



University of Washington

**Applied Behavior Analysis
Program**

Online Program

**Student Handbook
2025-2026**

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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		
Stephenie Barr	Fieldwork Supervisor	steph730@uw.edu
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Emily Kroman	Fieldwork Supervisor	emilyk2@uw.edu
Scott Spaulding	Course Instructor	scott2@uw.edu
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Administration		
Marty Howell	Associate Dean for Academic & Student Affairs	mthowell@uw.edu
Ashley Guerrero Campos	Continuum College Program Administrator (Registration)	ashlupe@uw.edu
Kristen Missall	Area Chair	kmissall@uw.edu
Paula Wetterhahn	College of Education Admissions	paulajw@uw.edu
Xena Hui Bao Xu	ABA Program Coordinator	xenax@uw.edu

ABOUT THE PROGRAM

The ABA Online program is a partnership between the UW College of Education, Continuum College, and the Graduate School. Student admissions and academic content are the primary responsibilities of the College of Education. The Continuum College is responsible for the logistics and administrative functions of operating the program, i.e., registration and facilitating payment. The Graduate School oversees the program, as it does all graduate degree programs at the University of Washington.

The Continuum College

Continuum College is a division within the University of Washington dedicated to working with university departments to deliver self-sustaining educational programs. The Continuum College extends and expands the educational resources of the University of Washington to local, regional, national and international communities through fee-based degrees, online learning, certificate programs, and English language classes.

Why is the ABA Online program administrated through the Continuum College?

The ABA Online program is a fee-based degree, which means the program does not receive any funding from the State of Washington. It operates on a self-sustaining basis and thus is administered through the Continuum College.

Is the academic status of my degree affected because it is administered by the Continuum College?

No, the curriculum is developed and offered by the College of Education. The program is accredited and approved in the same way as all other degree programs are at UW. The degree is conferred by the University of Washington and the College of Education.

REGISTRATION

You will register through MyUW (<https://my.uw.edu/>). For step-by-step registration instructions, visit <https://www.degreeereg.uw.edu/how-to-register>. Be sure to reference the UW PCE Time Schedule (<https://www.washington.edu/students/timeschd/95index.html>) to locate course registration information.

The course sequence information listed further in this handbook indicates which courses you should register for each quarter.

Troubleshooting Registration:

If you experience issues with registration or program payment, contact the Continuum College Registration Services at c2reg@uw.edu or 206-543-2310.

TUITION AND FEES

Each quarter you will pay course fees and additional miscellaneous fees as noted below:

Course Fees:

Course fees for 2025-26 are \$589 per credit. This per-credit cost is guaranteed through Summer 2026; after Summer 2026, the price is subject to change. Course fees do not include the cost of textbooks and materials.

Other Fees:

The following fees are required each quarter by the University of Washington. The amounts listed here are current as of August 2025 and may be subject to change:

Registration Fee: A nonrefundable \$55 fee is charged each quarter at the time of registration.

Technology Fee: The technology fee supports the improvement of technology used by the students at the University of Washington campuses. The Student Technology Fee Committee determines the expenditure of this fee. Students at the UW lead the committee that allocates money for technology resources for general student use. This fee is paid Fall, Winter, and Spring quarters, and is based on the number of credits taken. The technology fee ranges from \$9 to \$32 per quarter. Students can get software (such as Microsoft Office) for free or reduced prices, paid for by these fees. Go to <https://itconnect.uw.edu/tools-services-support/software-computers/uware/> for more information.

Services & Activities Fee: This fee supports student activities and programs such as ASUW and GPSS Activities, Student Publications, Student Loan Fund, Hall Health Primary Care Center, recreational sports programs, childcare, student legal services, Ethnic Cultural Center, Student Union facilities and UW CARES. This fee is required for all UW graduate students. It is paid each quarter and based on the number of credits taken. The Services & Activities fee for graduate students ranges from \$79 to \$277 per quarter.

U-PASS Fee: This is a \$73 fee per quarter that provides a bus pass and other related benefits.

Textbooks:

The cost of textbooks is not included in your course fees. You should expect between \$100-\$200/quarter for textbooks. Required textbook information may be found via the [UW Bookstore](https://ubookstore.com/pages/adoption-search) (<https://ubookstore.com/pages/adoption-search>), although it is suggested you search online for the best prices.

