



M.ED. IN SPECIAL EDUCATION – APPLIED BEHAVIOR ANALYSIS

Student Handbook

On-Campus Program

2026-2028



UNIVERSITY *of* WASHINGTON

Table of Contents

UW ABA Program Mission Statement	2
Core Ethical Principles	2
Who's Who	3
ABAI Tiered Model of Education	4
Coursework	4
Course Sequence	5
Coursework Technology	5
Coursework Time Expectations	6
Academic Performance Requirements.....	6
Fieldwork Requirements	6
Consent for Coursework Assignments	7
Employment.....	7
Capstone Project	7
Maintaining Status in the Program.....	8
Professionalism	8
UW Academic Integrity Policy.....	8
Access and Accommodations.....	9
Religious Accommodations	9
Resolving Concerns	9
ABA Certification and International Students.....	10
ABA Certification and Licensure.....	10

UW ABA PROGRAM MISSION STATEMENT

Our goal is to prepare students to be competent, inclusive, ethical, and professional behavior analysts who work with persons with developmental disabilities and their families.

Students coming out of our program will:

- Understand and fluently apply the principles of behavior analysis
- Have a working knowledge of current evidence-based practices for individuals with developmental disabilities
- Select or create contextually appropriate, evidence-based interventions for individuals with whom they work and critically analyze and evaluate the effects of those interventions
- Work collaboratively and openly with schools, families and other community stakeholders, always with an understanding of how culture and equity impact service delivery
- Ensure that the primary outcome of their work is to improve the quality of life for the individual and their family

CORE ETHICAL PRINCIPLES

Our ABA Program is guided by five core ethical principles:

Beneficence. Behavior analysts have a responsibility to engage in practices that maximize their clients' well-being and avoid those that cause harm. We understand that behavior analytic services are most likely to benefit our clients when they are provided in the context of a trusting and compassionate relationship. Where conflicts of interest arise between consumers of behavior analysis, we prioritize outcomes for the most vulnerable clients.

Inclusion. Behavior analysts have a responsibility to provide individuals of all backgrounds and abilities access to and authentic participation in meaningful activities that promote relationships, a sense of community, and an improved quality of life.

Professional excellence. Behavior analysts have a responsibility to be honest and transparent. We engage in ongoing professional development and analyze our own practices. Professional excellence requires respectful and effective collaboration with individuals from other disciplines while maintaining a commitment to data-based decision-making. Analyzing evidence from different methodologies is encouraged as a way of collaborating with others and improving practice.

Self-determination. Behavior analysts respect clients' rights and promote client dignity, privacy, and autonomy. We assist clients to set and achieve their own goals, develop their own agency, and make decisions about their own lives.

Social Justice. Behavior analysts have a responsibility to attend to injustice where they see it, avoid perpetuating inequitable systems, and advocate for equitable systems change. We are uniquely qualified to identify controlling and contextual variables that contribute to inequitable educational and service-delivery systems and develop solutions to supplant them.

WHO'S WHO

Name	Position	E-mail
Faculty		
Alice Bravo	Program Director Course Instructor Fieldwork Supervisor	acbravo@uw.edu
Ana Dueñas	Advisor Course Instructor	adduenas@uw.edu
Chante Glick	Course Instructor Fieldwork Supervisor	chante@uw.edu
Skye Gombert	Fieldwork Supervisor	sgombert@uw.edu
Katie Greeny	Course Instructor	kloesk@uw.edu
Cory Hampton	Fieldwork Supervisor	corinalh@uw.edu
Stefan Horbanczuk	Fieldwork Director Course Instructor Fieldwork Supervisor	horbansa@uw.edu
Beth Kelly	Course Instructor	empowers@uw.edu
Yev Veverka	Course Instructor	yevev@uw.edu
Shiyi Wang	Fieldwork Supervisor	sw339@uw.edu
Administration		
Marty Howell	Associate Dean for Academic & Student Affairs	mthowell@uw.edu
Christian Love	Associate Director for Graduate Academic and Student Services	cklove@uw.edu
Kristen Missall	Area Chair	kmissall@uw.edu
Paula Wetterhahn	Director of Admissions and Enrollment	paulajw@uw.edu

ABAI TIERED MODEL OF EDUCATION

The Master of Education degree program in Special Education - Applied Behavior Analysis (On-campus) is recognized as Tier 2A by the [Association for Behavior Analysis International](#).

