UNIVERSITY *of* WASHINGTON

Michael K. Young
President

June 12, 2013

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 change in delivery method for the Bachelor of Arts degree in Early Childhood and Family Studies. A copy of the change is attached.

I am writing to inform you that the College of Education is authorized to specify these requirements beginning autumn quarter 2013.

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,
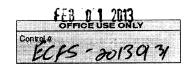
Michael K. Young
President

Enclosure

cc: Dr. Carol Davis (with enclosure)
     Mr. Robert Corbett (with enclosure)
     Ms. Virjean Edwards (with enclosure)

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

College/Campus Seattle	**Department/Unit** College of Education	**Date** 1/31/13

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 _____ 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 _____.
☒ Change delivery method or location of program.
☐ New or Revised Continuation Policy for _____.
☐ New Honors Requirements for _____.
☐ Eliminate program in _____.

Proposed Effective Date: **Quarter:** ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year: 20 13**

Contact Person: Carol A. Davis	Phone: 221-5043	Email: cadavis1@uw.edu	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*).

See submitted proposal

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:

UoW 1503 (01/13)

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

See Attached: Current Catalog Copy with Edits

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

See Attached: Proposed Catalog Copy

Chair/Program Director:

Date: 1/31/2013

College/School/Campus Curriculum Committee:

Date: 1/31/2013

Dean/Vice Chancellor:

Date: 1/31/2013

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

Date: 2/22/2013

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

Date: 5/17/2013

Adviser
206 Miller Hall
(206) 616-6211

ecfsinfo@u.washington.edu

The College of Education offers the following program 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.

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 the 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 http://education.washington.edu/degrees/undergrad/ecfs/FAQ.html

For further information on requirements/procedures, see http://depts.washington.edu/coe/students/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

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f. 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

3. Applications are due May 15 for autumn quarter start. Applications may be considered after that date on a case-by-case basis, depending on program capacity.

4. This is a limited admission program. Students admitted to the ECFS online program are not allowed to transfer to another onsite or online major/degree program or complete a minor without reapplying to the UW through the normal admissions review process.

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 the 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 http://education.washington.edu/degrees/undergrad/ecfs/FAQ.html

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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, prior to admission to the

or after admission to the program.

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

Major Requirements

84 credits, to include:

1. *Early Childhood and Family Studies Core Courses (28 credits):* ECFS 301, ECFS 302, ECFS 400, 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 website for current list of electives.
5. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements
6. *Senior Project:* Students identify interest areas, develop research skills, and prepare for future pursuits. Provides evidence that students have the ability to finish similar projects in work or graduate school. Students develop communication skills necessary for sharing knowledge and ideas with others. Presentation required.

program.

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5. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements
6. *Senior Project:* Students identify interest areas, develop research skills, and prepare for future pursuits. Provides evidence that students have the ability to finish similar projects in work or graduate school. Students develop communication skills necessary for sharing knowledge and ideas with others. Presentation required.
7. Minimum of 64 credits of coursework applied to the major taken from the University of Washington Seattle campus.

Evaluation Plan

DRAFT

The College of Education proposes an evaluation plan that is linked to our logic model and evaluates the "outputs" and "outcomes" of the ECFS degree programs at the UW. The outputs are those products and services delivered while the outcomes include what will be different as a result of our program.

Figure 1. Logic Model for offering the ECFS degree online

Inputs	Activities	Outputs	Outcomes	Impact
Students Instructors/ Faculty Technology NCQTL Higher Education Modules UWEO	Develop and deliver online for the degree in ECFS Develop and deliver an online format for service learning in the ECFS degree	High quality courses that lead to a BA High quality application of coursework to practice	High quality teaching in early childhood settings Greater access to college for non-traditional students	More children ready to enter school High quality teachers in their communities responding to the needs of young children and their families

Descriptive Information on Admission Cohorts

We will collect data on online and onsite students and provide a side-by-side comparison of the two groups of students across cohorts. We will collect data such as:

- number of credits a student has taken at time of admission
- number of credits a student transfers at the time of admission into the program
- test scores of students at time of admission
- GPA of students at time of admission

Course and Program Completion Rates

Completion rates of courses and overall progress toward degree completion will be monitored as we currently do in the College of Education. For each quarter we will look at the number of students who have completed program requirements (i.e., Development courses, Core, and Service learning for each group of students). In addition, we will monitor progress toward program requirements by number of credits completed. It should be noted that we expect and have planned for the completion rates to be different for the two groups. We anticipate and have modeled the online degree to include 30% full time students and 70% part time students, where our on-site program currently enrolls only 10% who are considered part time. See *Evaluation Course Program Completion Report* for a sample data display.

