



OFFICE OF THE PRESIDENT

April 13, 2012

Dean Tom Stritikus
College of Education
Box 353600

Dear Tom:

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

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

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

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael K. Young".

Michael K. Young
President

Enclosure

cc: Ms. Lisa Murakami (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Ms. Virjean Edwards (with enclosure ECFS-20120215)



UNIVERSITY OF WASHINGTON

**CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS**

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

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

MAR 01 2012

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Control #

ECFS-20120215

College/Campus

Education/Seattle

Department/Unit Early Childhood & Family
Studies**Date** 2/15/12**New Programs**

- ☐ Leading to a Bachelor of ___ in ___ degree.
- ☐ Leading to a Bachelor of ___ degree with a major in ___.
- ☐ 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 ECFS within the Bachelor of Arts.
- ☒ Revised Program Requirements for the Major in ECFS within the Bachelor of Arts.
- ☐ 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: 2012__**

Contact Person: Lisa Murakami

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Box: 353600

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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

Please see attached documents:

ECFS Student Handbook (including student outcomes, required coursework, Service Learning requirements)

Current ECFS Electives

ECFS Required Course Offerings Across Quarters

ECFS Biology and Biological Bases of Development Approved Coursework

OTHER DEPARTMENTS AFFECTED

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

Department/Unit:

Chair/Program Director:

Date:

Department/Unit:	Chair/Program Director	Date:
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CATALOG COPY

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

Please see attached Correct Current Copy.

PROPOSED CATALOG COPY

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

Please see attached Correct Proposed copy.

APPROVALS

Chair/Program Director:

Martin Howell

Date:

2/29/12

College/School/Campus Curriculum Committee:

Dr. Windicht

Date:

2/29/12

Dean/Vice Chancellor:

Tom Spivey

Date:

2/29/12

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

John Schaubelberger

Date:

MAR.30, 2012

POST TRI-CAMPUS APPROVAL (when needed)

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date:
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Explanation and rationale for proposed change

As the Early Childhood and Family Studies major prepares to graduate its fourth cohort of students, it has become clear that the major needed to be re-assessed. Based on a number of factors, including student feedback, waitlists and over crowding in existing classes, and students' desire for more variety in service learning experiences, a number of changes are being proposed. In 2008, the ECFS major had 19 students, and today it has close to 200 students. There is a decided need to examine ways to refine the program as well as add more options for students.

Two overt changes are to eliminate SPHSC 308 and Nutrition 300 from the list of required courses of the major. These are still recognized and important topics to ECFS students and components of them will be folded into existing course curricula. Nutrition 300 will be accepted as a biological bases of development requirement or as an elective, and SPHSC 308 will be accepted as an elective as well. Course change forms are being submitted to increase the credit requirements of two of the existing ECFS courses. EdSPE 419 (Families) will become 5 credit course, as will ECFS 302 (Infants and Children at Risk).

Another curriculum change will involve adding more course offerings of ECFS classes. Currently, most of the courses in the major are offered one time per year. It has been approved to allow all courses in the major to be offered two to three times a year, allowing for smaller class sizes and more attention to students, as well as for more flexible options in scheduling for the students. Changes such as this will allow for breaks in a student's attendance at the university, either for personal reasons, study abroad opportunities, or to allow more time to pursue minors or a second major.

A minor change has been made in the Admission requirement for the major – suggested first and second year coursework has been changed to reflect a website for students to link to in order to see the variety of courses available. Also, a minimum 2.0 numeric grade is asked of students for coursework prior to admission to the program that is being applied toward the major.

The final change is in the area of the service learning and research component of the major. Students will have a seminar introduction to the concept of service learning, and more flexible options in which they may pursue earning their service credits. Seniors will experience more learning opportunities for leadership, research and project work, as well as more course offerings of the service learning classes, which will allow for possible early completion of the major. Course change forms will also be submitted to reflect these changes.

