



UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

Mark A. Emmert, President

July 9, 2007

Interim Dean Ron Irving
College of Arts and Sciences
Box 353765

Dean Patricia Wasley
College of Education
Box 353600

Dear Ron and Pat:

Based upon the recommendations of the Faculty Council on Academic Standards, the Faculty Council on Tri-Campus Policy has recommended approval of a minor in Education, Learning, and Society. A copy of the proposal is attached.

I am writing to inform you that the College of Arts and Sciences and the College of Education are authorized to offer this minor 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,

A handwritten signature in black ink, appearing to read "Mark".

Mark A. Emmert
President

Enclosure

cc: Dr. Tom Stritikus (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Todd Milton, J.D. (with enclosure ELS-20070108)



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

OFFICE USE ONLY
 Control #
 FLS-20070108

After college/school review, send a signed original and 8 copies to FCAS, Box 351271.

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

College Colleges of Education and Arts and Sciences	Department or Unit Deans' Offices	Date 1/8/07
<p>New Programs</p> <p><input type="checkbox"/> Leading to a Bachelor of _____ in _____ degree.</p> <p><input type="checkbox"/> Leading to a Bachelor of _____ degree with a major in _____.</p> <p><input type="checkbox"/> Leading to a _____ Option within the existing major in _____.</p> <p><input checked="" type="checkbox"/> Leading to a minor in <u>Education, Learning, and Society</u></p>		
<p>Changes to Existing Programs</p> <p><input type="checkbox"/> New Admission Requirements for the Major in _____ within the Bachelor of _____.</p> <p><input type="checkbox"/> Revised Admission Requirements for the Major in _____ within the Bachelor of _____.</p> <p><input type="checkbox"/> Revised Program Requirements for the Major in _____ within the Bachelor of _____.</p> <p><input type="checkbox"/> Revised Requirements for the Option in _____ within the major in _____.</p> <p><input type="checkbox"/> Revised Requirements for the Minor in _____.</p>		
<p>Other Changes</p> <p><input type="checkbox"/> Change name of program from _____ to _____.</p> <p><input type="checkbox"/> New or Revised Continuation Policy for _____.</p> <p><input type="checkbox"/> Eliminate program in _____.</p>		
Proposed Effective Date:		
<p>Quarter: <input checked="" type="checkbox"/> Autumn <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 20 <u>07</u></p>		

Contact Person Tom Stritikus	Contact's Phone 206 - 221 - 4791	Contact's Email tstrit@u.washington.edu
---------------------------------	-------------------------------------	--

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 attachment.

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)

See attachment.

SIGNATURES (required)

Chair/Program Director	<i>Judith A. Howard</i>	Date	FEB 02 2007
Dean	<i>Patricia A. Wasley</i>	<i>Ronald L. Irving</i>	Date 1/8/07
College Committee	<i>[Signature]</i>		Date FEB 02 2007
Faculty Council on Academic Standards	<i>George Wilton</i> - (pre-transition) <i>George Wilton</i>		Date 4/20/07

UoW 1503 (12/05) REVERSE

6/8/07



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.
7. A minimum of ten credits must be taken from upper-division courses.

*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 program website or the ELS advisor in the College of Education.

4/23/2007

Administration and Support (summary from pp. 4-5 in proposal)

The Education, Learning and Society minor (ELS) will be jointly administered by the Colleges of Education and the College of Arts & Science. The administrative home will be the Dean's Office of the College of Arts & Sciences. The Director of the ELS program will be the Arts & Sciences Co-Director of the Teachers for a New Era grant for the first two years of the program, and the Director of the Washington Center for Teaching & Learning thereafter. The program will be supervised by a six-member Faculty Advisory Committee, with representatives from CoE and A&S each appointed by their respective deans. A graduate assistant will be hired by the Director to act as Academic Advisor and will be located in the Student Services Office of the College of Education.

