



OFFICE OF THE PRESIDENT

December 9, 2011

Dean Tom Stritikus
College of Education
Box 353600

Dear Tom:

Based upon the recommendations of the Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the revised program requirements for the Bachelor of Arts degree in Early Childhood and Family Studies. A copy of the change is attached.

I am writing to inform you that the College of Education is authorized to specify these requirements beginning winter quarter 2012.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink that reads "Michael K. Young".

Michael K. Young
President

Enclosure

cc: Ms. Lisa Murakami (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Ms. Virjean Edwards (with enclosure ECFS-20111025)



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

OFFICE USE ONLY
Control #
ECFS - 20111025

After college/school/campus review, send a signed original and 8 copies to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus Education/Seattle	Department/Unit Early Childhood & Family Studies (ECFS)	Date October 25, 2011
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New Programs

- Leading to a Bachelor of ____ in ____ degree.
- Leading to a Bachelor of ____ degree with a major in ____.
- Leading to a Departmental Honors Option within the existing major in Early Childhood & Family Studies.
- Leading to a minor in ____

Changes to Existing Programs

- New Admission Requirements for the Major in ____ within the Bachelor of ____.
- Revised Admission Requirements for the Major in ____ within the Bachelor of ____.
- Revised Program Requirements for the Major in ____ within the Bachelor of ____.
- Revised Requirements for the Option in ____ within the major in ____.
- Revised Requirements for the Minor in ____.

Other Changes

- Change name of program from ____ to ____.
- New or Revised Continuation Policy for ____.
- Eliminate program in ____.

Proposed Effective Date: **Quarter:** Autumn Winter Spring Summer **Year: 20 12**

Contact Person: Lisa Murakami	Phone: 6-6211	Email: lmurakami@uw.edu	Box: 353600
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

See Attached

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit: UNIVERSITY HONORS PROGRAM	Chair/Program Director: 	Date: 1 Nov 2011
Department/Unit:	Chair/Program Director	Date:

CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

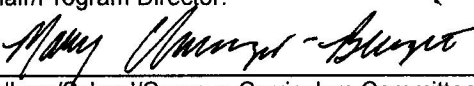
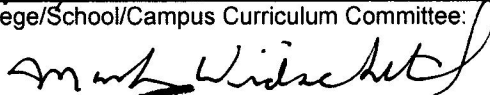


See Attached

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications).
Please note: all copy will be edited to reflect uniform style in the General Catalog.

See Attached

APPROVALS

Chair/Program Director: 	Date: 10/20/11
College/School/Campus Curriculum Committee: 	Date: 10/30/11
Dean/Vice-Chancellor: 	Date: 10/31/11
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: 	Date: DEC. 2, 2011
POST TRI-CAMPUS APPROVAL (when needed)	
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date:

October 24, 2011

To: Julie Villegas and Jim Clauss, UW University of Washington Honors Program
From: Lisa Murakami, Early Childhood and Family Studies major, College of Education
Re: Proposal for Departmental Honors in ECFS major in the College of Education

The Early Childhood and Family Studies major is housed in the UW College of Education. It is a relatively new major on campus, and has had three classes graduate – it is entering its fourth year on campus, officially. It is a major that is growing in popularity, and the College of Education would like to see this growth continue.

A bachelor's degree with a major in early child development will prepare students for positions in social services/mental health, education, child care, and research. Job opportunities are expanding in the area of early childhood. National efforts (e.g., Head Start, National Association for the Education of Young Children) are underway to require that early childhood teachers have a bachelor's degree.

An undergraduate major in ECSF may also serve as a pathway for students interested in graduate studies in education, speech and hearing sciences, physical therapy, occupational therapy, nursing, psychology, nutrition, and social work.

The Early Childhood and Family Studies major seeks to add departmental honors to its curriculum beginning Winter 2012. As a newer program on campus, the ECFS major strives to listen to the concerns raised by its students and work with their feedback to find solutions to meet their needs. We have heard from our students that they would like to have a departmental honors option to pursue, as well as the option of exploring further graduate opportunities within the College of Education.

Our proposed plan for a departmental honors program will allow students to pursue more rigorous coursework within the multidisciplinary framework that already exists within the ECFS major, while also further exploring graduate study options within the college, getting to know faculty, and experiencing research and the undergraduate research symposium.