The College of Education has received approval to offer departmental honors for the ECFS major, and that change also needs to be reflected in the major's catalog pages. The major changes will still allow students currently in the major to complete it with little change, and will enhance the flexibility in scheduling available to them. It is for these reasons that we seek to revise the catalog pages for the Early Childhood and Family Studies major, thereby increasing students' knowledge of the major, their ability to accurately self-advise from the Degree Audit, and to improve the representation of the major and its expectations of students who are interested in applying.

Correct Current Copy

The College of Education offers the following programs of study:

- The Bachelor of Arts degree with a major in early childhood and family studies
- ~~A minor in education, learning, and society~~ (Moving to Interdisciplinary Minors page only)

Bachelor of Arts

Suggested First- and Second-Year Coursework: ~~A course in human development (NURS 201, PSYCH 206, PSYCH 306, or similar);~~ a course in biological sciences (BIOL 100, BIOL 104, or similar); a course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar); ~~a course in mathematics or statistics (MATH 170, STAT 220, or other college-level mathematics or statistics course);~~ ECFS 200.

~~Students are strongly encouraged to complete a course in human development (NURS 201, PSYCH 206, or PSYCH 306) and ECFS 200 prior to admission to the program.~~

Department Admission Requirements

1. Satisfactory progress toward completion of general education requirements.
2. ~~Minimum cumulative 2.50 GPA for all courses applied to major requirements at time of application (special circumstances reviewed on a case-by-case basis), and minimum cumulative 2.00 GPA for all other prior college coursework.~~
3. Admission is competitive, based on the following criteria. Completion of requirements does not guarantee admission.
 - a. Two-to-three page personal statement reflecting an interest in the early childhood and family studies major and a commitment to learning about the field.
 - b. Overall academic performance reflected in copies of unofficial transcripts.
 - c. Other evidence of interest in and commitment to the field (e.g., work experience, volunteer experience, or internships).
 - d. Grades in any completed recommended courses and courses applied to major requirements.
4. Applications are due April 15 for autumn quarter start ~~with cohort~~. Applications may be considered after that date on a case-by-case basis, depending on program capacity.

Information Sessions: Prospective students are encouraged to attend an ECFS information session to learn more about the major and how to apply. For a schedule of information sessions, visit the Early Childhood and Family Studies Website at education.washington.edu/degrees/undergrad/ecfs/FAQ.html.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/, or inquire at 206 Miller.

General Education Requirements

See College of Arts and Sciences requirements. A maximum of 15 credits in ECFS-prefix courses from the University Areas of Knowledge list may be counted toward the UW Areas of Knowledge requirements. The following courses must be taken as part of general education requirements, either prior to or after admission to the program.

1. *Biology Science and Development (7-10 credits):* ~~Either BIOL 100 or BIOL 104; and either NURS 201, BIOL 118, B STR 301, or PSYCH 202.~~
2. *Mathematics/Statistics (5 credits):* ~~Either MATH 170, STAT 220, or higher mathematics/statistics course.~~
3. —

Major Requirements

~~86 credits, to include the following:~~

1. *Early Childhood and Family Studies Core Courses (26 credits):* ECFS 300, ECFS 301, ECFS 302, ECFS 401, ECFS 402, EDPSY 402.
2. *General Development (22 credits):* EDUC 305 or EDUC 310; EDPSY 304, EDSPE 404, EDSPE 419, NUTR 300, and SPHSC 308.

3. *Service Learning and Research Experiences (18 credits):* ECFS 303, ECFS 304, ECFS 305, ECFS 454, ECFS 455, ECFS 456.
4. *Electives (minimum 20 credits):* Minimum one course each from theoretical foundations of early childhood development, methodology, and social policy and organization. See adviser for current list of electives.
5. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements.
6. *Capstone Project:* In the junior year, students each quarter are involved in a community-based program that provides early education and care, or family support/education. In the senior year, students continue to learn in community-based programs, the outcome of which is their senior capstone project. Through their capstone projects, students identify interest areas, develop research skills, and prepare for future pursuits. At the end of the senior year, students present their capstone projects, demonstrating the skills, understanding, and competencies in their areas of study that can be successfully used to prepare for employment and graduate studies.
- 7.

