Meeting Synopsis:

1. Call to order
2. Review of the minutes from May 13th, 2016
3. SCAP report (2 pending reports to address)
4. Class B legislation for Preferred Names change
5. SCA&G update
6. Good of the order
7. Adjourn

1) Call to order

Kramer called the meeting to order at 1:30 p.m.

2) Review of the minutes from May 13th, 2016

The minutes from May 13th, 2016 were approved as amended.

3) SCAP reports

The council had two reports to review from the Subcommittee on Academic Programs (SCAP) due to a previous FCAS meeting cancellation; SCAP began with the report from May 20th, 2016.

SCAP Report #1 (from May 20th, 2016)

#1 – Oceanography

The request is for revised program requirements and a continuation policy for both the Bachelor of Arts and the Bachelor of Science degrees in Oceanography.

Stroup explained the request has gone through tri-campus review, and SCAP recommends approval.

The request was approved by a majority vote of the council.

#2 – Computer Science and Engineering

The request is for an option in Data Science within the Bachelor of Science degree in Computer Science.

Tri-campus review surfaced two comments, though ultimately there were no substantive problems.

The request was approved by a majority vote of the council.
#3 – French and Italian Studies

Stroup explained the request has been held due to further clarification relating to the removal of FREN 303 from the required course list.

#4 – Comparative Literature, Cinema and Media

The request is for a new Bachelor of Arts degree in Cinema and Media Studies.

Stroup reported the request was held by SCAP.

#5 – Comparative Literature, Cinema and Media

The request is for revised program requirements for the Bachelor of Arts degree in Comparative Literature and for the option in Cinema Studies.

Stroup reported the request was held by SCAP.

#6 – Materials Science & Engineering

The request is for revised admission requirements for the Bachelor of Science in Materials Science & Engineering degree, as well as the option in Nanoscience and Molecular Engineering within the Bachelor of Science in Materials Science & Engineering degree.

Stroup reported the request was held due to questions over the implications of the changes for Community Colleges.

#7 – Materials Science & Engineering

The request is for a new continuation policy for the Bachelor of Science in Materials Science and Engineering degree (including the Nanoscience and Molecular Engineering option) and the minor in Materials Science and Engineering.

Stroup explained SCAP has recommended approval.

The request was approved by a majority vote of the council.

New Non-Routine business

#1 – Information School

The request is for revised program requirements for the Bachelor of Science in Informatics and the Option in Informational Architecture.

Stroup explained SCAP has recommended approval.

The request was approved by a majority vote of the council.
#2 – Environmental and Occupational Health Sciences

The request is for revised program requirements for the Bachelor of Science degree in Environmental Health, to increase the selective requirement from 3 to 4 classes and decrease the elective requirement from 27 to 21 credits in order to comply with accreditation requirements set forth by the National Environmental Health Accrediting Council (EHAC).

The request was approved by a majority vote of the council.

SCAP Report #2 (from June 3rd, 2016)

#1 – Physics

The department initially sought to establish competitive admissions for all options in the Bachelor of Science in Physics.

Stroup explained SCAP recommended minimum requirements admission in lieu of competitive admissions, which was agreed to by the department. Tri-campus review surfaced supportive comments for the change.

The request was approved by a majority vote of the council.

#2 – School of Environmental and Forest Sciences

The request is for an option name change from Landscape Ecology and Conservation (LEC) to Natural Resource and Environmental Management (NREM). It was noted this change is requested to reflect the recent curricular changes in the option, and to allow the School to seek NREM option accreditation from the Society of American Foresters. SCAP recommended approval.

The request was approved by a majority vote of the council to go to Tri-Campus Review.

#3 – Department of English

The request is to establish a minor in Writing, designed to provide a concentrated study of and practice in writing.

SCAP originally had questions concerning demand for the minor, the frequency of course offerings, and the proposed minor’s cohesion in regards to offering a focused study of writing. After concerns were addressed, SCAP recommended approval.

The request was approved by a majority vote of the council to go to Tri-Campus Review.

#4 – French and Italian Studies

The request is for revised program requirements for the Bachelor of Arts degree in French. The department seeks to remove FREN 303 as a prerequisite, as FREN 303 and FREN 304 have significant
overlap. SCAP questioned the departmental rationale for the change. After the rationale was received, SCAP recommended approval.

The request was approved by a majority vote of the council.

#5 – Comparative Literature, Cinema and Media

The request is for a new Bachelor of Arts degree in Cinema and Media Studies.

Efforts were made to “hold a conversation” with UW Tacoma relating to the new major request at UW Seattle, as a similar major exists at UW Tacoma. Stroup explained UW Tacoma signed off on the request and did not express concerns relating to curriculum/program overlap.

There was some discussion of when reaching out to campuses concerning course/program overlap is a requirement and which entities should be involved, because individual faculty or administrators cannot approve program creations/changes. Moreover, tri-campus review is not the ideal stage in the program approval process for course overlap issues to surface.

Discussion subsided. Stroup explained SCAP recommended approval.

The request was approved by a majority vote of the council to go to Tri-Campus Review

#6 – Materials Science & Engineering

The request is for revised admission requirements for the Bachelor of Science in Materials Science & Engineering degree, as well as the option in Nanoscience and Molecular Engineering within the Bachelor of Science in Materials Science & Engineering degree.

Materials Science & Engineering proposes a change in admission requirements in order to attract more transfer students from Washington’s Community Colleges, by allowing students from community colleges to transfer in the spring of their second year before achieving formal completion of their Associate degree. Additionally, MSE would like to move their application deadline from July 1st to February 1st, and as a result will decrease the number of completed courses they require by the application deadline. Stroup explained this will lower graduation rates for those community colleges whose students leave before graduating, and so information about the proposed change needs to be disseminated widely. SCAP has asked that the department communicate clearly with Washington community colleges concerning the admissions change. Moreover, SCAP has sought out the expertise of Janice DeCosmo (Associate Vice Provost for Undergraduate Research, Undergraduate Academic Affairs) in order to have her weigh in on the effect this proposal might have on Community Colleges.

Leggio explained students who transfer to the UW from a community college without an Associate degree would have the chance to transfer their credits back to that community college and be awarded an Associate degree retroactively. It was noted there is legislation pending in the Washington State legislature relating to this process. Community Colleges have generally expressed favor for the idea, and the notion is considered by many to be a national movement. Discussion subsided.

The request is currently held.
#7 – Civil and Environmental Engineering

The request is for a Bachelor of Science degree in Environmental Engineering.

SCAP had asked the department how the new degree program will fit into the overarching admission change planned for the UW College of Engineering and received a response that it is being considered. The department wishes to begin the major as a competitive major, given that they expect immediate high demand for entry into the major after its inception. Guests from the College of Engineering were present in the meeting.

Greg Miller (Professor and Chair, Civil and Environmental Engineering) spoke on the subject of beginning the new major as a competitive major. He explained Civil Engineering began utilizing competitive admission in 1978, well before the majority of other UW departments. He noted this history combined with the high volume of expected future enrollments supersedes the need for SCAP to be consistent in its decisions on competitive majors (SCAP requires documented proof that a major is sustaining a demand higher than its capacity before approving a competitive designation).

Joe Mahoney (Professor, Civil and Environmental Engineering) explained that the inability to begin the major competitively will be disruptive to the program’s functioning. There was some concern of how to advise students desiring to enroll in the major when it is not technically a competitive major, but is sustaining extremely high demand. An advisor from the department who was present expressed similar concerns. Mark Benjamin (Professor, Civil and Environmental Engineering) noted interest surveys indicate that student interest in the major is far beyond the capacity of the department, he noted he understands SCAP’s policy on designating competitive majors, but would like an exception given the high demand. There was some discussion of the difference between an interest survey and “hard data” evidencing that the major will be capacity constrained.

It was noted it will take SCAP and FCAS 4 weeks to approve a revision to the new degree to make it competitive following proof of need for a competitive designation.

A member explained the major should not begin as an “open major,” but instead utilize minimum requirements for entry. More discussion ensued relating to the 1503 form for the proposed Bachelor of Science degree and some potentially missing information, including the transfer process for other engineering majors to the Civil and Environmental Engineering degree.

Surveys indicate 199 incoming freshman students are “very interested” in the program, and over 200 students indicated they are “fairly interested” in the program.

The concerns were noted by FCAS members; the request was held.

#8 – College of Engineering

The request is to establish direct-to-college freshman admissions for all programs in the College of Engineering.

Stroup reported the process is ongoing and SCAP/FCAS is working with the college.

The request is held.
New Non-Routine Business

#1 – Earth and Space Sciences

The request is for revised requirements for the Minor in Climate Science.

The department proposes to remove STAT 311 and add CSE 160, as well as update their core elective requirement list.

The request was approved by a majority vote of the council.

#2 – Information School

The request is for revised requirements for the Option in Human-Computer Interaction.

The Information School is requesting to remove specialty HCI course categories as well as remove the requirement for students to complete at least one course from a partnering HCI unit.

The request was approved by a majority vote of the council.

#3 – Information School

The request is for new and revised admission requirements for the Bachelor of Science degree in Informatics, which includes adding INFO 201 as a prerequisite for admission.

SCAP was concerned about the affect the change would have on transfer students and asked for more information, especially as two courses required for admission (if the request is approved) are only offered at the UW. Concerns surfaced over the ability of transfer students to gain entry into these courses.

Stroup reported the request is currently held.

#4 – Information School

The request is for a new Minor in Informatics.

The Information School has revised their initial proposal for minimum requirements as part of the new Minor, and is proposing a competitive Minor in Informatics instead, made up of a minimum of 32 credits.

SCAP voted not to approve this proposal since competitive admission is not being considered for new programs and instead is reserved as a response to a demonstrated capacity problem.

4) Class B legislation for Preferred Names change (Exhibit 1)

Kramer explained Class B legislation altering the UW Scholastic Regulations has been finalized, and FCAS has been asked to forward on the legislation to the Senate Executive Committee and the Faculty Senate
(Exhibit 1). The legislation would allow students an option to have their “preferred names” (any appropriate name of their choosing) to be displayed in select university applications and documents.

There was some discussion of potential misuse of the new policy - such as a student opting for a name that is inflammatory or harmful to others, or opting to change their name too often. It was explained that these possibilities are being addressed. Additionally, a member noted that many other higher education institutions around the nation are implementing this policy.

A member made a motion to advance the Class B legislation to the Senate Executive Committee. The motion was approved.

5) SCAG update (Exhibit 2)

Janssen explained the FCAS Subcommittee on Admissions and Graduation (SCAG) has devised “Guidelines for Direct Admissions to Majors” to serve as an official FCAS Guideline and be posted on the FCAS webpage as a resource (Exhibit 2). The document was reviewed by council members. In part, the document states:

“There is evidence that a portion of the students that eventually graduate in a specific major could be identified at the time of admission to the University as freshmen, and their admission directly into a Major, School or College could reduce uncertainty for those students. In most cases a limit of 30% of the expected graduating cohort would be admitted by this process. Proposals for greater than 30% should be preceded by discussions among the Provost, Dean and appropriate faculty leadership.”

Five guideline subsections are highlighted in the document.

A motion was made to approve “Guidelines for Direct Admissions to Majors.” The document was approved as written.

Janssen explained that the criteria for selecting students for the College of Engineering’s direct-to-college admissions are being developed in consultation with SCAG and the UW Office of Admissions, and that they have been nearly completed. He explained using residence status as a selection criterion is one area of concern. Ballinger explained the appropriateness of utilizing residence status as criteria for admission was brought to the UW branch of the Attorney General’s office, who informed they would investigate and give a reply in the fall (2016). It was noted SCAG is almost ready to pass the criteria back to SCAP.

6) Good of the order

1503 from the College of Education

Stroup explained a 1503 form (program change/creation request form) from the College of Education has been forwarded to FCAS for review and approval; the request missed the original SCAP deadline and so did not appear on the report for review by FCAS, though Stroup would like the council to vote on the 1503 so that the College of Education does not have to wait until the fall for FCAS to meet again (Exhibit 3). The council considered the 1503 request.
The request was approved by a majority vote of the council.

Taylor explained the ASUW has been deliberating the College of Engineering admissions change (implementing direct-to-college admissions), and members of the organization held a vote for approval of the policy change. The admissions change was approved by both the ASUW leadership and the Student Senate, he reported. Members thanked Taylor for the update.

Wensel, Wiles, and Taylor were thanked for their years of service on FCAS, as each will be rolling off the council.

Kramer was thanked by council members for serving as chair for several years, and she noted she will remain on the council for the next year as a normal faculty member.

7) Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Don Janssen, Patricia Kramer (chair), Dan Ratner, D. Shores, Daniel Enquobahrie, Sarah Stroup
Ex-officio reps: LeAnne Jones Wiles, Roy Taylor, Mel Wensel
President’s designee: Philip Ballinger
Guests: Robert Corbett, Emily Leggio, Tina Miller

Absent: Faculty: Phil Brock, Mark Johnson, Robert Harrison, Peter Hoff, Thaisa Way, Champak Chatterjee
Ex-officio reps: Aaron Vetter, Robin Chin Roemer

Exhibits
Exhibit 1 – SGP Chap 102 draft 5-16-16_preferrednames.doc
Exhibit 2 – Guidelines for Direct Admission to Majors_052416_spring2016.pdf
Exhibit 3 – EDUC-20151103_fcas_spring2016.pdf
Registration

[Additional regulations regarding Enrollment and Registration Procedures are located in Chapter 478-160 WAC. Among the topics included are admission categories, applications, residence classification, enrollment periods, enrollment procedures, enrollment in courses on other UW campuses, enrollment service fees, credit categories, withdrawals, and information on special programs.]

1. Registration for Courses

   A. Registration Required

      Students are required to register for any course in which they participate. No person, other than guests approved by the instructor, may take part in a University course in which she or he has not been registered.

   B. Preferred Name

      The University of Washington provides students with the opportunity to have a preferred name displayed on non-legal documents and applications such as class lists and advising tools.

