

SPECIAL EDUCATION, MASTER OF SCIENCE

Candidates for the Master of Science (MS) in Special Education may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The School of Education offers candidates the following options:

- Part-time master's program with a focus in Mild-to-Moderate Disabilities, which can lead to teacher certification. Candidates begin this program in the fall semester. The program can be completed in as few as five semesters, and candidates have a maximum of five years to complete the program requirements.
- Part-time master's programs with a focus in Severe Disabilities (with Emphasis in Autism Spectrum Disorders or Emphasis in Applied Behavior Analysis). These programs do not lead to teacher certification. Students begin during the fall semester and have a maximum of five years to complete the program requirements.

Master's Programs Leading to Teacher Certification

The following Master of Science in Special Education programs have been approved by the Maryland State Department of Education (MSDE) for Generic Special Education certification:

- Mild to Moderate Disabilities (Elementary/Middle)—grades one through eight.
- Mild to Moderate Disabilities (Secondary/Adult)—grades six through twelve.

Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult

This 39-credit program is designed for individuals who are seeking teacher certification to work with students with disabilities.

Special Educator certification options are available at the elementary/middle school (grades one through eight) or secondary/adult levels (grades six through 12). The teacher certification program options provide instruction and applied experiences in legal issues, educational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Candidates learn to apply specialized techniques within a continuum of educational settings, with a particular emphasis on urban settings.

Non-Certification Master's Programs

The School of Education offers a number of program options for students not seeking certification but who want to enhance their skills in a specialized area of special education.

Currently, the School offers four non-certification specializations:

- Severe Disabilities with an Emphasis in Autism Spectrum Disorders
- Severe Disabilities with an Emphasis in Applied Behavior Analysis
- Mild to Moderate Disabilities (Elementary/Middle) --Non-Certification
- Mild to Moderate Disabilities (Secondary/Adult) --Non-Certification

Severe Disabilities with an Emphasis in Autism Spectrum Disorders

The School of Education is not admitting new students into this option, MS Severe Disabilities with an emphasis in Autism Spectrum Disorders, for the academic year 2025-2026.

This 36-credit master's degree program option prepares individuals to teach students on the autism spectrum—ages birth through adult—whose educational priorities include specialized instruction and support in areas of communication, social/emotional skills, cognitive skills, and adaptive/independence skills.

Severe Disabilities with an Emphasis in Applied Behavior Analysis

This 36-credit master's degree program option is designed for educators (special educators, general education teachers, behavior specialists, instructional specialists, paraprofessionals, teaching assistants, registered behavior technicians) who are seeking specialized training in special education and evidence-based practice of ABA. Professionals who earn the MS in Special Education-Severe Disabilities with an Emphasis in Applied Behavior Analysis will acquire the competencies to meet the growing needs of students requiring special education and behavioral supports.

Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (Non-Certification)

This 36-credit master's degree program is designed for individuals who want to learn to work with students with disabilities and are not seeking teacher certification. Non-certification options are available at the elementary/middle school (grades one through eight) or secondary/adult levels (grades six through 12). The non-certification program options provide instruction and applied experiences in legal issues, educational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Students complete one internship.

Admission Requirements

Master's Programs Leading to Teacher Certification

To be fully admitted, applicants must have earned at least a bachelor's degree from an accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress). Applicants must complete the online application and submit official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, an essay indicating the candidate's professional goals, and two letters of recommendation. Any applicant with a GPA below 3.0 must also achieve passing scores on one of the following tests: Praxis I/Core, SAT, ACT, or GRE. (Please visit the Maryland State Department of Education (MSDE) website (http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx) to view current state requirements.

Non-Certification Master's Programs

To be fully admitted, applicants must have at least a bachelor's degree from an accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress). Applicants must complete an application and submit official transcripts from all accredited post-

secondary institutions attended, a résumé or curriculum vitae, an essay indicating their professional goals, dispositions survey, and two letters of recommendation.

