



# UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

*Mark A. Emmert, President*

December 20, 2007

Dean Patricia Wasley  
College of Education  
Box 353600

Dear Pat:

Based upon the recommendations of the Faculty Council on Academic Standards, the Faculty Council on Tri-Campus Policy has recommended approval of the Bachelor of Arts degree in Early Childhood and Family Studies. A copy of the proposal is attached.

I am writing to inform you that the College of Education is authorized to offer this major beginning autumn quarter 2007 and thereafter.

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,

Mark A. Emmert  
President

Enclosure

cc: Dr. Susan Sandall (with enclosure)  
Mr. Robert Corbett (with enclosure)  
Dr. Deborah H. Wiegand (with enclosure)  
Todd Mildon, J.D. (with enclosure ECFS-20070130)  
Dr. Tom Stritikus (with enclosure)



UNIVERSITY OF WASHINGTON  
**CREATING AND CHANGING UNDERGRADUATE  
 ACADEMIC PROGRAMS**

OFFICE USE ONLY  
 Control #  
**ECFS-20070130**

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

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

College College of Education	Department or Unit Education	Date 1/30/07
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**New Programs**

- Leading to a Bachelor of \_\_\_\_\_ in \_\_\_\_\_ degree.
- Leading to a Bachelor of Arts degree with a major in Early Childhood and Family Studies.
- Leading to a \_\_\_\_\_ Option within the existing major in \_\_\_\_\_.
- 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:** 2007

Contact Person Susan Sandall	Contact's Phone 206 - 221 - 3445	Contact's Email ssandall@u.washington.edu
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**EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE**

For new programs, 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.

**CATALOG COPY**

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

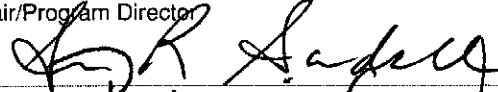
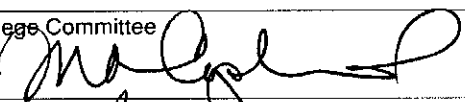
**PROPOSED CATALOG COPY**

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)

Interdisciplinary Studies in Early Childhood and Family Studies

See attached.

**SIGNATURES (required)**

Chair/Program Director 	Date 2-2-07
Dean Patricia A. Wasley	Date 2-26-07
College Committee 	Date 2.2.07
Faculty Council on Academic Standards Gary Zeller (president-campuses) Gary Zeller	Date 4-27-07

UoW 1503 (12/05) REVERSE

6-8-07



March 29, 2007

To: Robert Corbett  
From: Susan Sandall

Thank you for meeting with Tom and me regarding the changes and additional documentation needed for the Early Childhood and Family Studies proposal. The major changes and clarifications are listed below. The proposed catalog copy has also been revised to reflect these changes. I am sending a similar packet of changes to the Curriculum Committee along with the specific changes requested to the new course forms.

Responses to SCAP:

1. Admissions

The proposed Admissions requirements are:

- ñ Satisfactory progress toward completion of General Education Requirements
- ñ Satisfactory completion of a course in Human Development (NURS 201, PSYCH 206, 306, or similar course)
- ñ Statement of interest
- ñ 2.5 GPA

Applications will be reviewed by the Advisory Board (3-5 faculty members) and the Academic Advisor. There will be an upper limit on the number of students in the program and thus, we propose a competitive admissions process. Students who provide a personal statement demonstrating strong interest and commitment to young children and families and the required GPA are expected to be admitted. Applications will be reviewed in the spring and students will be admitted for Autumn Quarter.

Other courses required for entrance are specified in the catalog copy. Courses must be completed no later than within two quarters of admission to the major. Other entrance requirements are:

- ñ One course in biological sciences
- ñ One additional course in biological bases of development
- ñ One college-level course in math or statistics

2. Electives

Please see the attached list of electives. Electives are grouped into 3 categories and students take a minimum of one course in each category. The list of electives will be reviewed and updated by the Advisory Board once a year. In the intervening period, if students propose other electives, the course will be reviewed by the Academic Advisor and at least one ECFS faculty member to determine fit with our learning outcomes.

### 3. Coordination with other departments

The proposal was developed with interdisciplinary participation from the Early Intervention Task Force at CHDD and meetings called by the Dean of the College of Education. We have also had discussions with staff at the Carlson Center and UW Jumpstart. Formal agreements among departments/units have not been written. Tom Stritikus will make personal contact with each of the departments/units.

### 4. Additional required course

The course, EDPSY 304 Educational Psychology (5) has been substituted for the course on learning that is under development in the College of Education. The new course is expected to be developed and offered in 2008-9 and should be available for our first cohort of students during their Senior year. In addition, the course SPHSC 300 The Science of Learning has been developed but not yet offered. A member of our Advisory Board is investigating this course.

### 5. C & I courses

At present two C & I courses are listed on the list of Electives (EDC&I 425, 460). Many C&I courses are focused on the K-12 student population and not on early childhood. We will continue to examine course content in our C&I courses and place appropriate courses on the Electives list.

We are monitoring current and future Teacher Education prerequisites in the College of Education to ensure that students will meet admissions requirements for this program.

## B. Proposed Catalog Copy

### **Early Childhood and Family Studies**

Early Childhood and Family Studies is designed to immerse students in the crossroads of research and practice in the study of early childhood development within the context of the family. The major draws on a variety of disciplines to explore child and family issues from multiple perspectives.

