



UNIVERSITY of WASHINGTON

Michael K. Young
President

February 18, 2015

Interim Dean Deborah McCutchen
College of Education
Box 353600

Dear Deb:

Based upon the recommendations of the Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of an option in Teaching and Learning within the Bachelor of Arts degree in Early Childhood and Family Studies as well as 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 winter quarter 2015.

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 that reads "Michael K. Young".

Michael K. Young
President

Enclosure

cc: Dr. Mary Clevenger-Bright (with enclosure)
Ms. Tammy Jez (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>

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| OFFICE USE ONLY |
| Control #: <u>ECFS-2013/008</u> |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------|
| College/Campus College of Education/Seattle | Department/Unit Early Childhood & Family Studies | Date 10/8/2013 |
| New Programs <input type="checkbox"/> Leading to a Bachelor of ___ in ___ degree. <input type="checkbox"/> Leading to a Bachelor of ___ degree with a major in ____. <input checked="" type="checkbox"/> Leading to a <u>Teaching and Learning</u> Option within the existing major in <u>Early Childhood & Family Studies</u> . <input type="checkbox"/> Leading to a minor in ____ | | |
| Changes to Existing Programs <input type="checkbox"/> New Admission Requirements for the Major in ___ within the Bachelor of ____. <input checked="" type="checkbox"/> Revised Admission Requirements for the Major in ___ within the Bachelor of ____. <input checked="" type="checkbox"/> Revised Program Requirements for the Major in <u>Early Childhood & Family Studies</u> within the Bachelor of <u>Arts</u> . <input checked="" type="checkbox"/> Revised Requirements for the [a.new] Option in <u>Teaching & Learning</u> within the major in <u>Early Childhood & Family Studies</u> . <input type="checkbox"/> Revised Requirements for the Minor in ____. | | |
| Other Changes <input type="checkbox"/> Change name of program from ___ to ____. <input type="checkbox"/> Change delivery method or location of program. <input type="checkbox"/> New or Revised Continuation Policy for ____. <input type="checkbox"/> New Honors Requirements for ____. <input type="checkbox"/> Eliminate program in ____. | | |
| Proposed Effective Date: Quarter: Autumn <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 20 <u>15</u> | | |

| | | | |
|---------------------------------------------------|---------------------|-------------------------------------------------------------|-------------|
| Contact Person: Mary Clevenger-Bright, PhD | Phone: 206-669-1250 | Email: mclevbrt@uw.edu | Box: 353600 |
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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).

The Early Childhood and Family Studies (ECFS) Major (College of Education) has experienced major growth over its 5-year history, from an enrollment of 8 students in its beginning year (2007-08) to a current enrollment of 230 in 2013-14. We have also implemented in Autumn 2013 the Online ECFS degree with its 53 students. With the increase in enrollment, two factors have led us to revise the program and its degree completion requirements. These factors are, 1) a greater diversity of interests and goals from our students in ways of working with children and families, and 2) a need to provide deeper, content-related preparation for our students interested in teaching and learning. Details related to these factors follow:

- 1) Factor 1: Our students now represent interest in not only teaching & learning, but also in family & community support, in policy and advocacy, in health related professions, and in the pursuit of research activities related to the science of early learning and the development of policies focused on quality environments for young children (see Figure 1, attached). Many of these interests benefit from the pursuit of a double major (for example, ECFS & Public Health, Psychology, Social Work, Economics, American Ethnic Studies, Speech & Hearing Sciences, Political Science, and Communication). In addition, many students are working to earn course credits for admission requirements to Medical and/or Graduate School. For students with interests unrelated to teaching and learning, a) there is less need for them to take some of the currently required courses in the major related to teaching and learning (ECFS 301 Curriculum & ECFS 400 Observation & Assessment), and b) a need to allow them increased elective credits to consider a double major.

Electives for the ECFS Core Major are regrouped from theoretical, methodological, and social policy and organization groupings to: Teaching and Learning, Young Exceptional Children, Cross Cultural/Multicultural Education, Human Development & Learning Sciences, Family & Community Engagement/Policy, and Child & Family Health (see Figure 2).