   C. Credits Allowed Per Quarter

      1) Except with the consent of his or her dean, no student shall be registered for more than 20 credits of work or the number called for in the prescribed curricula.

      2) For students in the Graduate School, a minimum workload of 10 credits per quarter is required for full-time status.

S-B 173, April 6, 2007; S-B 177, April 14, 2010; S-B 180, February 27, 2014: all with Presidential approval; AI, February 9, 2015.

2. Methods of Registration

   A. Registration

      All students, except those in self-sustaining programs, register using the University’s online registration system. Students in self-sustaining programs register through the means established by the administrative unit of the self-sustaining program.

      The University has a continuous registration system organized into three distinct priority periods that are referred to as periods 1, 2, and 3. Undergraduates cannot enroll in more than 19 credits prior to the beginning of the quarter so that all students will have a chance to develop basic programs. Credits beyond 19 can be added, subject to college restrictions, after the quarter begins.

   B. Registration Period 1

      Registration period 1 is designed primarily to accommodate currently registered matriculated students. It occurs during the latter half of the quarter preceding that for
which the student is registering excluding Summer Quarter. Registration priority dates are assigned according to the following sequence: disabled students, athletes, students with graduating senior priority status, graduate students, seniors, juniors, sophomores, and freshmen.

C. **Registration Period 2**

Registration period 2 occurs just prior to the beginning of the quarter and is intended primarily to accommodate new and former students, returning students, and students from other UW campuses.

D. **Registration Period 3**

Registration period 3 occurs during the first seven calendar days of the quarter and is intended for registration changes. ACCESS students and tuition exempt faculty and staff may register from the third day through the seventh day of the quarter in period 3. Washington State employees register on the fourth day. Non-matriculating students who are affiliated with the University through UW Educational Outreach are registered by the UWEO staff into available courses.

*S-B 175, May 29, 2008; S-B 177, April 14, 2010 both with Presidential approval; RC, December 3, 2013; S-B 180, February 27, 2014 with Presidential approval.*

3. **Cross-Campus Enrollment**

A. **Home Campus Enrollment Requirement**

Credits are required on home campus before cross-campus enrollment is allowed. Once admitted, freshmen are required to have completed 25 credit hours on their home campus before enrolling in courses on other UW campuses (UW Educational Outreach courses are not considered home campus courses). Newly admitted undergraduates above the freshman level of class standing must have completed 15 credits on their home campus before cross-enrolling.

B. **Maximum Credits Per Academic Year**

A maximum of 15 credits per academic year may be taken on a campus other than the home campus.

C. **Maximum Credits Per Degree**

A maximum of 45 credits from a UW campus other than the home campus may be counted toward the degree.

D. **Waiver Petitions**

Individual petitions for waivers of the credit requirements may be considered by the chancellor, dean, or dean-designee of the degree-granting unit. However, the approval of such a waiver does not obligate the campus unit listing the desired course(s) to grant special consideration for course admission.

*S-B 177, April 14, 2010 with Presidential approval; RC, December 3, 2013.*
4. **Late Registration Fee**

Except for tuition-exempt and ACCESS students, any student who registers for the first time during or after period 3 will be charged a late registration fee.

*S-B 175, May 29, 2008; S-B 177, April 14, 2010 both with Presidential approval.*

5. **Change of Registration**

A. **Online Academic Calendar**

Information on dates and procedures for registration changes is published in the online Academic Calendar.

B. **Registration Change Fee**

No registration charge fees are assessed for changes in registration during periods 1, 2, and 3. A registration change fee will be assessed for changes in registration after period 3.

C. **Withdrawals**

No registration change fees are assessed for a complete withdrawal from the University. However, after the end of period 3, students are charged tuition forfeiture for a complete withdrawal.

D. **Courses Dropped Before the First 14 Days**

Courses dropped through the first 14 calendar days of the quarter will not be recorded on the University transcript.

E. **Courses Dropped After the First 14 Days**

Courses dropped after the 14th calendar day through the seventh week of the quarter will be recorded with a grade of W to be followed by a number representing the week of the quarter in which the drop occurred.

F. **Hardship Withdrawals**

No courses may be dropped after the seventh week of the quarter unless approved as hardship withdrawal exceptions by the Registrar's Office. (See Scholastic Regulations, Chapter 113, Section 3.)

G. **Instructor or Departmental Approval**

Courses added after registration period 3 through the third week of the quarter require instructor or departmental approval as determined by departmental policy. After the third week of the quarter the student must have the permission of both the department chair and the instructor. Approval is granted only in very unusual circumstances.

H. **Dropped Courses**

A course is officially dropped only when transacted through the University's online system or when accepted by a representative of the Registrar's Office. An academic department
can request a student to drop a course if the student does not meet publicized departmental participation requirements.

I. Tuition and Fees for Dropped or Added Courses

Students dropping courses may receive some refund of tuition and fees depending upon the number of credits dropped and the time of the quarter. Students adding courses may be required to pay additional tuition and fees as determined by the fee schedule.

J. Summer Quarter

Proportional schedules will be publicized in the Academic Calendar for Summer Quarter.

6. Registration for Graduate Courses

A. Courses Open to Graduate Students

Courses numbered 500 and above are intended for and ordinarily restricted to graduate students. Some courses numbered in the 300s and 400s are open both to graduates and to upper-division undergraduates. Such courses, when acceptable to the student's graduate program and the Graduate School, may be applied toward graduate degree requirements. 300-level coursework may not be applied towards more than one-third of total degree requirements, except as previously approved by the Graduate School.

B. Registration in Graduate Courses by Undergraduate Students

Undergraduate students who wish to register for a 500-level course must obtain permission from the instructor of the class.

7. Continuous Enrollment of Graduate Students

A. Continuous Enrollment Requirement

Beginning with the time of first enrollment, every student in the Graduate School is required to be registered each quarter or be on-leave until the completion of all requirements for the graduate degree for which he or she is working, including the filing of the thesis or dissertation, the passing of the master's or doctoral final examination, and the awarding of the degree. Failure to maintain continuous enrollment constitutes presumptive evidence that the student has withdrawn and has resigned from the Graduate School. During Summer Quarter only, on-leave enrollment is automatic for all students who are either registered or on-leave the prior Spring Quarter. A graduate student must be enrolled and registered on campus or in absentia as a full-time student or a part-time student or in on-leave student status.
B. **Student Supervision**

A graduate student enrolled and registered as a full- or part-time student pays the usual fees and is engaged in course work or research work on the campus or in absentia as a regular student and is supervised by the graduate program adviser, or the graduate program adviser’s representative in the student’s field, or by the chair of the student’s supervisory committee.

C. **On-Leave Status**

If a graduate student in good standing plans to be away from the University and out of contact with the University faculty and facilities for a period of time, usually not to exceed four successive quarters, the student must request and be approved quarterly for on-leave status. A petition for on-leave status must be approved by the graduate program adviser or the supervisory committee chair. The student must have registered for and completed at least one quarter of work as a matriculated graduate student at the University of Washington to be eligible for on-leave status. This status maintains a place for the student in the graduate degree program and permits the student to use the University Library. On-leave status does not entitle the student to any of the other University privileges of a regularly enrolled and registered full- or part-time student. The student pays a quarterly, nonrefundable fee to obtain on-leave student status (excluding summer). If circumstances require an additional leave of absence, the student must proceed again in the same manner as for an initial leave of absence.

D. **Military On-Leave Status**

Military on-leave status is available to a student whose degree program is interrupted by compulsory military service after the completion of at least one quarter of graduate work at the University of Washington. An approved on-leave petition gives continuous enrollment status for up to one year from the date the on-leave status is granted or for up to one year after discharge from the armed services. The enrollment fee is waived for military on-leave status. Enlistment in a branch of the armed services in lieu of induction into the Army entitles the student to military on-leave status. Presentation of an induction document or affirmation on the on-leave petition with specifics as to notices and dates of induction is necessary to support this type of request. On-leave status is also available for class I-A-O and class I-O applicants.

In unusual cases, a graduate student may need to work in absentia at a place distant from the campus and yet actively continue in correspondence or conferences with professors at the University and proceed with the thesis or dissertation research. In this situation the student enrolls and registers as a full-time student in absentia or a part-time student in absentia and pays the usual fees for a full- or part-time student, after previously having had a petition for in absentia work approved by the student's graduate program adviser or supervisory committee chair.

E. **Request for Reinstatement**

A student previously registered in the Graduate School who has failed to maintain continuous enrollment but who wishes later to resume studies within the same graduate program must file a request for reinstatement. If the student's program approves the
request, the student pays the reinstatement fee and the request is forwarded to the Graduate School for approval and processing. When the student is reinstated, registration will occur during the registration period for the quarter of reinstatement.

_GSM 9, July 1, 1963; RC, December 3, 2013; S-B 180, February 27, 2014 with Presidential approval; Al, February 9, 2015._

8. **Registration for Distance Learning and Online Courses**

   A. **DL Designation**

   DL-designated courses are posted to the UW internal/unofficial record, but the DL designation does not appear on official UW transcripts.

   B. **DL Course Guidance**

   UW Educational Outreach provides advising for nonmatriculated students desiring guidance in selection of courses. A matriculated student who wishes to take DL courses should consult with his or her academic advisor before registering.


9. **Concurrent Registration at Other Collegiate Institutions**

   Courses taken concurrently at another collegiate institution while the student is in residence at the University of Washington may be credited toward his graduation from the University if accepted by the department chair, the dean of the college in which the student is enrolled, and the University department in which the course is offered. Such acceptance should be obtained by the student in writing prior to the quarter in which concurrent registration takes place. Nothing in this rule shall make mandatory the granting of any credit by the University.

   _S-B 23, February 1946; S-B 34, April 1948: both with Presidential approval._

10. **International Study**

   The University recognizes that the potential value of an academic experience in another country is great and can make a worthwhile contribution to the degree program of a serious student. For this reason the University has instituted an advisory program to assist the student who wishes to study abroad, and to help him or her evaluate the possibility of transferring credit from abroad. Students who are interested in studying in a foreign country should discuss their preliminary plans with a counselor in the International Programs and Exchanges Office.

   _S-B 177, April 14, 2010 with Presidential approval._
Guidelines for Direct Admission to Majors, Schools or Colleges

ALL undergraduate students admitted to the University of Washington should have an equal opportunity to apply for (and be admitted to) majors for which they are qualified and for which they are appropriately competitive unless there is an explicit reason for a specific preference, such as accreditation or legislative requirements. Saving spaces for a select group is the same as reducing access to a major, school, or college for other students who were not pre-selected. This special admissions status conflicts with the ideal of equal access for all students, which is especially important for students who have no clear idea of what they would like to major in when they apply to the University. Equal access to apply to majors also provides students the opportunity to explore alternative majors, contrary to what they initially thought they wanted to pursue.

However, there is evidence that a portion of the students that eventually graduate in a specific major could be identified at the time of admission to the University as freshmen, and their admission directly into a Major, School or College could reduce uncertainty for those students. In most cases a limit of 30% of the expected graduating cohort would be admitted by this process (see Section 2, below). Proposals for greater than 30% should be preceded by discussions among the Provost, Dean and appropriate faculty leadership.

In order to assist Departments, Schools or Colleges to develop Direct Freshman Admission programs, the following guidelines are provided:

1a. Continuation and satisfactory progress requirements for any Department proposing Direct Admission to Major must be included in the Form 1503 submission. A freshman admitted directly to a major can remain in that major as long as they have met continuation and satisfactory progress requirements for that major. Continuation and satisfactory progress requirements cannot exceed those required for graduation.

1b. Continuation and satisfactory progress requirements for any School or College proposing Direct Admission to School or College must be included in the Form 1503 submission. A freshman admitted directly to a School or College has the explicit promise that the student will be admitted to a participating major in that School or College no later than the end of their second year as long as they have met continuation and satisfactory progress requirements as well as any specific prerequisite requirements for the specific major (also included in the respective Form 1503 for that major). Continuation and satisfactory progress requirements cannot exceed those required for graduation.

2. The Faculty Council on Academic Standards recommends that the total number of students admitted under Direct Admission to a Major, School or College be limited to the number necessary to produce a maximum of 30% of the annual graduation capacity. When maximums greater than 30% are proposed, full justification should be provided, including a supporting statement from the Office of the Provost. Consideration for accommodating external transfer students as well as students wishing to declare their choice for a major after the University admissions process is completed (UW applicants) must be included.

3a. If selection for Direct to Major, School or College is to be performed by the respective Department, School or College, the specific criteria to be used for selection should be included in the Form 1503. Units are encouraged to use a holistic review process that
includes both academic qualifications and personal factors such as school and community service, leadership, overcoming adversity, and family educational and socioeconomic background. Additional criteria such as standardized test scores may be included. However, since a student’s major choice should not be limited by course availability at the high school and/or grade school attended, pre-college-related coursework requirements that are more rigorous than those required for General Admission to UW are not permitted.

3b. If selection for Direct to Major, School or College is to be performed by the Office of Admissions, specific criteria for use by the Office of Admissions should be included in the form 1503. Criteria may include the overall holistic rating, as well as the ACAD and PQA ratings developed as part of the normal University Freshman Admissions process. Additional criteria such as standardized test scores may be included in the directions provided to the Office of Admissions, but data requiring additional individual application review may not be included. Pre-college-related coursework requirements that are more rigorous than those required for General Admission to UW are also not permitted. Units are encouraged to work with the Office of Admissions to develop appropriate criteria prior to submission of form 1503.

4. An outreach and communication plan explaining the program to high school students as well as explaining options to students not selected for the Direct Admission program should be developed and included as part of the Form 1503. The communications plan should also address any potential impact to the transfer process for 2- and 4-year college transfer students. The Faculty Council on Academic Standards recommends that Departments, Schools or Colleges work with the Office of Admissions in the development of the communications plan.