The ECFS major is designed to give students the opportunity to study early childhood development, early learning, and family studies from a variety of perspectives across a range of disciplines. Students will take course work that is specifically developed for the major, along with relevant courses from other University departments. They will participate in a service learning and research experience each quarter during their junior and senior years.

The Departmental Honors option will ask students to, as a part of their 20 credits of electives, have two to three of those classes be at the graduate level in a program area of their choice within the College of Education or in an area outside the college that has been approved by their faculty and academic adviser. The student would also be required to take an Independent Study course with a faculty adviser in the area of study they have chosen to pursue. As a part of Departmental Honors, they must present at the Undergraduate Research Symposium, and this would be as a part of a research project that they are already doing for their ECFS senior capstone project.

Departmental Honors in ECFS would entail:

- Being a declared ECFS major
- At junior status in the major
- GPA of 3.5 cumulative/ 3.7 in the major

- Student would be expected to take 2-3 graduate level courses in a COE graduate area (or other related approved area) in place of electives while meeting elective requirements to the best of their ability (these would be approved by both the ECFS adviser and either the selected faculty adviser or a program director.)
- Present at the Undergraduate Research Symposium
- Must have a faculty adviser to help them with course selection, and monitor their progress in their independent study course, etc.

At this time, all seniors in the ECFS major will have a senior capstone project due. Participants in the Departmental Honors option will choose the research option of the senior capstone project and will be required to present at the Undergraduate Research Symposium. They must choose one area of concentration within the College of Education or, if they choose multiple areas, they must tie them all together in their research topic to make them relevant. They will work with their adviser for approval on their course choices.

At this point, we have two students in ad-hoc departmental honors, and we hope to have Departmental Honors officially in place by Winter 2012 and make it an option available to all students in the major who meet the criteria. We want to foster academic excellence within the ECFS major and encourage our students to further explore honors level coursework and career aspirations within the field of education.

Please direct any questions, comments, or concerns you may have to Lisa Murakami at 206-616-6211 or to Lmurakam@uw.edu.

Thank you for your consideration of this proposal.

Sincerely,

Lisa Murakami
Student Services Specialist
Early Childhood and Family Studies major
College of Education



J. Doe <lmurakam@uw.edu>

final honors revisions - will present to CoE curriculum committee today

2 messages

Lisa Murakami <lmurakam@uw.edu>

Mon, Oct 24, 2011 at 9:16 AM

To: Julie E Schrader-Villegas <villegas@u.washington.edu>

Hi Julie - I have made final revisions this morning on a document that will be presented to our curriculum committee today. Just hoped you could take a look at if you get a chance. thanks, Lisa

--

Lisa Murakami

Office of Student Services/Advising & Outreach, College of Education

206 Miller Hall, University of Washington, Box 353600

Seattle, WA 98195-3600 phone: [206-616-6211](tel:206-616-6211) fax: [206-543-9569](tel:206-543-9569) lmurakam@uw.eduTo schedule an appointment, please go to [Appointments](#)Interested in undergrad or graduate programs at the UW's College of Education? Tell us more about yourself here: <https://www.education.washington.edu/inquire/aboutyourself>

ad hoc ecfs honors(3)(3).doc

43K

Julie Villegas <villegas@uw.edu>

Mon, Oct 24, 2011 at 12:28 PM

To: Lisa Murakami <lmurakam@uw.edu>

Cc: Julie E Schrader-Villegas <villegas@u.washington.edu>, "James J. Clauss" <jjc@u.washington.edu>

Hi Lisa,

We think it looks good. The only suggestion would be the requirement for presenting at the URS (symposium). Perhaps you might say they must apply for a poster session or oral presentation at the Symposium, or equivalent venue. It would be a shame if they were not accepted to the symposium and so could not fulfill that requirement.

Also, regarding graduate student seminar. The faculty are onboard and realize that there may be honors students who will be requesting a spot in graduate seminars. If they are not allowed in, either because faculty are not inclined or class is full, are there other options. I suppose with their advisor as well as faculty mentor, shouldn't be a problem?

Thanks for forwarding this. It's great that this is soon to be a reality for students!