- 2) Factor 2: Current city, state, and national policy efforts are focused on equitable access to high quality early learning programs, often referred to as Universal PreK. Part of the measure of quality in such settings is having teachers prepared in content areas in and pedagogical approaches to early childhood education. Students in the ECFS Major interested in early childhood teaching and learning would benefit from courses in Language & Literacy, Mathematics, Science, & Technology (STEM), Positive Behavioral Support, Engaging Interactions & Environments, and Individualized Instruction along with an extended field experience working with children. We have created a number of (approved) new courses for an Option in Teaching and Learning for the ECFS Major.

In response to 1 and 2, we have created a "Core" Early Childhood and Family Studies Degree Program that all students in the Major would take AND an Option in Teaching and Learning for those interested in pursuing careers in teaching and learning. The "Core" consists of reduced credits from our original major from 86 to 80 credits (including 30 credits of electives); the Option in Teaching and Learning is 87 credits to include electives that focus on content, methods, and field experiences related to working directly with children in early learning settings (see Table 1 below).

Table 1. Course organizational structure for Core and Option in the ECFS Major

| Current ECFS Onsite Major 2008-2014 | Proposed Core ECFS Major 2014-15 | Proposed ECFS Core with Teaching & Learning Option 2014- 15 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECFS 301 Curriculum (5) ECFS 302 Infants/Ch at Risk (5) ECFS 303, 304, 305 Service Lrng (9) ECFS 400 Observ/Assessment (5) ECFS 401 Understanding Research (5) ECFS 402 Social Policy (5) ECFS 454, 455 Service Lrng (6) ECFS 456 Senior Project (3) EdPsych 402 Child Development (5) EdPsych 304 Tchg & Lrng (5) EDUC 305 or 310 Public School or Current Issues (5) EdSpe 419 Families (5) EdSpe 404 Exceptional Children (3) Electives: 20 credits Total: 66 + 20 = 86 | ECFS 200 Intro to ECFS (3) (SL) ECFS 311 Resilient Educator (3) ECFS 303 Service Lrng (3-10) ECFS 302 or NURS 432 (5) ECFS 401 Understanding Research (5) ECFS 402 Social Policy (5) ECFS 456 Senior Capstone (3) EdPsych 402 Child Development (5) EdPsych 304 Tchg & Lrng (5) EDUC 305 or 310 Public School or Current Issues (5) EdSpe 419 Families (5) EdSpe 404 Exceptional Children (3) Electives: 30 credits Total: 50 + 30 = 80 | CORE at 50 Electives: 32 credits To include the following: ECFS 301 Curriculum (5) ECFS 304 Service Learning (3) ECFS 312 Positive Beh Support (3) ECFS 321 Engaging Int & Enviro (3) ECFS 400 Observ/Assessment (5) ECFS 410 Language & Literacy (5) ECFS 411 Math & Science (5) ECFS 454, 455 Tchg/Lrng Practicum (6) And select at least one from: EDUC 170 Math for Elementary Teachers (5) ECFS 412 Digital Learning (3) ECFS 480 Highly Ind. Instruc/Lrng (5) Total: 50 + 38-40 = 88-90 |

ECFS 302 changed to NSG 432 AFW/15

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: |

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.

attached.

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.

attached.

APPROVALS

Chair/Program Director:

Date:

4/24/14

College/School/Campus Curriculum Committee:

Date:

5/14/14

Dean/Vice Chancellor:

Date:

4/24/2014

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

Date:

11/21/2014

POST TRI-CAMPUS APPROVAL (when needed)

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

Date:

1/9/2015

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, BSTR 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 2.0 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 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 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 the following:

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.

Bachelor of Arts (Online Option)

~~*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, BSTR 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. Completion of ~~an academic associate degree~~ with at least 70 transferable credits ~~to apply to University's general education requirements.~~
 - 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 admission review process.

Students accepted into the major typically have a minimum cumulative 2.50 GPA and a minimum grade of 2.0 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 education.washington.edu/degrees/undergrad/ecfs/FAQ.html.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/; or inquire at 210 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, prior to 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 the following:

- ~~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.~~
- ~~7. Minimum 64 credits of coursework applied to the major taken from the UW Seattle campus.~~

Bachelor of Arts

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 to the major 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 2.0 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 education.washington.edu/degrees/undergrad/ecfs/FAQ.html.

