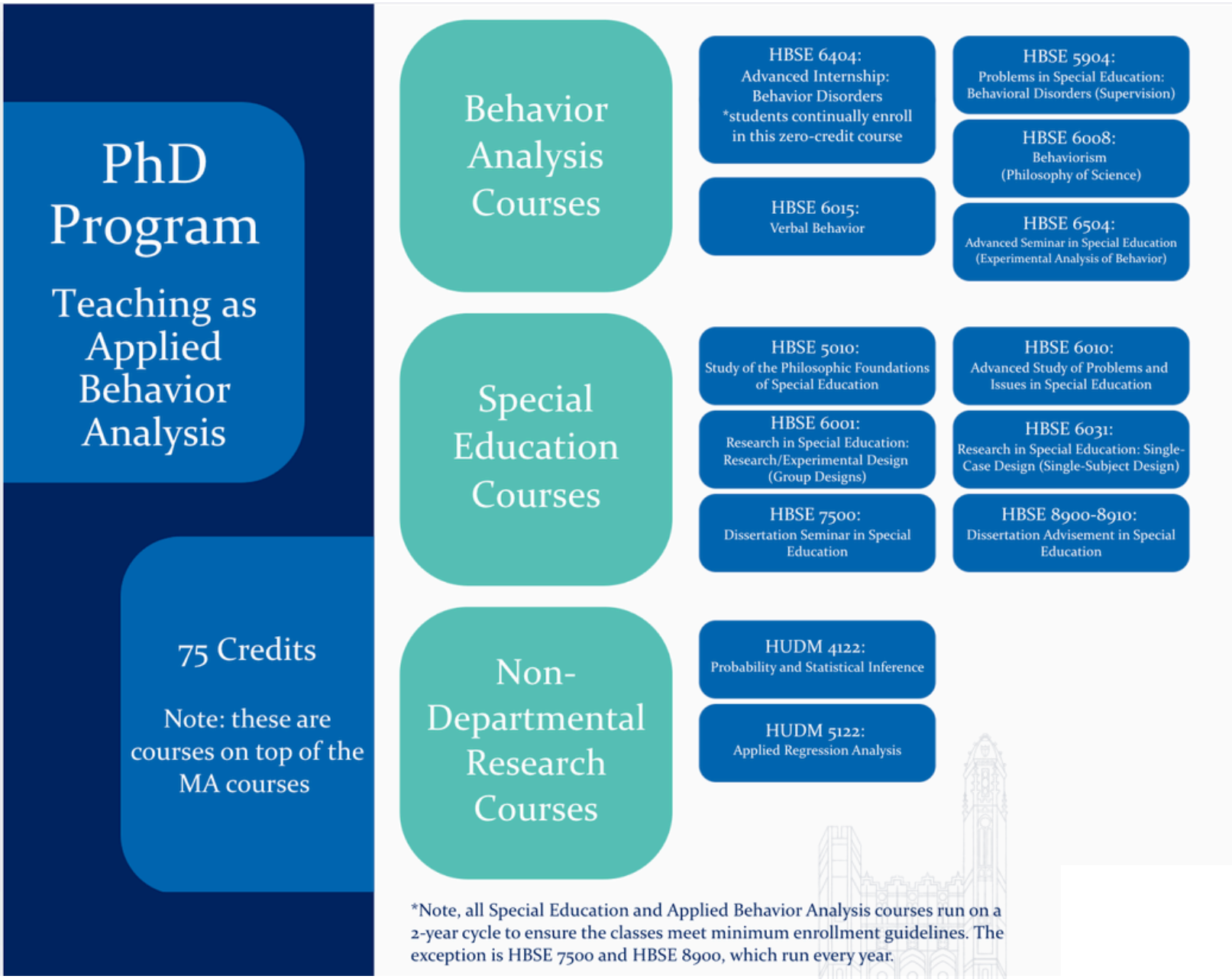

Additional Information

Students are required to earn a grade of B- for credits to apply toward graduation. If a student earns less than a B-, the student has to retake the course in order to graduate.