Minor

The minor in education, learning, and society, jointly sponsored by the College of Education and the College of Arts and Sciences, provides a strong background in how human beings learn, and how society, environment, and culture shape learning.

Minor Requirements—31 credits, to include:

1. *Learning and Development:* one from PSYCH 206 (prerequisite, PSYCH 101); NURS 201; EDPSY 304 (5 credits)
2. *Schooling and Society:* one from CHID 210, EDUC 305, EDUC 310, SOC 292 (5 credits).
3. *Field Experience:* EDUC 401 (with approval, student may substitute one from GEN ST 350, EDC&I 499, EDPSY 499, EDSPE 499, CHID 497, GEN ST 470, or other related courses) (5 credits).
4. GEN ST 300 (1 credit).
5. *Electives:* 15 credits from an approved list. For list, see adviser or College Website.
6. Up to 10 credits of the minor may overlap with a student's major and up to 5 credits may overlap with another minor.

Undergraduate students from outside the College of Education may take courses offered to help them explore the field of education and prepare for graduate study. Fieldwork courses in local schools or social service agencies give students opportunities to make informed career and academic choices. Students may also complete prerequisites for graduate programs. Further, requirements to meet endorsement (subject) guidelines for secondary teaching may be completed by undergraduates.

Student Outcomes and Opportunities

- *Learning Objectives:* The early childhood and family studies major immerses students in the study of child and family development and education. Students learn about child development, early learning, and family studies from a variety of perspectives. They receive a strong grounding in reading and understanding the theory and evidence that provide the foundation for the field and drive current research and policy efforts.
- *Expected Outcomes:* Students apply their knowledge and skill as they work alongside community-based teachers and care providers. The degree provides excellent preparation for a wide variety of careers in early learning, childcare, parent and family support and education, and social/mental health services. It also serves as a pathway for graduate studies in education, child and family studies, and other areas. This interdisciplinary major is offered at the junior and senior level.
- *Service Learning and Research:* Two three-quarter sequences of field-based experiences provide students with real-life learning opportunities in community-based early childhood or family support/education settings. Students participate in both a field experience and a once-a-week seminar. The seminar is intended to tie together research and practice demonstrating how research informs evidence-based decision making in programs and services for young children and families. Learning objectives are outlined in class.
- *Department Scholarships:* See departmental Website for undergraduate scholarship information.
- *Student Organizations/Associations:* Associated Students of the College of Education (ASCE) and Educators for Social Justice (ESJ).

ECFS Proposed Copy

The College of Education offers the following programs of study:

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

Bachelor of Arts

Suggested First and Second year Coursework: **A** course in biological sciences (BIOL 100, BIOL 104, or similar); a course in biological bases of development (BIOL 118, B STR 301, PSYCH 202, or similar); **a college-level mathematics or statistics course, EDUC 170, EDPSY 490, or EDPSY 491; ECFS 200 recommended but not required.**

Department Admission Requirements

1. Satisfactory progress toward completion of general education requirements.
2. Admission is competitive, based on the following criteria. Completion of requirements does not guarantee admission.
 - a. Two-to-three page personal statement reflecting an interest in the early childhood and family studies major and a commitment to learning about the field.
 - b. Overall academic performance reflected in copies of unofficial transcripts.
 - c. Other evidence of interest in and commitment to the field (e.g., work experience, volunteer experience, or internships).
 - d. Grades in any completed recommended courses and courses applied to major requirements.
3. Applications are due April 15 for autumn quarter start. Applications may be considered after that date on a case-by-case basis, depending on program capacity.

Note: students accepted into the major typically have a minimum cumulative 2.50 GPA and a minimum grade of 2.00 for any prior college coursework that can be applied toward major.