For further information on requirements/procedures, see education.washington.edu/degrees/undergrad/ecfs/, or inquire at 210 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.

Major Requirements

80-87 credits, to include the following:

1. Early Childhood and Family Studies Core Courses (50 credits): ECFS 200, ECFS 302, ECFS 303, ECFS 311, ECFS 401, ECFS 402, ECFS 456, EDPSY 304, EDPSY 402, EDSPE 404, EDSPE 419, and either EDUC 305 or EDUC 310.

2. Area of Study (30-37 credits): choose one of the below areas of study

1. Minimum 30 credits to include courses from Teaching & Learning, Young Exceptional Children, Cross Cultural/Multicultural Education, Human Development & Learning Sciences, Family & Community Engagement/Policy, and Child & Family Health. See website for approved list of electives.

2. Option in Teaching and Learning

- a. (32 credits): ECFS 301, ECFS 312, ECFS 321, ECFS 400, ECFS 410, ECFS 411, ECFS 454, ECFS 455.
- b. And at least one from the following (3-5 credits): ECFS 412, ECFS 480, or EDUC 170.

3. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements

4. Minimum 40 credits of coursework applied to the major taken from the UW Seattle campus.



Bachelor of Arts (Online Option)

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) reflected in a resume.
 - d. Grades in any completed recommended courses and courses applied to major requirements
 - e. Completion at least 70 transferable credits.
3. Application deadlines are posted on the website. 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 admission review process.

Students accepted into the major typically have a minimum cumulative 2.50 GPA and a minimum grade of 2.0 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://www.onlinedegreecompletion.uw.edu/events/>.

For further information on requirements/procedures, see <http://education.uw.edu/programs/undergraduate/online-degree-completion-program/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.

Major Requirements

80-87 credits, to include the following:

1. Early Childhood and Family Studies Core Courses (50 credits): ECFS 200, ECFS 302, ECFS 303, ECFS 311, ECFS 401, ECFS 402, ECFS 456, EDPSY 304, EDPSY 402, EDSPE 404, EDSPE 419, and either EDUC 305 or EDUC 310.
2. Area of Study (30-37 credits): choose one of the below areas of study
 1. Minimum 30 credits of approved electives. See website for approved list of electives.
 2. **Option in Teaching and Learning (35-37 credits):**
 - a. (32 credits): ECFS 301, ECFS 312, ECFS 321, ECFS 400, ECFS 410, ECFS 411, ECFS 454, ECFS 455.
 - b. And at least one from the following (3-5 credits): ECFS 412, ECFS 480, or EDUC 170.
3. Minimum 2.0 cumulative GPA in courses used to satisfy program requirements
4. Minimum 64 credits of coursework applied to the major taken from the UW Seattle campus.

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Figure 1. Interests and Career Paths in the ECFS Major