5. Direct Admission programs will be reviewed prior to being extended beyond an initial five-year period. Units are expected to monitor outcomes (e.g. number of applications, number admitted, number enrolled, demographics of enrolled and denied students, retention of admitted students, etc.) annually. Specific information requests will be determined by the Faculty Council on Academic Standards during the third year of the Direct Admission program, and the respective Department, School or College must provide the requested information at the beginning of the fourth year of the Direct Admission program. The Faculty Council on Academic Standards will then determine whether or not to extend the Direct Admission program after consideration of the information provided.
College/Campus: Education

Department/Unit:  

Date: 11/3/15

New Programs

☐ Leading to a Bachelor of _____ in _____ degree.

☐ Leading to a Bachelor of Arts degree with a major in Education, Communities and Organizations

☐ 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: 2016

Contact Person: Carol Davis  Phone: (609) 255-4043  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.)

Proposal Attached.

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:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:

Department/Unit:  Chair/Program Director:
See attached.
Bachelor of Arts in Education, Communities and Organizations

College of Education

University of Washington

November 2015
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Appendix-1: Approved List of Electives
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I. General Overview

Teaching and learning are fundamental practices throughout life, within and beyond the classroom. In our personal lives we vote, coach, parent, and volunteer; in our professional lives we mentor, manage projects, present our work, and collaborate with colleagues — all rich with opportunities for teaching and learning. Meanwhile, the opportunities to work in education are shifting. In addition to classroom teaching there are opportunities in youth development, educational reform, educational media and a host of direct social services to children, youth, and families. Moreover, teaching and learning are critical to the health of virtually any profession. Consequently, mastery of educational thought and practice can enrich our lives in many ways.

Building on the strong, vibrant major in Early Childhood Family Studies (ECFS), the University of Washington (Seattle) College of Education proposes to offer a Bachelor of Arts Degree in Education, Communities, and Organizations (ECO). This degree is designed for students who situate learning in communities, particularly those serving underrepresented families and youth, and the various opportunities community organizations provide for teaching. The degree will focus on preparing educators, at the undergraduate level, who will work in organizations within our communities. This includes roles inside traditional classroom settings, afterschool programs, youth-serving organizations, health clinics, and a range of professional environments serving adult learners.

The primary difference between the ECFS major and the ECO major is the specific age groups students are prepared to serve. While the ECFS program is highly situated in preparing graduates to teach, conduct research, or develop policy for young children (approximately ages 0-8) and their families, the ECO major is focused on school age children and young adults. The ECO major will provide knowledge and rich opportunities to apply skills that will lead to careers serving communities or future graduate work targeting community based organizations, secondary teaching in STEM related fields, Higher Education, and Special Education.

A. Program Description

The proposed Bachelor of Arts degree in Education, Communities, and Organizations provides opportunities for students to study and apply knowledge across core foundational courses, bringing an educational lens that will prepare graduates to fill the growing needs of organizations within communities both locally or across the country. This major was designed to complement the existing Early Childhood Family Studies (ECFS) major. ECFS majors graduate prepared to 1) teach in early learning environments or 2) work with other organizations serving families and young children (birth through age 8). In contrast, the proposed ECO major is designed to prepare students to work with families, youth, and community organizations serving populations beyond age 8. The major is designed to be:

- **Flexible.** Designed to allow students the flexibility to integrate educational practice into a host of applied settings and disciplinary interest including complimenting areas of concentrated study. We also foresee the major growing over time through additional collaborative initiatives with other campus units.
• *Equity Focused.* Recruitment, coursework and field experiences will emphasize engagement with a diversity of people, communities, and ideas. Building on our expertise in examining equity in education and beyond, we believe we are particularly well suited to continue this work.

• *Applied and Community Based.* We are committed to providing students with opportunities to practice their learning through field experiences and internship. Students are interested in making a difference in their communities and will have the opportunity to develop relevant knowledge, skills, and dispositions in the ECO major for extended periods of time.

• *Focused on Community Zones.* ECO will partner with (TBD) geographically defined communities and organizations serving those communities. This will facilitate deep, mutually beneficial partnerships and allow the college to work in a manner that bridges organizations serving a common population. Building on our existing relationship with the Carlson Center (situated in Undergraduate Academic Affairs) we will continue to integrate community partners into the design process. Careful integration of community partners’ interests, expertise, and networks is essential to the success of the major and future graduates.

• *Community-based Inquiry and Methods.* The ECO major also presents a particularly rich opportunity to develop and support collaborative research and inquiry between community organization, students and faculty. Faculty representing every part of the college are uniquely qualified and have expertise to lend to this effort.

Facilitated by the Undergraduate Division, the faculty spent 2014-15 engaged in an iterative process, meeting approximately every two weeks to determine need and ability to sustain a new major addressing the current needs of undergraduate students at the University of Washington. In total, these discussions have taken place over 20+ meetings with more than 40 faculty, lecturers and staff participating. The faculty (representing all areas) developed the learning goals of the major and the manner in which we propose to achieve those learning goals. The core courses were based on the student learning goals and desired outcomes. We believe achieving these learning goals requires students to master concepts through coursework in human development (either child, adolescent, or adult), learning across contexts, understanding individuals and organizations within communities and the learning involved in these organizations, education for an equitable society, and community-based methods of inquiry. In addition, students will have the opportunity to intentionally select elective courses in an area of concentration. These concentrations might include:
Finally, and we believe critical to the success of the major and its graduates, we propose a year-long community-based field experience, allowing students to work collaboratively with organizations in communities to apply skills leading to meaningful work and potential contribution to the work of the community organization.

II. Relationship to Institutional Role, Mission, and Program Priorities.

The proposed Education, Communities, and Organizations major builds on the role, mission, and priorities of the College and the University as a pathway to access education for undergraduate students in the state and beyond and to develop leaders (upon graduation) ready to work with and serve communities. In addition, this major will also serve as a pathway to professional education practice; and through the commitment to equity and focus on community partnerships.

- The College of Education is a national leader in innovative approaches to preparing educators, including teachers, administrators, and school psychologists. Relying on our vast knowledge of pedagogy, this innovative major will produce educators who work in communities and organization settings, adding to this fundamental role of the college. It will also build a more explicit pathway to the graduate program in Secondary Teacher Education Program (STEP), which is currently unavailable to UW undergraduates.

- Educational equity is a fundamental commitment of the college, permeating our teaching, service and scholarship. Many current courses being offered at the undergraduate level are primed to support the major along with the continued development of new courses in the college focused on equity.

- Community partnership is a core commitment of the college. We are a faculty who conduct rigorous research to solve real world problems. ECO will contribute to this commitment through partnership with community-based organizations. Community-based organizations (CBOs) will contribute to content in the core courses of the major and will be key partners in hosting ECO majors in their capstone field experience and providing opportunities through collaborative inquiry to address practical problems and issues.

Currently the Early Childhood Family Studies program is the only major at the UW that provides students with a background in education, and this is focused on students wishing to work with young children. This major will expand on the strong reputation of ECFS by providing students with the opportunity to study issues of education in formal and informal environments and with older youth and adults. In addition, the college offers an interdisciplinary minor (Education, Learning, and Society) with the College of Arts and Sciences. While similar
to the minor, the major will provide students with the opportunity to gain more in-depth knowledge and expertise and an opportunity for a year-long coordinated field experience in communities.

The three target student populations to which this major will be relevant include: students wanting to work in schools upper elementary through high school, students interested in youth development and the many community organizations that support these efforts, and students with other areas of concentrated study (e.g., business, public health, etc.) wanting to be better prepared to “educate” in their work settings. We believe this major will be the foundation for future work with other units to fulfill the ever growing educational needs within a variety of disciplines to increase their students’ knowledge of educational practices and pedagogy.

II. Demand for Program

The proposed major is designed to address known student interests and post-college pathways of UW undergraduates. COE undergraduates want additional options for majoring in education. According to the 2015 COE undergraduate survey 58% of Education Learning and Society (ELS) minor students would have majored in Education if it had been an option. In two focus groups conducted with ELS minor students in February 2015 students were uniformly enthusiastic about the proposed major. Many expressed that they would have majored in the program if it had been an option when they selected a major. All focus group participants also identified other current students whose interests aligned well with the focus of the program.

- COE undergraduate survey in 2015 indicated that 30% of ECFS majors and 25% of ELS minors plan to work for non-profits after graduation.

- COE undergraduate students are drawn to opportunities to combine studies in education with other subjects. In Fall 2013 ECFS administered a survey to ECFS majors. Overwhelmingly, 83% of respondents indicated a desire to double major with ECFS if ECFS were a lower credit major and addressed a broader age range.

- Undergraduate students seek a degree that provides foundational knowledge and aligns with graduate-level secondary education programs, according to our interviews with 5 academic advisers. Advisers and instructors also note that undergraduates frequently seek a major that emphasizes service to communities and opportunities to work with older children and youth (not pre-K).

Students in the proposed major will encounter a rich and growing array of career opportunities ranging from community-based youth serving organizations to innovative schools that emphasize external partnerships to social service organizations.

- According to the 2012 Nonprofit Almanac, nonprofit employment in general, including education, youth, and community-serving organizations, represents a greater percentage of growth in both overall employment numbers and real wage than both government and private business since 2008.
Youth work is a large and growing field. In 2003 the Annie E. Casey Foundation estimated two to four million youth workers, serving some 30 million young people (Yohalem, Pittman & Edwards, 2010). Meanwhile, from 2002 to present the U.S. Department of Education has continuously funded afterschool programs through the 21st Century Learning Community Centers Program at approximately $1 billion annually and 17% of Washington K-12 students participate in afterschool programming (Afterschool Alliance, 2015).

College of Education Alumni are already finding employment in non-traditional teaching jobs and could be more directly served through the ECO major. The College’s 2013 alumni survey found that of the ECFS and ELS alums who were working in education, the majority (60% and 66%, respectively) were working in nontraditional settings (e.g., outside of pre-K12 and postsecondary classrooms).

The ECO curriculum, and the student population it will attract, meets documented needs which are not currently served by existing programs. The proposed B.A. in Education, Communities, and Organizations will have gained knowledge and had the opportunity to apply skills in the following areas:

- Community organizations
- Interactions between individuals and organizations
- Learning in and across contexts
- Education programming across contexts
- Higher Education
- Community based methods of inquiry
- Policy

Students will be prepared for careers (examples):

- Boys and Girls Club, Academic Success Director. Bachelor’s Degree. Oversees programming and training resources for the Education Department, supervise educational programming.
- Boy and Girls Club, STEM Director. Bachelor’s Degree. Oversees planning and evaluation of STEM program and priorities. Leads the implementation of a comprehensive STEM program and ensures that administration of all STEM school-based programs.
- Treehouse, Educational Advocacy Regional Coordinator. Bachelor’s Degree with 3-5 years of successful experience in a volunteer environment. Responsible for improving educational outcomes for youth in foster care by providing effective educational planning and advocacy for youth, caregivers, and social workers.
- Oregon Community Foundation, Program Associate for Scholarships and Grants. Bachelor’s Degree 2+ years of leadership experience. Provides support functions and assist programs with implementation of scholarships and grant programs.
- University of Washington, Undergraduate Academic Advising, Academic Advisor. Bachelor’s Degree, and 2 years experience working with undergraduate students in an advising capacity. Advise and assist students, in a variety of direct advising settings (1:1, drop-in, group, remote), in understanding academic options, degree requirements, and University policies and procedures.
IV. **Relationship to Other Campuses**

There is one undergraduate program focused on education on the other two campuses, yet it is entirely distinct from the proposed degree.

The UW Bothell Educational Studies program is distinct from the proposed Education, Communities and Organizations degree in that it focuses primarily on teacher education and elementary education and special education, specifically. Students can choose to remain in the standard degree program or apply to the Elementary Education option and earn a Washington State teaching credential with a K-8 endorsement. The ECO program, proposed on the UW – Seattle campus is designed to target those who want to work with a variety of organizations within communities and those who would like to pursue foundational knowledge in learning, pedagogy and teaching for an equitable society. In addition, the community based internship is a more prominent and integrated component to the ECO major than it appears to be in the UW – Bothell Education Studies.

V. **Curriculum**

The Bachelor of Arts in Education, Communities and Organizations will provide students with a solid foundation in learning theory, human development, equity studies, organizational theory and community-based research. Through concentrations of elective courses, students will build on this knowledge to explore diverse areas of study including, teaching and learning and equity studies. All students complete a community-based capstone. The proposed degree requires 67 major credits and a total of 180 credits for graduation. Figure-1 illustrates the structure of the proposed ECO degree.

**Figure 1: Degree Structure**

<table>
<thead>
<tr>
<th>Bachelor of Arts in Education, Communities and Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Declare Major (2 credits)</strong></td>
</tr>
<tr>
<td>Completion of 60 credits towards General Education requirements</td>
</tr>
<tr>
<td>Completion of one English composition course, minimum 2.50 grade</td>
</tr>
<tr>
<td>2.50 minimum overall GPA</td>
</tr>
<tr>
<td>Completion of EDUC 280: Introduction to Education, Communities and Organizations (2)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
A. General Education Requirements

Students must fulfill all UW graduation requirements as well as the requirements of the major to receive a Bachelor of Arts degree from the College of Education. Language and reasoning course requirements, 60 General Education credits and completion of the foreign language requirement, are required to complete the Education, Communities and Organizations degree.

**Language and Reasoning Skills**
- English Composition (5 credits)
- Foreign Language (0-15 credits, depending upon placement*)
- Quantitative/Symbolic Reasoning (5 credits)
- Writing Courses (10 credits)
- Diversity Course (3 credits)

* foreign language is required through the 3rd quarter if student did not complete three years in high school.

**Areas of Knowledge**
- Visual, Literary and Performing Arts (VLPA) - 15 credits
- Individuals & Societies (I&S) - 15 credits
- Natural World/Natural Sciences (NW) - 15 credits
- Areas of Knowledge - 15 additional credits from any area that you choose

Courses used to satisfy admission requirements and language and reasoning skills requirements can also fulfill areas of knowledge requirements. Courses used to fulfill major requirements may also fulfill these requirements including up to 15 credits of EDUC-prefix courses.
B. Program Requirements

The ECO major is structured into three types of courses: core courses (25 credits), elective courses (25 credits), and a community-based capstone experience (15 credits minimum).