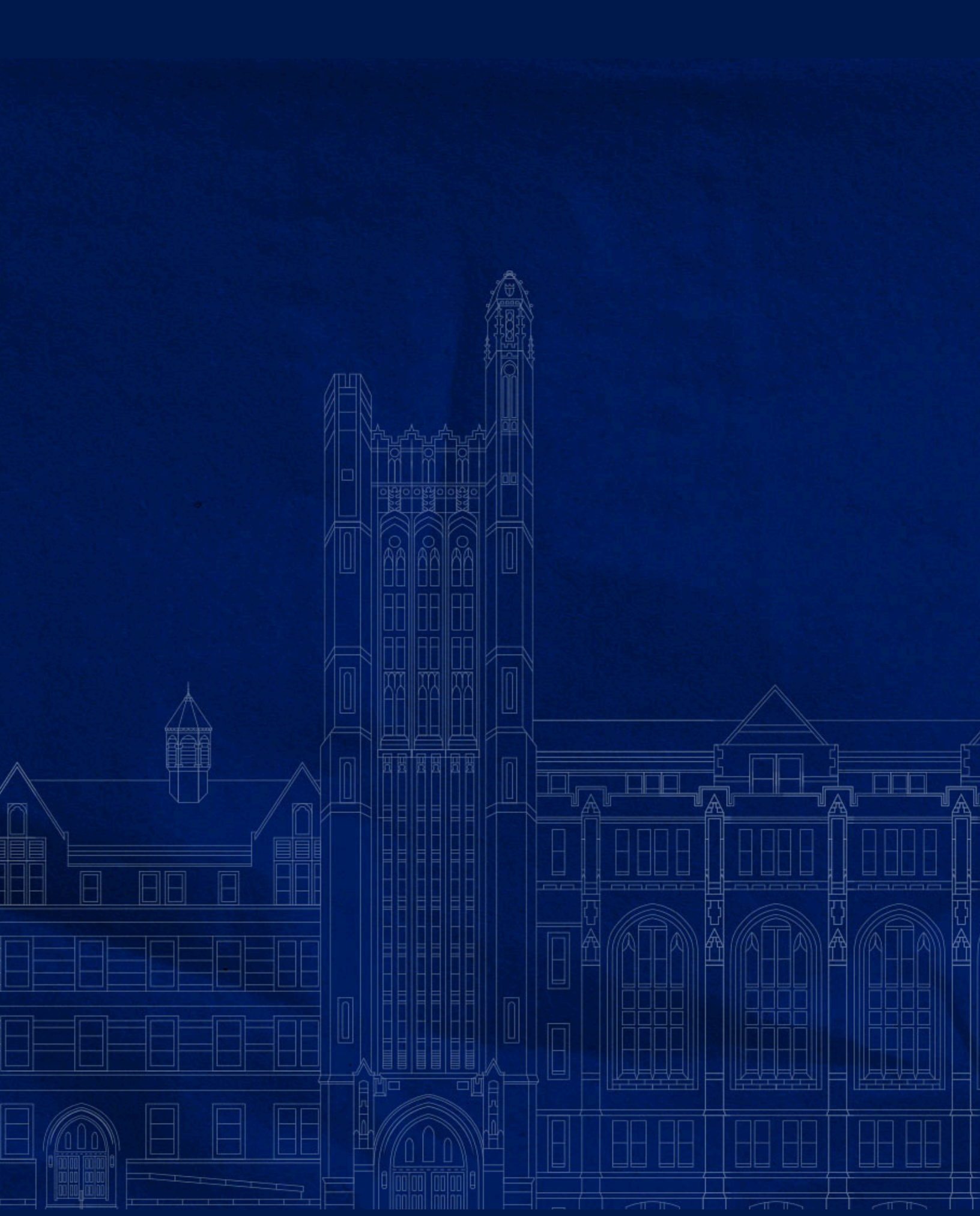
Our program has a breadth requirement (see * above) that requires students to take two out-of-program courses. We list HBSK 4072, HBSK 4074, and MSTM 5010 as math and reading courses, respectively, that will provide you with a grounding in teaching and evidence-based practice for these academic content areas. There are additional reading and math courses one can enroll in, such as HUDK 4027 (Development of Mathematical Thinking), HBSK 4074 (Reading and Comprehension Strategies and Study Skills), and HBSK 5099 (Writing Interventions Theory and Practice). Faculty approval is required for alternative courses. Our program requires two courses that deal with reading.

Last, the New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Table 2 - PhD Course Sequence




*Note, all Special Education and Applied Behavior Analysis courses run on a 2-year cycle to ensure the classes meet minimum enrollment guidelines. The exception is HBSE 7500 and HBSE 8900, which run every year.



*This manual is intended as a guide and reflects current program policies and procedures. All information is subject to change as needed.