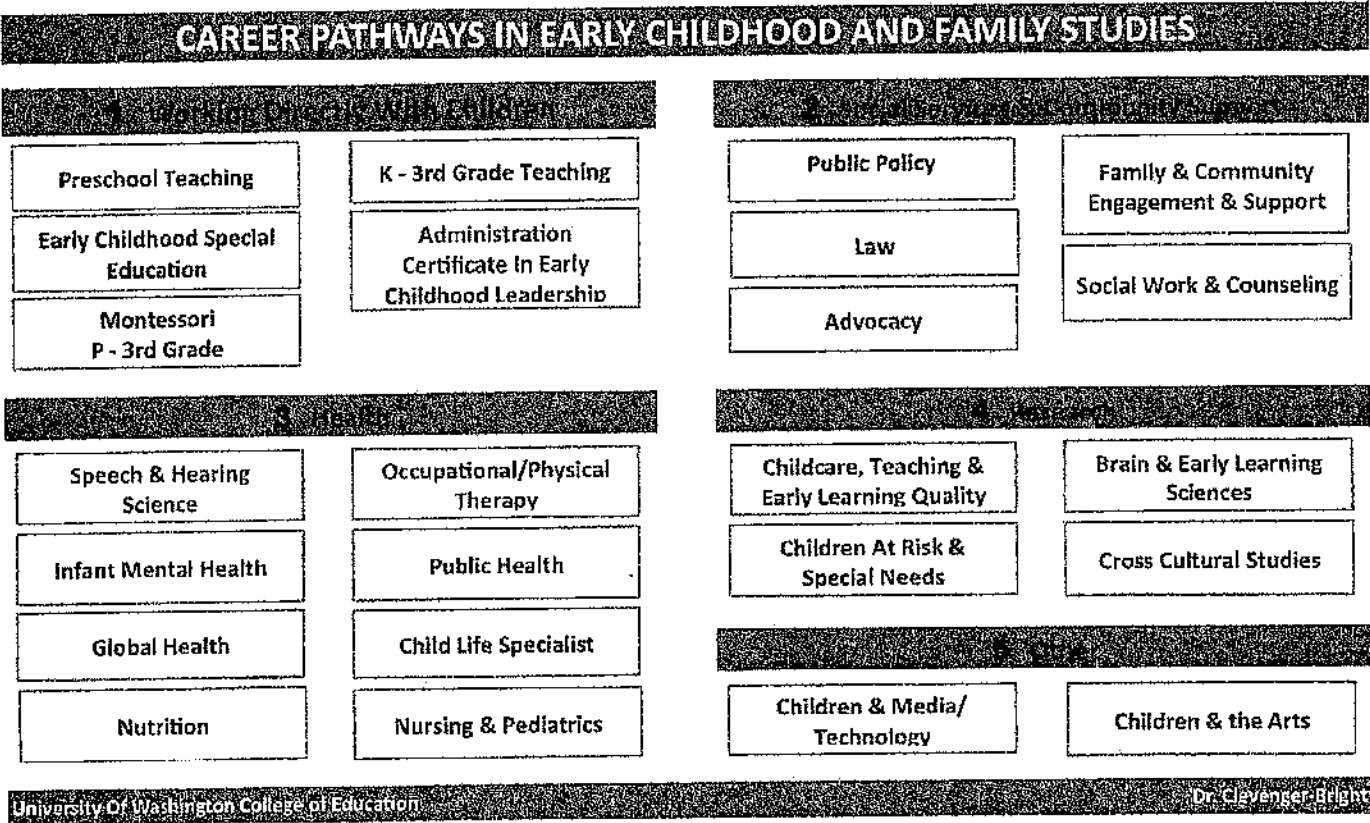


Figure 2. ECFS Onsite Elective Concentration Groupings

Students in the ECFS major take 30 credits of electives that range across a variety of concentration areas to reflect diverse interest areas.

Teaching and Learning

ECFS 301 Early Childhood Curriculum (5) I&S
 ECFS 312 Positive Behavioral Support for Early Childhood Ed (3) I&S
 ECFS 321 Engaging Interactions & Environments (3) I&S
 ECFS 400 Observation & Assessment (5) I&S
 ECFS 410 Language & Literacy in Preschool (5) VLPA
 ECFS 411 Fostering the Development of Young Children's Mathematics and Science Knowledge and Skills (5) NW/I&S
 ECFS 412 Digital Learning in Early Childhood (3)
 ECFS 454-5 Teaching & Learning Practicum (6)
 EDUC 170 Math for Elementary Teachers NW
 EDC&I 424 – Multicultural 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 455 – Teaching as a Profession I&S, DIV
 ECFS 399 Wild Card
 EDC&I 464 – Educating Native American Youth (3)
 EDC&I 469 – Teaching African-American Students & Culture (3) I&S
 EDC&I 474 – Multicultural Studies: Methods, Content, & Materials (3) I&S, DIV
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S

AES 340 – Race Ethnicity & Education (5) I&S
 ANTH 467 – Anthropology of Education (5) I&S
 ENGL 477 – Children's Literature (5) VLPA
 MUSIC 200 Music, Child, & Family (3) VLPA
 SOC 292—Who Gets Ahead? Public Schooling in America (5) I&S
 SOC 492 – Sociology of Education (5) I&S