In addition, we will collect data on the credits (number and type) a student has taken (and transfers) outside of the UW at the time of admission, as well as, those taken after a student is enrolled into this program. Specifically, we will collect data on the:

- number of credits taken outside of the UW by ECFS students after they have been admitted to the on-line and on-site major.
- number of UW credits taken by ECFS students after admission to program to complete degree

Course Evaluations (Student and Instructor)
Students and instructors for both types of courses will be surveyed at the end of each course (see *Evaluation Course Survey Student* and *Evaluation Course Survey Instructor*). Note: surveys are in draft form as they have been modified from the current course evaluation system within the UW. These surveys will provide us with data on the effectiveness of the course, the format, and interaction between the instructor and student. Although courses may not be offered at the same time, by the end of the first five years, we expect to have data that we can compare.

Job Placement and Employment
We will use our access to several data bases to monitor job placement and employment of our graduates. Our institutional researcher in the College of Education will work with the Education Data and Research Center (EDRC) in the state of Washington to collect employment data on graduates of each program. This database uses the state data for currently enrolled students through the Public Centralized Higher Education Enrollment System (PCHEES) and tracks employment through various agencies in the areas of education services, health service, leisure and hospitality, etc. In addition, through our partnerships with National Center on Quality Teaching and Learning (NCQTL) and the office of Head Start we will access those students who are employed with Head Start and other earl learning centers that received a BA from the University of Washington. This data will be collected yearly.

Graduation Survey
Within one year of graduation we will survey our graduates as to the relevancy of the degree, the graduates' perceptions of the course work and service learning components and overall reflections. See *Graduate Survey*.

Employer Survey
Within one year of graduation we will survey the employers of our graduates as to the preparedness of the graduate working in their early learning setting and the effectiveness of their skills in working with young children and their families. See *Employer Survey*.

Comparison of Outcome Embedded Assignments and Grades
The ECFS faculty is currently piloting various technology advances as designed by the National Center on Quality Teaching and Learning (NCQTL) in their onsite program with the expectation these assignments will also be implemented in the on-line courses. This includes outcome embedded assignments within a particular set of courses. For example, each student is required, as a part of ECFS 301, to demonstrate in an early learning setting the specific practices or concepts discussed in class. Each student provides a video of his or her practice at the beginning

of the quarter and is assigned to a group of peers (i.e., learning community). The online "community" then views the video and provides feedback. This assignment provides an opportunity for the: (a) instructor to see the application or demonstration of concepts and skills taught in class and provide feedback, (b) instructor to assess progress across the quarter in knowledge and application of concepts, and (c) peers to identify the practice in an authentic setting and provide feedback resulting in practice opportunities. We anticipate being able to look at videos of student skills and compare across the quarter/year and across both degree formats. Finally, we will compared grades in ECFS required courses of online and onsite students.

Evaluation Course Survey (Student)

Completion of this questionnaire is voluntary and anonymous. You are free to leave some or all of the questions unanswered and no identifying information will be collected. Results will not be shared with the instructor until after the course is over and grades have been reported. This evaluation should take approximately 10 minutes to complete.

Select Instructor/course (drop down list)

	Excellent	Good	Fair	Poor	Very Poor
This online/on-site learning course as a whole was					
The course content was					
The instructor's contribution to the course was					
The effectiveness of the online/on-site learning format was					
Student confidence in instructor's knowledge was					
Timeliness of instructor response to assignments was					
Quality / helpfulness of instructor feedback was					
Clarity of course objectives was					
The organization of the course materials was					
Usefulness of the textbook(s) in understanding course content was					
Usefulness of graded assignments in understanding course content was					
Usefulness of video in understanding course content was					
Usefulness of audio in understanding course content was					
Usefulness of online discussions in understanding course content was					
Relevance and usefulness of course content was					
Evaluation and grading techniques (tests, papers, projects, etc.) were					
Reasonableness of assigned workload was					
Clarity of student responsibilities and requirements was					
The overall ease of navigating this online/on-site course was					
The ease of submitting your assignments for this online/on-site course was					

1. Why did you take this online/on-site course instead of a classroom-based/online course (open-ended response)?

2. Was the cost of the course what you expected?
   Higher Than Expected
   About What I Expected
   Lower than Expected
   Please explain (open ended response)

Relative to other college courses you have taken:

	Higher	Average	Lower
Do you expect your grade in this course to be:			
The intellectual challenge presented was:			
The amount of effort you put into this course was:			
The amount of effort to succeed in this course was:			
Your involvement in this course (doing assignments, participating in online discussions, etc.) was:			