List of Approved Electives for curricular plan

GEN ST 300 ELS Colloquium (students make take the colloquium up to three times for credit)
BIO A 484 Human Life Cycle
PHIL 363 Philosophy of the Mind
SOC 222 Sociology of Sport
SOC 292 Who Gets Ahead? Public Schooling in America
SOC 492 Sociology of Education
WOMEN 415/EDC&I 440 Gender and Education
WOMEN 417 The Politics of Talent Development
EDLPS 530 (survey of the history of education)
CHEM 197 Science Outreach Training
CHEM 297 Science Outreach Training
CHEM 397 Science Outreach Training
ANTH 464/LING 433 Language Politics
ANTH 207 Class and Culture in America
BIO 104 Biology for Elementary School Teachers
BIO 492 The Teaching of Biology
BIO 491 Special Topics for Teachers
EDC&I 424 Multiethnic Curriculum and Instruction
EDC&I 425 Instructional Strategies for Minority Students
EDC&I 453 Teaching Bilingual-Bicultural Students
EDC&I 464 Educating Native American Youth
EDSPE 404 Exceptional Children
EDSPE 414 Introduct to Early Childhood Special Education
EDSPE 419 Intervention for Families of Children with Disabilities
EDPSY 228 Learning and Motivation in Contexts
EDPSY 304 Educational Psychology
EDPSY 449 Laboratory in Educational Psychology
EDPSY 490 Basic Educational Statistics
EDPSY 495I Introduction to Educational Measurement
SPHSC 425 Speech, Language, and the Brain
ESS 492 Teaching Outreach
CEP 200 Intro to CEP
CEP 303 Social Structures and Processes
CEP 460 Planning in Context
CEP 446 Internship
SOC WF 101 Social Work in Action
SOC WF 200 (intro to profession, features variety of presenters)
MATH 170 Mathematics for Elementary School Teachers
MATH 171 Mathematics for Elementary School Teachers
MATH 354 Math Enrichment for the Schools
MATH 355 Math Enrichment for the Schools
MATH 411 Intro to Modern Algebra for Teachers
MATH 412Intro to Modern Algebra for Teachers
MATH 421 Conceptual Calculus for Teachers
MATH 422 Conceptual Calculus for Teachers
MATH 444 Geometry for Teachers
MATH 445 Geometry for Teachers

The Education, Learning, and Society minor requires a minimum of 31-credits:

1) 10 credits from the following core courses:

A) 5 credits from approved courses in "Learning and Development"

Examples of approved courses include:

PSYCH 206 "Human Development,"
NURS 201 "Growth and Development through the Lifespan," and
EDPSY 304 "Educational Psychology"

B) 5 credits from approved courses in "Schooling and Society"

Examples of approved courses include:

CHID 210 "The Idea of the University: Ways of Learning, Exploring, and Knowing,"
EDUC 305 "The Purpose of Public Schools in a Democracy,"
EDUC 310 "Current Issues in Education," and
SOC 292 "Who Gets Ahead? Public Schooling in America"

2) 5 credits in an approved education-related "Field Experience"

Possible courses that can be used to fulfill the "Field Experience" include:

EDUC 401 "Practicum in Community Service Activity,"
GEN ST 350 "Independent Fieldwork,"
EDC&I 499 "Undergraduate Research,"
EDLPS 499 "Undergraduate Research,"
EDPSY 499 "Undergraduate Research,"
EDSPE 499 "Undergraduate Research," and
CHID 497 "Peer Facilitators"

3) 1 credit "Colloquium on Education, Learning, and Society"

~~GIS 350~~ "Colloquium on Education, Learning, and Society"
GEN ST 300

4) 15 credits in approved "Education, Learning, Society Electives"

A full list of approved courses for each of four requirements of the minor is updated quarterly and appears on the Education, Learning, and Society website.

Minor in Education, Learning, and Society (ELS)

Overview

The 31-credit minor in Education, Learning, and Society (ELS) is intended to provide a strong background in how human beings learn, and how society, environment, and culture shape that learning. This minor is jointly sponsored by the College of Education and the College of Arts and Sciences. This proposal was developed as part of the Teachers for a New Era (TNE) initiative, a five-year grant award to the University of Washington to help improve teacher preparation and enhance the connections among the College of Education, the College of Arts and Sciences, and P-12 schools and teachers.

In developing this minor, we hope to address a number of key curricular issues. Specifically:

- a. There are a significant number of students interested in the field of education both as an area of study as well as a possible career path through P-12 teaching.
- b. One of our most critical goals is to diversity the teacher education pool; one strategy is to recruit directly from the existing undergraduate student population. This minor would provide one important avenue for recruitment.
- c. As part of our TNE initiative commitment, CoE and A&S have agreed to share responsibility for teacher preparation along the continuum of teacher preparation and development. This minor would constitute a shared initiative between CoE and A&S and give students an opportunity to explore their interest in teaching prior to graduate school.