Candidates for the Master of Science in Special Education complete 36 or 39 graduate credits in their degree programs. Students must work with a faculty advisor to develop a program of study that includes required and elective courses. All face-to-face classes are offered at the JHU Applied Physics Lab in Laurel, Maryland. Please see additional GPA and Grade Requirements on the Graduation page (<https://e-catalogue.jhu.edu/education/graduation/>). Options within the Special Education Program are detailed below.

Master's Options Leading to Teacher Certification:

- MS in Special Education - Mild to Moderate Disabilities with Emphasis in Elementary and Middle
- MS in Special Education - Mild to Moderate Disabilities with Emphasis in Secondary and Adult

Master's Options Not Leading to Teacher Certification:

- MS in Special Education - Mild to Moderate Disabilities (Elementary/Middle) --Non-Certification
- MS in Special Education - Mild to Moderate Disabilities (Secondary/Adult) --Non-Certification
- MS in Special Education - Severe Disabilities with an Emphasis in Applied Behavior Analysis
- MS in Special Education - Severe Disabilities with an Emphasis in Autism Spectrum Disorder

Master's Options Leading to Teacher Certification

Master's in Special Education, Mild to Moderate Disabilities

Depending on the specific area of focus, students complete 39 graduate credits for their master's degree. Students must work with a faculty advisor to develop a program of study that includes required and prerequisite courses. *(Note: Students who take courses outside their approved program of study do so at their own risk—there is no guarantee that credits earned from unapproved courses will be accepted.)* In addition to coursework, students must successfully complete the internships, pass the two Praxis II exams and comprehensive examinations, and fulfill any other program-specific requirements prior to graduation. Upon graduation, students will be eligible to apply for Maryland State certification under the appropriate specialization area.

Non-Course Requirements

These assessments and other requirements must be completed before your final semester in the program (typically in December of the second year).

- Praxis II Special Education: Foundational Knowledge – 5355 (qualifying score: 145)
- Praxis II Teaching Reading: Elementary (TRE) – 5205 (qualifying score: 159)
- Comprehensive Exam
- edTPA during final internship

Passing scores on both Praxis exams must be completed prior to enrolling in ED.874.860 Mild to Moderate Disabilities Internship: Induction - Elementary/Middle or ED.874.870 Mild to Moderate

Disabilities Internship: Induction - Secondary/Adult. Completion of the Comprehensive Exam and all prerequisite courses is required prior to enrolling in the ED.874.861 Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle or ED.874.871 Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult.

Internship Requirements

Students seeking State certification are required to complete two internships during their program. Prior to the first internship, students will be required to undergo a criminal background check. Students wishing to enroll in an internship course must let the special education program coordinator know at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to each internship. They should frequently review the information shared on the Special Education Program Community Page via the program's Learning Management System (LMS). The final internship should be completed during the last semester of classes and cannot be taken without first achieving a passing score on the two Praxis II exams.

Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship. If a student earns a grade below B in subsequent internships, the student may be dismissed from the program.

Prerequisite Course Requirements¹

The following prerequisite courses are required for Teacher certification.

Code	Title	Credits
ED.871.501	Introduction to Children and Youth with Exceptionalities	3
ED.884.502	Assessment of Literacy	3
ED.884.505	Materials for Teaching Literacy (Elementary/Middle Only)	3
	Introductory Processes and Acquisition of Reading	3
	Human Growth and Development: A Lifespan Perspective	3

¹ Prerequisite Courses for both Elementary/Middle (15 credits) and Secondary/Adult Focus (12 credits) Prerequisite courses must be completed prior to enrolling in Culmination Internship.