(insert address)

### **Undergraduate Program**

Advisor

(insert address, phone and email)

The College of Education offers the following program of study:

- ñ The Bachelor of Arts degree with a major in early childhood and family studies

### **Bachelor of Arts**

*Suggested First and Second-Year College Courses:*

- ñ One course in Human development (NURS 201, PSYCH 206, 306 or similar course)
- ñ One course in Biological sciences (BIOL 100, 104 or similar course)
- ñ One additional course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar course)
- ñ One course in Math or Statistics (MATH 170, STAT 220, or any other college-level math or statistics course)
- ñ ECFS 200

### **Department Admission Requirements**

#### *Application*

Admission is competitive. Decisions are made based on the strength of the student's academic performance and strength of the personal statement. The admissions committee reviews all applicants based on the following criteria: GPA (minimum 2.50 overall GPA guarantees consideration but not admission); personal statement reflecting an interest in and commitment to the field of early childhood and family studies; successful completion of a course in Human development (NURS 201, PSYCH 206, 306 or similar course); satisfactory progress toward completion of General Education Requirements. Applicants are encouraged to gain experience in early childhood and/or family support programs (for example, by observing, volunteering or working) and indicate such experience in their personal statement. Application deadline is April 15. Admission is for autumn quarter

only. Only students admitted to the UW are eligible for admission to the major. Applications and additional information are available (insert location) and on the College of Education Web site.

### *Entrance Requirements*

Within two quarters of admission, students must complete the following courses:

- ñ One course in Biological sciences (BIOL 100, 104 or similar course)
- ñ One additional course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar course)
- ñ One course in Math or Statistics (MATH 170, STAT 220, or any other college-level math or statistics course)

Prior to the first service learning course (ECFS 303) students must provide evidence of a state and national fingerprint background check.

### **General Education Requirements**

All majors must satisfy the College of Arts and Sciences general education requirements. Students need a minimum of 180 credits to graduate with a bachelor's degree from the University of Washington. The required credits in the Early Childhood and Family Studies curriculum is 81 credits; thus 99 credits must be earned through general education courses including the required courses listed above.

### **Major Requirements**

There are 81 required credits. Students are advised that many courses are offered once per year.

#### *Year 1 of Program*

##### Didactic Core

- ñ ECFS 300 Child Observation and Assessment (5)
- ñ ECFS 301 Early Childhood Curriculum (5)
- ñ ECFS 302 Survey of Infants and Children at Risk (3)
- ñ SPHSC 308 social Cultural Aspects of Communication (3)
- ñ NUTR 300 Nutrition for Today (5) or similar course
- ñ EDSPE 419 Families (3) or similar course

##### Service Learning and Research Experience

- ñ ECFS 303, 304, 305 includes a weekly seminar (3 credits each) (AWSp)

#### *Year 2 of Program*

##### Didactic Courses

- ñ ECFS 401 Understanding Early Childhood and Family Studies Research (3)
- ñ ECFS 402 Social Policy & Organization Related to Early Childhood (5)
- ñ EDPSY 304 Educational Psychology (5) or similar course
- ñ EDUC 305 Purpose of Public Schools in a Democracy (5) or similar course
- ñ EDSPE 404 Exceptional Children (3)

Service Learning and Research Experience

- ñ ECFS 454, 455 includes a weekly seminar (3 credits each) (AW)
- ñ ECFS 456 Senior Project includes a weekly seminar (3)

Electives (20 credits)

Additional coursework in the following areas: Theoretical Foundations of Early Childhood Development, Methodology, and Social Policy & Organization. Students take a minimum of one course in each area. See the Program Advisor for current lists of electives.

**Student Outcomes and Opportunities**

*Learning Objectives and Expected Outcomes:* The graduate will be able to: (1) read and evaluate research, (2) translate research findings to solve practical issues of early childhood, (3) understand neurological, behavioral, social/cultural influences on child development and family systems, (4) recognize community-based needs for informing research and policy directions, (5) understand risk factors affecting child development, (6) recognize indicators of typical child development and examples of atypical development, (7) understand process for impacting social policy, and (8) demonstrate knowledge and skill in early childhood practices in applied settings. Graduates go on to careers in the broad field of early learning and family support as well as professional training and postgraduate studies.

*Instructional and Research Facilities:* The program is located in (insert location). Students have access to computer workstations in the College of Education, Miller Hall. Students have access to community service learning opportunities including UW Jumpstart through the Carlson Center.

*Research, Internships, and Service Learning:* Early Childhood and Family Studies students participate in a variety of educational experiences outside the University classroom. Students participate in required service learning in the community during the Junior year. Students participate in required service learning or research experiences during the Senior year. All students complete a senior project.

*Department Scholarships:* None offered.

*Student Organizations/Associations:* None at this time.



**Electives: (20 credits)**

**Theoretical Foundations of Early Childhood and Family Studies**

ANTH 354 Comparative Study of Societies

ANTH 358 Culture and Cognition

ANTH 440 Child Rearing, Culture, and Health

PSYCH 206 Human Development

PSYCH 306 Developmental Psychology

PSYCH 355 Cognitive Psychology

PSYCH 400 Learning

PSYCH 402 Infant Behavior and Development

PSYCH 414 Cognitive Development

PSYCH 415 Personality Development of the Child

SPHSC 300 Introduction to the Science of Learning

SPHSC 304 Developmental Aspects of Communication

SPHSC 425 Speech, Language and the Brain

SOC 352 The Family

EDSPE 414 Intro to Early Childhood Special Education

NURS 408 Nursing Care with Families in the Community

NURS 451 Connection to Families in Transition

**Methodology**

SOC 320 Evaluating Social Science Evidence

SOCWF 101 Social Work in Action

SOCWF 200 Introduction to Social Work Practices

SOCWF 215 Intergroup Dialogues

SPHSC 405 Diagnosis of Speech and Language Disorders

SPHSC 406 Treatment of Speech and Language Disorders

SWS 421 Methods of Child Care and Treatment

EDC&I 425 Instructional Strategies for Minority Students

EDC&I 460 Early Literacy Instruction

**Social Policy and Organization**

ANTH 345 Women and International Economic Development

ANTH 371 Anthropology of Development

NURS 488 Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression and Depression

SOC 292 Who Gets Ahead? Public Schooling in America

SOCWF 320 Social Welfare Policy

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List of electives will be updated on a yearly basis.