ABAI TIERED MODEL OF EDUCATION

The Master of Education degree program in Special Education - Applied Behavior Analysis (Online) 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 529 Ethics and Professionalism in ABA (5 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 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 571 Measurement in ABA (3 credits)

**EDSPE 530 is a year-long study seminar designed to help you prepare for the BACB exam following graduation.*

***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 (3-9 credits*)
EDSPE 601 Internship (9 credits**)

** EDSPE 500 is a variable-credit course. The number of credits you enroll in depends on whether you are completing the full supervision option or the seminar-only (with no BACB-required supervision provided) option.*

*** For those completing the full supervision option, a \$900 quarterly fee is added to enrollment in EDSPE 601.*

COURSE SEQUENCE

Students can choose to complete the program over two or three years. Below are the timeline and sequence for course completion for both the two- and three-year options.

TWO YEAR OPTION

YEAR 1							
FALL		WINTER		SPRING		SUMMER	
533 Concepts and Principles I	3	534 Concepts and Principles II	3	552 Evidence-Based Instructional Strategies in ABA	3	529 Ethics and Professionalism in ABA	5
571 Measurement in ABA	3	536 Assessment in ABA I	3	511 Single Case Research Design	3		
EDSPE 500 Practicum	1-3	EDSPE 500 Practicum	1-3	EDSPE 500 Practicum	1-3		
YEAR 2							
FALL		WINTER		SPRING		SUMMER	
537 Assessment in ABA II	3	538 Experimental Analysis of Behavior	3	554 BCBAs in Schools	3		
535 History and Philosophy of ABA	3	531 Planning Comprehensive Behavioral Interventions	3	553 Supervision in ABA	3		
530 Readings in ABA	1	530 Readings in ABA	1	530 Readings in ABA	1		
EDSPE 601 Internship	3	EDSPE 601 Internship	3	EDSPE 601 Internship	3		



THREE YEAR COURSE SEQUENCE

YEAR 1							
FALL		WINTER		SPRING		SUMMER	
533 Concepts and Principles I	3	534 Concepts and Principles II	3	552 Evidence-based Instructional Strategies in ABA	3	529 Ethics and Professionalism in ABA	5
571 Measurement in ABA	3	536 Assessment in ABA I	3	511 Single Case Research Design	3		
YEAR 2							
FALL		WINTER		SPRING		SUMMER	
537 Assessment in ABA II	3	531 Planning Comprehensive Behavioral Interventions	3	553 Supervision in ABA	3		
EDSPE 500 Practicum	1-3	EDSPE 500 Practicum	1-3	EDSPE 500 Practicum	1-3		
YEAR 3							
FALL		WINTER		SPRING		SUMMER	
535 History and Philosophy of ABA	3	538 Experimental Analysis of Behavior	3	554 BCBAs in Schools	3		
530 Readings in ABA	1	530 Readings in ABA	1	530 Readings in ABA	1		
EDSPE 601 Internship	3	EDSPE 601 Internship	3	EDSPE 601 Internship	3		

COURSEWORK TECHNOLOGY

Class Delivery – Zoom:

The coursework for the ABA Online program will be delivered as synchronous online learning, through an interactive web-based platform called Zoom. This means that all students join class at the same time each week and participate in lectures, discussion, small and large group activities, and quizzes—just as with traditional in-person learning. However, you have the flexibility of participating in classes from a setting of your choosing. *You will need the following to participate in your coursework:*

- reliable Internet connection
- computer or laptop with a video camera for web conferencing
- quiet, distraction-free location

The success of an online program for all participants requires that every student have functional technology. We provide some guidelines below, but do not require specific technology. However, if your technology is repeatedly problematic, we will reach out to you and you will be expected to resolve the issue within a reasonable amount of time.

Class Management - Canvas:

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.

Technology Expectations for Class Participation:

Internet Connection. The speed and reliability of your Internet connection is critical to successful participation in online courses. It is *essential* that you have a reliable Internet connection. If you have a slow Internet connection, you must find a suitable alternative before starting class. Additionally, the computer itself may be a variable in connection speed, especially if the computer is an older model. If you have a slow computer, please find a suitable alternative before starting class.