Julie

[Quoted text hidden]

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Julie S. Villegas, Ph.D.
Associate Director
University Honors Program
Affiliate Assistant Professor
Department of English
211 Mary Gates Hall, Box 352800
University of Washington
Seattle, Washington 98195-2800

(206) 543-7172

(206) 543-7444

(206) 543-6469 (Fax)

Major Requirements

86 credits, to include the following:

- Early Childhood and Family Studies Core Courses (26 credits): ECFS 300, ECFS 301, ECFS 302, ECFS 401, ECFS 402, EDPSY 402.
- General Development (22 credits): EDUC 305 or EDUC310; EDPSY 304, EDSPE 404, EDSPE 419, NUTR 300, and SPHSC 308.
- Service Learning and Research Experiences (18 credits): ECFS 303, ECFS 304, ECFS 305, ECFS 454, ECFS 455, ECFS 456.
- Electives (minimum 20 credits): Minimum one course each from theoretical foundations of early childhood development, methodology, and social policy and organization. See adviser for current list of electives.
- Minimum 2.0 cumulative GPA in courses used to satisfy program requirements.
- Capstone Project: In the junior year, students each quarter are involved in a community-based program that provides early education and care, or family support/education. In the senior year, students continue to learn in community-based programs, the outcome of which is their senior capstone project. Through their capstone projects, students identify interest areas, develop research skills, and prepare for future pursuits. At the end of the senior year, students present their capstone projects, demonstrating the skills, understanding, and competencies in their areas of study that can be successfully used to prepare for employment and graduate studies

Proposed Catalog Copy

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College Honors

To be eligible for College Honors, students must be accepted to the Interdisciplinary Honors Program in their freshman year. Additionally, students must be accepted into the departmental honors program (See information below on Departmental Honors) for their major, which occurs during the junior year. Students who complete both the Interdisciplinary Honors Curriculum (See the Honors Program for more information) and the departmental honors requirements graduate "With College Honors in Early Childhood & Family Studies".

Departmental Honors

Students who do not participate in or complete the Interdisciplinary Honors Curriculum but are admitted into and complete departmental honors requirements will receive a degree "With Honors in Early Childhood & Family Studies".

Admission Requirements: Students must be junior standing, have at least a 3.5 cumulative UW GPA and a 3.7 GPA in the major to be eligible for departmental honors.

Requirements: Minimum of 9 credits of College of Education courses at the 400 level or above or courses from an approved related area of study in place of electives (see adviser for approved list of courses), while meeting elective requirements to the best of their ability. Minimum of 3 credits of EDUC 499: Undergraduate Research, or other similar Research/Independent Study course. Apply for poster session or an oral presentation at the Undergraduate Research Symposium, or at a similar venue. Must have faculty adviser to help them with course selection and monitor their progress in independent study courses.

Approved List of Honors Electives

- EDC&I 482 Educational Technology in Schooling (3)
- EDC&I 499 Undergraduate Research (2-5, max. 5)
- EDC&I 503 Shaping Learning through Curriculum, Instruction, and Schooling (4)
- EDC&I 505 Seminar in Curriculum and Instruction (1-5, max. 15)
- EDC&I 506 Special Topics in Research Methods (1-6, max. 18)
- EDC&I 510 History of Educational Technology (3)
- EDC&I 511 Current Issues in Technology and Education (3).
- EDC&I 512 Survey of Educational Technology Research (2, max. 4)
- EDC&I 524 Seminar in Teacher Education (3, max. 6)
- EDC&I 525 Teacher Learning and School Change (4)

- EDC&I 526 Inside Teacher Communities (4).
- EDC&I 528 Foundations of Language, Literacy, and Culture (4).
- EDC&I 530 Approaches to Literacy Instruction (4)
- EDC&I 531 Seminar: Critical Review of Literacy Materials (3)
- EDC&I 532 Seminar in Literacy Research (3, max. 9)
- EDC&I 533 Seminar: Conducting Research in Reading (3, max. 6)
- EDC&I 534 Seminar in the Reading of Literature (3)
- EDC&I 535 Seminar: Conducting Research in Response to Literature (3, max. 6)
- EDC&I 536 Inquiry and Methods in Writing Instruction (3)
- EDC&I 538 Discourse in the Mathematics Classroom (4)
- EDC&I 539 Students' Mathematical Thinking, Curriculum, and Pedagogy (4)
- EDC&I 540 Teaching the Bilingual-Bicultural Student (3)
- EDC&I 541 Seminar in Bilingual Education: Organization and Structure (4).
- EDC&I 542 Approaches to Assessing Second Language Students in K-12 Schools (3)
- EDC&I 543 Seminar in Bilingual Education: Instructional Strategies (4)
- EDC&I 544 Immigration and Education: Immigrant Student Perspectives (3).

