

APPLIED BEHAVIOR ANALYSIS (MEd)

Loyola University offers a master's degree in Applied Behavior Analysis. The program is designed to prepare students to work with individuals with Autism Spectrum Disorder (ASD) and other neurodivergent clients, patients, and students in primary care and health service delivery settings. Students will become Board Certified Behavior Analysts (BCBA). The program will be offered completely online, asynchronously.

The Applied Behavior Analysis (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Doctoral

- Counseling Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/counseling-psychology-phd/>)
- School Psychology (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/school-psychology-phd/>)

Combined

- School Psychology (MEd/EdS) (<https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/>)

Curriculum

Participating students will be expected to complete a total of 30 semester hours to earn the MEd degree. Of the 30 semester hours, 3 semester hours are related to the field-based/capstone course. The degree is designed to be completed within 18 to 24 months. The degree program will be delivered entirely online, asynchronously.

Besides the traditional Master's program, the Applied Behavior Analysis (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 415	Ethics in Applied Behavior Analysis	3
EABA 420	Experimental Analysis of Behavior	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
EABA 440	Organizational/Systemic Behavior and Supervision	3
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
Total Hours		30

Field-Based Hours

Students who are admitted to the program can start to acquire field-based hours under the supervision of a Board Certified Behavior Analyst. Students will acquire these hours independent of the program, except for when they are enrolled in EABA 560. Students will be responsible for identifying their field-based placement and supervisor. It is important to note the majority of students will already be working in the field and are already working under the supervision of an individual with the BCBA credential. By enrolling in an ABA program, their supervision hours will begin to count toward meeting the requirements for sitting for the BCBA exam. Specifically, students will be eligible to take the BCBA certification exam after completing the 30 hour master's program and after completing their supervised field-based hours. The field-based hours are often completed after graduating with the master's degree.

Suggested Sequence of Courses

Traditional Master's Program

The recommended sequence of the program is based on students enrolling in 9 credit hours each semester. The program will enroll a new cohort for the Fall, Spring, and Summer semesters. We recommended the following sequence:

Course	Title	Hours
Year 1		
Fall		
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
EABA 415	Ethics in Applied Behavior Analysis	3
Hours		9
Spring		
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
Hours		9
Summer		
EABA 420	Experimental Analysis of Behavior	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3
EABA 440	Organizational/Systemic Behavior and Supervision	3
Hours		9
Year 2		
Fall		
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
Hours		3
Total Hours		30

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
Hours		6
Spring		
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 415	Ethics in Applied Behavior Analysis	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
Hours		9
Master's		
Fall		
EABA 420	Experimental Analysis of Behavior	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3
EABA 440	Organizational/Systemic Behavior and Supervision	3
Hours		9
Spring		
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
Hours		6
Total Hours		30

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with

accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program.

If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Apply behavior-analytic principles and concepts to analyze behavior and design evidence-based interventions that improve socially significant outcomes for individuals across educational, healthcare, and community settings.
- Conduct behavioral assessments and interpret data to identify the environmental variables influencing behavior and inform the development and evaluation of behavior intervention plans.
- Design, implement, and evaluate behavior analytic interventions using data-based decision making to promote skill development and reduce challenging behavior.
- Apply ethical, culturally responsive, and family-centered practices when working with individuals, families, and interdisciplinary teams to support inclusive and equitable service delivery.
- Use organizational and systems-level behavior analytic strategies to support supervision, team collaboration, and program improvement within educational, healthcare, and community organizations.