**Pre-major Course (2 credits)**

Prior to admission to the ECO major, students are required to complete EDUC 280, Introduction to ECO.

**Core Courses (25 credits)**

Five required core courses introduce students to the major themes of the program:

- *Learning Within and Across Settings (EDUC 370)* - Explores the meaning of learning and how it is experienced across environments.

- *Seeking Educational Equity and Diversity (EDUC 231)* – Introduces the need for, and the challenges in establishing, educational equity and diversity.

- *Human Development (EDPSY 302/404/380)* - Students enroll in their choice of one development class, each focusing on a different point in the life cycle: childhood, adolescence or adulthood.

- *Individuals and Organizations (EDUC 472)*- Examination of current research and practice in the field of individual, group and organizational theory, with special focus on application to educational and community-based organizations.

- *Community-based Research and Practice (EDUC 473)*- Understanding the principles and practices required for effective and equitable community-based research and practice.

**Elective Courses (25 credits)**

Elective courses in the Education, Communities and Organizations major are meant to reflect the interest areas of students as they relate to the learning goals of the major. Elective courses are selected to create a concentrated area of study, as approved by the advisor.

Appendix-1 details the complete list of approved elective courses. Table 1 provides two examples of the courses students might choose for two student-created concentrations, “teaching and learning” and “education equity.”

<table>
<thead>
<tr>
<th>Example Program Electives</th>
<th>Example Education Equity Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>(example courses listed)</td>
</tr>
<tr>
<td>Electives</td>
<td>(example courses listed)</td>
</tr>
</tbody>
</table>

Table 1 - Example Program Electives
<table>
<thead>
<tr>
<th>EDPSY 406 Learning and Teaching in Our Changing World (5) I&amp;S</th>
<th>EDUC 310 Current Issues in Education-Education as a Moral Endeavor (5) I&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC&amp;I 351 Teaching as a Profession (5) I&amp;S, DIV</td>
<td>EDUC 305 The Purpose of Public Schools in a Democracy (5) I&amp;S</td>
</tr>
<tr>
<td>EDC&amp;I 453 Teaching the Bilingual-Bicultural Student (3) I&amp;S, DIV</td>
<td>EDC&amp;I 352 Teaching to Change the World (5) I&amp;S</td>
</tr>
<tr>
<td>EDSPE 422 Education, Disability and the Arts (3) I&amp;S</td>
<td>EDSPE 404 Exceptional Children (3) I&amp;S, DIV</td>
</tr>
<tr>
<td>EDPSY 471 Educational Neuropsychology (5) NW</td>
<td>EDLPS 458 Education in the Forming of American Society (3) I&amp;S</td>
</tr>
<tr>
<td>EDPSY 405 Adolescents and Media: Challenges in the 21st Century Classroom (5) I&amp;S</td>
<td>EDUC 351 Wellness and Education Achievement in Men of Color (5) I&amp;S, DIV</td>
</tr>
</tbody>
</table>

**Community-Based Capstone (15 credits, minimum)**

Once students have completed all core coursework, seniors will complete a 15 credit hour (minimum) capstone project in a field placement where they will collaborate with a partner organization. This will reinforce learning from their classroom experiences, allowing students to have an extended applied experience working in a meaningful role within a community organization. At the completion of their capstone, students will have demonstrated their attainment of ECO major learning objectives through the development and presentation of two projects.

*Capstone Format*

Research (Warren, 2012; Mysers-Lipton, 1998; Markus, Howard & Kind, 1993) on college students has suggested that student learning and development outcomes are best accomplished through a community experience that spans a minimum of 3 quarters. As such, the ECO capstone has been intentionally designed with the following tri-part structure:

*First quarter (EDUC 481):* Introductory bi-weekly capstone seminar, organizational placement, orientation and begin field hours (3-5 hrs/week for 5-6 weeks).

*Second quarter (EDUC 482):* Intensive experience within a community-based organization paired with a weekly reflective seminar for personal reflection, professional
guidance and successful completion of capstone projects. Depending on their additional course load, students can choose the depth of their time in the community based on the below rubric. Students must be in the field at least 12 hours per week. During this quarter, students complete their first capstone product; something central to the work of the organization and created with their community mentor.

### Table 2: Capstone Hour Commitment Rubric

<table>
<thead>
<tr>
<th>Internship Hours/Week</th>
<th>12 hours</th>
<th>15 hours</th>
<th>18 hours</th>
<th>33 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Credit</td>
<td>4 credits</td>
<td>5 credits</td>
<td>6 credits</td>
<td>11 credits</td>
</tr>
<tr>
<td>Seminar Credit</td>
<td>+ 1 credit</td>
<td>+ 1 credit</td>
<td>+ 1 credit</td>
<td>+ 1 credit</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>= 5 credits</td>
<td>= 6 credits</td>
<td>= 7 credits</td>
<td>= 12 credits*</td>
</tr>
</tbody>
</table>

* Full-time course load

**Third quarter (EDUC 483):** Reduce weekly hours in the community to 3-5 hrs/week, attend a bi-weekly seminar and begin working on final analysis paper and presentation.

To provide students with a degree of flexibility, this 5-course capstone sequence will be offered twice a year (Au, W, Sp and Sp, Su, Au).

**b) Capstone Products**

Students will complete two products within the capstone experience. The first assignment focuses on collaborating and contributing to the host organization. This aspect of the work will be negotiated between the student and the host. UW program staff and faculty will provide substantial guidance and support to the student and organization to ensure that this assignment is substantive and appropriately focused on the host organization's goals. We intend to work with organizations over multiple years and anticipate that through longer-term commitments we will carve out projects to which multiple students over several years can contribute, allowing for greater depth in the work and continuity for students, as well as reduced effort for the host organization to orient students.

The second capstone assignment is an academic product developed primarily for the university audience. Through the development of a paper and presentation students will analyze their community experience and examine the links between their organizational-based capstone project and the larger educational issues they have explored through the ECO major.

**c) Capstone Field Placement Assignments**

All students will be placed in a capstone field placement by the ECO program faculty and staff. Although community organizations play a central role in selecting students based on compatible skills, all students will be assigned a placement that will utilize their strengths and interests, while also challenging their intellectual and professional growth.
C. Sample Course Plan

While the ECO major is designed to provide students with flexibility, Table-3 exemplifies two potential course plans, based on when students enroll is EDUC 280. Students admitted prior to their 3rd year, are welcome to take 3 out of 5 of the core courses prior to their junior year: **Educational Equity, Learning Across Contexts** and their choice of a development course. **Individuals and Organizations** and **Community-based Research and Practice** should be taken in the junior or senior year as they cover funds of knowledge that will be directly applied to the community-based capstone.

**Table 3 Sample ECO Course Plan**

### Taking EDUC 280 (Intro to ECO) Spring Quarter

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 251</td>
<td>EDUC 472</td>
<td>EDUC 473</td>
<td></td>
</tr>
<tr>
<td>Educational Equity</td>
<td>Individuals and Organizations</td>
<td>Community-based Research &amp; Practice</td>
<td></td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Learning Across Settings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 481*</td>
<td>EDUC 482*</td>
<td>EDUC 483*</td>
<td></td>
</tr>
<tr>
<td>Community-based</td>
<td>Community-based</td>
<td>Community-based</td>
<td></td>
</tr>
<tr>
<td>Capstone I</td>
<td>Capstone II</td>
<td>Capstone III</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>(Elective)</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

### Taking EDUC 280 (Intro to ECO) Fall Quarter

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 280</td>
<td>EDUC 251</td>
<td>EDUC 472</td>
<td></td>
</tr>
<tr>
<td>Intro to ECO</td>
<td>Educational Equity</td>
<td>Individuals and Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 370</td>
<td>EDUC 473</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Across Settings</td>
<td>Community-based Research &amp; Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 481*</td>
<td>EDUC 482*</td>
<td>EDUC 483*</td>
<td></td>
</tr>
<tr>
<td>Community-based</td>
<td>Community-based</td>
<td>Community-based</td>
<td></td>
</tr>
<tr>
<td>Capstone I</td>
<td>Capstone II</td>
<td>Capstone III</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>(Elective)</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

* Students also have the option of taking the capstone sequence (481-482-483) spring, summer and fall
VI. **Admission and Continuation**

A. **Admission Requirements and Process**

**Admission to the University of Washington**

This major will not affect admission to the University of Washington for first year and transfer students. Students must be accepted to the University prior to application to the ECO major.

**Admission to the Education, Communities and Organizations Major**

Admission to the Education, Communities and Organizations major is granted upon completion of a set of minimum requirements. Prospective students will be encouraged to start the program at the end of their sophomore year or at the beginning of their junior year. Students admitted to the University of Washington will be able to apply to the ECO major after:

- Satisfactory progress toward completion of General Education requirements, minimum of 60 credits
- Completion of one English composition course, minimum 2.50 grade
- Completion of EDUC 280: Introduction to Education, Communities and Organizations
- 2.50 minimum overall GPA

Although students may apply for admission to the ECO major while they are enrolled in EDUC 280, admission is contingent upon successful completion of the course. Admissions decisions for these students will be conditional until the end of the quarter and can be revoked if the course is not successfully completed.

Applications will be reviewed by the Admissions Committee, consisting of 2 faculty members and 2 academic advisors. Applications will be reviewed in the fall for a winter start and in the spring for a fall start.

**Transfer Admission**

Among community college transfer students, the highest admission priority will be given to those with academic associate degrees or those with 70 transferable credits taken in preparation for an academic major at a university.

B. **Continuation Policy**

**Academic Warning**

Students in the ECO major must maintain a cumulative GPA of 2.00. Students with a
GPA below 2.00 will receive an academic warning. If a cumulative GPA of at least 2.00 is not achieved by the end of the next quarter, he or she is placed on academic probation.

**Probation and Dismissal for Low Scholarship**

Students placed on academic probation remain on probation until the cumulative GPA is raised to at least 2.50. If this requires more than one quarter’s work, the student must maintain a quarterly GPA of at least 2.50 each succeeding quarter or the student is dropped from the ECO major for low scholarship.

**Dismissal Appeal**

Students who have been dismissed from the ECO major for low scholarship can appeal the decision to the Assistant Dean of Academic and Student Affairs within the College of Education.

**Reinstatement**

A student who has been dropped under low-scholarship rules is readmitted to the major only at the discretion of the Dean of the College of Education. A student readmitted after being dropped under these rules re-enters on academic probation. The student’s GPA is the same as when dropped from the major, and the student may not use grades from other colleges or universities to raise his or her UW GPA. A readmitted student is dropped if he or she fails to attain either a 2.00 GPA for the following quarter’s work or a cumulative UW GPA of 2.00 at the end of that quarter. The student is removed from probation at the end of the quarter in which a cumulative GPA of 2.00 or better is reached.

**Senior in Final Quarter**

A senior who has completed the required number of credits for graduation, but whose work in what would normally be his or her final quarter places him or her on probation, does not receive a degree until removed from probation. A senior who has completed the required number of credits for graduation, but whose work in his or her last quarter results in his or her being dropped for low scholarship, does not receive a degree until readmitted and removed from probation.

**VII. Faculty Governance**

The College of Education uses a divisional structure, along with faculty and staff for the purposes of organizing. The College Leadership Team consists of:

- Dean (Mia Tuan)
- Associate Dean for Undergraduate Education (Carol Davis)
- Associate Dean for Graduate Studies (Joy Williamson-Lott)
- Associate Dean for Professional Learning (Charles Peck)
- Assistant Dean for Academic and Student Affairs (Martin Howell)
- Director of Finance and Administration (Roberta Hilton)
- Director of Information and Technology (Tom Frizelle)
- Director of Institutional Research & Information Management (Karen Matheson)
• Faculty President (Manka Varghese)
• Faculty Vice President (Sue Nolen)

Faculty governance for the College consists of a President, Past President, and Vice-President. The faculty governance also includes 5 committees which are responsible for related activities:

• Academic Programs and Initiatives Committee
• Faculty Development and Support Committee
• Student Support and Advancement Committee
• Diversity Committee
• Budget, Resources & Planning Committee

All approvals related to the initiation of a new program are vetted through the Academic Programs and Initiatives Committee and then approved by the faculty as a whole. Other curriculum modifications such as new courses, course or program changes are vetted through the Academic Programs and Initiatives Committee.

The Associate Dean of Undergraduate Studies works with the appropriate faculty committees to ensure appropriate collaboration, feedback, and approval on curriculum, policies, student support, and faculty support. In addition and in collaboration with the Associate Dean, Undergraduate Division working group will oversee the new major. Admissions, advising and staff support will be coordinated by the Associate Dean and the Assistant Dean for Academic and Student Affairs.

VIII. Student Services

A. Administrative home and leveraged resources

The administrative home of the ECO major will be the College of Education, Undergraduate Division. Enrolled students will be assured of the same essential services and rights as students in the existing College of Education undergraduate programs. These services include the UW libraries, disability services, veteran’s aid, financial aid, admissions, career services, UW Information Technology, student conduct, writing workshops and academic advising.

B. Projected Enrollments

We anticipate enrollments of approximately 100 a year. Table 4 provides anticipated projected enrollment. Eventually, our capstone will be offered twice a year allowing program enrollment to grow, but minimizing the impact on the community.

<table>
<thead>
<tr>
<th>Table 4 Total BA in ECO students enrolled in the College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
</tr>
<tr>
<td>Juniors</td>
</tr>
<tr>
<td>Sophomore</td>
</tr>
<tr>
<td>Freshmen</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
C. Staffing plan for administrative and support services

As noted earlier, we plan on admissions of approximately 100 students per year within the first two years. We believe the proposed BA in ECO will need additional resources but can rely on existing faculty, space, and TA assignments. Although the proposed major is primarily made up of existing courses, we will need to offer three new required courses. These courses, while new, will be integrated into the existing teaching loads for existing faculty. In addition, the undergraduate and graduate divisions within the College of Education are working together to develop a model in which permanent faculty will work with their doctoral students in a “teaching internship” to fulfill the need for extra discussion sections or new sections of a particular course. As is currently the practice, faculty have the choice to manage their teaching loads while balancing larger courses with smaller seminars to achieve the standards with in the College. We anticipate the new major will have little effect on the teaching loads of faculty.