Information Sessions: Prospective students are encouraged to attend an ECFS information session to learn more about the major and how to apply. For a schedule of information sessions, visit the Early Childhood and Family Studies Website at education.washington.edu/degrees/undergrad/ecfs/FAQ.html.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/, or inquire at 206 Miller.

General Education Requirements

See College of Arts and Sciences requirements. A maximum of 15 credits in ECFS-prefix courses from the University Areas of Knowledge list may be counted toward the UW Areas of Knowledge requirements. The following courses must be taken as part of general education requirements, either prior to or after admission to the program.

1. *Biology Science and Development (7-10 credits):* See website¹ for complete list of acceptable courses.
2. *Mathematics/Statistics (5 credits):* Any college level mathematics or statistic course, **EDUC 170**, **EDPSY 490**, or **EDPSY 491**.

Major Requirements

84 credits, to include the following:

1. *Early Childhood and Family Studies Core Courses (28 credits):* ECFS 300, ECFS 301, ECFS 302, ECFS 401, ECFS 402, EDPSY 402.
2. *General Development (18 credits):* EDUC 305 or EDUC 310; EDPSY 304, EDSPE 404, and EDSPE 419.
3. *Service Learning and Research Experiences (18 credits):* ECFS 303, ECFS 304, ECFS 305, ECFS 454, ECFS 455, ECFS 456.
4. *Electives (minimum 20 credits):* Minimum one course each from theoretical foundations of early childhood development, methodology, and social policy and organization. See website² for current list of electives.

5. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements **Senior Project: The Senior Project is the culminating project of the Early Childhood and Family Studies Program. Through the senior projects, students identify interest areas, develop research skills, and prepare for future pursuits. Planning and completing this project provides evidence that students have the ability to finish similar projects in their work or in graduate school. Further, students will have developed the communication skills necessary for the sharing of their knowledge and ideas with others as they move into the world of work or graduate school. Presentation of the project is required.**

ECFS Student Outcomes and Opportunities

- *Learning Objectives:* The early childhood and family studies major immerses students in the study of child and family development and education. Students learn about child development, early learning, and family studies from a variety of perspectives. They receive a strong grounding in reading and understanding the theory and evidence that provide the foundation for the field and drive current research and policy efforts.
- *Expected Outcomes:* Students apply their knowledge and skill as they work alongside community-based teachers, **community leaders**, and care providers. The degree provides excellent preparation for a wide variety of careers in early **learning**, childcare, parent and family support and education, **child and community advocacy and organization**, and social/mental health services. It also serves as a pathway for graduate studies in education, child and family studies, **educational policy, special education**, and other areas. This interdisciplinary major is offered at the **sophomore, junior, and** senior level.
- *Service Learning and Research:* **Two sequences of field-based experiences provide students with real life-learning opportunities in community-based early childhood or family support/education settings. Students participate in both an introductory seminar experience as well as a sequenced field experience during their first year in service learning. During the second phase of this experience, students participate in a three-quarter Senior Service Learning, Research, & Senior Project. This provides students with advanced opportunities to integrate theory and practice in community-based early childhood or family support programs and/or research settings. The seminar is intended to tie together research and practice, demonstrating how research informs evidence-based decision-making in programs and services for young children and families. Students also receive guidance in career options and current events in the field, tying in major experiences with their own developmental and career goals. Learning objectives are outlined in class.**
- *Departmental Honors:* **The Departmental Honors option will ask students to, as a part of their 20 credits of electives, have two to three of those classes be at the graduate level in a program area of their choice within the College of Education or in an area outside the college that has been approved by their faculty and academic adviser. The student will also be required to take an Independent Study course with a faculty adviser in the area of study that has been chosen to pursue. As a part of Departmental Honors, students must present at the Undergraduate Research Symposium, (or a similar venue) and this would be as a part of a research project that they are already doing for their ECFS senior capstone project. For more detailed information about ECFS departmental honors, see the website at <http://dev.education.washington.edu/degrees/undergrad/ecfs/honors.html>**
- *Department Scholarships:* See [departmental Website](#)³ for undergraduate scholarship information.
- *Student Organizations/Associations:* Associated Students of the College of Education (ASCE) and Educators for Social Justice (ESJ).