On average, how many hours per week have you spent on this course, including doing readings, reviewing notes, writing papers and any other course related work?
   Under 2
   2 – 3
   4 – 5
   6 – 7
   8 – 9
   10 – 11
   12 – 13
   14 – 15
   16 – 17
   18 – 19
   20 – 21
   22 or more

From the total average hours above, how many do you consider were valuable in advancing your education?
   Under 2
   2 – 3
   4 – 5
   6 – 7
   8 – 9
   10 – 11
   12 – 13
   14 – 15
   16 – 17
   18 – 19
   20 – 21
   22 or more

What grade do you expect in this course?
   A (3.9-4.0)
   A- (3.5-3.8)
   B+ (3.2-3.4)
   B (2.9-3.1)
   B- (2.5-2.8)
   C+ (2.2-2.4)

C (1.9-2.1)
C- (1.5-1.8)
D+ (1.2-1.4)
D (0.9-1.1)
D- (0.7-0.8)
E (0.0)
Pass
Credit
No Credit

In regard to your academic program, is this course best described as:
In your major?
In your minor?
A distribution requirement?
A program requirement?
An elective?
Other?

What one thing would you change to improve this online/on-site course? Please provide any additional feedback, as well (open-ended response).

Evaluation Course Survey (Instructors)

Your feedback is extremely valuable to us and will be used to assess the online learning group start courses. Selected feedback will also be shared with the UW Regents for evaluation and reporting purposes. This evaluation should take approximately 15 minutes to complete.

Today's Date:

	Excellent	Good	Fair	Poor	Very Poor
This course as a whole was					
The effectiveness of the online/on-site learning format was					
The organization of the course materials was					
Usefulness of textbook (or textbooks) in communicating course content was					
Usefulness of graded assignments in communicating course content was					
Usefulness of video in communicating course content was					
Usefulness of audio in communicating course content was					
Usefulness of online/onsite discussions in communicating course content was					
The overall ease of navigating this online/onsite course was					
The ease of receiving student assignments for this on-site/online course was					
The ease of participating in online forums for this course was					

Did the interactive features of this course contribute to student learning?
Yes
No
Please explain (open-ended response)

	Excellent	Good	Fair	Poor	Very Poor
The ease of use of the "online gradebook" feature of this course was					

	Excellent	Good	Fair	Poor	Very Poor
The support provided for this course by was					

Please explain (open-ended response)

	Excellent	Good	Fair	Poor	Very Poor
The ease of communication with staff was					

Please explain (open-ended response)

Was the student enrollment limit for this course reasonable?
Yes
No

Were you fairly compensated for teaching this course?
Yes
No

	Easier	About the Same	Harder
The ease of use of the "online gradebook" feature of this course was			

Please explain (open-ended response)

	More Time	About the Same	Less Time
Compared to teaching a classroom/online course, the time required to teach this online course was			

Please explain (open-ended response)

College of Education Course and Program Completion Report

Program Completion

Program Requirements Completed

	Traditional					Online				
	Entered	Group Develop	Core	Service Learning	Graduated	Entered	Group Develop	Core	Service Learning	Graduated
2013-14										
2014-15										
2015-16										
2016-17										

Program Requirement Progress - *Academic Yr 2013-14*
Current Students:

# Credits	Traditional				Online			
	General Develop	Core	Service Learning	Electives	General Develop	Core	Service Learning	Electives
<5								
5								
10								
15								
20								
Complete								

Course Completion

Current Students:

Group Development Courses - *Academic Yr 2013-14*

	Traditional				Online			
	Enrolled	Withdrew	Passed	Avg Grade	Enrolled	Withdrew	Passed	Avg Grade
EDUC 305								
EDUC 310								
EDPSY 304								
EDPSY 402								
EDSPE 419								
EDSPE 404								

Core Courses - *Academic Yr 2013-14*

	Traditional				Online			
	Enrolled	Withdrew	Passed	Avg Grade	Enrolled	Withdrew	Passed	Avg Grade
ECFS 301								
ECFS 302								
ECFS 400								
ECFS 401								
ECFS 402								

Service Learning Courses - *Academic Yr 2013-14*

	Traditional				Online			
	Enrolled	Withdrew	Passed	Avg Grade	Enrolled	Withdrew	Passed	Avg Grade
ECFS 303								
ECFS 304								
ECFS 454								
ECFS 455								
ECFS 456								

Graduate Survey

Completion of this questionnaire is voluntary and anonymous. You are free to leave some or all of the questions unanswered and no identifying information will be collected. This evaluation should take approximately 10 minutes to complete.