Young Exceptional Children

EDSPE 414 Intro to Early Childhood Special Education (3) I&S
 EDSPE 422 Arts and Disabilities
 EDSPE 435 Intro to Autism Spectrum Disorders (5) I&S DIV
 EDC&I 460 Early Literacy Instruction (3)
 ECFS 301 Early Childhood Curriculum (5)
 ECFS 312 Positive Behavioral Support Early Childhood Ed (3)
 ECFS 321 Engaging Interactions & Environments (3) I&S
 ECFS 400 Observation & Assessment (5) I&S
 ECFS 410 Language & Literacy in Preschool (5) VLPA
 ECFS 411 Fostering the Development of Young Children's Mathematics and Science Knowledge and Skills (5) NW/I&S
 ECFS 412 Digital Learning in Early Childhood (3)
 ECFS 480 Highly Individualized Teaching and Learning (5) I&S
 ECFS 454-5 Teaching & Learning Practicum
 ECFS 399 Wild Card
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S
 EDPsy 535 – Education and the Highly Capable Learner (3)

MUSIC 200 Music, Child, & Family (3) VLPA
 CHID .DIS71.SJ 230 – Introduction to Disability Studies (5) I&S
 CHID 332/ DIS ST 332/LSJ 332 – Disability & Society: Introduction to Disability Studies (5) I&S

Cross Cultural/Multicultural Education

EDC&I 424 – Multicultural 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
 EDC&I 464 – Educating Native American Youth (3)
 EDC&I 469 – Teaching African-American Students & Culture (3) I&S
 EDC&I 474 – Multicultural Studies: Methods, Content, Materials (3) I&S, DIV
 ECFS 399 Wild Card
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S

AES 322/GWSS 300 – Gender, Race, & Class in Social Stratification (5) I&S
 AES 340 – Race Ethnicity & Education (5) I&S
 AFRAM 260 – The African-American Family (5) I&S
 AIS 340 – Indian Children & Families (5) I&S
 ANTH 436 – Comparative Family Organization (5) I&S (prerequisite: either one 200-level ANTH course, LING 203, or SOC 352)
 ANTH 358 – Culture & Cognition (5) I&S/NW
 ANTH 371 – Anthropology of Development (5) I&S
 ANTH 467 – Anthropology of Education (5) I&S
 CHID 260 – Rethinking Diversity (5) I&S
 CHSTU 256 – Chicanas: Gender & Race Issues (5) I&S
 CLIT 230 – Introduction to Folklore Studies (5) I&S/VLPA
 COM 233/ ANTH 233/LING 233 – Introduction to Language & Society (5) VLPA
 ENGL 477 – Children's Literature (5) VLPA
 ENGL 478 – Language & Social Policy (5) I&S/VLPA
 FRENCH 214 – The French Fairy Tale Tradition in English (5) VLPA
 GWSS 200 – Introduction to Women's Studies (5) I&S
 GWSS 300/AES 322 – Gender, Race, & Class in Social Stratification (5) I&S prerequisite: GWSS 200
 GWSS 341/AIS 341 – Native Women in the Americas (5) I&S
 POL S 327 – Women's Rights as Human Rights (5) I&S
 POL S 327 – Women's Rights as Human Rights (5) I&S
 SCAND 232 – Hans Christian Andersen & the Fairy Tale Tradition (5) VLPA
 SCAND 335 – Scandinavian Children's Literature (5) VLPA
 SOC 353 – The Family in Cross-Cultural Perspective (5) I&S
 SOC 292 – Who Gets Ahead? Public Schooling in America (5) I&S
 SOC 492 – Sociology of Education (5) I&S

Human Development & Learning Sciences

EDPSY 403 Adolescent Development (5) I&S
 EDPSY 471 Educational Neuropsychology (5) NW
 EDPSY 472 Teaching Reading, Writing, and Math w/ Brain in Mind (5) I&S
 EDPSY 490 – Basic Educational Statistics (3)
 EDPSY 491 – Intermediate Educational Statistics (3) QSR
 EDPSY 495 – Introduction to Educational Measurement (3) QSR
 ECFS 399 Wild Card
 ECFS 499 Undergraduate Research
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S