FOR OFFICE USE ONLY:

1. http://education.washington.edu/degrees/undergrad/ecfs/biol_prereq.html
2. <http://education.washington.edu/degrees/undergrad/ecfs/electives.html>
3. <http://education.washington.edu/funding/scholarships/table.html>

Current ECFS Electives

Theoretical Foundations

AAS 206 – Contemporary Problems of Asian Americans (5) I&S
AES 322 – Gender, Race and Class in Social Stratification (5) I&S – *prerequisite: GWSS 200, offered jointly with GWSS 300*
AFRAM 260 – African American Family (5) I&S – *offered jointly with SOC 260*
AIS 202 – Introduction to Contemporary Experience in Indian America (5) I&S
AIS 240 – Native North American Women (5) I&S
AIS 340 – Indian Children and Families (5) I&S
AIS 341 – Native Women in the Americas (5) I&S – *offered jointly with GWSS 341*
ANTH 228 – Identities: Race, Class, Gender, and Sexuality in Anthropology (5) I&S
ANTH 308 – Anthropology of Women's Health and Reproduction (5) I&S
ANTH 358 – Culture and Cognition (5) I&S/NW – *prerequisite: either ANTH 203, LING 203, or PSYCH 355*
ANTH 436 – Comparative Family Organization (5) I&S – *prerequisite: either one 200-level ANTH course, LING 203, or SOC 352*
ANTH 440 – Child Rearing, Culture, and Health (3) I&S
COM 233 – Introduction to Language and Society (5) VLPA – *offered jointly with ANTH 233/LING 233*
EDPSY 471 – Educational Neuropsychology (5) NW
EDSPE 414 – Intro to Early Childhood Special Education (3) I&S
GWSS 200 – Introduction to Women Studies (5) I&S – *formerly WOMEN 200*
GWSS 300 – Gender, Race, and Class in Social Stratification (5) I&S – *prerequisite: GWSS 200, offered jointly with AES 322*
GWSS 341 – Native Women in the Americas (5) I&S – *offered jointly with AIS 341*
NURS 408 – Nursing Care with Families in the Community (3)
PSYCH 203 – Introduction to Personality and Individual Differences (4) I&S – *prerequisite: Psych 101, not open to students who have taken PSYCH 303*
PSYCH 206 – Human Development (5) I&S – *prerequisite: Psych 101, not open to students who have taken PSYCH 306*
PSYCH 250 – Racism and Minority Groups (5) I&S
PSYCH 303 – Personality (5) I&S – *prerequisite: minimum grade of 2.0 in each of PSYCH 101, PSYCH 202, and PSYCH 209*
PSYCH 306 – Developmental Psychology (5) I&S – *prerequisite: 2.0 in PSYCH 202; 2.0 in PSYCH 209*
PSYCH 400 – Learning (5) I&S/NW – *prerequisite: 2.0 in PSYCH 202*
PSYCH 402 – Infant Behavior and Development (3/5) I&S – *prerequisite: 2.0 in either PSYCH 206, PSYCH 306, or PSYCH 414*
PSYCH 414 – Cognitive Development (5) I&S – *prerequisite: either 2.0 in PSYCH 306, or 2.0 in both PSYCH 206 and PSYCH 209*
PSYCH 415 – Personality Development of the Child (5) I&S – *2.0 in either PSYCH 206 or PSYCH 306*
SIS 450 – Political Economy of Women and Family in the Third World (5) I&S – *offered jointly with SOC 450*
SISJE 377 – The American Jewish Community (5) I&S – *offered jointly with SOC 377*
SOC 260 – African American Family (5) I&S – *offered jointly with AFRAM 260*
SOC 352 – The Family (5) I&S
SOC 353 – The Family in Cross Cultural Perspective (5) I&S
SOC 377 – The American Jewish Community (5) I&S – *offered jointly with SISJE 377*
SOC 450 – Political Economy of Women and Family in the Third World (5) I&S – *offered jointly with SIS 450*
SPHSC 250 – Human Communication and Its Disorders (5) I&S/NW
SPHSC 300 – Introduction to the Science of Learning: From Biology to Behavior (5) NW
SPHSC 304 – Developmental Aspects of Communication (5) I&S – *prerequisite: either SPHSC 303, ANTH 203, LING 200, or LING 400; may not be repeated*
SPHSC 308 – Social/Cultural Aspects of Communication (3)
SPHSC 425 – Speech, Language and the Brain (5) NW