	Excellent	Good	Fair	Poor	Very Poor
I believe my courses for my degree as a whole were					
I believe my experiences in service learning for my degree as a whole were					
The usefulness of the content offered in my degree was					
The faculty's contribution overall to the degree was					
The effectiveness of the (online/onsite) learning format was					
Overall the courses offered in my degree were relevant to my current situation					
Overall the service learning component offered in my degree was to my current situation					
	Strongly Agree	Agree		Disagree	Strongly Disagree
Upon graduating, I felt prepared to interact with young children and their families					
Currently, I believe my degree gave me relevant information and knowledge to my current career or future careers					
I feel confident when interacting with young children and their families					
I feel confident when asked to speak about young children and their families					

1. Why did you complete your degree online/on-campus instead of on-campus/online?

2. Was the cost of the degree what you expected?
   Higher Than Expected
   About What I Expected
   Lower than Expected
   Please explain (open ended response)

3. Would you recommend this online degree to someone else?
   Yes
   No
   Please explain (open-ended response).

4. What one thing would you change to improve this online degree? Please provide any additional feedback, as well (open-ended response).

Employer Survey

Your name					
Your title					
To what extent is the employee/teacher prepared to	**Extremely Well**	**Well Prepared**	**Prepared**	**Slightly prepared**	**Not at all prepared**
develop appropriate and caring relationships with all students					
establish a safe and caring environment for children to learn					
use strategies to increase literacy in the classroom					
use strategies to increase math awareness in the classroom					
use culturally appropriate teaching strategies that reflect the diversity in the classroom					
examine student work to reflect on and plan instruction					
To what extent has the teacher demonstrated the ability to	**Extremely Well**	**Well Prepared**	**Prepared**	**Slightly prepared**	**Not at all prepared**
learn from their own practice in order to improve					
work with colleagues within the school to make the school an effective learning environment					
actively seeking professional development opportunities to foster their growth as a teacher					
foster professional relationships with Parents/guardians					
If there were one area in which this teacher was exceptionally well prepared, what would it be?					
If there were one area in which this teacher could have been better prepared, what would it be?					

FACULTY COUNCIL ON ACADEMIC STANDARDS

REQUEST TO WAIVE THE 45-CREDIT RESIDENCY REQUIREMENT FOR AN ONLINE BACHELOR OF ARTS DEGREE COMPLETION PROGRAM IN EARLY CHILDHOOD AND FAMILY STUDIES

The College of Education, University of Washington proposes to offer an online undergraduate degree-completion program in Early Childhood and Family Studies. We currently have an approved onsite program with this major and have designed an online version of the program to broaden the access of the UW to students who have earned some college credits and want to complete a baccalaureate degree but need an online format due to family, work, or location issues. We believe this program would extend the cutting-edge resources and research of the UW to a national audience and help many adults who are already involved in early childhood education or those who wish to enter the field attain access to a high-quality degree leading to advancement and/or career opportunities.

Mission and Goals

Very recent data from the Washington Kindergarten Entrance Assessment (OSPI, 2013) indicates children are not arriving at kindergarten with the skills they need to be successful in school. In fact, in the areas of math and science, half of Washington's young children do not meet the entering kindergarten standards. This is alarming because children who arrive at school behind – stay behind.

Research findings in early childhood development demonstrate that high-quality preschool programs are an important way to help children reach their full potential and arrive at kindergarten prepared for success in school. A vital component of quality programming in early childhood education is the teacher's education.

Research reviews underscore the importance of more higher education and specialized training, and identify the role of the bachelor's degree, in producing teacher behaviors consistent with high-quality programming, which in turn supports better developmental outcomes (Whitebook, 2003). Findings from recent longitudinal research suggest that children who experience high-quality early learning with teachers, who have baccalaureate degrees (Reynolds, 2011) have the following characteristics:

- More likely to graduate from high school;

- Less likely to develop alcohol or other drug problems or to be jailed during adulthood;

- More likely to enroll in college; and

- Higher incomes in adulthood.

The proposed online format for the Early Childhood and Family Studies Degree will address the four barriers to higher education for the early care and education community: affordability, access, relevancy and effectiveness. While research documents the need for advanced education for early child educators

1

Proposed catalog copy for the online ECFS major including the specific admissions and graduation requirements as well as the restrictions.