**Electives: (20 credits)**

March 29, 2007

**Theoretical Foundations of Early Childhood and Family Studies**

ANTH 354 Comparative Study of Societies

ANTH 358 Culture and Cognition

ANTH 440 Child Rearing, Culture, and Health

PSYCH 206 Human Development

PSYCH 306 Developmental Psychology

PSYCH 355 Cognitive Psychology

PSYCH 400 Learning

PSYCH 402 Infant Behavior and Development

PSYCH 414 Cognitive Development

PSYCH 415 Personality Development of the Child

SPHSC 300 Introduction to the Science of Learning

SPHSC 304 Developmental Aspects of Communication

SPHSC 425 Speech, Language and the Brain

SOC 352 The Family

EDSPE 414 Intro to Early Childhood Special Education

NURS 408 Nursing Care with Families in the Community

NURS 451 Connection to Families in Transition

**Methodology**

SOC 320 Evaluating Social Science Evidence

SOCWF 101 Social Work in Action

SOCWF 200 Introduction to Social Work Practices

SOCWF 215 Intergroup Dialogues

SPHSC 405 Diagnosis of Speech and Language Disorders

SPHSC 406 Treatment of Speech and Language Disorders

SWS 421 Methods of Child Care and Treatment

EDC&I 425 Instructional Strategies for Minority Students

EDC&I 460 Early Literacy Instruction

**Social Policy and Organization**

ANTH 345 Women and International Economic Development  
ANTH 371 Anthropology of Development

NURS 488 Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression and  
Depression

SOC 292 Who Gets Ahead? Public Schooling in America

SOCWF 320 Social Welfare Policy

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List of electives will be updated on a yearly basis.

March 29, 2007

## Early Childhood and Family Studies

### **Service Learning**

Students will participate in service learning courses each quarter of the Junior and Senior year. The purpose of the service learning requirement is for students to apply (with guided supervision) the theories and concepts they are learning in the courses to authentic experiences in field sites and to interactions with young children and families, and the various professionals who work with them. The focus is on skill-building, learning essential skills they will use in future work in a variety of early childhood and family support programs.

The service learning courses have a seminar linked with them. The purpose of the weekly seminar is to tie students' experiences in the field to course content and to reflect on those experiences. Thus, the alignment of coursework, field work and seminar is meant to intensify the field experiences.

The service learning component is graded on a credit/no credit basis. A University supervisor will regularly supervise students. The supervisor will use an observation form and grading rubric to document student performance to use as a basis for providing feedback to the student. This is consistent with the procedures used in other College of Education fieldwork experiences.

Junior Year. The junior year sequence (ECFS 303, 304, 305) will involve participation in a community-based early childhood or family support program. We expect that most students will work in Head Start programs. We will coordinate our service learning requirements with the UW Jumpstart program. Other options will be available (e.g., UW child care programs, Childhaven, Experimental Education Unit). We will coordinate all service learning with the Carlson Center.

Students will be supervised regularly at their sites. ECFS will provide supervision or, in the case of UW Jumpstart, coordinate the supervision efforts.

Senior Year. The senior sequence (ECFS 454, 455, 456) may be completed in an early childhood or family support program or through participation in a research project related to young children and families. The senior sequence culminates in the preparation and presentation of a Senior Project.

*Service Learning.* Students who opt to work in field sites will continue similarly to the Junior Year. They will be expected to develop and demonstrate advanced skills such as: leading groups of children; evaluating lesson plans; identifying and using evidence-based early learning practices; greater independence in use of child and classroom assessment tools; effective communication skills with families and other team members.

*Research.* Students who choose to participate in research settings will be assisted in finding potential projects. We will work with the Undergraduate Research program to coordinate this effort. Members of our Advisory Board will also help identify research opportunities. Students will work under the supervision of a faculty member.

Senior Project. With the guidance of ECFS faculty, students will develop, prepare and present a Senior Project. These are intended to be substantive projects demonstrating competency in inquiry, analysis, integration and synthesis of information on a topic of interest in the field of ECFS. Possibilities include:

*Field option*

- ñ Critical review of early childhood curricula
- ñ Identification of barriers and facilitators to child care in selected King County towns or neighborhoods
- ñ Critical review of early childhood standards across several states

*Research option*

- ñ Effectiveness of dialogic reading in a preschool classroom
- ñ Family satisfaction with parenting classes
- ñ Investigation of practices used with English language learners in early childhood classrooms

Early Childhood and Family Studies  
Alignment of Courses and Service Learning

Year 1

<p>Autumn</p> <p>ECFS 300: Child Observation and Assessment</p> <p>This course focuses on observation and other methods used to study and understand young children in the context of families and society. Students will have opportunities to develop observation skills in order to understand children's behavior in learning environments. In addition, students will learn about various approaches to and purposes for assessment of young children and documentation of their development and learning. Students will learn approaches to assessing early learning environments.</p>	<p>ECFS 303: Service Learning</p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Learn skills for positive interaction with children individually and in groups</li> <li>ñ Learn skills for joining children in play and enhancing their play</li> <li>ñ Learn skills for observing and recording (using note taking) children's behavior as it happens</li> <li>ñ Learn skills for enhancing learning within a variety of early childhood activities (e.g., art, blocks, sensory table, etc.)</li> </ul>
<p>Winter</p> <p>ECFS 301: Early Childhood Curriculum</p> <p>This course focuses on the developmental foundations and theoretical and research-based models of early childhood curriculum. Students will study approaches to designing, organizing, and implementing early learning programs for young children. Students will study curricular content and methods for supporting children's learning and development in the areas of physical development; social and emotional development; approaches to learning; cognition; and language and early literacy.</p>	<p>ECFS 304: Service Learning</p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Learn skills for promoting learning individually and in group settings</li> <li>ñ Be able to implement lesson plans</li> <li>ñ Use a variety of early childhood curriculum materials</li> <li>ñ Learn and use strategies to promote language development and early literacy</li> </ul>
<p>Spring</p>	

<p><b>ECFS 302: Survey of Infants and Children at Risk</b></p> <p>This course will provide a survey of risk factors that can affect early development, including prenatal and neonatal factors, and social/societal influences. Emphasis will be placed on understanding how risk factors can impact social-emotional, physical, and cognitive growth. This course will include research-based principles and approaches to child guidance.</p>	<p><b>ECFS 305: Service Learning</b></p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Be able to implement group lesson plans that also provide for individualization</li> <li>ñ Learn and use strategies to promote social-emotional development</li> <li>ñ Learn and use strategies to prevent challenging behavior</li> <li>ñ Attend family education or family support meeting</li> </ul>
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1. Students who participate in parenting or family support programs will have skill competencies modified to reflect the setting.