Course Requirements

The ELS Minor includes the following requirements: 5 credits in *Learning and Development*, 5 credits in *Schooling and Society*, 5 credits in *Field Experience*, 1 credit in the *Colloquium on Education, Learning, and Society*, and 15 credits in *Electives*. Up to 10 credits of the ELS minor may overlap with the student's major(s) requirements. Up to 5 credits may overlap with the student's other minor(s), if any. The following list of courses has been approved by the ELS Minor Committee; other courses will be added as they are approved. Depending on the number of students who declare an ESL Minor, enrollment in the two required foundation courses will be open to all students until such time as the number increases substantially and requires that enrollment be restricted to declared ESL Minors only.

1. 5 credits in *Learning and Development*

This requirement provides a foundational understanding of how learning occurs. It may address such questions as these: What is learning? How do humans learn? What fosters ability development and cognition, and what deters them?

Approved Courses in *Learning and Development*:

- PSYCH 206 Human Development (5). Prerequisite: PSYCH 101 (Open to all students in Summer Quarter, Winter Quarter, and On-Line.)

- NURS 201 Growth and Development through the Lifespan (5) (Open to all students in Summer; open to non-prenursing students on a space available basis in Winter Quarter.)
- EDPSY 304 Educational Psychology (5)
- Additional 5-credit courses on learning and brain function are currently in development in the College of Arts and Sciences and the College of Education.

2. 5 credits in *Schooling and Society*

This requirement provides a foundational understanding of schooling in the United States. It may address such questions as these: How has the United States shaped formal learning experiences for the nation's young? Why is schooling organized as it is? How has schooling changed over time? Who benefits from current systems and structures, and who does not?

Approved Courses in *Schooling and Society*:

- CHID 210 The Idea of the University: Ways of Learning, Exploring, and Knowing (5)
- EDUC 305 The Purpose of Public Schools in a Democracy (5)
- EDUC 310 Current Issues in Education (5, max. 10)
- SOC 292 Who Gets Ahead? Public Schooling in America (5)

3. 5 credits in an education-related *Field Experience*

The field experience may be located in a formal or informal educational setting. The experience must include observation and reflection on learning that is contextualized by where the learning occurs.

Students may elect to find a *Field Experience* through the Pipeline Project in the Office of Undergraduate Education at the University of Washington. The Pipeline Project offers a series of EDUC 401 seminars each quarter entitled "Inner Pipeline." Students tutor or work in schools from 2 ½ to 5 hours per week as well as attend biweekly seminars focusing on current educational topics. All Pipeline Project experiences are approved for *Field Experience* credit for the ELS Minor.

Students may also elect to propose other *Field Experience* opportunities, which must be approved by the faculty advisory committee. For example, a student may participate in a Peer Instruction or Peer Facilitation program in a classroom on campus, such as CHID 497 or the FIG Leader program. These experiences must include engaged observation and reflection on learning. The experience may include participating in curriculum

development, learning about pedagogical methods, and actively working with students in the classroom; and it must include active reflection on the experience. Other *Field Experience* possibilities include education-related research opportunities on campus or education-related internships. The field experience must support the general theme of the student's curricular plan (see below).

Approved Course in *Field Experience*:

- EDUC 401 Practicum in Community Service Activity (1-18, max. 18)

Other Possible Courses in *Field Experience*:

(Students electing to take these courses to fulfill the Field Experience requirement must receive approval by the faculty advisory committee. Students may also find appropriate courses not listed here.)

- GEN ST 350 Independent Fieldwork
- EDC&I 499 Undergraduate Research
- EDLPS 499 Undergraduate Research
- EDPSY 499 Undergraduate Research
- EDSPE 499 Undergraduate Research
- CHID 497 Peer Facilitators
- ESS 492 Undergraduate Teaching Experience and Outreach
- GEN ST 470 Undergraduate Peer Instructor Practicum

4. 1 credit in the *Colloquium on Education, Learning, and Society*

The ELS Colloquium is offered two quarters every year and provides students in the ELS Minor opportunity to meet their peers; to learn from researchers on the UW campus whose work connects to education, learning, and society; to learn from practicing educators; and to discuss the researchers' and practitioners' work with their peers. Along with providing advising opportunities, the ELS Colloquium also requires that students complete a Curricular Plan including a rationale for Elective Courses (retroactively, if necessary). The Curricular Plan may also include a rationale for linking other requirements to their Electives. The Curricular Plans must be submitted to the ESL Minor's faculty advisory committee for approval. Students may take the ELS Colloquium up to three times and will receive up to two additional credits for the Electives requirement.