This means that upon meeting BACB exam requirements, you may apply to sit for the exam under Pathway 1 (ABAI-Accredited or Recognized Degree).



IMPORTANT NOTE

This program does *not* provide you with a teaching certificate or a special education endorsement. For more information on these options, please consult your advisor.

COURSEWORK

Content Courses

- EDSPE 511 Single Case Research Design (3 credits)
- EDSPE 530 Readings in ABA (3 credits)
- EDSPE 531 Planning Comprehensive Behavioral Interventions (3 credits)
- EDSPE 533 Concepts and Principles of ABA I (3 credits)
- EDSPE 534 Concepts and Principles of ABA II (3 credits)
- EDSPE 535 History and Philosophy of ABA (3 credits)
- EDSPE 536 Assessment in ABA I (3 credits)
- EDSPE 537 Assessment in ABA II (3 credits)
- EDSPE 538 Experimental Analysis of Behavior (3 credits)
- EDSPE 539 Ethics and Professionalism in ABA I (3 credits)
- EDSPE 549 Ethics and Professionalism in ABA II (3 credits)
- EDSPE 552 Evidence-Based Instructional Strategies in ABA (3 credits)
- EDSPE 553 Supervision in ABA (3 credits)
- EDSPE 554* Behavior Analysts in Schools (3 credits)
- EDSPE 563 Collaborating with Families & Educational Teams (4 credits)
- EDSPE 571 Measurement in ABA (3 credits)

**EDSPE 554 is approved to meet the ESA course requirement of the [School Behavior Analyst ESA certification in Washington State](#).*

Fieldwork Courses

- EDSPE 500 Practicum (9 credits)
- EDSPE 601 Internship (9 credits)

COURSE SEQUENCE

Year 1		
Fall	Winter	Spring
533 Concepts and Principles I	534 Concepts and Principles II	538 Experimental Analysis of Behavior
571 Measurement in ABA	511 Single Case Research Design	531 Planning Comprehensive Behavioral Interventions
536 Assessment in ABA I	537 Assessment in ABA II	552 Evidence-based Instructional Strategies
500 Practicum	500 Practicum	500 Practicum
Year 2		
Fall	Winter	Spring
535 History and Philosophy of ABA	539 Ethics and Professionalism I	549 Ethics and Professionalism II
553 Supervision in ABA	563 Collaborating with Families & Educational Teams	554 Behavior Analysts in Schools
530 Readings in ABA	530 Readings in ABA	530 Readings in ABA
601 Internship	601 Internship	601 Internship

You will register through MyUW (<https://my.uw.edu/>). For step-by-step registration instructions, visit <https://registrar.washington.edu/register/resources/>. Be sure to reference the UW Seattle Time Schedule (<https://www.washington.edu/students/timeschd/>) to locate course registration information.

The course sequence information listed above indicates which courses you should register for each quarter.

Troubleshooting Registration:

If you experience issues with registration or program payment, contact Registrar Student Services at regoff@uw.edu.

COURSEWORK TECHNOLOGY

All classes use a Learning Management System called Canvas. Canvas is used throughout the University of Washington for class management. You will use Canvas to submit assignments, take quizzes, see your grades, review graded assignments from your instructors, access materials and handouts, and watch videos. Instructors will give you directions for accessing and navigating the Canvas website for their class.

COURSEWORK TIME EXPECTATIONS

At the University of Washington, the basic rule for determining the amount of time you should expect to spend on a course is: 1 credit = 3 hours of work per week. Thus, one 3-credit course represents a total time commitment of 9 hours per week. Total time includes time spent in class; time devoted to individual conference with instructors; and time devoted to reading or other study, problem solving, writing, laboratory work, exercises, or any other activity required by the instructor.

ACADEMIC PERFORMANCE REQUIREMENTS

In reporting grades for graduate students, the University of Washington uses a number system with possible values starting at 4.0 and decreasing by one-tenth increments. A minimum grade of 2.7 is required to pass a class; students will not receive credit for any class in which they receive a grade below 2.7. Students are also required to maintain a 3.0 GPA.