Existing Administrative Staff

- **Associate Dean, Undergraduate Education** - Ensures coherence and sustainability of all undergraduate programs and courses. Supervises program directors and facilitates faculty conversations on undergraduate-related issues.

- **Assistant Dean, Academic and Student Affairs** - Assists students, faculty and staff in gaining information on, and adhering to policies and procedures for the College of Education and the University of Washington, including, referrals to UW programs and services, adherence to academic integrity standards, and conflict resolution. Also supervises the Office of Student Diversity and Inclusion within the College of Education.

- **Academic Planning Specialist** - Coordinates curriculum offerings college-wide and oversees annual academic planning process. Also manages curriculum changes, staffs Academic Programs & Initiatives Committee and is the liaison to the Time Schedule Office and the UW Curriculum Office.

- **Undergraduate Program Coordinator** – Our coordinator will continue to assist undergraduates answering basic questions as it relates to course enrollment and scheduling of advising meetings. In addition, the coordinator currently works with the advising and recruitment team to schedule and conduct recruitment events.

- **Undergraduate Advisors** – We currently have three academic advisors to provide advising for College of Education students; one housed in the College to advise for ECFS undergraduate major; one (part-time) housed, and shared, in the College of Arts and Sciences to advise for the Education, Learning and Society minor; and one housed in the College of Education to support and advise online students. These advisers will also be able to work with the students in the new major.
• **Recruitment Advisor** - Responsible for all outreach and recruitment activities for potential College of Education undergraduates. Assists with program planning for current undergraduate students. Serves as a pre-advisor to guide students in choosing between the two ECFS programs (Online and on-site) or the Education, Learning and Society minor.

**New Administrative Faculty and Staff:**

• **Faculty Director** – A new faculty director will be appointed for academic and program oversight. The faculty director will be a current faculty member who teaches in the College of Education.

• **Academic Advisor** – To accommodate the additional student enrollment, a new academic advisor will be hired. This person will join our advisors for the two ECFS programs (online and on-site), as well as our recruitment advisor.

• **Community Partner Liaison** – Assist faculty in monitoring the field experience to ensure a quality experience for both students and organizations.

**IX. Accreditation**

N/A

**X. Student Learning Outcomes and Assessment**

**A. Student Learning Outcomes**

Graduates will be able to:

1. Understand the social and cultural influences on individuals, communities and organizations.

2. Understand the process of learning disciplinary knowledge and practices, recognizing the relationship between the kinds of learning that happen within and across settings, both inside and outside of schools.

3. Identify community assets and needs for informing research, policy and practice.

4. Critically evaluate research on education, human development and learning across settings.

5. Understand processes for partnering with the community to transform public policy and institutional practices.
6. Apply research findings to address problems of practice in schools and organizations.

7. Understand protective and risk factors influencing learning and development at different stages in the life course.

8. Engage in ongoing reflection of identities and biases that effect personal and professional growth, and in order to effectively partner with communities.

9. Develop an active understanding of the complex cultural and institutional dynamics shaping educational settings in order to dismantle systemic barriers impacting youth and communities.

10. Demonstrate knowledge and effective practice in community and organizational settings.

B. Assessment of Learning Outcomes

Several sources of information will be used to assess student attainment of learning outcomes:

- **Course Evaluations**- Students can provide information regarding how specific courses meet learning objectives, as well as whether the course content is relevant to the degree program.

- **Student Self-Evaluations**- All students in the ECO major will be asked to complete a self-evaluation of their progress towards meeting learning objectives at the end of each core course.

- **Course-Based Evaluations**- Within each course, faculty will assess learning outcomes based upon projects, papers, presentations and student reflections.

- **Capstone Project**- The intensive community-based capstone experience will assess students learning outcomes in three ways: 1) Student reflective writings and conversations during the capstone seminars; 2) The organization-based capstone product which demonstrates students’ skills applied in a community context, and; 3) The university-based capstone product which demonstrates' students' ability to apply their theoretical and disciplinary knowledge to a problem of practice in the community.

C. Alignment of Learning Goals and Evaluation Sources

Table 5 details how each of the aforementioned learning goals for the Education, Communities and Organizations major will be met through courses and experiences.
Table 5 - Alignment of Learning Goals and Evaluation Sources

<table>
<thead>
<tr>
<th>Bachelor of Arts in Education, Communities and Organizations Learning Goals</th>
<th>Attainment Source and Evaluation</th>
</tr>
</thead>
</table>
| Understand the social and cultural influences on individuals, communities and organizations. | • All 5 core courses  
• Capstone experience |
| Understand the process of learning disciplinary knowledge and practices, recognizing the relationship between the kinds of learning that happen within and across settings, both inside and outside of schools. | • EDUC 370 |
| Identify community assets and needs for informing research, policy and practice. | • EDUC 473 Community-based Methods of Research and Practice  
• Community Capstone Experience |
| Critically evaluate research on education, human development and learning across settings. | • All 5 core courses |
| Understand processes for partnering with the community to transform public policy and institutional practices. | • EDUC 472 Individuals and Organizations  
• EDUC 473 Community-based Methods of Research and Practice  
• Community Capstone Experience |
| Apply research findings to address problems of practice in schools and organizations. | • EDUC 472 Individuals and Organizations  
• EDUC 473 Community-based Methods of Research and Practice  
• Capstone Analysis Paper |
| Understand protective and risk factors influencing learning and development at different stages in the life course. | • Core Development Course |
| Engage in ongoing reflection of identities and biases that effect personal and professional growth, and in order to effectively partner with communities. | • EDUC 251 Seeking Educational Equity and Diversity  
• EDUC 473 Community-based Methods of Research and Practice  
• Community Capstone Seminar |
| Develop an active understanding of the complex cultural and institutional | • EDUC 251 Seeking Educational Equity and Diversity |
| Dynamics shaping educational settings in order to dismantle systemic barriers impacting youth and communities. | • EDUC 473 Community-based Methods of Research and Practice  
• Community Capstone Experience |
| Demonstrate knowledge and effective practice in community and organizational settings. | • Community Capstone Experience |

### XI. Program Assessment

To evaluate the program and maintain a high-quality and responsive program, we will continue to use the same iterative process (meeting once a month) as was used to develop this proposal. In addition, we will add our community partners to this group to better integrate the learning goals, course content and internship experiences of the students. As such we will look at the following outcomes as outcomes for a successful program.

- Retention and graduation rates – This will be collected and reviewed regularly.

- Student satisfaction survey - An undergraduate survey is administered every other year to gather student demographic information, gauge student satisfaction and assess program climate.

- Student focus groups – Focus groups of students currently enrolled in the program will be conducted to assess learning and satisfaction and potential areas of need.

- Graduate Surveys – A graduate survey will be developed and sent to graduates of the program twice: at one and five years post-graduation to determine their satisfaction with the program, their use of the program learning outcomes and the connection of their degree to their employment.

- Community Focus Groups- Focus groups of partner organizations and community stakeholders will be conducted to assess learning goals, gauge organizational satisfaction and goal of maintain mutually-beneficial partnerships.
## Appendix-1: Approved List of Electives

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>170</td>
<td>Mathematics for Elementary School Teachers</td>
</tr>
<tr>
<td>EDUC</td>
<td>200</td>
<td>Special Topics in Education, Learning, and Society</td>
</tr>
<tr>
<td>EDUC</td>
<td>205</td>
<td>Selected Readings- An introduction to Education in the United States</td>
</tr>
<tr>
<td>EDUC</td>
<td>210</td>
<td>Current Issues in Education</td>
</tr>
<tr>
<td>EDUC</td>
<td>221</td>
<td>Education and the Playfield</td>
</tr>
<tr>
<td>EDUC</td>
<td>300</td>
<td>Creativity and Design in Education</td>
</tr>
<tr>
<td>EDUC</td>
<td>300.</td>
<td>Introduction to Resilience in College</td>
</tr>
<tr>
<td>EDUC</td>
<td>305</td>
<td>The Purpose of Public Schools in a Democracy</td>
</tr>
<tr>
<td>EDUC</td>
<td>310</td>
<td>Current Issues in Education</td>
</tr>
<tr>
<td>EDUC</td>
<td>315</td>
<td>Issues and Trends of Educational Theory, Research, and Practice</td>
</tr>
<tr>
<td>ECFS</td>
<td>200</td>
<td>Introduction to Early Childhood and Family Studies</td>
</tr>
<tr>
<td>ECFS</td>
<td>495</td>
<td>Politics of Pre-K Education</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>351</td>
<td>Teaching as a Profession</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>352</td>
<td>Teaching to Change the World</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>424</td>
<td>Multiethnic Curriculum and Instruction</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>453</td>
<td>Teaching the Bilingual-Bicultural Student</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>464</td>
<td>Educating Native-American Youth</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>469</td>
<td>Teaching African American Students and Culture</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>471</td>
<td>Science Education: Secondary School Programs and Practices</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>473</td>
<td>Workshop in Instructional Improvement: Science</td>
</tr>
<tr>
<td>EDC&amp;I</td>
<td>474</td>
<td>Multi-Ethnic Studies: Methods, Content, and Materials</td>
</tr>
<tr>
<td>EDSLPS</td>
<td>458</td>
<td>Education in the Forming of American Society</td>
</tr>
<tr>
<td>EDSLPS</td>
<td>459</td>
<td>History of American Education Since 1865</td>
</tr>
<tr>
<td>EDSLPS</td>
<td>479</td>
<td>Crucial Issues in Education</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>405</td>
<td>Adolescents and Media: Challenges in the 21st Century Classroom</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>406</td>
<td>Learning and Teaching in Our Changing World</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>420</td>
<td>Bullies, Victims, and Bystanders: Social Power in School and Workplace</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>471</td>
<td>Educational Neuropsychology</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>472</td>
<td>Teaching Reading, Writing, and Math with Brain in Mind</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>490</td>
<td>Basic Educational Statistics</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>491</td>
<td>Intermediate Educational Statistics</td>
</tr>
<tr>
<td>EDSPSY</td>
<td>495</td>
<td>Introduction to Educational Measurement</td>
</tr>
<tr>
<td>EDSPE</td>
<td>499</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>EDSPE</td>
<td>404</td>
<td>Exceptional Children l&amp;S</td>
</tr>
<tr>
<td>EDSPE</td>
<td>422</td>
<td>Disability, Education, and the Arts</td>
</tr>
<tr>
<td>EDSPE</td>
<td>435</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
</tbody>
</table>
Appendix-2:

Proposed Changes to General Catalogue-College Overview

College Overview

Dean

Mia Tuan

222 Miller

Associate Deans

Carol Davis

Elham Kazemi

Charles Peck

Deborah E. McCutchen

Joy Williamson-Lott

The College of Education is primarily a graduate and professional school dedicated to equity and excellence in education through the preparation and on-going renewal of education professionals, the promotion of social justice, the advancement of knowledge through research, and the connection of research to inform policy and improve practice. In its graduate programs the College has four broad curricular areas: Curriculum and Instruction, Educational Leadership and Policy Studies, Educational Psychology, and Special Education. Graduate degrees conferred include the MIT, MEd, EdS, EdD, and PhD,
Certification can be earned in teaching (elementary, secondary, and special education), school administration (principals, program administrators, and superintendents), and school psychology.

In addition, the College offers two Bachelor of Arts degrees: (1) Education, Communities and Organizations, and; (2) Early Childhood and Family Studies. The BA with a major in early childhood and family studies is available in both the traditional classroom format and through an online degree completion program. In collaboration with the College of Arts and Sciences, the College also offers an undergraduate minor in Education, Learning, and Society.

The College of Education at the University of Washington believes that an effective public education system for a diverse citizenry is the cornerstone of a democratic society. To that end, the College dedicates its resources to helping make an excellent education an everyday reality for every student in every community across the state and country. As part of a major university located in a metropolitan area, the College is able to work in collaboration with a number of school districts in the area to provide teaching, research, and field experiences for its students.

**Special Offices and Services**
The College of Education maintains a number of specialized offices to assist in the fulfillment of its goals. Among these are the Office of Teacher Education, the Office of Student Services, the Office of Minority Recruitment and Retention, the Office of Student Diversity and Inclusion and a Writing Support Center. In addition, the College of Education maintains formal relationships with a number of school districts in the area to provide research and field experience opportunities for students in the various programs. Individuals interested in teacher certification, in graduate degree programs, or in the early childhood and family studies major, may visit the College's website, education.uw.edu, or e-mail edinfo@uw.edu, for additional information.
Appendix-3

Proposed Changes to General Catalogue-Undergraduate Programs

Adviser□
210 Miller Hall□
(206) 221-3527
coeugrad@uw.edu

The College of Education offers the following programs of study:

- The Bachelor of Arts degree with a major in education, communities and organizations
- The Bachelor of Arts degree with a major in early childhood and family studies
- A minor in education, learning, and society (with the College of Arts & Sciences)

Bachelor of Arts

The Bachelor of Arts in education, communities and organizations

Department Admission Requirements

1. Satisfactory progress toward completion of general education requirements, 60 credits minimum
2. Admission is based on completion of the following criteria.
   a. Satisfactory progress toward completion of General Education requirements, minimum of 60 credits
   b. Completion of one English composition course, minimum 2.50 grade
   c. 2.50 minimum overall GPA
d. Completion of EDUC 280: Introduction to Education, Communities and Organizations, with a minimum 2.0 grade.

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

Information Sessions: Prospective students are encouraged to attend an ECO information session to learn more about the major and how to apply. For a schedule of information sessions, visit the education, communities and organizations website at education.washington.edu/degrees/undergrad/eco/FAQ.html.