Year 2

<p>Autumn</p> <p><b>ECFS 401: Understanding Early Childhood and Family Studies Research</b></p> <p>The course focuses on the kinds of knowledge, ways of knowing, and modes of inquiry relevant to early childhood and family studies. Students identify, review and critique research.</p>	<p><b>ECFS 454 Service Learning</b></p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Work with team to plan lessons for individuals and groups</li> <li>ñ Learn and use strategies for enhancing children’s knowledge and skills in the areas of literacy and numeracy</li> <li>ñ Learn and use strategies for documenting children’s learning</li> </ul>
<p>Winter</p> <p><b>ECFS 402: Social Policy and Young Children and Families</b></p> <p>This course seeks to deepen understanding of contemporary social issues and problems that impact families and young children. Students will learn about legislation and other policies from a local, national, and global perspective. Students will explore the complex web of social, private and governmental organizations that impact families and young children.</p>	<p><b>ECFS 455 Service Learning</b></p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Continue to plan and implement lessons</li> <li>ñ Learn and use strategies for enhancing children’s knowledge and skills in the areas of science, social studies and the arts</li> <li>ñ Use strategies for documenting children’s learning</li> </ul>
<p>Spring</p> <p><b>EDSPE 404: Exceptional Children</b></p>	<p><b>ECFS 456 Senior Project</b></p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>ñ Demonstrate mastery of previous competencies</li> <li>ñ Observe in early childhood classroom that includes children with disabilities</li> </ul>

1. Students who participate in a research site will have individually determined skill competencies.
2. Students who participate in a parenting or family support program will have skill competencies modified to reflect the setting.

## Minor in Education, Learning, and Society

The Education, Learning, and Society (ELS) minor is intended to provide a strong background in how human beings learn, and how society, environment, and culture shape learning. This minor is jointly sponsored by the College of Education and the College of Arts and Sciences.

*Minor Requirements:* 31 credits, to include the following:

1. 5 credits: One of the following courses in *Learning and Development* from the following courses: PSYCH 206, NURS 201 or EDPSY 304. (PSYCH 206 requires as a prerequisite PSYCH 101, which is offered regularly and online.)
2. 5 credits: One of the following courses in *Schooling and Society*: CHID 210, EDUC 305, EDUC 310 or SOC 292.
3. 5 credits in an education-related *Field Experience*: EDUC 401. With approval from the faculty advisory committee, students may also fulfill this requirement through these courses: GEN ST 350, EDC&I 499, EDPSY 499, EDSPE 499, CHID 497, GEN ST 470, or other field experience courses that may apply.
4. 1 credit in GEN ST 300: Colloquium on Education, Learning, and Society.
5. 15 credits in electives from an approved list\* or other courses upon faculty approval. Students must create a curricular plan with a rationale for their electives during the ELS Colloquium.
6. Up to 10 credits in the ELS may overlap with a student's major and up to 5 credits may overlap with another minor.

\*The list of approved electives is maintained by the Faculty Advisory Committee on Education, Learning, and Society. For the current list of such courses, see the following website or an advisor in the College of Education.

# **College of Education Proposal to offer a BA in Early Childhood and Family Studies**

## **1. Introduction**

Early Childhood and Family Studies is a major designed to immerse undergraduate students in both research in and the practice of the study of early childhood development (birth through five years of life) within the context of the family. This major brings together basic and applied sciences with community service to create a unique learning environment of information exchange among researchers, practitioners, consumers, and students. Didactic courses, service learning and research experiences reflect the disciplines of education, psychology, neuroscience, speech and hearing sciences, nursing, social work, physical therapy, occupational therapy, nutrition and sociology. The goal of this interdisciplinary major is to teach students the value of evidence-based practices for studying behavioral, social/cultural, and neurological influences on early child development. Students will learn the significance of research informing practice and practice informing research as they pursue their degrees. The ultimate outcome is to shape students who will become agents for change in improving the health and well being of individual children and their families, in improving the quality of early childhood programs and services, and in impacting social policy for ensuring institutional and societal support for optimal child development.

Facilitating the healthy development of children and ensuring their readiness for school is a national priority. A series of high profile reports have highlighted new research about learning and very young children (e.g., Eager to Learn, Neurons to Neighborhoods, and Surgeon General's Report on Children's Mental Health). These reports promulgate the same good news and echo the same challenges. The good news is that children come into the world ready to learn and are equipped with the necessary tools to begin learning from birth and to learn at an astounding rate during the first years of life. The challenges address the state of public policy concerning the quality of mental health services for young children and the haphazard series of services that are called early childhood education. Simply stated, many children do not have access to services and others do not benefit adequately from the services they receive. Too many children are at risk for failure in school and too many families are not receiving the support they need to help their children develop optimally. Why, in times of unparalleled research discoveries are such challenges remaining? The University of Washington Interdisciplinary Studies in Early Childhood and Family Studies will prepare students to use the most recent research to understand how to facilitate optimal child development and how to become agents for institutional and societal change.