Course Requirements

Code	Title	Credits
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.513	Applied Behavioral Programming	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3
ED.874.526	Classroom Management: Methods for Students with Mild to Moderate Disabilities	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations	3

Complete Focus Area - Select one of the following: 18

Elementary / Middle

ED.874.513	Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle
ED.874.524	Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities
ED.874.525	Mathematics: Methods for Students with Mild to Moderate Disabilities
ED.874.860	Mild to Moderate Disabilities Internship: Induction - Elementary/Middle
ED.874.861	Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle
<i>Secondary / Adult</i>	
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities
ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities
ED.874.870	Mild to Moderate Disabilities Internship: Induction - Secondary/Adult
ED.874.871	Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult

Total Credits**39**

Master's Options Not Leading to Teacher Certification

Master's in Special Education, Mild to Moderate Disabilities (Non-Certification)

Students pursuing the Mild to Moderate Disabilities degree may opt to pursue a track that does not lead to teaching certification. While the other course requirements are the same, students only need to complete the induction internship. Students are not required to complete the Praxis exams; however, they are required to complete the Comprehensive Exam and a graduate project with presentation. These students graduate with 36 credits, instead of 39.

Internship Requirement

Students pursuing the Mild to Moderate Disabilities degree without certification will be required to complete a one-semester internship as part of their master's program. Prior to the internship, students will undergo a criminal background check. Students wishing to enroll in an internship course must let the special education program coordinator know at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to the internship and should frequently review the information shared on the Special Education Program Community Webpage in our Learning Management System (LMS).

Students must earn a grade of B or better in the required internship. If a student earns a grade below B in an internship, the student must repeat the internship and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship.

OTHER Requirements

- Comprehensive exam
- Graduate project with presentation

Master's in Special Education, Severe Disabilities with an Emphasis in Applied Behavior Analysis

This 36-credit master's degree program is designed for educators (special educators, general education teachers, behavior specialists, instructional specialists, paraprofessionals, teaching assistants, registered behavior technicians) who are seeking specialized training in special education and evidence-based practice of ABA. Professionals who earn the MS in Special Education-Severe Disabilities with an Emphasis in Applied Behavior Analysis will acquire the competencies to meet the growing needs of students requiring special education and behavioral supports.

Practicum Option

Students enrolled in the MS in Special Education, Applied Behavior Analysis, will have the opportunity to complete 4 elective practicum courses during which candidates can accrue hours toward the experience requirements for the *Concentrated Fieldwork Experience* as outlined by the Behavior Analyst Certification Board (<https://www.bacb.com/>); BACB. The practicum electives provide supervised experiences in the application of behavior analytic services in a variety of educational settings and includes a face-to-face seminar with an instructor. Placements for each student are coordinated through the Practicum Coordinator and the faculty advisor. Practicum is completed during the second and third year of the program. The option to enroll in practicum is limited to candidates in the Maryland/DC area. For those completing the practicum electives through JHU, the courses numbers are ED.873.610, ED.873.611, ED.873.612, and ED.873.613.

Course Requirements

Code	Title	Credits
Applied Behavior Analysis - Required Coursework		
ED.873.601	Introduction to Applied Behavior Analysis and Special Education	3
ED.873.602	Research Methods: Evaluation, Measurement and Single Case Design	3
ED.873.603	Behavioral Assessment and Intervention for Challenging Behaviors	3
ED.873.604	Behavioral Assessment and Instructional Strategies	3
ED.873.605	Ethics and Professional Conduct for Behavior Analysts	3
ED.873.606	Applications of Applied Behavior Analysis in the Classroom	3
ED.873.607	Supervision and Organizational Behavior Management	3
Special Education Coursework Electives (5 courses/15 credits required)		15
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education	
ED.871.512	Collaborative Programming in Special Education	
ED.871.511	Instructional Planning and Management in Special Education	
ED.877.551	Survey of Autism and Other Pervasive Developmental Disorders	
ED.877.555	Teaching Communication and Social Skills	
ED.877.550	Inclusive Practices for Autism Spectrum Disorders	

ED.877.513	Education of Students with Severe Disabilities: Augmentative Communication Systems	
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	
ED.874.513	Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle	
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult	
ED.874.524	Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities	
ED.874.525	Mathematics: Methods for Students with Mild to Moderate Disabilities	
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities	
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities	
ED.874.541	Reading: Methods for Students with Mild to Moderate Disabilities	
ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities	
ED.892.562	Access to General Education Curriculum with Technology Accommodations	
Total Credits		36

Severe Disabilities with an Emphasis in Autism Spectrum Disorders Option

The School of Education is not admitting new students into this option, MS Severe Disabilities with an emphasis in Autism Spectrum Disorders, for the academic year 2025-2026.