See attached

Admissions Process
The admissions process would be the same as it is for the on-site program. Currently, an interested transfer student applies to the UW and the CoE simultaneously. UW Admissions and CoE Admissions currently work together to align admissions. We will continue to work together to develop criteria and process for admissions. For students applying to the on-line major, they would be admitted **directly and only to the ECFS major.** The admission requirements would be the same as for the on-site program, except we will give preference to former UW students and Washington State residents. Students will not be allowed to transfer to another major without reapplying to the UW for acceptance in another fee-based or a state-funded major.

Please answer the following questions on student restrictions Y/N:
1) Are these students only admitted to the online major? Yes
2) Are these students able to change majors without reapplying to the UW? No
3) May students earn a double degree or a double major? No

Graduation
The graduation requirements will be the same as for the on-site program except for the following:

1) A minimum of 64 credits from the ECFS program (on-line) must be completed at the UW. That is, the students will be required to complete the ECFS core courses (on-line). We anticipate students to have the majority of the general university requirements completed prior to admissions to the ECFS degree program. Students who need to complete courses for electives and to finish the general requirements will be allowed to transfer courses from another institution or through additional online courses offered at the UW.

2) In addition to the request to waive the 45 credit residency requirement, we are also requesting waivers to the 90-credit limit on online UW courses counted toward the degree, and the 45 credit limit on transferred online courses. This will assist our students who have applied to the program and have taken courses online and by taking the core ECFS online courses would go beyond this limit. It should be noted, that in some cases, we will not be able to ascertain whether a community college student has taken their classes via an online format as most institutions do not transcript on-line classes differently than any other course.

Electives
1) In the cases where a student has not fulfilled the general university and distribution requirements, they can take current UW on-line classes or on-line classes from community colleges. We will work with other colleges at the UW to provide registration priority as appropriate to on-line courses only (i.e., students in the ECFS on-line degree would have registration priority after the college's majors). Students admitted to the online degree will not be allowed to take courses on-site.

2) Online courses will be accessible to students in the on-site program on a space available basis.

Response to Additional Questions from SCAP
Re: Conversation with Jennifer Payne 2/14/13

1. If the program costs less, but the students get all of the services (IMA, Football tickets) then what prevents them from staying in the dorms enjoying college life and taking all courses online?

Response:
We really believe the online format of the degree will be interesting to students whose situation (family, money, distance from campus) precludes them from being "on campus." We also believe those students who choose to attend the UW on-site program do so to engage in a more traditional college experience. However, we are prepared for students who attend the on-site program to enroll in on-line courses. Given the lack of dorm space, Housing and Food Services could easily give priority to students in the day program to ensure that no onsite student would lose a dorm space to an online student.

2. They want more information on electives. She has the sense they want some assurance that the students will have to take a minimum of 45 credits from the UW (be able to transfer courses in as electives).

Response:
We are confident that we will be able to provide electives which currently exist in the College of Education and on-line. In addition, we are working to develop more offerings for undergraduates to fulfill this need. In future years, we will work with other units to provide a wider range of offerings. QUESTION: one of the members asked how we would negotiate with the reduced fees for enrollment, how would this impact courses taught by other units. Do you have any thoughts? If we partner with other academic units to offer non-College of Education classes for these online students, the academic partner would receive instructional costs proportional to the number of ECFS online degree students in the class. This process has already been established in the fee-based degree notebook and has been implemented on the graduate level.

3. Given the admission process is "competitive", what will the process be if we get 500 applicants. Will UWEO screen the students, etc....

Response:
The process for admissions to our on-site and on-line programs will be similar. Our current process includes a screening from our student service specialist and we have budgeted for an additional student service specialist for the on-line program as well. Once the applications are screened for minimum requirements, the files will be reviewed by the faculty.

4. On p.8 of the document (under the section describing the state of online learning at the UW) we state that we have "offered 104 course sections in the

pilot to 9,323 students." The member asks for clarification in that the numbers presented here indicate a 90:1 student:instructor ratio rather than the 50:1 proposed and 45:1 that we indicate has been part of the UWEO courses.

Response:
UWEO has offered the pilot online learning class sections in many sizes and configurations. Some of the class sections have been limited to 45 to 50 students while others have attracted several hundred students.
However, when the class section size exceeds 50 students, they provided additional instructional resources (either another faculty member or a teaching assistant) for the class section so each class section has one teacher (either a faculty member or a teaching assistant) for 45 to 50 students. In other words, a class section of 150 would have three teachers. In larger class sections, a faculty member serves as the instructor of record and supervises teaching assistants and adjuncts.

The ECFS online program has committed to no class sections larger than our on-site program, which is currently 50. We will also support a class over 40 with a reader/grader/TA. We are currently collecting data on some existing online undergraduate courses taught on-line (See EDSPE 365) by some of our current faculty and plan to use this data (and data like this in the future) to plan for supports in this new format.