## **2. Statement of Need**

This is an exciting time to be studying young children and families. Recent research emphasizes the importance of early development for later success in school and adjustment in life. Awareness about the importance of learning that takes place during the first five years of life is growing dramatically. The alarming suggestion from Washington Learns that half of all children entering kindergarten in Washington state are not properly prepared for school is one pertinent example (Pavelchek, 2005). More broadly, recent research emphasizes the importance of early development for later success in school and adjustment in life. The lifelong challenges faced by children and families at risk have often been documented, while the effect of high quality early learning opportunities and programs to ameliorate these challenges has also been established. At the University of Washington and elsewhere, the growth in information has been built upon neuroscience and behavior science. Initiatives across our state and university demonstrate the interest among community members and scholars in increasing new opportunities for expanding information in the area of child development. For example, these initiatives include Washington Learns, Foundation for Early Learning, Thrive by Five Partnership, White Center Early Learning Initiative, and the creation of the UW Institute for Learning and Brain Science (ILABS), the Learning in Informal and Formal Environments Center (The LIFE Center), and the Center on Infant Mental Health. The UW offers students opportunities to work with young children as volunteers, tutors, or classrooms aides through such collaborative projects as the UW Jumpstart Program, UW Pipeline Project, and the Experimental Education Unit.

Taking into account new research and community service initiatives, our proposal to offer a BA in Early Childhood and Family Studies through the College of Education grew out of the strong interest of an interdisciplinary group of scholars at the UW. The proposed major will encourage students to examine the field of early childhood and family studies from a variety of perspectives and to expand their learning through rich field experiences and a culminating senior project. We are proud to propose this major, which will enable students to pursue educational and research careers in early learning.

Given the great public and academic interest, it is striking that the University of Washington does not offer an undergraduate major in early childhood development. Such a major would have many advantages, some of which overlap with goals that have been explicitly identified by the University. First, such a major would complement the extremely strong research and graduate programs at the UW in the areas of child development, family studies, children at risk, and social policy. For years, the UW has been a showcase for research and graduate education in the disciplines of psychology, education, speech and hearing sciences, social work, physical therapy, occupational therapy, to name just a few fields. An undergraduate major can build upon this rich base and create a new opportunity for students at the UW-Seattle. Second, an early childhood undergraduate major would emphasize undergraduate education at the University. Utilizing extensive existing undergraduate course offerings and creating new ones, this new major would naturally pull from a variety of programs/departments. This will

facilitate the creation of new interdisciplinary offerings by offering a place for faculty from a variety of programs and departments to collaborate. Third, this major would help create a partnership with the community. This partnership comes in many forms, including links with community early childhood centers, institutes, community colleges, and the exciting new public-private partnership in Washington state called Thrive by Five. An undergraduate major in early childhood would create a logical articulation for many students in community colleges who wish to transfer to the UW and study early learning and family studies. Fourth, this major would add to the University's efforts to graduate students in four years, since it would allow students to combine fields they might otherwise pursue double majors in. A recent market survey demonstrated strong interest in such a major. Fifth, a bachelor's degree with an interdisciplinary major in early child development would 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. A new undergraduate major may 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 University of Washington has excellent graduate programs in these areas of study. With the strength of the masters and doctoral programs, the gap at the undergraduate level seems particularly striking.

Student Demand. A survey of UW students was conducted in 2004 to ascertain the level of interest in an undergraduate major in early childhood and family studies. The survey was sent to undeclared undergraduates. Approximately two-thirds of respondents were interested or very interested in the major. Respondents appeared interested in all aspects of the proposed curriculum including the theoretical foundations of the field, methods for working with children and families, and policy issues.

An analysis of opportunities for undergraduate education in the area of early childhood was conducted by the Washington State Child Care Resources and Referral Network and the Puget Sound ESD Head Start in 2006 (Yang Affolter, 2006). The report starts from the premise that most early childhood teachers in Head Start do not have Bachelors degrees. The same is even truer for child care providers. The report states that there are few options for students seeking four-year degrees specifically in early childhood education or related fields from public institutions in Washington. In the Greater Puget Sound region there are opportunities to obtain Bachelors degrees in co-located programs at community colleges (e.g., Eastern Washington at Bellevue Community College) or via distance learning (e.g., Washington State University). None of the available undergraduate programs are designed to immerse students at the intersection of research, policy and practice as is envisioned by the program at the University of Washington.

Employer Demand. There are increasing demands for a better educated workforce in the broad field of early learning and family support. Considerable evidence and social and political will exist for the importance of early learning programs and for the contributions of early learning programs to improved developmental outcomes for all

children. Further, we know that young children's learning and development depend on the educational qualifications of their teachers. That is, better outcomes for children are associated with better prepared teachers.

Based on the growing evidence, national initiatives calling for bachelor's preparation (e.g., NAEYC, National Institute for Early Education Research), and higher state expectations (e.g., Washington Learns), employers are looking for and recruiting early childhood teachers with four-year college degrees.

At present, fewer than half of Washington's Head Start teachers have bachelor's degrees. (A bachelor's degree is not currently required but expectations are that the degree will be required in the future.) At present, approximately half of ECEAP teachers have bachelor's degrees, though not necessarily in early childhood. (ECEAP is the Washington State Early Childhood Education and Assistance Program, Washington's pre-K program.) (ECEAP teachers are currently required to have an AA degree or higher and at least 30 credits of early childhood coursework.) Currently in Washington, child care lead teachers require just 20 hours of training in the first 6 months of employment. The Governor's Initiative, Washington Learns, calls for expanded early learning teacher training to produce more well-prepared child care providers and early education teachers. Given the current conditions and the rapidly changing early learning environment, we expect that the employer demand for well-prepared early education and family support specialists who have bachelor's degrees will be strong.

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Note: The term "teacher" is used as a general term to refer to individuals who guide young children's learning. The proposed major is not a certification program (although graduates will be prepared to enter graduate teacher education certification programs). Current initiatives calling for improved preparation of child care providers and early education teachers refer to bachelors-level prepared individuals rather than to specific certification requirements.

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Community Demand. As noted earlier, there are relatively few options for higher education beyond the community college level in the field of early childhood and family studies in the Greater Puget Sound area. At the same time, there is increasing demand and expectation for well prepared early learning teachers and other well prepared workers in the field of early childhood and family studies. Both public and private groups recognize the need for a better educated workforce. For example, the Child Care Resources and Referral Network administers a scholarship program that has expanded recently to support child care workers who are aiming to obtain bachelor's degrees. In Seattle, the Child and Family Levy also provides financial support for child care providers to obtain bachelor's degrees. Many of these prospective students live and work in the local area and cannot relocate in order to obtain these degrees. The proposed major in Early Childhood and Family Studies would address the need for a theoretically strong and geographically accessible bachelor's degree program within the local community.