- EDC&I 545 Multilingual Socialization and Development (3)
- EDC&I 547 Sociolinguistics (3)
- EDC&I 548 Methods in Teaching English as a Second Language (4)
- EDC&I 549 Practicum in Teaching English Learners in Context (3)
- EDC&I 550 Educational Technology Research (3)
- EDC&I 551 Introduction to Instructional Design (3)
- EDC&I 552 Management of Educational Technology Programs (3)
- EDC&I 553 Seminar on Instructional Systems Development (3)
- EDC&I 555 Educational Futures (3)
- EDC&I 569 Educating Ethnic Minority Youths (4)
- EDC&I 573 School Reform and Multicultural Education (3)
- EC&I 574 Race, Gender, and Knowledge Construction: Curriculum Considerations (3)

- EDLPS 444 Constitution and American Public Education (3-6, max. 6) I&S
- EDLPS 458 History of American Education to 1865 (3) I&S
- EDLPS 459 History of American Education Since 1865 (3) I&S
- EDLPS 479 Crucial Issues in Education (3).
- EDLPS 496 Workshop: Education Programs and Problems (1-6, max. 12)
- EDLPS 499 Undergraduate Research (*)
- EDLPS 509 Planning, Organizing, and Decision Making (3)

EDLPS 510 School Finance (3)
EDLPS 511 School-Community Relations (3)
EDLPS 512 Seminar in Personnel Administration and Development (3)
EDLPS 513 Seminar in Instructional Development and Supervision (3)
EDLPS 514 Washington School Law (3)
EDLPS 515 Management of Labor Relations in Education (3)
EDLPS 516 Special Education and the Law (3)
EDLPS 517 Seminar in Administration: Facilities (3)

EDLPS 519 Special Topics in Educational Leadership ([0-10]-, max. 15)
EDLPS 520 Education as a Moral Endeavor (3)
EDLPS 521 Philosophy of Education (3)
EDLPS 522 Contemporary Philosophies of Education (3)
EDLPS 523 Analysis of Educational Concepts (3)
EDLPS 524 Seminar in Philosophy of Education (3, max. 6)
EDLPS 529 Women in Higher Education (3)
EDLPS 530 History of Education (3)
EDLPS 531 History of American Higher Education (3)
EDLPS 536 Historical Problems in the Transfer of Culture (4)
EDLPS 537 Theoretical Debates in the History of Education (3)
EDLPS 538 Education for Liberation (3)
EDLPS 539 History of Urban Education (4) *Beadie*
EDLPS 540 Sociology of Education (3)
EDLPS 541 Topics in Comparative Education (3, max. 6)
EDLPS 542 Seminar in Educational Sociology (3)
EDLPS 550 The Dynamics of Educational Organizations (3)
EDLPS 551 Organizational Theory and Educational Change (4)
EDLPS 552 Organizational Change in Education (3)
EDLPS 553 Human Resources in Educational Organizations (3)
EDLPS 558 Introduction to Qualitative Research Methods in Education (3)
EDLPS 560 Perspectives on Policy and Policy Making in Education (3)
EDLPS 561 Education Policies and Leadership in Political Context (3)

EDLPS 562 American School Law (3)
EDLPS 563 Education, The Workforce, and Public Policy (3, max. 6)
EDLPS 564 Seminar in Economics of Education (3)
EDLPS 566 Education Policy Serving Disenfranchised Groups (3)
EDLPS 568 Policy Evaluation in Education (3)
EDLPS 569 Issues in P-12 School Reform (3-5, max. 12) *Copland, Knapp*
EDLPS 570 Critical Views on Educational Leadership (3)
EDLPS 571 Instructional Renewal and the Achievement Gap ([0/3]-max. 3)
EDLPS 572 Teaching, Learning, and Instructional Renewal in the Context of Learner Differences ([2-5]-, max. 5)
EDLPS 573 Professional Learning and Instructional Renewal (2-4, max. 4)
EDLPS 574 Mixed Methods in Educational Research (3) *Knapp, Plecki*
EDLPS 575 Education Policy Implementation (3) *Honig*
EDLPS 579 Special Topics in Organizational and Policy Analysis ([0-6]-, max. 15)
EDLPS 580 The American College and University (3)
EDLPS 581 Principles and Practices of Adult and Continuing Education (3)