Questions posed by SCAP (as per Jennifer Payne's e-mail dated February 1, 2013)

Question
- In preparation of the 5 year review, mandated of online programs, SCAP would like to see a proposal from the College detailing of quantitative and qualitative measures of student, program, and faculty success and satisfaction that provides a direct comparison of the onsite and online programs. Measures mentioned included the following (the College is welcome to suggest others) :
  - o Course and program completion rates
  - o Job placement rates
  - o Comparison of students' course evaluations (with good response rates)
  - o Faculty satisfaction, promotion rates

Response:
We have provided our initial plan for evaluation of the online ECFS program (see attached Evaluation Plan). It is exciting to note how the evaluation of our current courses and proposed online courses inform each other. The work from our online development is informing what we do in our onsite courses resulting in an iterative process that produces continual renewal and use of the most recent pedagogical and technological advances in teaching.

Question
- The ECFS major currently requires 20 credits of electives from an approved list that primarily consists of courses offered through the College of Arts and Sciences. How will the program assure student access to these courses (online availability, tuition, registration priority)?
- In waiving the registration priority, how will you ensure students will have a minimum number of credits completed at the UW (easily dealt with by changing the major requirements to specify and number of credits that must be completed at the UW).

Response:
The College of Education intends to offer fewer electives during the first few years of the program. In addition to the core courses for the degree, it will design online College of Education courses that will serve as electives and allow students to earn at least 90 credits online through the University of Washington. In subsequent years, the College will partner with other schools and colleges to broaden the array of electives for these online students.

GoPost

Undergraduate Curriculum Review Process for New Programs

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Seattle: Online version of existing Bachelor of Arts degree in Early Childhood and Family Studies (ECFS-20130131)

Go to last post
Page 1 of 1

Moderator actions | ▼   ↓ Reply   New conversation ↑

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uwcr
uwcr

Board owner

Posted Mar 19, 2013 9:54 AM   Edit   Quote   Permalink
Edited Mar 19, 2013 7:15 PM by uwcr (Board owner)

Please review the attached 1503 pdf requesting to establish an online version of the existing Bachelor of Arts degree in Early Childhood and Family Studies at the Seattle campus and post comments by 5:00 pm on Tuesday, April 9th.

Note: the approval of the online version of this major is pending the Approval of Class B Legislation defining a new class of online only matriculated students.

If you have any problems viewing the attachment or need disability accommodations, please contact the University Curriculum Office at uwcr@uw.edu.

Attachments:

ECFS-20130131.pdf 78.8M
Download   View

ECFS Feasibility Research.pdf 128.3M
Download   View

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kauerzk
KRISTIE KAUERZ

Posted Mar 22, 2013 1:41 AM   Delete   Edit   Quote   Permalink

What an amazing opportunity to put UW on the map for innovative response to the challenges facing the early childhood workforce!

---

fteng
FANGZHEN TENG

Posted Apr 7, 2013 9:00 AM   Delete   Edit   Quote   Permalink

I see quite a lot of editing on the files. It doesn't make sense to put such files for review. Nonetheless, I like the idea of the proposal a lot.

---

d6423
DONALD J. JANSSEN

Posted Apr 8, 2013 7:32 AM   Delete   Edit   Quote   Permalink

There are numerous places where "or equivalent" is listed for courses not offered by the Department.
Who determines "equivalent"? Traditionally, the department offering a course determines if other courses are equivalent.
So is there an online equivalent to Biol 100 or Biol 104 that has been approved as equivalent by Biology?

If the proposal instead means "approved alternate", where is the list of approved alternates that are available online?

There is not adequate information provided to determine if this online degree as presented can actually be completed.

Don Janssen

Questions:

1) Can on-site students take online classes on a space available basis, and if yes, what tuition level do they pay for the on-line classes?

   Yes. Onsite site students can take these online classes on a space-available basis, though we anticipate few spaces will be available. Onsite students who choose to take an ECFS online course will continue to pay their regular tuition rate.

2) Can on-line students take on-site classes (like the Evening degree program students) on a space available basis with program approval, and if yes, what tuition level do they pay for the on-site classes?

   No. Students in the fee-based online ECFS cannot take on-site or online state-funded classes. This policy will be clarified with the upcoming Class B legislation that FCAS has suggested.

3) Will the $7000 per year tuition rate include elective courses or will those have to be taken at regular UW tuition rates?