#### **4. Proposed Catalog Copy**

## **Early Childhood and Family Studies**

Early Childhood and Family Studies is designed to immerse students in the crossroads of research and practice in the study of early childhood development within the context of the family. The major draws on a variety of disciplines to explore child and family issues from multiple perspectives.

(insert address)

## **Undergraduate Program**

Advisor

(insert address, phone and email)

The College of Education offers the following program of study:

- ñ The Bachelor of Arts degree with a major in early childhood and family studies

## **Bachelor of Arts**

*Suggested First and Second-Year College Courses:*

- ñ One course in Human development (NURS 201, PSYCH 206, 306 or similar course)
- ñ One course in Biological sciences (BIOL 100, 104 or similar course)
- ñ One additional course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar course)
- ñ One course in Math or Statistics (MATH 170, STAT 220, or any other college-level math or statistics course)
- ñ ECFS 200

## **Program Admission**

*Requirements for Application*

1. Successful completion of a course in human development (NURS 201, PSYCH 206, 306 or other course by petition) with a grade of 2.5 or better.
2. Admission is competitive and is based on the following:
  - A personal statement reflecting an interest and commitment to the field of early childhood and family studies;
  - GPA (minimum 2.50 overall GPA guarantees consideration but not admission);
  - Being in good standing as a student at the university
  - Applicants are encouraged to gain experience in early childhood and/or family support programs (for example, by observing, volunteering or working) and indicate such experience in their personal statement.

### *Process*

Application deadline is April 15. Admission is for autumn quarter only. Only students admitted to the UW are eligible for admission to the major. Applications and additional information are available (insert location) and on the College of Education Web site.

### *Continuation Policy*

Within two quarters of admission, students must complete the following courses:

- ñ One course in Biological sciences (BIOL 100, 104 or equivalent)
- ñ One additional course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or equivalent)
- ñ One course in Math or Statistics (MATH 170, STAT 220, or any other college-level math or statistics course)

Prior to the first service learning course (ECFS 303) students must provide evidence of a state and national fingerprint background check.

## **General Education Requirements**

### *Language and Reasoning Skills*

1. English composition (5 credits)
2. Foreign Language (0-15 credits depending upon placement)\*
3. Quantitative/Symbolic Reasoning (5 credits)
4. Writing courses (10 credits) (ECFS 401 (3 credits) counts towards this )

### *Areas of Knowledge*

75 credits including at least 20 credits from the following areas

1. Natural World (20 credits)
2. Individuals & Societies (20 credits)
3. Visual, Literary, & Performing Arts (20 credits)

Courses used to satisfy admission requirements and language and reasoning skills requirements can also fulfill areas of knowledge requirements. Courses used to fulfill major requirements may also fulfill these requirements including up to 15 credits of ECFS-prefix courses. See the program advisor for a handout of recommended courses of study for freshman and sophomore years.

## **Major Requirements**

There are 81 required credits of major requirements that are needed to complete the major. Students are advised that many courses are offered once per year and that the courses are meant to build upon each other. The program is best, but not necessarily, followed as a cohort program. In general, students should plan to take 300-level courses



in ECFS their first year in the program, and 400 level courses should be taken the second year.

*Early Childhood and Family Studies Core (21 credits)*

- ñ ECFS 300 Child Observation and Assessment (5)
- ñ ECFS 301 Early Childhood Curriculum (5)
- ñ ECFS 302 Survey of Infants and Children at Risk (3)
- ñ ECFS 401 Understanding Early Childhood and Family Studies Research (3)
- ñ ECFS 402 Social Policy & Organization Related to Early Childhood (5)

*General Developmental Courses (22)*

- ñ EDPSY 304 Educational Psychology (5)
- ñ EDSPE 404 Exceptional Children (3)
- ñ EDSPE 419 Families (3)
- ñ EDUC 305 Purpose of Public Schools in a Democracy (5)
- ñ NUTR 300 Nutrition for Today (3)
- ñ SPHSC 308 Social Cultural Aspects of Communication (3)

*Service Learning and Research Experience (18 credits):*

- ñ Year 1: ECFS 303, 304, 305 (including weekly seminar) (3 credits each) (AWSp)
- ñ Year 2: ECFS 454, 455 (including a weekly seminar) (3 credits each) (AW)
- ñ ECFS 456 Senior Project includes a weekly seminar (3)

*Electives (20 credits)*

Minimum of one course each in the three following areas: Theoretical Foundations of Early Childhood Development, Methodology, and Social Policy & Organization. See the Program Advisor for current lists of electives.

**Student Outcomes and Opportunities**

*Learning Objectives and Expected Outcomes:* The graduate will be able to: (1) read and evaluate research, (2) translate research findings to solve practical issues of early childhood, (3) understand neurological, behavioral, social/cultural influences on child development and family systems, (4) recognize community-based needs for informing research and policy directions, (5) understand risk factors affecting child development, (6) recognize indicators of typical child development and examples of atypical development, (7) understand process for impacting social policy, and (8) demonstrate knowledge and skill in early childhood practices in applied settings. Graduates go on to careers in the broad field of early learning and family support as well as professional training and postgraduate studies.

*Instructional and Research Facilities:* The program is located in (insert location). Students have access to computer workstations in the College of Education, Miller Hall. Students have access to community service learning opportunities including UW Jumpstart through the Carlson Center.

*Research, Internships, and Service Learning:* Early Childhood and Family Studies students participate in a variety of educational experiences outside the University classroom. Students participate in required service learning in the community during the Junior year. Students participate in required service learning or research experiences during the Senior year. All students complete a senior project.

*Department Scholarships:* None offered.

*Student Organizations/Associations:* None at this time.