Course Requirements

Code	Title	Credits
Prerequisite or Corequisite Courses ¹		
ED.871.501	Introduction to Children and Youth with Exceptionalities	3
	Human Growth and Development: A Lifespan Perspective	3
Required Courses		
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.513	Applied Behavioral Programming	3
ED.877.514	Community and Independent Living Skills	3
ED.877.550	Inclusive Practices for Autism Spectrum Disorders	3
ED.877.551	Survey of Autism and Other Pervasive Developmental Disorders (online course)	3
ED.877.553	Classroom Programming for Students with Autism (online course)	3
ED.877.555	Teaching Communication and Social Skills (online course)	3
ED.877.810	Internship in Severe Disabilities: Induction	3
ED.87x.xxx	Elective ²	3

¹ May be taken elsewhere.

² Subject to the approval of the faculty adviser.

Odd Year Plan: MS in Special Education, Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult

Course	Title	Credits
First Year		
Fall		
ED.871.511	Instructional Planning and Management in Special Education	3
ED.874.526	Classroom Management: Methods for Students with Mild to Moderate Disabilities	3
Credits		6
Spring		
ED.871.513	Applied Behavioral Programming	3
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities ¹	3
Credits		6
Summer Term		
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities ¹	3
Credits		9
Second Year		
Fall		
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult ¹	3
ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities ¹	3
ED.874.870	Mild to Moderate Disabilities Internship: Induction - Secondary/Adult ¹	3
Credits		9
Spring		
ED.871.512	Collaborative Programming in Special Education	3
ED.874.871	Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult ¹	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations	3
Credits		9
Total Credits		39

¹ Course is specific to the secondary/adult focus. Equivalent or alternative courses are offered for the elementary/middle focus.

Note: Most courses are offered every other year.

Even Year Plan: MS in Special Education, Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult

Course	Title	Credits
First Year		
Fall		
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult ¹	3
ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities ¹	3
Credits		6
Spring		
ED.871.512	Collaborative Programming in Special Education	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations	3
Credits		6
Summer Term		
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities ¹	3
Credits		9
Second Year		
Fall		
ED.871.511	Instructional Planning and Management in Special Education	3
ED.874.526	Classroom Management: Methods for Students with Mild to Moderate Disabilities	3
ED.874.870	Mild to Moderate Disabilities Internship: Induction - Secondary/Adult ¹	3
Credits		9
Spring		
ED.871.513	Applied Behavioral Programming	3
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities ¹	3
ED.874.871	Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult ¹	3
Credits		9
Total Credits		39

¹ Course is specific to the secondary/adult focus. Equivalent or alternative courses are offered for the elementary/middle focus.

Note: Most courses are offered every other year.

Sample Program Plan: MS in Special Education, Severe Disabilities with an Emphasis in Applied Behavior Analysis with Elective Practicum

Course	Title	Credits
First Year		
Fall		
ED.873.601	Introduction to Applied Behavior Analysis and Special Education	3
ED.873.602	Research Methods: Evaluation, Measurement and Single Case Design	3
Credits		6
Spring		
ED.873.605	Ethics and Professional Conduct for Behavior Analysts	3
ED.873.603	Behavioral Assessment and Intervention for Challenging Behaviors	3
Credits		6
Summer Term		
Elective Course #1		3
Elective Course #2		3
Credits		6
Second Year		
Fall		
ED.873.604	Behavioral Assessment and Instructional Strategies	3
ED.873.610	Applied Behavior Analysis Practicum I (Elective)	3
Credits		6
Spring		
ED.873.611	Applied Behavior Analysis Practicum II (Elective)	3
Elective Course #3		3
Credits		6
Summer Term		
Elective Course #4		3
Elective Course #5		3
Credits		6
Third Year		
Fall		
ED.873.607	Supervision and Organizational Behavior Management	3
ED.873.612	Applied Behavior Analysis Practicum III (Elective)	3
Credits		6
Spring		
ED.873.606	Applications of Applied Behavior Analysis in the Classroom	3
ED.873.613	Applied Behavior Analysis Practicum IV (Elective)	3
Credits		6
Total Credits		48