Approved Course in the *Colloquium on Education, Learning, and Society*:

- ~~GIS 350~~ Colloquium on Education, Learning, and Society (1, max. 3).

GEN ST 300

5. 15 credits in *Electives*

Students must create a Curricular Plan with a rationale for their Electives requirement during the ELS Colloquium. Students may select these Electives from the list of approved courses (see Appendix 1) or may select courses not listed here that related to their interest in education. For example, a student might develop a Curricular Plan on “Gender and Education” and include additional courses relating to gender studies and equity. Other examples of possible Curricular Plans are Social Justice and Schooling, Becoming an Educator, and Educational Organization and Policy, though students should not feel limited by these examples.

Administration and Support

Funding will be required to provide an Academic Advisor, and support for course development, teaching assistants assigned to the two foundations courses in *Learning and Development* and *Schooling and Society*. Financial support will be provided will be provided equally by the Colleges of Education and Arts and Sciences from their General Operating Funds. (See Appendix 2 for an overview of both the start-up and long-term budgets.) In addition, a Faculty Advisory Committee will be established to oversee the work of the Director and the Academic Advisor. While responsibilities for overseeing advising and the curriculum will be shared by the Dean's Offices in the Colleges of Education and Arts & Sciences, the Dean's Office of the College of Arts & Sciences will be responsible for providing a budget number and administrative oversight.

Director: For the first two years (2007-2009) the ELS Minor is offered, the Arts & Sciences Co-Director of the TNE initiative will serve as Director of the ELS Minor. Henceforth, the Director of the Washington Center will take over that role. In the event that the WCTL Director is unable to oversee the ELS Minor afterwards, a CoE or A&S faculty member selected jointly by the Deans of the CoE and A&S will be appointed for a three-year term. The ELS Minor Director will be responsible for overseeing the work of the academic advisor and consulting with the Advisory Committee on a regular basis about current and new developments in the ELS Minor.

Academic Advisor: A graduate student will be hired by the Director of the ELS Minor with support from the Advisory Committee to serve as an Academic Advisor at a half-time rate for a one-year period. The appointment may be renewed at the Director's discretion. The Academic Advisor will be expected to receive training in counseling students available through the Gateway Center. He or she will be responsible for advising students who inquire about the ELS Minor and for maintaining up-to-date files on all declared minors. The Academic Advisor will be housed in the Student Services Office of the College of Education.

Course Development: Faculty in CoE and A&S who are interested in revising an existing course or developing a new one that would be approved as a foundation course in *Learning and Development* or *Schooling and Society* will receive summer stipend to support this work. All new and proposed courses will be jointly approved by the Curriculum Committees of the Colleges of Education and Arts & Sciences.

Teaching Assistants: The ELS Minor Committee anticipates that each of the two foundation courses (*Learning and Development* and *Schooling and Society*) will each be taught once during an academic year. Two teaching assistants will be provided for each of them when the course enrollment reaches 100 students.

Advisory Committee: A Faculty Advisory Committee of 6 members representing CoE and A&S will be appointed by their respective Deans to serve for two years. Members of the Faculty Advisory Committee will meet quarterly with the Director and the Academic Advisor to review their work and discuss any issues or ideas that may need to be addressed. The Faculty Advisory Committee will also review and approve the Curricular Plans of students in the program.

Appendix 1

Approved Courses for Electives

BIO A 484 Human Life Cycle
PHIL 363 Philosophy of the Mind
SOC 222 Sociology of Sport
SOC 292 Who Gets Ahead? Public Schooling in America
SOC 472 Juvenile Delinquency
SOC 490 The Urban Underclass
SOC 492 Sociology of Education
WOMEN 415 / EDC&I 440 Gender and Education
WOMEN 417 The Politics of Talent Development
EDLPS 530 (survey of history of education)
CHEM 197 Science Outreach Training
CHEM 297 Science Outreach Training
CHEM 397 Science Outreach Training
CHEM 498 Teaching Chemistry (by application only)
ANTH 464 / LING 433 Language Politics and Cultural Memory
ANTH 207 Class and Culture in America
BIO 104 Biology for Elementary School Teachers
BIO 492 The Teaching of Biology
BIO 491 Special Topics for Teachers
EDC&I 424 Multiethnic Curriculum and Instruction
EDC&I 425 Instructional Strategies for Minority Students
EDC&I 453 Teaching the Bilingual-Bicultural Student
EDC&I 464 Educating Native-American Youth
EDSPE 404 Exceptional Children
EDSPE 414 Introduction to Early Childhood Special Education
EDSPE 419 Interventions for Families of Children with Disabilities
EDPSY 228 Learning and Motivation in Contexts
EDPSY 304 Educational Psychology
EDPSY 449 Laboratory in Educational Psychology
EDPSY 490 Basic Educational Statistics
EDPSY 495 Introduction to Educational Measurement
SPHSC 425 Speech, Language, and the Brain
ESS 492
CEP 200 Intro to CEP
CEP 303 Social Structures and Processes
CEP 460 Planning in Context
CEP 446 Internship
SOC WF 101 Social Work in Action
SOC WF 200 (intro to profession, features variety of presenters)
MATH 170 Mathematics for Elementary School Teachers
MATH 171 Mathematics for Elementary School Teachers
MATH 354 Math Enrichment for the Schools
MATH 355 Math Enrichment for the Schools