**Electives List: (20 credits)**

**Theoretical Foundations of Early Childhood and Family Studies**

ANTH 354 Comparative Study of Societies  
ANTH 358 Culture and Cognition  
ANTH 440 Child Rearing, Culture, and Health

PSYCH 355 Cognitive Psychology  
PSYCH 400 Learning  
PSYCH 402 Infant Behavior and Development  
PSYCH 414 Cognitive Development  
PSYCH 415 Personality Development of the Child

SPHSC 300 Introduction to the Science of Learning  
SPHSC 304 Developmental Aspects of Communication  
SPHSC 425 Speech, Language and the Brain

SOC 352 The Family

EDSPE 414 Intro to Early Childhood Special Education

NURS 408 Nursing Care with Families in the Community  
NURS 451 Connection to Families in Transition

**Methodology**

SOC 320 Evaluating Social Science Evidence

SOCWF 101 Social Work in Action  
SOCWF 200 Introduction to Social Work Practices  
SOCWF 215 Intergroup Dialogues

SPHSC 405 Diagnosis of Speech and Language Disorders

SPHSC 406 Treatment of Speech and Language Disorders

SWS 421 Methods of Child Care and Treatment

EDC&I 425 Instructional Strategies for Minority Students

EDC&I 460 Early Literacy Instruction

### **Social Policy and Organization**

ANTH 345 Women and International Economic Development

ANTH 371 Anthropology of Development

NURS 488 Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression and Depression

SOC 292 Who Gets Ahead? Public Schooling in America

SOCWF 320 Social Welfare Policy

### **5. Suggested Course Sequence for BA in Early Childhood & Family Studies**

<i>Junior Year</i>		
Autumn	Winter	Spring
ECFS 300: Child Observation (5)	ECFS 301: Early Childhood Curriculum (5)	ECFS 302: Survey of Infants and Children at Risk (3)
NUTR 300: Nutrition for Today (3)	SPHSC 308: Social Cultural Aspects of Communication (3)	EDSPE 419: Families (3) or other relevant course
Elective	Elective	Elective
ECFS 303: Service Learning and Research (3)	ECFS 304: Service Learning and Research (3)	ECFS 305: Service Learning and Research (3)
<i>Senior Year</i>		
Autumn	Winter	Spring
EDPSY 304 Educational Psychology (5)	ECFS 402: Social Policy (5) or similar course	EDSPE 404: Exceptional Children (3)
ECFS 401: Understanding Early Childhood and Family Studies Research (3)	EDUC 305: Purpose of Public Schools in a Democracy (5) or similar course	Elective
Elective	Elective	
ECFS 454: Service Learning and Research	ECFS 455: Service Learning and Research	ECFS 456: Service Learning and Research-Senior Project

## **6. Description of Service Learning and Research Project Requirements**

Students will participate in service learning courses each quarter of the Junior and Senior year. The purpose of the service learning requirement is for students to apply (with guided supervision) the theories and concepts they are learning in the courses to authentic experiences in field sites and to interactions with young children and families, and the various professionals who work with them. The focus is on skill-building, learning essential skills they will use in future work in a variety of early childhood and family support programs.

The service learning courses have a seminar linked with them. The purpose of the weekly seminar is to tie students' experiences in the field to course content and to reflect on those experiences. Thus, the alignment of coursework, field work and seminar is meant to intensify the field experiences.

The service learning component is graded on a credit/no credit basis. A University supervisor will regularly supervise students. The supervisor will use an observation form and grading rubric to document student performance to use as a basis for providing feedback to the student. This is consistent with the procedures used in other College of Education fieldwork experiences.

Junior Year. The junior year sequence (ECFS 303, 304, 305) will involve participation in a community-based early childhood or family support program. We expect that most students will work in Head Start programs. We will coordinate our service learning requirements with the UW Jumpstart program. Other options will be available (e.g., UW child care programs, Childhaven, Experimental Education Unit). We will coordinate all service learning with the Carlson Center.

Students will be supervised regularly at their sites. ECFS will provide supervision or, in the case of UW Jumpstart, coordinate the supervision efforts.

Senior Year. The senior sequence (ECFS 454, 455, 456) may be completed in an early childhood or family support program or through participation in a research project related to young children and families. The senior sequence culminates in the preparation and presentation of a Senior Project.

*Service Learning.* Students who opt to work in field sites will continue similarly to the Junior Year. They will be expected to develop and demonstrate advanced skills such as: leading groups of children; evaluating lesson plans; identifying and using evidence-based early learning practices; greater independence in use of child and classroom assessment tools; effective communication skills with families and other team members.

*Research.* Students who choose to participate in research settings will be assisted in finding potential projects. We will work with the Undergraduate Research program to coordinate this effort. Members of our Advisory Board will also help identify research opportunities. Students will work under the supervision of a faculty member.

Senior Project. With the guidance of ECFS faculty, students will develop, prepare and present a Senior Project. These are intended to be substantive projects demonstrating competency in inquiry, analysis, integration and synthesis of information on a topic of interest in the field of ECFS. Possibilities include:

*Field option*

- ñ Critical review of early childhood curricula
- ñ Identification of barriers and facilitators to child care in selected King County towns or neighborhoods
- ñ Critical review of early childhood standards across several states

*Research option*

- ñ Effectiveness of dialogic reading in a preschool classroom
- ñ Family satisfaction with parenting classes
- ñ Investigation of practices used with English language learners in early childhood classrooms

## **Major in Early Childhood and Family Studies (ECFS-20070130)**

### Tri-Campus Review Comments:

#### **Comment by Anna Haley-Lock made 4/30/2007 2:33:14 PM**

This new major looks wonderful. The few varied thoughts that I have (I'm on faculty at the School of Social Work) are:

\* That at present at least, it's a bit of a hard sell, particularly economically, for the major to be training future child care center teachers. Even as NAEYC is moving in the direction of heightened educational requirements for staff for licensure, the reality is that the jobs pay terribly.... Are there other paths to be pitched here? Or an acknowledgement of this reality, and the need (for graduates of such a program) to change it?