Webcam. You are required to have a webcam and are expected to have it on during class. We strive to make our classes feel as personable and connected as possible and we have found that being able to see fellow students adds significantly to the online experience.

Additional Online Expectations. Although it is convenient to attend class from home or other locations, some settings and events are not appropriate for class and prevent students from participating or negatively affect other students' learning. Please take the following factors into consideration:

- 1) **Is there too much background noise?** Participating in a setting with a lot of background noise, such as a coffee shop, is unacceptable. Students are all expected to participate in every class and other students can't hear if there is too much background noise. Finally, remember that other students will be able to see you and your environment, so be sure you are comfortable with the physical setting you choose for class.
- 2) **Can you actively participate?** Students are expected to actively participate in class. An environment such as a library, where you cannot speak up loudly enough for other students to hear you, is not acceptable. Pets, children, and family members sometimes can create disruptions for yourself and other students, so be sure your class time is "protected" from other responsibilities.
- 3) **Would I do this in a university setting?** Remember that other students will be able to see you and whatever is behind you, so be sure your attire is appropriate and professional and that you are comfortable with the physical setting you choose for class.

Joining Class while Driving. Students occasionally ask if they may join part of class while driving, often because they are on their way home from work. This is unsafe, and we do not want our students to engage in distracted driving. Do not join class if you are driving.

COURSEWORK TIME EXPECTATIONS

Course time commitment:

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.

Missing classes:

You are expected to attend class every session just as if you were attending class in person. You are expected to actively participate throughout the class. If student evaluation in a class involves points for participation, these points may not be available for any class session where you are absent and unable to participate in class activities.

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 workplace supervisor before distributing it to families.

COURSEWORK 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/>.

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.

Capstone Final Report Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Introduction	Provides a comprehensive synthesis of relevant literature, a compelling rationale, and a clear, well-formulated research question	Provides a mostly clear rationale and research question with adequate literature support	Includes a general rationale with limited connection to the research question; literature is somewhat relevant	Provides minimal support with vague research question; literature is sparse or not clearly connected	Missing or poorly written introduction with unclear or absent rationale and research question
Method	Thorough and precise description of all components: participants, setting, materials, DV/IV, design, fidelity, measurement systems, and social validity	Includes all required components with minor omissions or areas needing more detail	Most components are present but lack clarity or depth	Several components are vague, incomplete, or not clearly connected to the intervention	Major elements missing or described incorrectly; method lacks coherence
Social Validity & Fidelity	Clearly defines and reports social validity and fidelity measures; data are integrated into interpretation	Includes appropriate procedures with basic reporting and interpretation	Procedures mentioned but data are incomplete or interpretation is unclear	Social validity/fidelity mentioned but insufficient or poorly implemented	Missing or inappropriate procedures with no usable data
Results	Clearly and accurately presents all relevant data using well-labeled graphs and tables; analysis aligns with design	Data are mostly clear and complete with minor labeling or formatting issues	Data are presented but inconsistently analyzed or visualized; graphs/tables may be confusing	Data are poorly organized or incomplete; limited alignment with intervention goals	Results section is missing or lacks usable data; visual analysis not possible
Discussion	Offers thoughtful interpretation of findings, connects results to literature, discusses implications, and thoroughly	Interpretation is mostly accurate, includes some implications and limitations	Some interpretation is present but lacks depth; limited connection to literature	Interpretation is minimal or overly general; few insights or connections made	Discussion missing or lacks relevance; no interpretation or reflection provided

	identifies limitations				
APA Style	Demonstrates flawless use of APA 7th edition formatting, citations, and references	Minor formatting or citation errors present	Noticeable APA inconsistencies throughout	Multiple major formatting issues; citation errors interfere with clarity	APA style not followed or not attempted
Writing & Clarity	Writing is polished, clear, and professional; ideas are well-organized and free of grammatical errors	Writing is mostly clear and well-structured with few minor grammar or clarity issues	Writing is understandable but may be wordy, repetitive, or disorganized	Writing is frequently unclear or contains multiple grammar issues	Writing is disorganized, hard to follow, or severely affects readability