ANTH 371 – Anthropology of Development (5) I&S
 GWSS 257 – Psychology of Gender (5) I&S
 GWSS 357/PSYCH 357 – Psychobiology of Women (5) NW
 PSYCH 203 – Introduction to Personality & Individual Differences (4) I&S (prerequisite: Psych 101; not open to students who have taken PSYCH 303)
 PSYCH 205 – Behavior Disorders (5) I&S
 PSYCH 206 – Human Development (5) I&S (prerequisite: Psych 101; not open to students who have taken PSYCH 306)
 PSYCH 250 – Racism & Minority Groups (5) I&S
 PSYCH 303 – Personality (5) I&S
 PSYCH 306 – Developmental Psychology (5) I&S
 PSYCH 400 – Learning (5) I&S/NW
 PSYCH 402 – Infant Behavior & Development (3-5) I&S
 PSYCH 414 – Cognitive Development (5) I&S
 PSYCH 415 – Personality Development of the Child (5) I&S

Family & Community Engagement/Policy

EDUC 210 – Education on the Playground (3) I&S
 ECFS 399 Wild Card for new course development
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S
 EDUC 260 The Dream Project: Introduction to Mentoring Strategies (1, max. 8)
 EDUC 360 The Dream Project: Mentoring and Education Policy (1, max. 8)
 EDUC 361 The Dream Project: Special Topics (1, max. 8)

AFRAM 260/ SOC 260 – The African-American Family (5) I&S
 AES 322 – Gender, Race, & Class in Social Stratification (5) I&S
 AIS 340 – Indian Children & Families (5) I&S
 ANTH 436 – Comparative Family Organization (5) I&S
 ANTH 345/GWSS 345/SIS 345 – Women & International Economic Development (5) I&S
 ANTH 467 – Anthropology of Education (5) I&S
 SOC 450/ SIS 450 – Political Economy of Women & Family in Third World (5) I&S
 CHSTU 336 – The Chicano Family (5) I&S
 COM 270 – Interpersonal Communication (5) I&S/VLPA
 COM 289 – Communication & Differences (5) I&S
 COM 289 – Communication & Differences (5) I&S
 COM 373 – Communication in Small Groups (5) I&S/VLPA
 ENGL 478 – Language & Social Policy (5) I&S/VLPA
 GWSS 200 – Introduction to Women's Studies (5) I&S
 GWSS 310 – Women & the Law (5) I&S (formerly WOMEN 310)
 GWSS 345/ANTH 345/SIS 345 – Women & International Economic Development (5) I&S
 MGMT 200 – Introduction to Law (5) I&S
 SOC 220 – Introduction to Sociological Methods (5) I&S, QSR
 SOC 352 – The Family (5) I&S
 SOC 353 – The Family in Cross-Cultural Perspective (5) I&S
 SOC 370 – Social Problems (5) I&S
 SOC 392 – Who Gets Ahead? Public Schooling in America (5) I&S
 SOC 320/ CS&SS/STAT 320 – Evaluating Social Science Evidence (5) I&S, QSR
 SOC 377/SISIE 377 – The American Jewish Community (5) I&S
 SOC 450_ SIS 450 – Political Economy of Women & Family in Third World (5) I&S
 SOCWF 101 – Social Work in Action: Bridging Gap from Science to Service (5) I&S
 SOCWF 200 – Introduction to Social Work Practices (5) I&S
 SOCWF 215 – Intergroup Dialogues (3)
 SOCWF 320 – Social Welfare Policy (5) I&S
 POL S 303 – Public Policy Formation in the U.S. (5) I&S
 POL S 317/LSJ 331 – The Politics of Race & Ethnicity in the U.S. (5) I&S

Child & Family Health

EDUC 210 Education & the Playground (3) I&S
 ECFS 399 Wild Card
 EDUC 401 – Pipeline Seminar - Practicum in Community Service (1-18, max. 20) VLPA/I&S
 ANTH 274 – Labor, Identity, & Knowledge in Healthcare (5) I&S
 ANTH 308 – Anthropology of Women's Health & Reproduction (5) I&S
 GEOG 245 – Geographic Perspectives on U.S. Population Diversity (5) I&S
 GEOG 230 – Urbanization & Development: Geographies of Global Inequality (5) I&S
 GEOG 342 – Geography of Inequality (5) I&S
 G H 101 Introduction to Global Health, Disparities, Determinants, Policies and Outcomes (5) I&S
 NURS 201 – Growth & Development through the Lifespan (5) I&S
 NURS 488 – Youth at High Risk for Drug Abuse, Suicide Behaviors, Aggression, and Depression (3)
 NUTR 300 Nutrition for Today (3) NW
 NUTR 303 Neighborhood Nutrition (3) NW, DIV
 SPHSC 250 – Human Communication & Its Disorders (5) I&S/NW
 NUTR 405 Physical Activity in Health and Disease (3) NW
 NUTR 412 United States Food and Nutrition Policy (3) I&S