Methodologies

AAS 392 – Asian-American Women (5) I&S – *recommended: AAS 205 or AAS 206, offered jointly with GWSS 392*
AFRAM 323 – African-American Women's History (5) I&S
ANTH 233 – Introduction to Language and Society (5) VLPA – *offered jointly with COM 233/LING 233*
ANTH 308 – Anthropology of Women's Health and Reproduction (5) I&S
COM 270 – Interpersonal Communication (5) I&S/VLPA
COM 233 – Introduction to Language and Society (5) VLPA – *offered jointly with ANTH 233/LING 233*
COM 289 – Communication and Differences (5) I&S
COM 373 – Communication in Small Groups (5) I&S/VLPA
CHID 230 – Introduction to Disability Studies (5) I&S – *offered jointly with DIS ST 230/LSJ 230*
CHID 260 – Re-Thinking Diversity (5) I&S
C LIT 230 – Introduction to Folklore Studies (5) I&S/VLPA

DANCE 235 - Integrated Dance: Training and Composition (3, max. 9) VLPA/I&S
DANCE 242 - Music in Relation to Dance (3) VLPA
DANCE 336 - Dance Composition III (3-5, max. 10) VLPA
DANCE 493 - Anatomy for Dance (3-5) NW/VLPA
DANCE 495 - Dance Teaching Methodologies (3-5) VLPA – prerequisite DANCE 242, DANCE 493 and a minimum of one quarter of ballet and/or modern technique at the 300 level or above
DIS ST 230 - Introduction to Disability Studies (5) I&S – offered jointly with CHID 230/LSJ 230
EDC&I 324 - PE & Health in Public Schools (2)
EDC&I 424 - Multiethnic Curriculum (3) I&S
EDC&I 425 - Instructional Strategies for Minority Students (3) I&S
EDC&I 453 - Teaching the Bilingual-Bicultural Student (3) I&S
EDC&I 460 - Early Literacy Instruction (3)
EDC&I 462 - Reading Comprehension Instruction in Elementary and Secondary School (3) I&S
ENGL 477 - Children's Literature (5) VLPA
ENGL 478 - Language and Social Policy (5) I&S/VLPA
FRENCH 214 - The French Fairy Tale Tradition in English (5) VLPA
GWSS 257 – Psychology of Gender (5) I&S – recommended: either PSYCH 101, PSYCH 102, or GWSS 200, offered jointly with PSYCH 257
GWSS 283 - Introduction to Women's History (5) I&S – offered jointly with HIST 283
GWSS 357 - Psychobiology of Women (5) NW – offered jointly with PSYCH 357
GWSS 383 - Social History of American Women to 1890 (5) I&S – offered jointly with HSTAA 373
GWSS384 - Social History of American Women in the 20th Century (5) I&S – offered jointly with HSTAA 374
GWSS 392 - Asian-American Women (5) I&S – recommended: AAS 205 or AAS 206, offered jointly with AAS 392
HIST 283 - Introduction to Women's History (5) I&S – offered jointly with GWSS 283
HSTAA 373 - Social History of American Women to 1890 (5) I&S – offered jointly with GWSS 383
HSTAA 374 - Social History of American Women in the 20th Century (5) I&S – offered jointly with GWSS 384
LSJ 230 - Introduction to Disability Studies (5) I&S – offered jointly with CHID 230/DIS ST 230
MUSIC 200 - Music Child and Family (3) VLPA
PSYCH 257 - Psychology of Gender (5) I&S - recommended: either PSYCH 101 or GWSS 200, offered jointly with GWSS 257
PSYCH 357 - Psychobiology of Women (5) NW - offered jointly with GWSS 357
SCAND 232 - Hans Christian Andersen and the Fairy Tale Tradition (5) VLPA
SCAND 335 - Scandinavian Children's Literature (5) VLPA
SOC 220 - Introduction to Sociological Methods (5) I&S, QSR
SOC 320 - Evaluating Social Science Evidence (5) I&S, QSR – offered jointly with CS&SS/STAT 320
SOCWF 101 - Social Work in Action: Bridging the Gap From Science to Service (5) I&S
SOCWF 200 - Introduction to Social Work Practices (5) I&S
SOCWF 215 - Intergroup Dialogues (3)
SPHSC 405 - Diagnosis of Speech and Language Disorders (3) NW – prerequisite: SPHSC 305
SPHSC 406 - Treatment of Speech and Language Disorders (4) NW – prerequisite: SPHSC 405