Capstone Poster & Presentation Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Content & Organization	Presents a well-organized summary of the project, including all key components (background, method, results, discussion)	Covers most major components with clear organization	Includes basic content but lacks organization	Some key elements missing or poorly organized	Major components missing or incoherent
Poster Design	Consistent formatting, and appropriate balance of text and visuals; professionally presented	Generally clear and readable with minor layout or visual issues	Poster is text-heavy or visuals are underused/misuse	Poster is cluttered, or hard to follow	Poster lacks professional formatting or is incomplete
Graphs & Data Presentation	Graphs and visuals are well-constructed, clearly labeled, and effectively communicate results	Graphs are appropriate and mostly clear with minor issues	Graphs are present but may lack clarity, consistency, or interpretation	Graphs are difficult to interpret, mislabeled, or disorganized	Graphs are missing or do not represent project results accurately
Oral Communication	Speaks clearly with appropriate pacing; demonstrates strong understanding of content	Mostly clear with minor hesitations or over-reliance on notes	Delivery is uneven or difficult to follow in places	Speaker is unclear or mumbles throughout	Inaudible, unprepared, or presentation is incoherent
Response to Questions	Responds thoughtfully and accurately to all questions, demonstrating mastery of the project	Responses are mostly accurate and appropriate	Answers are brief or lack clarity or depth	Struggles to respond; answers are vague or off-topic	Cannot respond to questions or responds inappropriately
Professionalism	Demeanor, and presentation meet or exceed expectations for a professional setting	Mostly appropriate with minor lapses in professionalism	Generally appropriate but lacks polish	Inconsistent or casual professionalism	Unprofessional demeanor

MAINTAINING STATUS IN THE PROGRAM

To maintain your graduate status, you must either be registered for at least one class 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 Graduate Enrollment Management Services at uwgrad@uw.edu to assist you with arranging for On-Leave status. For more information on this policy, see <https://education.uw.edu/foryou/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.

ACADEMIC INTEGRITY POLICY

Students enrolled in the UW ABA Online 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 disciplinary warning, to probation or suspension, 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: <http://education.uw.edu/my-coe/current-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

Concerns about classes:

If you have concerns about a class, your first course of action should be to talk directly to the instructor of that class. If you and the instructor are unable to resolve the issue together, or if you do not feel comfortable talking with your instructor about your concerns, you may contact the ABA Program Director, Alice Bravo, at acbravo@uw.edu. If you are not comfortable discussing your concerns with Dr. Bravo or are not satisfied with the discussion, you may contact the Special Education Area Chairperson, Kristen Missall, at kmissall@uw.edu. Finally, you may always reach out to Martin Howell, Assistant Dean of Student Affairs, at mthowell@uw.edu.

Concerns about UW supervision:

If you have concerns about UW Fieldwork Supervision, your first course of action should be to talk directly with your supervisor about your concerns. If you and your supervisor are unable to resolve the issue together or if you do not feel comfortable talking with your supervisor about your concerns, you may contact the Fieldwork Director, Stefan Horbanczuk, at horbansa@uw.edu.

Concerns about the program:

If you have concerns about the program as a whole, please contact the Program Director, Alice Bravo, at acbravo@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, if you enroll in the UW full supervision practicum program, the supervision required to sit for the BCBA exam. However, you still need to 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/educational-staff-associate-esa-certificates/esa-first-time-applicant/school-behavior-analyst-first-time>. 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.

UW RESOURCES

Any Hungry Husky

The UW Food Pantry provides food assistance with shelf-stable groceries and seasonal fresh produce for no cost to students, staff, and faculty who for whatever reason are having a hard time putting food on their plate. Anyone with a Husky ID is eligible to receive support, visit the [UW Food Pantry Website](#). If you are in urgent need of food, you can submit an [Emergency Aid Request Form](#).

College of Education Office of Student Services

[The College of Education Office of Student Services](#) is located in 206 Miller Hall. Hours are Monday through Friday, 9:00 a.m. to 4:00 p.m., unless stated otherwise. They can also be reached at (206) 543-7834 or edinfo@uw.edu. You may also visit the College of Education's website for information about services offered to you as a student: <https://education.uw.edu/foryou/students>

Writing Centers

The UW is here to assist in any writing needs you may have and offers graduate students many writing centers on campus. For more information on location and schedules, visit: <https://writing.washington.edu/for-students/writing-support-graduate-students>

Disability Support Services

The Disability Services Office (DSO) provides an array of academic support and students services: <https://depts.washington.edu/uwdrs/>

Husky Health Center

Graduate school is a period of high stress. If you encounter physical or mental health challenges that interfere with your life as a student, services are available to you at Husky Health Center at (206) 685-1011: <https://wellbeing.uw.edu/unit/husky-health/>

Graduate School

The UW Graduate School website (<https://grad.uw.edu/>) lists extensive resources for graduate students including: Enrollment statistics, financial information, student life, and career resources.