Progress in the program is assessed quarterly. If a student receives a 2.7 or lower in any class during a particular quarter, or receives less than a 3.0 average, that student will be put on academic alert. If the student again receives a 2.7 or lower in a class or receives less than a 3.0 average in the following quarter, the student will be placed on final academic alert. If the student again receives a 2.7 or lower in a class or receives less than a 3.0 average in the following quarter, the student will not be allowed to continue in the program.

Incompletes: A student may receive an Incomplete in a class. An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within 2 weeks of the end of the quarter. Students must also furnish proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. To obtain credit for the course, a student must successfully complete the work within a designated timeline arranged between the student and the instructor. After the work has been completed, the instructor will then submit a grade. In no case may an Incomplete be converted into a passing grade after a lapse of 2 years or more. An Incomplete received by the graduate student does not automatically convert to a grade of 0.0 but will remain a permanent part of the student's record.

For the most updated information on university requirements for a master's degree, go to the Graduate School website at <https://grad.uw.edu/>.

FIELDWORK REQUIREMENTS

Students must have ongoing access to an appropriate fieldwork setting throughout the program. Fieldwork settings must provide opportunities to work with individuals with developmental disabilities and to complete required program assignments and fieldwork activities. Students are responsible for maintaining access to an appropriate setting and should contact the Fieldwork Director as soon as possible if their setting changes or they anticipate a disruption in fieldwork access.

Program fieldwork requirements and BACB supervised fieldwork requirements are related but are not identical; students are responsible for tracking their progress toward BACB certification requirements.

Consent for Coursework Assignments

Some of your course assignments will require access to an individual with a disability or their family. These assignments may require consent from the individual themselves or from the individual's parent or legal guardian.

So that students do not have to send multiple consent forms home to a family for multiple assignments, we use a global program consent form for students to gain appropriate consent for assignments of any courses they will enroll in throughout the program.

Students are responsible for distributing this consent form to the families of any child/client who may be involved in their assignments. Students must show this consent form to their fieldwork site supervisor before distributing it to families.

Employment

It is strongly recommended that students limit any employment outside of their fieldwork experience. It is expected that students complete between 10-20 hours per week of fieldwork while enrolled in the program. Students find it is a challenge to hold an employment position outside of their fieldwork experience.

CAPSTONE PROJECT

As partial fulfillment of the requirements for a Master of Education degree, each student in the ABA program completes a Capstone Project during their final year. The Capstone involves designing, implementing, and evaluating an applied intervention using single-case research design. Projects are conducted through the yearlong EDSPE 601: Internship course and typically focus on training, coaching, or supporting others in the use of behavior analytic strategies. Students present their final project in both written and oral formats at the end of the year. Both components must receive a satisfactory mark on the rubric to pass. Students who do not meet this requirement must enroll the following quarter to revise and improve their project before it can be approved.

Detailed capstone requirements, timelines, and evaluation rubrics are provided in the program Capstone Handbook and through the EDSPE 601 course.

MAINTAINING STATUS IN THE PROGRAM

To maintain your graduate status, you must either be registered for at least one credit or be officially on-leave from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree (this does not include summer quarter). If you cannot register for classes for any given quarter, please contact Paula Wetterhahn at paulajw@uw.edu to assist you with arranging for On-Leave status. For more information on this policy, see <https://education.uw.edu/my-coe/current-students/graduate/going-on-leave>.

PROFESSIONALISM

Behavior analysts are professionals. Thus, your experience in this program is designed to give you practice in acting in a professional manner, as well as practice in behavior analytic techniques. You are expected to honor your commitments to your fieldwork sites, fellow students, and instructors; maintain appropriate attendance; and interact with others at your work and in your classes in a courteous, professional manner. Written communication with faculty and other students is expected to be polite and professional.