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

General Education Requirements

Language and Reasoning Skills

- English Composition (5 credits)
- Foreign Language (0-15 credits, depending upon placement*)
- Quantitative/Symbolic Reasoning (5 credits)
- Writing Courses (10 credits)
- Diversity Course (3 credits)

* Foreign language is required through the 3rd quarter if student did not complete three years in high school.

Areas of Knowledge

- Visual, Literary and Performing Arts (VLPA) - 15 credits
- Individuals & Societies (I&S) - 15 credits
• Natural World/Natural Sciences (NW)—15 credits
• Areas of Knowledge—15 additional credits from any area that you choose

Courses used to satisfy admission requirements and language and reasoning skills requirements can also fulfill areas of knowledge requirements. Courses used to fulfill major requirements may also fulfill these requirements including up to 15 credits of EDUC-prefix courses.

**Major Requirements**

67 credits, to include the following:

1. **Admissions Requirement** (2 credits)
   - EDUC 280- Introduction to Education, Communities and Organizations

2. **Core Courses** (25 credits)
   - EDUC 370- Learning Within and Across Settings (5)
   - EDUC 251- Seeking Educational Equity and Diversity (5)
   - EDPSY 302/404/380*- Human Development (5)
   - EDUC 472 Individuals and Organizations (5)
   - EDUC 473 Community-based Research and Practice (5)

   *Select one course depending on life span emphasis (i.e. child, adolescent or adult development)

3. **Concentration Electives** (25 credits)
   See ECO advisor for complete and current listing of elective courses.

4. **Major Capstone Courses** (15 credits, min)
• EDUC 481 Capstone I (5)
• EDUC 482 Capstone II (5-12)
• EDUC 483 Capstone III (5)

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

Minimum 45 credits of coursework applied to the major taken through the UW

Student Learning Objectives
Graduates of the Education, Communities and Organizations major will be able to:

1. Understand the social and cultural influences on individuals, communities and organizations.

2. Understand the process of learning disciplinary knowledge and practices, recognizing the relationship between the kinds of learning that happen within and across settings, both inside and outside of schools.

3. Identify community assets and needs for informing research, policy and practice.

4. Critically evaluate research on education, human development and learning across settings.

5. Understand processes for partnering with the community to transform public policy and institutional practices.
6. Apply research findings to address problems of practice in schools and organizations.

7. Understand protective and risk factors influencing learning and development at different stages in the life course.

8. Engage in ongoing reflection of identities and biases that effect personal and professional growth, and in order to effectively partner with communities.

9. Develop an active understanding of the complex cultural and institutional dynamics shaping educational settings in order to dismantle systemic barriers impacting youth and communities.

10. Demonstrate knowledge and effective practice in community and organizational settings.

Bachelor of Arts
The Bachelor of Arts in early childhood and family studies is a challenging, inspiring academic path. ECFS majors study early childhood development, early learning, and family studies from a variety of perspectives across a range of disciplines. Students participate in fieldwork and/or research throughout their junior and senior years. Alumni pursue careers in social services/mental health, education, childcare, or research. They may also pursue graduate studies in education, speech and hearing sciences, physical therapy, occupational therapy, nursing, psychology, nutrition, and social work.

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 210 Miller.

General Education Requirements
See College of Arts and Sciences requirements. A maximum 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 302, EDPSY 406, EDSPE 404, EDSPE 419, and either EDUC 305 or EDUC 310

2. *Area of Study (30-47 credits):* one of the areas of study below
   a. 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.
   
   b. Option in Teaching and Learning
      i. ECFS 301, ECFS 312, ECFS 321, ECFS 400, ECFS 410, ECFS 411, ECFS 454, ECFS 455 (32 credits)
      ii. At least one from the following: ECFS 412, ECFS 480, or EDUC 170 (3-5 credits)

3. Minimum 2.00 cumulative GPA in courses used to satisfy program requirements

4. Minimum 40 credits of coursework applied to the major taken through the UW

**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)
   d. Grades in any completed recommended courses and courses applied to major requirements
   e. Completion of at least 70 transferable credits

3. Application deadlines are posted on the website. Applications may be considered after the deadline 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 302, EDPSY 406, EDSPE 404, EDSPE 419, and either EDUC 305 or EDUC 310

2. **Area of Study (30-47 credits):** one of the areas of study below

   a. 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.

   b. Option in Teaching and Learning

   i. ECFS 301, ECFS 312, ECFS 321, ECFS 400, ECFS 410, ECFS 411, ECFS 454, ECFS 455 (32 credits)

   ii. At least one from the following: ECFS 412, ECFS 480, or EDUC 170 (3-5 credits)

3. Minimum 2.00 cumulative GPA in courses used to satisfy
4. Minimum 64 credits of coursework applied to the major taken through the UW Seattle campus

**Student Outcomes and Opportunities**

- **Learning Objectives:** The early childhood and family studies major immerses students in the study of child and family development and education. Students learn about child development, early learning, and family studies from a variety of perspectives. They receive a strong grounding in reading and understanding the theory and evidence that provide the foundation for the field and drive current research and policy efforts.

- **Expected Outcomes:** Students apply their knowledge and skill as they work alongside community-based teachers, community leaders, and care providers. The degree provides excellent preparation for a wide variety of careers in early learning, childcare, parent and family support and education, child and community advocacy and organization, and social/mental health services. It also serves as a pathway for graduate studies in education, child and family studies, educational policy, special education, and other areas. This interdisciplinary major is offered at the sophomore, junior, and senior level.

- **Service Learning and Research:** Two sequences of field-based experiences provide students with real life-learning opportunities in community-based early childhood or family support/education settings. Students participate in both an introductory seminar experience as well as a sequenced field experience during their first year in service learning. During the second phase, students participate in a three-quarter senior service learning, research, and senior project that provides advanced opportunities to integrate theory and practice in community-based early childhood or family
support programs, and/or research settings. The seminar ties together research and practice, demonstrating how research informs evidence-based decision-making in programs and services. Students also receive guidance in career options and current events in the field, tying in major experiences with their own developmental and career goals. Learning objectives are outlined in class.

- **Honors Options Available:** With College Honors (Completion of Honors Core Curriculum and Departmental Honors); With Honors (Completion of Departmental Honors requirements in the major). See adviser for requirements.

- **Department Scholarships:** See departmental website for undergraduate scholarship information.

- **Student Organizations/Associations:** Associated Students of the College of Education (ASCE) and International Educators of the College of Education (IECE).
January 11, 2016

FCAS Sub-Committee on Admissions and Programs
Box 355850

Dear SCAP Members,

Thank you for your review of our degree proposal. In response to your feedback, we suggest the following changes to our ECO degree proposal.

SCAP Question/Comment:

SCAP 1. SCAP would like the major to launch without competitive admissions. They understand about the potential constraints of the capstone sequence, but want new programs to start without competitive admissions and then come back if the number of declared majors exceeds capacity and all attempts and requests for additional resources to expand the major have been turned down. They want to see programs students are interested in expanded not capped.

You could have two tiers of minimum admission criteria.

Early admission:
Minimum 45 credits towards Gen Ed requirements
Minimum 2.0 grade in English Composition
Minimum 3.00 cumulative GPA

Regular admission:
Minimum 75 credits towards Gen Ed requirements (you can’t hold transfer students to a higher credit standard than native UW students, this solves that).
Minimum 2.0 grade in English Composition
Minimum 2.00 cumulative GPA - (You could also request a 2.50 to start with)

Response 1: We understand SCAP’s desire for new programs to be available to all interested students. However, in addition to providing coursework, advising services, and appropriate applied learning opportunities, we have carefully worked with our faculty to develop and plan for a year-long internship that relies on close community partners. These partners come from existing relationships developed as
SCAP 2 On Page 12 of your 1503 you have tables for year 3 and year 4 however your proposed admission requirements would allow native students to apply at the end of their 1st year – is that what you intended?

Response 2 Students will be able to apply for admission to the ECO degree after successful completion of 60 general education credits.

Noting that students could apply for admission at the end of their freshman year (after completion of 45 credits) was an error on our part. We intended to require completion of 60 general education credits prior to the completion to application for admission. Page 12 of the 1503 proposal outlining a potential course of study has been amended to match the admissions requirements listed on page 13 and display the different degree completion options based on year of entry for both native and transfer students. The course catalogue description in Appendix-3 has also been amended.

SCAP 3 Transfer students are only admitted in Fall and Winter quarter. By having admissions restricted to spring quarter only that could result in transfer students having to complete a 5th year. Having a minimum admission process would allow transfer students to apply (if they have satisfied the requirements) as soon as they enroll at the UW.

Response 3 To be more inclusive of transfer students, we have changed our admissions calendar to include both a fall and a spring cycle. As detailed on page 12 of the 1503 proposal, transfer students may apply for entry into the ECO major in April for a fall start or in October for a winter start. These admissions cycles and deadlines are consistent with the Early Childhood and Family Studies program.

SCAP 4 SCAP would like to know what careers you think this major would prepare students for in higher education institutions

Response 4 ECO majors interested in careers in higher education have a multitude of career options. For example, students could apply for a position as an academic advisor or program coordinator in a variety of departments at UW or other regional
January 26, 2016

FCAS Sub-Committee on Admissions and Programs
Box 355850

Dear SCAP Members,

In response to your feedback, we suggest the following changes to our ECO degree proposal.

SCAP Request: Launch the ECO major with minimum admission, rather than competitive admission.

Response: We would like to propose minimum admissions requiring the completion of an introductory course prior to applying to the ECO major along with the requirements listed below. We believe that we will increase the success of our students by requiring students to take EDUC 280 prior to applying to the ECO major. This will ensure the students will understand for whom the major is intended and the requirements for completion of the major.

Please see pg. 13 of the 1503 proposal for details on our proposed revised admissions requirements. In short, we like to require students to enroll in, or complete, the EDUC 280 Introduction to Education, Communities and Organizations course. Students would be able to apply for admission during the quarter of enrollment and no minimum grade would be required in the course for admission.

Requiring this Intro to ECO course allows us to orient students to the learning objectives of the ECO major, including our community-orientated curriculum. It also provides us with an opportunity to familiarize ourselves with the students and potentially better facilitate their academic success.

In addition to EDUC 280, the following admissions criteria will be required:

- Minimum 60 credits towards Gen Ed requirements
- Minimum 2.50 grade in English Composition
- Minimum 2.50 cumulative GPA
A new course application for this "Intro to ECO" course (EDUC 280) has been submitted to SCAP for application.

Sincerely,

[Signature]

Carol Ann Davis
Professor and Associate Dean, Undergraduate Education
College of Education
University of Washington
Box 353600
Seattle, WA 98195
cadavis1@uw.edu
(206) 221-5043
February 23, 2016

FCAS Sub-Committee on Admissions and Programs
Box 355850

Dear SCAP Members,

In response to your feedback, we suggest the following changes to our ECO degree proposal.

**FCAS Request 1:** It was noted that while students are required to complete or be enrolled in EDUC 280 for admission, the course is not listed anywhere in the requirements for the program, and nowhere is it stated that students must actually complete the course. Members thought it should be added to the requirements somehow, to clarify that students are actually expected to complete it.

**Response:** We have clarified the language of our minimum admissions requirements to communicate that admission to the ECO major is contingent upon successful completion of the EDUC 280 (Intro to ECO) course. We propose requiring a grade of 2.0 or higher for admission to the ECO major. In Figure-1 on page 8 and in the admissions description on pages 13-14, we have clarified that although students may apply for admission to the ECO major in the same quarter they are enrolled in EDUC 280, acceptance into the major is conditional until the end of the quarter when successful completion of EDUC 280 can be assessed. Again, admission to the ECO major requires a 2.0 grade in EDUC 280. A petition process will also be established for students who do not meet this threshold.

We have also added EDUC 280 as a degree requirement in the course of study on pages 8 and 9. The ECO major now requires completion of 67 credits, as opposed to the original 65.

**FCAS Request 2:** Some discussion about potential or possible overlap in subject area with the School of Social Work arose. Have there been any conversations with them?
The ECO proposal was sent to Amelia Gavin, Director of BAFW program, and Mary Lou Balassone, acting Director of BAFW while Dr. Gavin is on sabbatical. We are awaiting a response.

While both programs share a similar coupling of classroom and community-based learning, the social welfare program is centered around core social work practices and the ECO degree focuses on theoretical understanding, and application of, learning inside and outside the traditional classroom. Both degrees share a common application to individuals, organizations and communities, but social welfare is focused on intervention models and ECO is focused on learning and education. Finally, the social welfare program is an accredited program through the Council on Social Work.

Of relevance to students, the social welfare degree is a small cohort model serving approximately 40 students per year, while the ECO degree aims to serve a plethora of students interested in applying theoretical perspectives on learning to a variety of educational settings. Some students in the ECO degree may go on to work in social-service oriented community organizations, but they will not have the social work content knowledge, students in the social welfare degree would possess.

Sincerely,

Carol Ann Davis
Professor and Associate Dean, Undergraduate Education
College of Education
University of Washington
Box 353600
Seattle, WA 98195
cadavis1@uw.edu
(206) 221-5043
QUESTION:

Concern was raised by FCAS about the coordination of the required internships and community interactions with other units on campus who are also scheduling internships of that type – making sure this program isn’t going to cause problems for any other service learning/internship program.

ANSWER:

Provided by Janice DeCosmo, Associate Vice Provost for Undergraduate Research, Undergraduate Academic Affairs

As I understood the conversation, the concerns at FCAS included concerns about “saturation” of the community organizations that might be target host sites for college of education students in the new major, particularly since it is anticipated to grow quickly. In addition, they wanted to be sure that other units who coordinate and/or require service learning and/or community internships would not be negatively impacted by this new, relatively large group of students doing community-based internships.