Social Policy and Organization

AES 340 - Race Ethnicity and Education (5) I&S
ANTH 345 - Women and International Economic Development (5) I&S – offered jointly with GWSS 345/SIS345
ANTH 371 - Anthropology of Development (5) I&S
ANTH 467 - Anthropology of Education (5) I&S
CHID 332 - Disability & Society: Introduction to Disability Studies (5) I&S - offered jointly with DIS ST 332/LSJ 332
CHSTU 256 - Chicanas: Gender and Race Issues (5) I&S
CHSTU 356 - The Chicano Family (5) I&S
DIS ST 332 – Disability and Society - offered jointly with CHID 332/LSJ 332
GEOG 230 - Urbanization and Development: Geographies of Global Inequality (5) I&S
GEOG 245 - Geographic Perspectives on U.S. Population Diversity (5) I&S
GEOG 342 - Geography of Inequality (5) I&S
GWSS 200 - Introduction to Women Studies (5) I&S - formerly WOMEN 200
GWSS 310 - Women and the Law (5) I&S - formerly WOMEN 310
GWSS 345 - Women and International Economic Development (5) I&S – offered jointly with ANTH 345/SIS 345
HSTAA 373 - Social History of American Women to 1890 (5) I&S – offered jointly with GWSS 383
HSTAA 374 - Social History of American Women in the 20th Century (5) I&S – offered jointly with GWSS 384
LSJ 332 - Disability and Society (5) I&S - offered jointly with CHID 332/DIS ST 332
NURS 488 - Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression and Depression (3)
POL S 205 - Political Science as a Social Science (5) I&S,QSR

POL S 212 - Philosophy of Feminism (5) I&S – offered jointly with PHIL 206/GWSS 206

POL S 303 - Public Policy Formation in the US (5) I&S

POL S 313 - Women in Politics (5) I&S - offered jointly with GWSS 313

POL S 317 - The Politics of Race and Ethnicity in the United States (5) I&S - offered jointly with LSJ 331

POL S 327 - Women's Rights as Human Rights (5) I&S – offered jointly with LSJ 327

SOC 212 - Evolution and Revolution: An Introduction to the Study of Comparative Social Change (5) I&S – not open for credit to students who have taken SOC 112

SOC 270 - Social Problem- (5) I&S

SOC 292 - Who Gets Ahead? Public Schooling in America (5) I&S

SOC 492 - Sociology of Education (5) I&S

SOCWF 320 - Social Welfare Policy (not sure about this one being offered) (5) I&S – prerequisite: SOC WF 200

Exceptions to this list may be made at discretion of ECFS adviser.