UW ACADEMIC INTEGRITY POLICY

Students enrolled in the UW ABA program are expected to observe the code of academic integrity required of all University of Washington College of Education students. The College of Education holds very high standards regarding academic integrity. Coursework submitted must be the product of your own original effort. When you incorporate the works, words, or ideas of another, you must provide proper citations. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult a style manual or the instructor. Along with plagiarism and unauthorized collaboration, other forms of academic misconduct include (but are not limited to) falsifying attendance records and submitting the work of others as if it were your own. Violations of the Academic Integrity Policy will result in sanctions that can range from academic notification to final academic alert, to – in the event of severe or repeated violations – dismissal from the University. For more information, please refer to the College of Education's Academic Integrity Policy and related procedures: <https://education.uw.edu/foryou/students/academic-policies>.

It is important to know and understand the expectations of the University and your instructors regarding academic standards. This is especially relevant to the use of technology and online resources available today. **Artificial Intelligence (AI) content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University.** Under the [University of Washington Student Conduct Code](#), cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. While some instructors may encourage you to use technology to enhance your learning experience, other instructors may prefer that you do your own work without seeking outside help. It is your responsibility to read the syllabus for each course you take so that you understand the particular expectations of each

of your instructors. If you are unsure of expectations, you are encouraged to ask for clarification before you use specific resources in completing assignments.

ACCESS AND ACCOMMODATIONS

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your course instructor(s) and DRS. If you have not yet established services through DRS but have a temporary or permanent disability that requires accommodations (this can include, but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact DRS at 206-543-8924, uwdrs@uw.edu, or <https://depts.washington.edu/uwdrs/>.

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructors as early as possible so that they can accommodate your needs in the course.

RELIGIOUS ACCOMMODATIONS

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of a course using the [Religious Accommodations Request form](#).

RESOLVING CONCERNS

If you have concerns about a class, your first course of action should be to talk directly to the instructor. If you are unable to resolve the issue with the instructor, you may contact the Special Education Area Chairperson, Kristen Missall, at kmissall@uw.edu. Finally, you may reach out to Martin Howell, Assistant Dean for Academic & Student Affairs, at mthowell@uw.edu.

If you have concerns about fieldwork, your first course of action should be to talk directly with your UW fieldwork supervisor about your concerns. If you and your supervisor are unable to resolve the issue together, you may contact the Fieldwork Director, Stefan Horbanczuk, at horbansa@uw.edu.

If you have concerns about the program as a whole, please contact the Program Director, Alice Bravo, at abravo@uw.edu. If you are not satisfied with your discussion with Dr. Bravo, you may contact the Special Education Area Chairperson, Kristen Missall, at kmissall@uw.edu.

ABA CERTIFICATION AND INTERNATIONAL STUDENTS

Only individuals who reside in the U.S. and Canada (with the exception of Ontario) may apply for BCBA certification. You can read more about BACB changes to their historically international focus [here](https://www.bacb.com/international-development/) (<https://www.bacb.com/international-development/>).

ABA CERTIFICATION AND LICENSURE

It is important that all students have a clear understanding of what our program provides and what it does not.

First, it is important to understand that this program does not provide you with BCBA certification. Our program provides the required coursework and some of the supervision required to sit for the BCBA exam. However, you still need to complete BACB fieldwork requirements and take and pass the BCBA exam, and the Behavior Analyst Certification Board (BACB) may have other requirements for certification.

Second, while the BCBA certification is valid in all 50 states, many states also require licensure of behavior analysts. State laws related to licensure of behavior analysts vary and do not necessarily reflect the same requirements as the BCBA certification. Applicants should be knowledgeable about licensure requirements in the state in which they may plan to practice. The BACB provides this resource for information on state licensure of behavior analysts: <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>. Graduates of our program will have met Washington State requirements for licensure.

Finally, if you wish to work as a BCBA in a school, some states may have requirements that differ from licensure. For instance, in Washington State, behavior analysts are required to acquire a different credential to work in a school setting: <https://ospi.k12.wa.us/certification/first-time-certification/educational-staff-associate-esa-other-roles>. Graduates of our program will have met Washington State requirements for the Educational Staff Associate certification as a School Behavior Analyst.

It is your responsibility to ensure that you have investigated the requirements in the country, state, and context in which you wish to work. We do not guarantee that our program will meet those requirements.