EDLPS 582 Seminar in the History and the Organization of Higher Education (3)
EDLPS 583 Higher Education and the Law (3)
EDLPS 584 Academic Governance and Collective Bargaining in Higher Education (3)
EDLPS 585 Resource Allocation in Higher Education (3)
EDLPS 586 Seminar in the Administration of Colleges and Universities (3)
EDLPS 587 Seminar in Teaching and Learning in Higher Education (3, max. 9).
EDLPS 588 Seminar in Administration of Community Colleges (3)
EDLPS 589 The Community College (3)
EDLPS 590 Student Populations and Experiences in Higher Education (3)
EDLPS 591 Higher Education and Public Policy (3).
EDLPS 592 Higher Education Equity, Reform, and Policy (3)
EDLPS 593 Assessment and Evaluation in Higher Education (3)

EDPSY 447 Principles of Guidance (3)
EDPSY 472 Educating Students with Reading, Writing, and Math Disabilities: Practicum (5) I&S *Berninger*
EDPSY 495 Introduction to Educational Measurement (3) *Taylor*
EDPSY 499 Undergraduate Research (*)
EDPSY 500 Field Study (*)
EDPSY 501 Human Learning and Educational Practice (3)
EDPSY 502 Developmental Foundations of Early Learning (3)
EDPSY 503 Theories of Intelligence (3)
EDPSY 506 Instructional Theory (3)
EDPSY 507 Reading, Writing, and Arithmetic: Educational Assessment and Consultation (5) *Cook*

EDPSY 509 Educational Issues in Human Development (5)
EDPSY 510 Cognition in the Context of the School Curriculum (3) *Bell, McCutchen*
EDPSY 512 Classroom Assessment Strategies (3)EDPSY 513 Instrument Development (3) *T*
EDPSY 518 Assessment and Diagnosis of Reading Disabilities (3) *Valencia*
EDPSY 519 @ Vulnerable Children and Families in Comparative Perspective: Psychosocial Development Processes (3) *Vulnerable Children and Families in Comparative Perspective: Psychosocial Development Processes (3)*
EDPSY 520 Psychology of Reading (3) *McCutchen*
EDPSY 521 Psychology of Writing (3) *McCutchen*
EDPSY 522 Reading Disability Clinic (3-5) *Berninger*
EDPSY 523 Foundations of Ethnographic Research (3) *Jegatheesan*
EDPSY 524 Problem Solving and Critical Thinking in Education (3)
EDPSY 525 Creativity and Education (3)
EDPSY 526 Seminar on Metacognition (3) *Nolan*
EDPSY 527 Transfer of Teaching (3) *Bransford*

EDPSY 528 Achievement Motivation in Education (3) *Nolan*
EDPSY 530 Vygotsky' s Socio-Cultural Approach to Mind (5) *Herrenkohl*
EDPSY 531 Socialization of School-Age Children (3)
EDPSY 532 Adolescence and Youth (3)
EDPSY 533 Current Research in Adolescence (3)
EDPSY 534 School Problems of Adolescence (3)
EDPSY 535 Education and the Highly Capable Learner (3)
EDPSY 536 Immigrant and Indigenous Children: Social Context of Learning (3)
EDPSY 540 School Psychological Assessment (5) *Jones*

EDPSY 541 Group Tests in Counseling (5)
EDPSY 542 Career Development (3)
EDPSY 544 Counseling (5) *Mazza*
EDPSY 545 Prepracticum (3)
EDPSY 546 Counseling Practicum (3-5) *Mazza*
EDPSY 548 Educational Implications of Personality Theory (5) *Brown*
EDPSY 550 Family Counseling (3) *Jones*
EDPSY 551 Group and Behavioral Intervention (3) *Cook*
EDPSY 552 Multicultural Issues in School Counseling and School Psychology (3)
EDPSY 553 School Psychology Services with Special Populations (3)
EDPSY 554 Response to Intervention for Behavioral Assessment, Consultation, and Intervention (5) *Cook*