SPHSC 300 – Intro to the Science of Learning: From Biology to Behavior (5)
NW
SPHSC 304 – Developmental Aspects of Communication (5) I&S
SPHSC 425 – Speech, Language, & the Brain (5) NW
SPHSC 405 – Diagnosis of Speech & Lang Disorders (3) NW (prereq SPHSC
305)
SPHSC 406 – Treatment of Speech & Lang Disorders (4) NW (prereq SPHSC
405)
SPH 380 History and Practice of Public Health (5)
SPH 481 Ethics, Social Justice, and Policy in Public Health (5)
SPHSC 425 – Speech, Language, & the Brain (5) NW

Figure 2. ECFS Online Elective Concentration Groupings

Students in the ECFS major take 30 credits of electives

Teaching and Learning

- ECFS 301 Early Childhood Curriculum (5) I&S
- ECFS 304 Service Learning and Research II (1-6, max. 6)
- ECFS 312 Positive Behavioral Support for Early Childhood Ed (3) I&S
- ECFS 321 Engaging Interactions & Environments (3)I&S
- ECFS 400 Observation & Assessment (5)I&S
- ECFS 410 Language & Literacy in Preschool (5)VL/PA
- ECFS 411 Fostering the Development of Young Children's Mathematics and Science Knowledge and Skills (5)NW/I&S
- ECFS 412 Digital Learning in Early Childhood (3)
- ECFS 480 Highly Individualized Teaching and Learning (5) I&S
- ECFS 454-5 Teaching & Learning Practicum (6)
- EDSPE 435 Introduction to Autism Spectrum Disorders (5) I&S/DIV

Year 1006
Jennifer Payne (Jap2)
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Undergraduate Curriculum Review Process for New Programs

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Seattle: option in Teaching and Learning within the Bachelor of Arts degree in Early Childhood and Family Studies (ECFS-20131008)

Go to conversation
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New conversation

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uwer
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Please review the attached 1503 pdf requesting to establish an option in Teaching and Learning within the Bachelor of Arts degree in Early Childhood and Family Studies at the Seattle campus and post comments by 5:00 pm on Friday, December 12th.

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

ECFS-20131008.pdf

Add to this conversation:

Font Face and Size
Font Style
Alignment

Paragraph Style
Indenting and Lists
Insert Items
HTML Tagging

Common formatting keyboard shortcuts:

- Control Shift B sets text to bold
- Control Shift I sets text to italic
- Control Shift U underlines text
- Control Shift L aligns text left
- Control Shift C centers text
- Control Shift R aligns text right
- Control Shift K adds an HTML link

To exit this text editor use the keyboard shortcut Control + Shift + ESC.

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: New option in Teaching and Learning within the Bachelor of Arts degree in Early Childhood and Family Studies (ECFS-20131008)

Proposed by (unit name): College of Education

Originating Campus:

☒ UW, Seattle

☐ UW, Bothell

☐ UW, Tacoma

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

A. Review Completed by: (list name of program review body)

Chaired by:

11/21/14 Date proposal received by originating campus's review body

11/24/14 Date proposal sent to University Registrar

11/24/14 Date proposal posted & email sent to standard notification list

01/09/15 Date of originating campus's curriculum body approval

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

B. 0 Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs)

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

A. Review Completed by:

☒ FCTCP subcommittee

☐ FCTCP full council

Chaired by: William Erdly

1/20/15 Date request for review received from University Registrar

2/13/15 Date of FCTCP report

B. Review (attached)

YES NO

☒ Was notice of proposal posted on UW Website for 15 business days?

☒ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?

☒ Were comments received by academic program review body?

☒ Was response to comments appropriate? (explain, if necessary)

☒ Was final proposal reviewed by FCTCP within 14 days of receipt?

☒ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

FCTCP Review slightly delayed due to timing of meetings and availability of subcommittee members.

C. Recommendation

☒ Forward for final approval

☐ Forward to Provost because of University issues (Explain)

☐ Return to campus council because of insufficient review (Explain).

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