   The degree will require 84 credits of the 90 credits for completion. The program intends to develop at least 6 additional credits of electives specifically for the ECFS online students who would pay their program rate for these classes. If a student enters the program with less than 90 credits, they can enroll in online courses and satisfy requirements at community colleges (we have agreements already with four large community colleges in the State and nationally), other four-year institutions (we have an agreement with the online program at the University of Wisconsin) and one type of online credit course from the UW administered by PCE.

   Please note that PCE administers two types of online undergraduate credit classes for the UW.

   a. PCE collaborates with the schools and colleges to offer classes in the time schedule for matriculated students who pay an additional $350. Almost no space exists in these classes, and the ECFS students will not be able to access these classes with the new Class B legislation.
   b. PCE also administers a few credit undergraduate classes primarily for nonmatriculated students. These classes do not appear in the time schedule. For these UW classes, the online ECFS students will pay their current program fee rate for these fee-based classes.

   We expect most students to enroll in classes at community colleges for the credits in excess of 90.

4) Will students have access to other on-line courses offered through PCE at regular UW tuition and fee rates to apply to their electives?

. See above.

5) How will students be able to distinguish between their PCE electives and regular PCE electives at full tuition rate?

We denote these differences on the program website. In addition, the academic adviser will also be available to educate students as to the different types of electives.

Add to Assessment Plan:

1) Comparison of the number of credits taken outside of the UW by ECFS students after they have been admitted to the on-line and on-site major. (Strongly suggested this is checked on an annual basis to ease data researching at the 5 year mark).

We have added this component to the evaluation plan on p. 1 last paragraph. Please note, we are continuing to develop this plan as we move forward.

2) Comparison of grades in on-line and on-site ECFS required courses.   .

We have added this component to the evaluation plan under "comparison of outcome embedded assignment and grades" (last sentence).

3) Number of transferable credits of each admitted on-line student (Strongly suggested this is checked on an annual basis to ease data researching at the 5 year mark).

We have added this component to the evaluation plan on p. 1 last paragraph.

Add to FAQ page: Per new Scholastic Regulation Guidelines working through the Faculty Senate...

1) "Limited admission student. A limited admission undergraduate student is one who has been admitted to a specific degree program and must choose from a limited number of courses specifically identified in their program. Admission is restricted to this program and does not qualify the student for admission to other degree programs or minors at the University of Washington. To be admitted to other degree programs, the student must separately apply to be a regularly admitted student, or apply to another limited admission program. The student shall be informed by the program of any additional restrictions related to their enrollment."

We have added the language above to our FAQ.

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Online Bachelor of Arts degree in Early Childhood and Family Studies (ECFS-20130131)

Proposed by (unit name): College of Education

Originating Campus:

_X_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: (list name of program review body)

Chaired by:

02/22/13 Date proposal received by originating campus's review body

03/15/13 Date proposal sent to University Registrar

03/19/13 Date proposal posted & email sent to standard notification list

05/17/13 Date of originating campus's curriculum body approval
(Note: this date must be 15 business days or more following date of posting)

B. ___3___ 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:
_X_ FCTCP subcommittee
_X_ FCTCP full council
Chaired by: William Erdly

5/22/13 Date request for review received from University Registrar
6/10/13 Date of FCTCP report

B. Review (attached)

YES NO
_X_ ___ Was notice of proposal posted on UW Website for 15 business days?
_X_ ___ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
_X_ ___ Were comments received by academic program review body?
___ _X_ Was response to comments appropriate? (explain, if necessary)
___ _X_ Was final proposal reviewed by FCTCP within 14 days of receipt?
___ _X_ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

We understand the urgency of this request for approval and have noted a strong advertising/recruiting campaign that is already in progress – prior to full review and approval through the UW curricular process; however, this proposal brings many complex issues that do not appear to be completely addressed. The responses to the SCAP questions provided additional information; however, some responses were general referrals to the degree web site – and that some issues were to be resolved in the future (such as adding electives and ensuring registration processes are in place to manage on-site and on-line degree students wishing to enroll in the same classes). In general, the potential repercussions of pushing forward with this type of online program without a more clear resolution of these issues carries with it potentially negative consequences in terms of enrollment pressure, resource management/costs, student learning/outcomes, faculty confidence and impact on the branding of future UW on-line degrees.

More clarity regarding how the new Class B legislation will be implemented and monitored – as well as understanding the communication plan that will be provided to students regarding their "different" UW status -- is still needed. Also, does this degree review process set a precedent for future on-line degrees? We believe that this particular implementation of the University Campuses Undergraduate Program Review Process is not an exemplar of how things should be done in the future. It is suggested that opportunities for cross-campus participation and impact related to this on-line degree also be examined. What precedent does this set for developing future degrees of this type?

