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:

Carol Ann Dew

Date: 1/31/2013

College/School/Campus Curriculum Committee:

Mark Windschitl

Date: 1/31/2013

Dean/Vice Chancellor:

Tom Stritikus

Date: 1/31/2013

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

George Dillon

Date: 2/28/2013

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

Date:

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

   e. <u>Completion of an academic associates degree or at least 70 transferable credits to apply to University's General Education Requirements.</u>

<table>
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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.

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

4. <u>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.</u>

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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 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.

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7. <u>Minimum of 64 credits of coursework applied to the major taken from the University of Washington Seattle campus.</u>

Response to SCAP Questions 04/19/2013

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.

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

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 in enrolled into this program. Specifically, we will collect data on the:

- number of credits a student transfers at the time of admission into the program.
- number of credits taken outside of the UW by ECFS students after they have been admitted to the on-line and on-site major.

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.