EDPSY 555 Seminar in Counseling Specialty (1-2, max. 6)
EDPSY 561 Group Process Laboratory (3)
EDPSY 562 Group Counseling in Schools (3)
EDPSY 568 Seminar in Professional Issues and Ethics (2) *Provenzano*
EDPSY 570 Introduction to School Psychology (2, max. 4) *Mazza*
EDPSY 572 Social-Emotional Assessment (3)
EDPSY 573 Psychological Assessment of Preschool Children (5)
EDPSY 575 Structural Equation Modeling (3) *Abbott*

EDPSY 576 Hierarchical Linear Models (3) *Abbott*
EDPSY 577 Neuropsychology of School Learning and Behavioral Problems (5) *Berninger*
EDPSY 578 Educational Applications of Neuropsychology: Assessment and Intervention
EDPSY 580 Seminar: The Emergence of Educational Psychology (3)
EDPSY 582 Seminar in Development and Socialization (3, max.
EDPSY 583 Seminar in Learning and Thinking (3, max. 15)
EDPSY 584 Seminar in Quantitative Methods (3, max. 15) *Li, Taylor*
EDPSY 585 History, Systems, and Contemporary Issues in School Psychology (3)
EDPSY 588 Survey Research Methodology and Theory (3)

EDSPE 435 Introduction to Autism Spectrum Disorders (3) I&S
EDSPE 499 Undergraduate Research (2-5, max. 5)
EDSPE 502 Collaboration: Working with Parents and Professionals (3) *Sandall*
EDSPE 503 Classroom Management for Elementary School Educators (2-, max.4)
EDSPE 504 Special Education and the Law (3) *Brown*
EDSPE 505 Curriculum Development of Students with Moderate to Severe Disabilities (3)
EDSPE 506 Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities (3)
EDSPE 507 Instructional Methods for Students with Moderate to Severe Disabilities (3)
EDSPE 510 Behavioral Measurement and Management in the Classroom (3)

EDSPE 511 Methods of Applied Behavior Analysis Research (3) *Schwartz, White*
EDSPE 513 Principles of Clinical Appraisal for Teachers of Exceptional Children (3)
EDSPE 514 Fundamentals of Reading for Children with Disabilities (3) *Jenkins*
EDSPE 515 Problems and Issues in Special Education (3, max. 9)
EDSPE 517 Practicum in Research Design and Analysis in Special Education (1-4, max. 10)
EDSPE 521 Jegatheesan@ Communication and Language in Young Exceptional Children (3)

EDSPE 522 Seminar on the Education of Students with Severe Disabilities (3) *White*
EDSPE 524 Functional Behavioral Assessment (3)
EDSPE 525 Educating Students with Autism or Severe Behavior Disorders (3) *Schwartz*
EDSPE 526 Techniques for Instructing Social Behaviors for Elementary Students with Mild Disabilities (3) *Cheney*
EDSPE 527 Applied Behavior Analysis for Teachers (3)
EDSPE 528 Inquiry and Methods in Writing Instruction (3)
EDSPE 541 Education of Children with Behavior Disorders (3) *Neel*
EDSPE 545 Instructional Modifications for the Education of Children with Mild Disabilities (3)

EDSPE 546 Seminar in Educating Children with Behavior Disorders (3, max. 9) *Cheney*
EDSPE 548 Special Topics in the Education of the Learning Disabled (3, max. 12).
EDSPE 561 Educational Assessment of Young Children with Special Needs (3)
EDSPE 562 Curricula for Preschool Children with Disabilities (3) *Sandall*
EDSPE 563 Family-Professional Partnerships and Collaborative Teaming (4)
EDSPE 564 Infants and Toddlers with Disabilities and Other Special needs (3) *Sandall*
EDSPE 565 Seminar: Early Childhood Education for Children with Disabilities (3, max. 9) *Sandall, Schwartz*
EDSPE 566 Current Research in Early Childhood Special Education (2, max. 6)