Perhaps the biggest issue of concern is that this program has a considerable list of complexities that must be managed by the faculty, staff and other administrators of the program. Each individual question that has been posed during the tri-campus review process – and each response – requires a significant investment in monitoring, communication, coordination, implementation and assessment. Combining all of these responses seems very challenging – and we hope that the faculty and staff supporting this effort are appropriately resourced to ensure a quality learning environment for our students.

Based on discussions with the FCTCP sub-committee members and the full FCTCP membership, it is our recommendation to forward this proposal to the Provost for final approval. We recommend that the Provost provide assurances for the following: 1) that this degree is resourced properly; 2) there is an on-going method for assessment; 3) that results are communicated to the Faculty Senate; and 4) that a mechanism be put in place to engage faculty in early conversation about upcoming proposals of this nature and complexity. Regarding the fourth item, FCTCP is working on a proactive "pre-proposal" communication process and intends to introduce this for Faculty Senate review in Fall, 2013. In summary, we want to be clear that FCTCP is very supportive of the overall goals and purpose of the ECFS on-line degree; however, there is still much to do.

C. Recommendation

___ Forward for final approval
_X_ Forward to Provost because of University issues (Explain) – See Above.
___ 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

From:	Gerald J. Baldasty
Sent:	Wednesday, June 12, 2013 8:29 AM
To:	Jennifer A. Payne
Cc:	Carol A. Davis; 'Mona Murr Kunselman (mkunselman@pce.uw.edu)'; Tom Stritikus; Matthew S. Winslow; Virjean H. Edwards; 'dszatmary@pce.uw.edu'; Lenina Arenas-Fuentes; Ana M. CAUCE
Subject:	1503, On Line Degree Completion project -- Education; Early Childhood and Family Studies

Jennifer:
I wrote a response post in the Catalyst document --- but to make sure this moves ahead quickly:

We have reviewed the checklist and the recommendations from the Council, and are confident that the degree is properly resourced and that there will be an ongoing method for assessment. We ask Education to communicate as needed to the Faculty Senate on these issues (and Dean Sritikus is CCd here). The pending Social Science on line degree completion project has a longer time period for faculty conversation. So we can readily meet the recommendations from FCTCP.

Yes, we approve the 1503, and please send to the Office of the President for approval.
The Provost is not here today, but we have conferred, and she approves.

Jennifer: Is this all you need?

Jerry

Gerald J. Baldasty
Senior Vice Provost for Academic and Student Affairs
On behalf of
Provost Ana Mari Cauce

From: Jennifer A. Payne
Sent: Wednesday, June 12, 2013 8:19 AM
To: Gerald J. Baldasty
Cc: Carol A. Davis; Mona Murr Kunselman (mkunselman@pce.uw.edu); Tom Stritikus; Matthew S. Winslow; Virjean H. Edwards; dszatmary@pce.uw.edu
Subject: FW: FCTCP review of ECFS-20130131

Vice Provost Baldasty,

FCTCP has asked that the Online Early Childhood and Family Studies proposal be routed to the Provost's Office for approval before the final routing for Office of the President approval. The link below has the 1503 and the FCTCP checklist and comments for your review. Once I get written approval from the Provost's Office I can proceed with the Office of the President approval.

https://catalyst.uw.edu/gopost/conversation/uwcr/785196

1

Please let me know if you have any questions.

Jennifer

****

Jennifer Payne, M.Ed.
University Curriculum Procedures Analyst
Office of the Registrar
University of Washington
http://depts.washington.edu/registra/curriculum/
Phone: 206-543-5938
Email: uwcr@uw.edu
Box: 355850

From: Bill Erdly [mailto:BErdly@uwb.edu]
Sent: Tuesday, June 11, 2013 6:37 PM
To: Jennifer A. Payne
Cc: William Erdly
Subject: FCTCP review of ECFS-20130131

Hi Jennifer – Attached is the completed FCTCP Checklist. We recommend that the proposal be approved by the Provost. I have summarized the FCTCP committee members' responses and provided some recommendations in the explanation section of the attached form. Do let me know of any questions or issues – this one took quite a bit of effort. Thanks, Bill

Bill Erdly, Ph. D.
Director, Interactive Media & Design
Associate Professor, Computing & Software Systems
Box 358534, University of Washington Bothell
18115 Campus Way NE
Bothell, Washington 98011-8246
(425) 352-5370 office
(206) 818-6030 cell

Office of the Registrar: Curriculum Office

Additional documentation on the review and discussions is available in the Curriculum Office.

Please contact the Curriculum Office if you have any questions.

Jennifer

****
Jennifer Payne, M.Ed.
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