GPSS – Graduate & Professional Student Senate

The University of Washington offers many opportunities for students to gain experience in campus governance. Graduate students can serve as graduate representatives on campus committees or participate in GPSS governance. For information, visit <https://www.gpss.uw.edu/>.

GSEE – Graduate Student Equity & Excellence

The Graduate School is also the home to GSEE, available online at <https://grad.uw.edu/equity-justice/gsee-graduate-student-equity-excellence/>. GSEE is one of several resources on campus for graduate students of color and traditionally underrepresented groups that address issues of diversity, equity, and inclusion including academic, campus, outreach, recruitment, and community information.

Student Life

This office is the main conduit for all general student services at the University of Washington from student groups to counseling services: <https://www.washington.edu/studentlife/>.

Office of Minority Affairs & Diversity

The Office of Minority Affairs & Diversity (<https://www.washington.edu/omad/>) furthers a core mission of UW by providing outreach and academic support services to students of all backgrounds.

Safe Campus

SafeCampus' mission is to foster a safe and supportive UW community. They strive to help students prevent violence and be prepared to respond when it occurs. You can call SafeCampus anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others: <https://www.washington.edu/safecampus/> (206) 685-7233

Alene Moris Women's Center

The Alene Moris Women's Center (<https://www.washington.edu/womenscenter/>) disrupts cycles of oppression and breaks down gender-based barriers through transformational education programs, leadership development, and advocacy for girls, women, and people of all gender identities. Programs and services are open to all students, staff, faculty, and community members.

UW News & Events

To find out what's going on around campus, select the "News & Events" drop down menu from the top of the UW home page at <https://www.washington.edu/>. Events range from arts performances to lectures. Admission to all museums and galleries on the UW campus (including the Burke Museum and the Henry Art Gallery) is free to UW students.

IT Connect

Information Technology (IT) Connect provides information about technology at the UW—instructions, how-to documentation, quick-start guides—for teaching, learning, studying, research, planning and administration, and more. For more information about how IT Connect can help you with computing and information technology, visit <https://itconnect.uw.edu/students/>.

MENTAL HEALTH/WELLNESS RESOURCES

The best UW website for mental health resources is: <https://wellbeing.uw.edu/topic/mental-health/>.

On that page, they have information for accessing one-on-one support; ongoing therapy; groups; and general mental health resource information, including:

Husky Helpline is available 24/7 to connect you with a Licensed Mental Health Counselor: <https://wellbeing.uw.edu/huskyhelpline/>. Husky Helpline is supported through Telus to give students access to same-day, confidential mental health and crisis intervention support, and in multiple languages.

There are several ways students can connect:

Phone: Call 206-616-7777 (if calling from outside the US or Canada, dial 001—416-380-6578).

Online chat: Chat with a Telus counselor on the [Telus website](#) or on the Telus app ([Apple App Store](#) | [Google Play](#)).

Let's Talk is a program that connects UW students virtually and in-person with support from experienced mental health counselors from the [Counseling Center](#) without an appointment: <https://wellbeing.uw.edu/virtual-lets-talk/>. Let's Talk offers informal consultation – it is not a substitute for regular therapy, counseling, or psychiatric care.

Counseling Center

The [Counseling Center](#) offers a safe, inclusive environment to help you explore the challenges of life and learning through:

- Counseling (individual, group, career and crisis)
- Consultation with faculty, staff and parents who have concerns about a student
- Crisis services: Free 24-hour crisis support via phone. Call 866-427-4747.
 - Crisis Text Line: Free 24-hour crisis support via text message. Text **HEAL** to **741741** to get started.

These services are provided at no charge to currently enrolled, degree-seeking UW students thanks to support by the Services and Activities Fee.