ECFS biology and biological bases of development

Introductory Biological Sciences

BIOL 104 Biology for Elementary School Teachers (5) NW Buttemer

BIOL 108 Evolution and Human Behavior (3) NW

BIO A 100 Evolution and Human Behavior (3) NW

BIOL 100 Introductory Biology (5) NW

BIOL 280 The History of Life (3) NW Ward **MICROM 101** Microbes and Society (5) NW Brill **Other courses considered on a case-by-case basis*

Biological Bases of Development

BIOL 118 Survey of Physiology (5) NW

BIOL 180 Introductory Biology (5) NW

BIOL 200 Introductory Biology (5) NW

BIOL 220 Introductory Biology (5) NW

BIO A 101 Human Biological Diversity (5) NW Kramer

BIO A 201 Principles of Biological Anthropology (5) NW

B STR 301 General Anatomy (4) NW Pittack

DANCE 493 Anatomy for Dance (3-5) NW/VLPA Wiley *(may be used as an elective instead of a biology)*

EDPSY 471 Educational Neuropsychology (5) *(may be used as an elective instead of a biology)*

GENOME 261 Genomes and Society (4) NW

GENOME 351 Human Genetics: The Individual and Society (4) NW

GWSS 257 Psychology of Gender (5) I&S *(may be used as an elective instead of a biology)*

GWSS 357 Psychobiology of Women (5) NW Kenney *(may be used as an elective instead of a biology)*

MICROM 301 General Microbiology (3) NW Anderson, Lara **NURS 201** Growth and Development Through the Life Span (5-6, max, 6) I&S

NUTRITION 300 – Nutrition for Today (3) NW

PSYCH 202 Biopsychology (5) NW Bernstein, Diaz, Kim, Olavarria

SPHSC 300 Introduction to the Science of Learning: From Biology to Behavior (5) NW Kuhl

**Other courses considered on a case-by-case basis*

1/20/2012 4:10 PM

ECFS 2012-2013 Time Schedule Template

Autumn 2012

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:50 *8:30-9:50	EDPSY 402 E=80	EDSPE 419 E = 50	EDPSY 402 E=80	EDSPE 419 E=50	ECFS 300 E=50
	ECFS 300 E=50	ECFS 401* E=50	ECFS 300 E=50	ECFS 401* E=50	
11:00-1:50	Schedule ECUC 305, 310 and EDPSY 304 during this time block				
2:00-4:20 *2:00-3:20	EDPSY 402 E=80	EDPSY 402 E = 80	EDPSY 402 E=80	EDPSY 402 E = 80	ECFS 300 E=50t
	ECFS 300 E=50	ECFS 300 E=50	ECFS 300 E=50		
4:30-6:50	Schedule grad courses that undergrads can also attend during this time block				

1/20/2012 4:10 PM

ECFS 2012-2013 Time Schedule Template

Winter 20__

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:50 *8:30-9:50	ECFS 300 E=50	ECFS 301 E=50 ECFS 401* E=50	ECFS 301 E=50 ECFS 402 E=50	ECFS 301 E=50 ECFS 401* E=50	ECFS 303 E=50 ECFS 403 E=50
11:00-1:50	Schedule ECUC 305, 310 and EDPSY 304 during this time block				
2:00-4:20 *2:00-3:20	ECFS 301 E=50	ECFS 302 E=50 ECFS 402 E=50	ECFS 301 E=50 ECFS 402 E=50	ECFS 302 E=50 ECFS 402 E=50	ECFS 303 E=50 ECFS 403 E=50
4:30-6:50	ECFS 301 E=50	ECFS 302 E=50	ECFS 301 E=50 ECFS 402 E=50	ECFS 302 E=50 ECFS 402 E=50	ECFS 303 E=50 ECFS 403 E=50

1/20/2012 4:10 PM

ECFS 2012-2013 Time Schedule Template

Spring 20__

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:50	ECFS 301 N=50	ECFS 302 E = 50	ECFS 301 N=50	ECFS 302 E = 50	ECFS 301 N=50
11:00-1:50	Schedule ECUC 305, 310 and EDPSY 304 during this time block				
2:00-4:20	ECFS 301 N=50	ECFS 402 E=50	ECFS 302 E=50	ECFS 402 E=50	ECFS 301 N=50
4:30-6:50					