MATH 411 Intro to Modern Algebra for Teachers
MATH 412 Intro to Modern Algebra for Teachers
MATH 421 Conceptual Calculus for Teachers
MATH 422 Conceptual Calculus for Teachers
MATH 444 Geometry for Teachers
MATH 445 Geometry for Teachers

Minor in Education, Learning and Society (ELS-20070108)

Tri-Campus Review Comments:

Comment by James Antony made 4/23/2007 3:06:30 PM

This is a terrific idea who's time has come! I look forward to its launch!

Comment by mccuef made 4/23/2007 3:23:11 PM

What a great minor! I do wonder, however, why writing, history and philosophy are so poorly represented in the electives. There's a heavy load of Chem, Math, Bio and Soc, and nothing from English or on the history and philosophy of education. Why all this emphasis on the teaching of sciences and so little on the nature of inquiry and writing?
Frances McCue

Comment by Gregory Schmale made 4/25/2007 4:52:53 AM

This minor is a welcome addition. I agree that more choices in the elective list should come from history, sociology, and philosophy. Many of these courses on the list of acceptable electives come from the list of required teacher training courses.

Comment by Robert Corbett made 4/25/2007 9:21:02 AM

This is an extremely timely offering--we all need to be reading, talking, writing, etc. about the place of education in society and even more the university's (and UW's) role in it. I agree that the electives list should grow as the program gets underway and probably will as students bring their interests to it. Probably the most important aspect of this proposal is that it provides the occasion for such connections to be made and people are eager to make them.

May 25, 2006

To: Faculty Council on Academic Standards

From: Tom Stritikus, Associate Dean for Academic Programs, College of Education

RE: ELS Minor Response to Tri-Campus

We appreciate the positive feedback regarding the ELS minor and agree with the comments of the reviewers who saw the need for more elective course work related to other areas within in A & S. We have taken several steps to address this concern and outline them in this memo:

1. In attempt to get broader participation from all members of the A & S community the ELS minor was featured at the monthly A & S / Teachers for a New Era luncheon. Katherine Mitchell (Geography) suggested a course on race, immigration, and ethnicity that will be added to the revised minor list.
2. Rick Bonus (American Ethnic Studies) is developing a new course for the minor that will focus on race, ethnicity and education.
3. We will examine courses related to education in English, History, and Philosophy for possible inclusion in the approved elective list. Initially, we have identified the following courses (we are open to additional suggestions):

ENGL 472 Language Learning
ENGL 477 Children's Literature
ENGL 478 Language and Social Policy
ENGL 479 Language Variation and Language Policy in North America
ENGL 470 Literature, Literary Study, and Society
HSTAA 284 History of the Chicano People Since 1848
HSTAA 230 Race and Power in America, 1861-1940
HSTAA 205 Asian American History
HSTAA 150 Introduction to African-American History
PHIL 205 Philosophy for Children

4. The director of the minor for the coming year, Erasmo Gamboa, will communicate directly with the chairs of English, History, Philosophy and other relevant disciplines to examine possibilities for other courses that would be appropriate additions to the approved elective list.
5. Please note, that students can also propose that additional courses be counted toward elective credits.

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Minor in Education, Learning, and Society
(ELS-20070108)

Proposed by (unit name): Education and Arts & Sciences

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

04/13/07 Date proposal received by originating campus's review body

04/13/07 Date proposal sent to University Registrar

04/16/07 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. 4 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 on this proposal were reviewed by the originating unit and the response was appropriate. FCTCP reviewers were pleased that this proposal calls for an intercollege advisory board. They further noted that the effective date for this proposal is Spring 2007 (passed). We assume this will be updated.

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