Sample Program Plan: MS Special Education, Severe Disabilities with an Emphasis in Applied Behavior Analysis - Without Elective Practicum

Course	Title	Credits
First Year		
Fall		
ED.873.601	Introduction to Applied Behavior Analysis and Special Education	3
ED.873.602	Research Methods: Evaluation, Measurement and Single Case Design	3
Credits		6
Spring		
ED.873.603	Behavioral Assessment and Intervention for Challenging Behaviors	3
ED.873.605	Ethics and Professional Conduct for Behavior Analysts	3
Credits		6
Summer Term		
Elective Course #1		3
Elective Course #2		3
Credits		6
Second Year		
Fall		
ED.873.604	Behavioral Assessment and Instructional Strategies	3
ED.873.607	Supervision and Organizational Behavior Management	3
Credits		6
Spring		
ED.873.606	Applications of Applied Behavior Analysis in the Classroom	3
Elective Course #3		3
Credits		6
Summer Term		
Elective Course #4		3
Elective Course #5		3
Credits		6
Total Credits		36

Learning Outcomes

Master's Programs in Special Education

Program Goals

The goals of the School of Education's Master of Science in Special Education certification programs are to:

- Secure recognition from the Council for Exceptional Children (CEC) and approval by the Maryland State Department of Education (MSDE).
- Graduate highly qualified special educators, as measured by the successful completion of coursework, comprehensive exams, graduate projects and presentations, and required state Praxis exams.
- Graduate highly qualified special educators who possess the requisite competencies to effectively educate students with

exceptionalities from a diverse range of backgrounds and needs in a variety of educational settings.

Program Objectives

The learning objectives of the School of Education's MS in Special Education certification programs are:

- To prepare qualified and credentialed special education professionals who are able to apply evidenced-based strategies across settings in which students with disabilities are served.
- To provide multiple opportunities to bridge research and theory with reflective practice.
- To prepare qualified and credentialed special education professionals who possess and exhibit collaborative and ethical behaviors with students and colleagues.
- To prepare qualified and credentialed special education professionals who have acquired the knowledge to access necessary resources and the professional networks that will further their professional development and support their advocacy for children with disabilities and their families.
- To provide cutting edge research and excellent instruction, as evidenced by faculty scholarship and teaching evaluations.

Learning Outcomes

The learning outcomes for graduates of the School of Education's MS in Special Education certification programs are measured across seven content standard areas, as outlined by the Council for Exceptional Children (CEC, 2015; standard updates in progress).

ADDITIONAL OUTCOMES FOR THE MS SEVERE DISABILITIES With EMPHASIS IN APPLIED BEHAVIOR ANALYSIS

The broad educational objectives of the Master of Science in Special Education-Applied Behavior Analysis are to prepare educators to become effective teachers and leaders in applied behavior analysis and special education. The specific program learning outcomes are:

- To define, demonstrate, and apply the concepts and principles of behavior analysis within an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To conduct and complete behavioral assessments in order to identify the effective instructional program or behavior reduction plan in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To design, implement, and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for individual students or a group of students in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To define and practice within the Professional and Ethical Compliance Code for Behavior Analysts, as evidenced by successful completion of coursework and when elected, practicum requirements.

- To implement, manage, and practice applied behavior analysis in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- To demonstrate knowledge and skills as outlined by the CEC's Advanced Specialty Set: Special Education Behavior Intervention Specialist
- With the successful completion of coursework and practicum requirements, candidates will take and successfully complete the Behavior Analyst Certification Board (BACB) exam as evidenced by a passing score (set by the BACB).