I’ve had a conversation with Rachel Vaughn, director of the Carlson Leadership and Public Service Center (they coordinate service learning for many campus departments that include it in their programs), and she has indicated that she and others in our Center for Experiential Learning and Diversity have been in conversations with the College of Education on the development of this program. Her sense is that there will be ample community-based opportunities for students in the major to complete their capstones, and that she is confident that the college will continue to coordinate with other service learning programs across campus with regard to specific partner organizations so that valued community partners don’t get “oversaturated” with UW students. In addition, she thought that currently many community-based internships go unfilled, and that community organizations would welcome the longer (one academic year vs. one quarter) commitments that this new program requires of the interns. So from that standpoint, there seems to be a sense that we do not need to worry about saturation, and that the college of education has been consulting with units across campus already.
Undergraduate Curriculum Review Process for New Programs

Seattle: Bachelor of Arts degree in Education, Communities and Organizations (EDUC-201511003)

Please review the attached 1500 pdf requesting a Bachelor of Arts degree in Education, Communities and Organizations at the Seattle campus, and post comments by 5:00 pm on Tuesday, May 24, 2016.

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

Attachment: EDUC-201511003.pdf 1.984

jstaylor
JAMIE L TAYLOR

Why is the School of Education, up to now a graduate/professional school, redefining itself? This seems a more far-reaching change than simply adding one new program.

This undergraduate degree seems to me to overlap too much with undergraduate degrees offered in the College of Arts & Sciences, particularly in Sociology.

Undergraduate Curriculum Review Process for New... → Seattle: Bachelor of Arts degree in Education,...
RESPONSE TO TRI CAMPUS COMMENT
EDUC-20151103

PREPARED BY: Carol Davis, Associate Dean, College of Education

The College of Education has had a presence in undergraduate education since 2007 when our undergraduate major, Early Childhood Family Studies, and minor, Education, Learning and Society (an interdisciplinary minor with Arts and Sciences) were launched. We expanded this presence in 2013 with the launch of the ECFS online degree completion program. This year, we have over 400 students in the ECFS major and over 200 in ELS. For future reference, the College of Education historically was primarily an undergraduate college.

The ECO major is designed to provide students with skills and knowledge they need to understand and facilitate learning across environments for individuals beyond age 8 (i.e., young children). Similar to the ECFS major, our focus is on how learning occurs and methods to promote learning. The ECO major extends this focus to individuals beyond age 8 and into young adults. Sociology is the scientific study of people in groups, ECO is the study of how learning occurs. The two have very few courses that appear to be similar. In addition, the ECO major has an emphasis on learning and the application of those principles in an applied capstone during the senior year.
Old Non-Routine Business:

**Oceanography** - ([OCEAN-20151118](OCEAN-20151118)) Revised program requirements and continuation policy for both the Bachelor of Arts and the Bachelor of Science degrees in Oceanography.

Background: This request is the result of a 3-year evaluation and design process within the department. See attachment for further details.

**Action Taken: 01/15/16** – Hold. Tabled to next SCAP meeting due to time issues.

**Action Taken: 01/29/16** – Hold. SCAP requested several questions/clarifications from the department.

**Update 02/09/16** – Department has responded to the questions/clarifications, and Tina has reformatted the proposed catalog language for clarity (with the department’s permission). See response attachments and updated catalog language.

**Action Taken 2/15/16** – Held. SCAP is requesting formal approval of the updates to the continuation policy (which is pending per the department’s response), further clarification regarding the change in required Physics coursework, and more context regarding the proposed changes and preparation for graduate work. SCAP would also like the department to begin communication with the Community Colleges now regarding possible effects on transfer students, and ways to work together to mitigate those.

**Update 02/23/16** – see department responses in email attachment.

**Action Taken 2/26/16**: Approve and forward to FCAS.

**Action Taken 05/02/16**: Posted for Tri-Campus review, no comments.

**Action Taken 05/20/16**: Approve and forward to FCAS.
Department of Computer Science and Engineering- (CSE-20151204) Option in Data Science within the Bachelor of Science degree in Computer Science.

Background: The School of Department of Computer Science and Engineering wants to establish an option in Data Science within the Computer Science major. Students would take a specified subset of courses from the already listed “CSE Core Courses,” and the overall number of credits would remain the same. Both ACMS and Informatics have signed off on the 1503.

Action taken 02/12/16 – Held. SCAP is concerned that the proposed requirements are very restrictive, and would like more information from the department about the ability of students to successfully complete all 4 courses, such as when and how often the courses are offered, the possibility of any substitutions, etc.

Update 2/23/16: The department has sent general information regarding how the courses would likely be offered, and indicated there were some 500-level courses which would likely be accepted as substituted should a student require it. See email.

Action Taken 2/26/16: Approve and forward to FCAS.

Action Taken 05/02/16: Posted for Tri-Campus review, two comments. Response is attached.

Action Taken 05/20/16: Approve and forward to FCAS.

French and Italian Studies- (FREN-20151023) Revised program requirements for the Bachelor of Arts degree in French.

Background: As part of revisions made last year to streamline the Bachelor of Arts degree in French, the department is requesting to make the final course in the advanced grammar sequence an elective, which will allow students to begin a required bridge sequence earlier.

Action Taken 05/06/2016: SCAP requested more information about the nature of the curricular changes which were mentioned in the 1503 but have not yet been evaluated by UWCC, and which would impact this proposal.

Update 05/17/2016: Department defined “bridge” and provided a copy of the curricular changes being requested.

Action Taken 05/20/16: SCAP requested further clarification for the removal of FREN 303 from required course list.
Comparative Literature, Cinema and Media - (CLIT-20151221B) New Bachelor of Arts degree in Cinema and Media Studies.

Background: The Comparative Literature, Cinema and Media Studies department proposes a new major in Cinema and Media Studies under a minimum requirement admission model. New courses and prefix change request have been submitted and will be reviewed during the April 19th UWCC meeting.

Action Taken 04/08/2016: SCAP requested that the department contact the School of Interdisciplinary Arts and Sciences at UW Tacoma, as they offer a Film and Media track within their Arts, Media, and Culture major, and also include information regarding other places within the state that comparable curriculum can be found (i.e., programs at other Colleges and Universities in the state). They also requested that the department provide the appropriate sign offs from the non-CMS departments whose courses are included on the proposal. Concern regarding the lack of shared experience in the major also arose.

Update 05/17/2016: The department provided a response, see attached.

Action Taken 05/20/16: SCAP requested official OK from Tacoma before this program can be approved.

Comparative Literature, Cinema and Media - (CLIT-20151221A) Revised program requirements for the Bachelor of Arts degree in Comparative Literature and for the option in Cinema Studies.

Background: The Comparative Literature, Cinema and Media Studies department proposes changes to more accurately reflect the relationship between the options in the major, as well as the distinction between the Cinema Studies option within the Bachelor of Arts degree in Comparative Literature, and the new/proposed Bachelor of Arts degree in Cinema and Media Studies. Additionally, the department seeks to replace one required course, National Cinema, with a choice of critical concept courses. The new selection of courses would not require foreign language proficiency and would thus be more accessible to students given the University’s reduced language skills requirement.

Action Taken 04/08/2016: SCAP requested that the UW Curriculum Office contact the department for more information regarding the need for both an option and a major in Cinema and Media, and suggest an RCEP for the option in Cinema Studies.

Update 05/17/2016: The department states they would reconsider an RCEP in 5 years, full response is attached.

Action Taken 05/20/16: SCAP considers this proposal opens up a larger question of whether a department can offer both an Option and a Major in the same area of focus. Since there is no recent precedent, this question is being forwarded to FCAS for guidance.
Materials Science & Engineering - (MSE-20160331) Revised admission requirements for the Bachelor of Science in Materials Science & Engineering degree, as well as the option in Nanoscience and Molecular Engineering within the Bachelor of Science in Materials Science & Engineering degree.

Background: Materials Science & Engineering is proposing a change in admission requirements in order to attract more transfer students from Washington’s Community Colleges. Additionally, they would like to move their application deadline from July 1st to February 1st, and will thus decrease the number of completed courses they require by the application deadline.

Action Taken 05/06/2016: SCAP requested a copy of the program’s continuation policy and is also seeking the expertise of Janice DeCosmo, Associate Vice Provost for Undergraduate Research, Undergraduate Academic Affairs, in order for her to weigh in on the effect this proposal might have on Community Colleges.

Update 05/17/2016: Department has attached their proposed continuation policy, Janice DeCosmo’s response is also attached.

Action Taken 05/20/16: SCAP requested a follow-up with Janice DeCosmo regarding the potential effect this shift might have on Community Colleges, in particular Associate’s completion rates. Additionally, SCAP would like to know if Community Colleges have been made aware of this shift and what their position is.

Materials Science and Engineering - (MSE-20160126) New continuation policy for the Bachelor of Science in Materials Science and Engineering degree (including the Nanoscience and Molecular Engineering option) and the minor in Materials Science and Engineering.

Background: The Material Science and Engineering Department proposes a new continuation policy. See proposal and rationale.

Action Taken 3/11/16: SCAP had some section specific questions and requested follow up with the department regarding their intent to include minor in continuation policy. FCAS policy pertaining to minors will be referenced.

Update 04/04/2016: The department agrees to not include the minor in the continuation policy and provided answers to SCAP’s questions, see attached.

Action Taken 04/22/2016: SCAP requested that the department reconsider giving students at least 2 quarters to increase their cumulative GPA.

Update 05/17/2016: The department has added a “warning” quarter so students have at least 2 quarters to increase their cumulative GPA.

Action Taken 05/20/16: Approved pending final edit of the Continuation Policy. Final edit was done, forward to FCAS.
New Non-Routine Business:

Information School – (INFO-20160516) Revised program requirements for the Bachelor of Science in Informatics and the Option in Informational Architecture.

Background: The Information School would like to remove INFO 330 from its core requirements and would like to make it an elective instead.

Action Taken 05/20/16: Approve and forward to FCAS.

New Routine Business:

Environmental and Occupational Health Sciences – (ENV H-20160401) Revised program requirements for the Bachelor of Science degree in Environmental Health.

Background: The Environmental and Occupational Health Sciences department would like to increase the selective requirement from 3 to 4 classes and decrease elective requirement from 27 to 21 credits in order to comply with accreditation requirements set forth by the National Environmental Health Accrediting Council (EHAC).

Action Taken 05/20/16: Approve and forward to FCAS.

For the good of the order:

College of Engineering departments sent individual 1503’s adjusting their admission requirements so as to be in line with the proposed Direct to College Admission. Upon careful consideration and given that the proposal to change Engineering’s admission policies has not yet been approved, SCAP voted to delay further discussion until the Subcommittee on Admissions and Graduation confirms there is a plan in place and ready for evaluation.
Held Business:

Construction Management - (CM-20150901) Minor in Construction Management

Background: The Construction Management department wants to establish a minor in that would be available to a very limited population of students. See email from chair of department.

Action Taken: 11/20/2015 – Hold. SCAP likes the minor but it is too restrictive. They need to find a way to open it up to other majors besides CEE or make it an option.

Update: CM is in discussions with CEE and will reply to SCAP’s comments in January.

Update: 01/13/16, 01/26/16, 02/09/16, 2/23/16, 3/11/16, 04/04/2016, 04/19/2016, 04/19/2016, 05/04/2016, 05/17/2016: no response yet

Early Childhood & Family Studies- (ECFS-20160209) Updated requirements for the Bachelor of Arts degree in Early Childhood and Family Studies.

Background: The Early Childhood & Family Studies Department is requesting a course prefix change from EDSPE 419 to ECFS 419 to reflect revised course content and purpose, and is requesting to update the catalog language to match. See proposal and rationale.

Note: Request to change course prefix has been made and will be reviewed by UWCR on 03/15/2016.

Action Taken 3/11/16: Approved pending UWCC course change approval.

Update 03/15/2016, 04/04/2016, 04/19/2016, 04/19/2016, 05/04/2016, 05/17/2016: Course change pending.

Engineering- (ENGR-20160209) Establishing direct-to-college freshman admission for all programs in the College of Engineering.

Background: The College of Engineering proposes to establish a direct-to-college admission pathway and process for freshmen. Freshmen would be admitted to the College of Engineering in a new undeclared status, and then place into an engineering major after completing freshman-level requirements. See proposal and rationale.

Action Taken 2/26/16: Some discussion ensued; no official comments at this time.

Action Taken 3/11/16: Some discussion ensued and it was concluded that more information is needed in order to better assess the proposal. Therefore, before continuing the discussion, it was requested that the Department answer the questions previously sent
by the Subcommittee for Admissions and Graduation as well as those previously posed by Patricia Kramer (FCAS chair) and Sarah Stroup (SCAP chair).

Update 3/16/16: The Department requested additional information since they state that the questions previously sent to them were incorporated into the 1503. SCAP chair will follow up with the Department.

Action Taken 04/08/2016: Some discussion ensued; no official comments at this time.

Action Taken 04/22/2016: SCAP discussed and commented on the “Engineering Undeclared Placement Requirements” and “Continuation Policy for Engineering Undeclared Students”. Most notably, SCAP identified a need for the College of Engineering to establish a list of core engineering courses to be used as evaluation criteria for the continuation policy and admission into majors. Additionally, they shared thoughts on the potential effect a 2.5 cumulative GPA might have on the student experience, and suggested that students be given at least 2 quarters to increase their cumulative GPA.

Update 05/04/2016, 05/17/2016: no response from Department

Department of Civil and Environmental Engineering - (ENGR-20160412) Bachelor of Science degree in Environmental Engineering.

Background: The Department of Civil and Environmental Engineering is proposing a new degree in Environmental Engineering designed to comply with ABET accreditation criteria.

Action Taken 04/22/2016: No comments at this time.

Action Taken 05/06/2016: SCAP would like to know how this new degree would fit into the larger context of changes taking place in the College of Engineering. Additionally, SCAP mentioned that any new majors need to meet current criteria set forth for new degrees, in particular in reference to the continuation policy, and suggested that the admission criteria for Environmental Engineering be changed to minimum requirement since competitive admission is only being considered as a response to an existing problem, and is thus not applicable for new programs.