\* I think it would be really great to feature content -- whether in a separate course, or integrated in one or more courses -- on work-life conflict and balance issues that families face. The presence of young children, overlaid by their parents' work demands (that have compelled families to use child care in the first place) raise a host of challenges that affect children, their parents, and caregivers (and caregivers themselves have work-life challenges).

\* I sit on the board of a child care center just off the UW campus (where my son attends; the board actually oversees 2 programs located in the same building, one a standard center and the other a very unique "drop-in" preschool). I've just made arrangements for the center to have an MSW student intern for the year, but am uncertain that any will apply (too "teacher/children" focused, perhaps). This sort of thing would be right up the alley, so to speak, for a student in this program (I'd be happy to facilitate that connection, though I suspect the developers of the major have that base fairly well covered).

\* Last, obvious point -- with the School of Social Work's new Partners for Children center, several faculty who are experts in "multigenerational" studies, and some of our research focused on work-life issues, I'd love to see some involvement from us in this, however casual or periodic. (Certainly other schools on campus have similarly helpful folks to offer....) Perhaps also an option for students to take one non-education elective course, too ...?

-- Anna Haley-Lock (SSW, [annahl@u.washington.edu](mailto:annahl@u.washington.edu))

#### **Comment by Sarah Kaltsounis made 4/30/2007 5:16:24 PM**

I think this proposed program of study is a wonderful, timely idea. When I was an undergraduate at the UW preparing to enter the field of early childhood special education, I cobbled together a broad selection of courses (in addition to my major, Psychology) much like the list presented here, as a way to ready myself for that career path. It would have been fantastic to be able to focus more intensively on this field as an undergraduate through a prescribed course of study.

Here are two ideas I had while reviewing this proposal:

\* It might help to expose students in this major to some coursework that prepares them to care for and work with young children with disabilities (there are many excellent courses in the College of Education's Area of Special Education that might be adapted for undergraduates). I appreciate the inclusion of coursework related to speech and language disabilities, but some exposure to methods of instruction for students with cognitive, behavioral, and physical disabilities might be helpful as well.

\* You may also want to prepare students to understand the legal issues that impact young children and their families (Child Protective Services and mandatory reporting of child abuse, the basic legal framework of the K-12 public education system, family law/domestic violence issues, etc.). Since the students who select this major could follow a wide range of career paths that may or may not involve certification, licensure, or advanced study, it would be nice to ensure at least a baseline exposure to the relevant legal principles.

Sarah Kaltsounis, J.D., M.Ed. (School of Law, [sarahfk@u.washington.edu](mailto:sarahfk@u.washington.edu))

May 25, 2007

To: Faculty Council on Academic Standards  
From: Tom Stritikus, Associate Dean for Academic Programs, College of Education  
RE: ECFS Response to Tri-Campus Comments

We appreciate the positive feedback regarding the need for and importance of the ECFS major. In the following memo, I outline the major concerns (in italics below) of the two reviewers and indicate how we are addressing the concerns.

1. *Even as NAEYC is moving in the direction of heightened educational requirements for staff for licensure, the reality is that the jobs pay terribly.... Are there other paths to be pitched here? Or an acknowledgement of this reality, and the need (for graduates of such a program) to change it?*

Poor pay is nothing new for teachers and we are well aware of the supply/demand issues that result from economic realities. First, graduates of this program will not be tracked only into working childcare settings. Second, the the program seeks to develop the leadership capacity of students. Thus, we hope that graduates will have an impact on policy regarding early childhood educational issues.

2. *I think it would be really great to feature content -- whether in a separate course, or integrated in one or more courses -- on work-life conflict and balance issues that families face.*

Two required courses will address this issue:  
ECFS 401 Understanding Early Childhood and Family Studies Research  
ECFS 402 Social Policy & Organization Related to Early Childhood

3. *Connection to social work*

We have been in communication with both the Dean and Associate Deans of Social Work regarding collobariotn. The director of the program will seeks ways to imagine and implement curricular and programmatic collaboration with Social Work.

4. *It might help to expose students in this major to some coursework that prepares them to care for and work with young children with disabilities*



The major has substantial connection to issues related to special education. Two of the core of the core faculty of the program (including the director) have appointments in Special Education. And, several of the required courses have a special education focus (e.g., EDSPE 419 Families; EDSPE 404 Exceptional Children).

5. *You may also want to prepare students to understand the legal issues that impact young children and their families*

These issues will be addressed in the required course:  
ECFS 402 Social Policy & Organization Related to Early Childhood

**UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES\*\***

**CHECKLIST**

Title of Proposal: Major in Early Childhood and Family Studies

(ECFS-20070130)

Proposed by (unit name): Education

Originating Campus:

UW, Seattle

UW, Bothell

UW, Tacoma

**I. Phase I. Developed Proposal Review** (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: FCAS

Chaired by: George Dillon

04/27/07 Date proposal received by originating campus's review body

04/27/07 Date proposal sent to University Registrar

04/30/07 Date proposal posted & email sent to standard notification list

06/08/07 Date of originating campus's curriculum body approval

(Note: this date must be 15 business days or more following date of posting)

B.   2   Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs)

**II. Phase II. Final Proposal Review** (to be completed by FCTCP)

A. Review Completed by:

FCTCP subcommittee

FCTCP full council

Chaired by: M. Killien

6/15/07 Date request for review received from University Registrar

7/9/07 Date of FCTCP report

B. Review

YES NO

- \_\_\_ Was notice of proposal posted on UW Website for 15 business days?  
 \_\_\_ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?  
 \_\_\_ Were comments received by academic program review body?  
 \_\_\_ Was response to comments appropriate? (explain, if necessary)  
 \_\_\_ Was final proposal reviewed by FCTCP within 14 business days of receipt?  
 \_\_\_ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

Summary:

The comments received were generally positive with a few questions and/or suggestions. The originating Unit's responses to the comments addressed the questions appropriately.

C. Recommendation

- \_\_\_ Forward for final approval  
\_\_\_ Forward to Provost because of University issues (Explain)  
\_\_\_ Return to campus council because of insufficient review (Explain).

\*\*Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same