Update 05/17/2016: no response from Department

Information School- (INFO-20160331) Minor in Informatics

Background: The Information School is proposing a new minor in Informatics. The minor would be targeted at students who seek domain specific expertise as well as technical proficiency in applying data, information, and technology to help them solve problems within their discipline. The minor would be made up of a minimum of 32 credits and is being proposed as an “open” minor with a set of defined admission requirements.

Action Taken 05/06/2016: SCAP suggests the proposal be re-written to comply with the standards set forth by FCAS and for it to be considered as an open minor.
Update 05/17/2016: no response from Department
Old Non-Routine Business:

Physics- (PHYS-20160120) Establishing a competitive admissions process for all options within the Bachelor of Science degree in Physics

Background: The Physics department proposes to institute competitive admission for all options within the Physics major. Proposal and rationale attached. Proposal includes two categories: “transcript-based”, for which students must complete all prerequisite courses at the UW within a limited time period prior to the application for admission; and “petition-based,” which would require students to have completed at least one prerequisite course at the UW (or strongly address this in a personal statement), as well as a personal statement and an interview not requested of the “transcript-based” admission applicants. The A&S Curriculum Committee approved the proposal, but recommends that Physics consider a “holistic” process instead.

Action taken 02/26/16: Hold. SCAP likes the transcript-based proposal as minimum requirement admission and suggests a strong continuation policy to ensure admitted students are committed to the major. SCAP is concerned with the prerequisite of UW only classes and has asked department to work with Registrar’s office and Undergraduate Academic Affairs on the proposal.

Update 03/08/16: Department is not interested in a continuation policy at this time; however, they have removed the prerequisite of UW only classes and instead would require students to be enrolled in a List 1 course at UW during the quarter in which their application is submitted. See Department’s reply included in the scan, as well as additional documents.

Action Taken 3/11/16: SCAP requested that the Office of the Registrar speak with the Department in order to help clarify SCAP’s concerns and suggestions.

Update 04/05/16: Department agrees that their proposed transcript-based admission should be considered as minimum requirement, they believe that with this admission strategy they will not need a continuation policy, see attached response.

Action taken 04/08/2016: SCAP Approved and forwarded to FCAS

Update 06/01/2016: Posted for Tri-Campus review, one comment.

Action taken 06/03/2016: SCAP Approved and forwarded to FCAS
School of Environmental and Forest Sciences - (ESRM-20160127) Option name change from Landscape Ecology and Conservation (LEC) to Natural Resource and Environmental Management (NREM).

Background: The School of Environmental and Forest Sciences forgot to request this option name change on their last option revision. Change is requested to reflect the recent curricular changes in the option (AUT 2015), and to allow the School to seek NREM option accreditation from the Society of American Foresters.

Action Taken 02/12/16: Held. SCAP would like the program to outline the referenced curricular changes for the committee as part of the request.

Update 03/21/2016: Department responded, see attached.

Action Taken 04/08/2016: SCAP Approved and forwarded to FCAS

Update 06/01/2016: Posted for Tri-Campus review, no comments.

Action taken 06/03/2016: SCAP Approved and forwarded to FCAS

Department of English- (ENGL-20160107) Minor in Writing.

Background: The English department wants to establish a minor in Writing, designed to provide a concentrated study of and practice in writing.

Action Taken 02/12/16: Held. SCAP has concerns that there is an overall lack of cohesion in the proposed requirements in regard to a focus on writing (as opposed to non-writing courses). There are also questions regarding the frequency at which some of the listed courses are offered, and the demand for the minor.

Update 04/09/2016: Department has provided a revised 1503 and attachment, as well as answers to SCAP’s questions, see attached.

Action Taken 04/22/2016: Approved and forwarded to FCAS.

Update 06/01/2016: Posted for Tri-Campus review, no comments.

Action taken 06/03/2016: SCAP Approved and forwarded to FCAS
French and Italian Studies - [FREN-20151023](#) Revised program requirements for the Bachelor of Arts degree in French.

Background: As part of revisions made last year to streamline the Bachelor of Arts degree in French, the department is requesting to make the final course in the advanced grammar sequence an elective, which will allow students to begin a required *bridge sequence* earlier.

Action Taken 05/06/2016: SCAP requested more information about the nature of the curricular changes which were mentioned in the 1503 but have not yet been evaluated by UWCC, and which would impact this proposal.

Update 05/17/2016: Department defined “bridge” and provided a copy of the curricular changes being requested.

Action Taken 05/20/16: SCAP requested further clarification for the removal of FREN 303 from required course list.

Update 06/01/2016: Department has provided rationale, see attached.

Action taken 06/03/2016: SCAP Approved and forwarded to FCAS

Comparative Literature, Cinema and Media - [CLIT-201512218](#) New Bachelor of Arts degree in Cinema and Media Studies.

Background: The Comparative Literature, Cinema and Media Studies department proposes a new major in Cinema and Media Studies under a minimum requirement admission model. New courses and prefix change request have been submitted and will be reviewed during the April 19th UWCC meeting.

Action Taken 04/08/2016: SCAP requested that the department contact the School of Interdisciplinary Arts and Sciences at UW Tacoma, as they offer a Film and Media track within their Arts, Media, and Culture major, and also include information regarding other places within the state that comparable curriculum can be found (i.e., programs at other Colleges and Universities in the state). They also requested that the department provide the appropriate sign offs from the non-CMS departments whose courses are included on the proposal. Concern regarding the lack of shared experience in the major also arose.

Update 05/17/2016: The department provided a response, see attached.

Action Taken 05/20/16: SCAP requested official OK from Tacoma before this program can be approved.

Update 06/01/2016: David Coon (vice-chair of the division of Culture, Arts and Communication 2016/17) has sent an e-mail stating he doesn’t see any issue but will seek Chris Demaske’s (chair of the division of Culture, Arts and Communication) official approval.

Action taken 06/03/2016: SCAP Approved and forwarded to FCAS
**Materials Science & Engineering**  (MSE-20160331) Revised admission requirements for the Bachelor of Science in Materials Science & Engineering degree, as well as the option in Nanoscience and Molecular Engineering within the Bachelor of Science in Materials Science & Engineering degree.

Background: Materials Science & Engineering is proposing a change in admission requirements in order to attract more transfer students from Washington’s Community Colleges. Additionally, they would like to move their application deadline from July 1st to February 1st, and will thus decrease the number of completed courses they require by the application deadline.

**Action Taken 05/06/2016:** SCAP requested a copy of the program’s continuation policy and is also seeking the expertise of Janice DeCosmo, Associate Vice Provost for Undergraduate Research, Undergraduate Academic Affairs, in order for her to weigh in on the effect this proposal might have on Community Colleges.

**Update 05/17/2016:** Department has attached their proposed continuation policy, Janice DeCosmo’s response is also attached.

**Action Taken 05/20/16:** SCAP requested a follow-up with Janice DeCosmo regarding the potential effect this shift might have on Community Colleges, in particular Associate’s completion rates. Additionally, SCAP would like to know if Community Colleges have been made aware of this shift and what their position is.

**Update 06/01/2016:** Janice DeCosmo provided further feedback, see attached.

**Action taken 06/03/2016:** Some discussion ensued, no official comments at this time.

**Department of Civil and Environmental Engineering**  (ENGR-20160412) Bachelor of Science degree in Environmental Engineering.

Background: The Department of Civil and Environmental Engineering is proposing a new degree in Environmental Engineering designed to comply with ABET accreditation criteria.

**Action Taken 04/22/2016:** SCAP has no comments at this time.

**Action Taken 05/06/2016:** SCAP would like to know how this new degree would fit into the larger context of changes taking place in the College of Engineering. Additionally, SCAP mentioned that any new majors need to meet current criteria set forth for new degrees, in particular in reference to the continuation policy, and suggested that the admission criteria for Environmental Engineering be changed to minimum requirement since competitive admission is only being considered as a response to an existing problem, and is thus not applicable for new programs.

**Update 06/01/2016:** Department has provided a response, see attached (page 026).

**Action taken 06/03/2016:** Some discussion ensued, no official comments at this time.
Engineering- (ENGR-20160209) Establishing direct-to-college freshman admission for all programs in the College of Engineering.

Background: The College of Engineering proposes to establish a direct-to-college admission pathway and process for freshmen. Freshmen would be admitted to the College of Engineering in a new undeclared status, and then place into an engineering major after completing freshman-level requirements. See proposal and rationale.

Action Taken 2/26/16: Some discussion ensued; no official comments at this time.

Action Taken 3/11/16: Some discussion ensued and it was concluded that more information is needed in order to better assess the proposal. Therefore, before continuing the discussion, it was requested that the Department answer the questions previously sent by the Subcommittee for Admissions and Graduation as well as those previously posed by Patricia Kramer (FCAS chair) and Sarah Stroup (SCAP chair).

Update 3/16/16: The Department requested additional information since they state that the questions previously sent to them were incorporated into the 1503. SCAP chair will follow up with the Department.

Action Taken 04/08/2016: Some discussion ensued; no official comments at this time.

Action Taken 04/22/2016: SCAP discussed and commented on the “Engineering Undeclared Placement Requirements” and “Continuation Policy for Engineering Undeclared Students”. Most notably, SCAP identified a need for the College of Engineering to establish a list of core engineering courses to be used as evaluation criteria for the continuation policy and admission into majors. Additionally, they shared thoughts on the potential effect a 2.5 cumulative GPA might have on the student experience, and suggested that students be given at least 2 quarters to increase their cumulative GPA.

Update 06/01/2016: Department has provided a response, see attached (page 043).

Action taken 06/03/2016: Some discussion ensued, no official comments at this time.
New Non-Routine Business:

**Earth and Space Sciences**-  ([ESS-20160425](#)) Revised requirements for the Minor in Climate Science.

Background: Earth and Space Sciences is proposing to remove STAT 311 and add CSE 160, as well as update their core elective requirement list.

*Action taken 06/03/2016: SCAP Approved and forwarded to FCAS*

**Information School**- ([INFO-20160525A](#)) Revised requirements for the Option in Human-Computer Interaction

Background: The Information School is requesting to remove specialty HCI course categories as well as remove the requirement for students to complete at least one course from a partnering HCI unit. The department mentions they have had conversations with HCDE (the only active HCI unit) and have decided to move forward in the same direction, and thus mention “un-coupling” from here onwards, see HCDE signature.

*Action taken 06/03/2016: SCAP Approved and forwarded to FCAS*

**Information School**- ([INFO-20160525B](#)) New and revised admission requirements for the Bachelor of Science degree in Informatics.

Background: The Information School would like to add INFO 201 as a new prerequisite for admission. This proposal is a follow-up to the recently approved request to remove INFO 330 from its core requirements and make it an elective instead ([INFO-20160516](#)).

*Action taken 06/03/2016: SCAP requested further information on the effect this proposal might have on transfer students, in particular since adding INFO 201 would mean 2 of the classes required for the degree would only be available at UW. Additionally, SCAP requested more information about how this new class would fit into the curriculum.*

**Information School**- ([INFO-20160527](#)) Minor in Informatics

Background: The Information School has revised their initial proposal for a minimum requirement minor and is proposing a competitive minor in Informatics instead. The minor would be targeted at students who seek domain specific expertise as well as technical proficiency in applying data, information, and technology to help them solve problems within their discipline. The minor would be made up of a minimum of 32 credits.

*Action taken 06/03/2016: SCAP voted to not approve this proposal since competitive admission is not being considered for new programs, and is rather reserved as a response to a demonstrated problem.*
**Held Business:**

**Construction Management - [CM-20150901](#)** Minor in Construction Management

Background: The Construction Management department wants to establish a minor in that would be available to a very limited population of students. See email from chair of department.

**Action Taken: 11/20/2015 – Hold. SCAP likes the minor but it is too restrictive. They need to find a way to open it up to other majors besides CEE or make it an option.**

**Update: CM is in discussions with CEE and will reply to SCAP’s comments in January.**

**Update: 01/13/16, 01/26/16, 02/09/16, 02/23/16, 3/11/16, 04/04/2016, 04/19/2016, 04/19/2016, 05/04/2016, 05/17/2016, 06/03/2016: no response yet**

**Early Childhood & Family Studies- [ECFS-20160209](#)** Updated requirements for the Bachelor of Arts degree in Early Childhood and Family Studies.

Background: The Early Childhood & Family Studies Department is requesting a course prefix change from EDSPE 419 to ECFS 419 to reflect revised course content and purpose, and is requesting to update the catalog language to match. See proposal and rationale.

**Note: Request to change course prefix has been made and will be reviewed by UWCR on 03/15/2016.**

**Action Taken 3/11/16: Approved pending UWCC course change approval.**

**Update 03/15/2016, 04/04/2016, 04/19/2016, 04/19/2016, 05/04/2016, 05/17/2016, 06/03/2016: Course change pending.**
Comparative Literature, Cinema and Media - (CLIT-20151221A) Revised program requirements for the Bachelor of Arts degree in Comparative Literature and for the option in Cinema Studies.

Background: The Comparative Literature, Cinema and Media Studies department proposes changes to more accurately reflect the relationship between the options in the major, as well as the distinction between the Cinema Studies option within the Bachelor of Arts degree in Comparative Literature, and the new/proposed Bachelor of Arts degree in Cinema and Media Studies. Additionally, the department seeks to replace one required course, National Cinema, with a choice of critical concept courses. The new selection of courses would not require foreign language proficiency and would thus be more accessible to students given the University’s reduced language skills requirement.

Action Taken 04/08/2016: SCAP requested that the UW Curriculum Office contact the department for more information regarding the need for both an option and a major in Cinema and Media, and suggest an RCEP for the option in Cinema Studies.

Update 05/17/2016: The department states they would reconsider an RCEP in 5 years, full response is attached.

Action Taken 05/20/16, 06/03/2016: SCAP considers this proposal opens up a larger question of whether a department can offer both an Option and a Major in the same area of focus. Since there is no recent precedent, this question is being forwarded to FCAS for guidance.