UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

July 18, 2008

Mark A. Emmert, President

Vice Chancellor Susan Jeffords
University of Washington, Bothell
Box 358522

Dear Susan:

Based upon the recommendations of the Executive Council on General Faculty Organization, the Faculty Council on Tri-Campus Policy has recommended approval of an option in Science, Technology, and Society within the existing Bachelor of Arts in Interdisciplinary Studies. A copy of the proposal is attached.

I am writing to inform you that the Interdisciplinary Arts and Sciences program is authorized to offer this option beginning autumn quarter 2008 and thereafter.

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

Sincerely yours,

Mark A. Emmert
President

Enclosure

cc: Mr. Bruce Burgett (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Todd Mildon, J.D. (with enclosure BIAS-20080414A)
Ms. Barbara Van Sant (with enclosure)

UNIVERSITY OF WASHINGTON
CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

After college/school review, send a signed original and 8 copies to FCAS, Box 355850.

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

College	Department or Unit	Date
Bothell Campus	Interdisciplinary Arts and Sciences	4/14/08

New Programs

☐ Leading to a Bachelor of_____ in _____ degree.

☐ Leading to a Bachelor of_____ degree with a major in _____.

☑ Leading to a _Sci, Tech & Soc_ Option within the existing major in _Interdisciplinary Studies (BA)_.

☐ 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 _____.

☐ New or Revised Continuation Policy for _____.

☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☑ Autumn ☐ Winter ☐ Spring ☐ Summer **Year: 20** 08

Contact Person	Contact's Phone	Contact's Email
Bruce Burgett, Interim Director, IAS	425 — 352 — 5350	burgett@u.washington.edu

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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

Please see the attached proposal for the Science, Technology and Society (STS) option.

UoW 1503 (12/05)

CATALOG COPY

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

N/A

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

Science, Technology and Society (STS) will provide an understanding of the interactions among science, technology, and human and natural environments. it will provide sufficient conceptual and practical understanding to make informed decisions about how science and technology are, and should be, created and used.
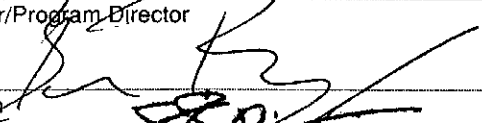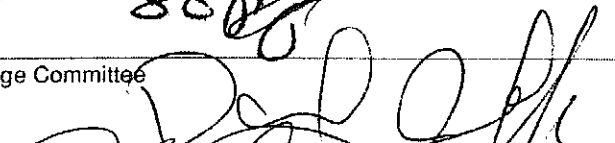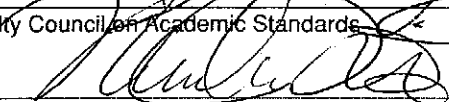
Prerequisites: Two (2) courses 100-200 level science which may be two courses from the same sequence or the first course from any two different sequences. BIS 250 and 251 (How Things Work) are recommended to satisfy this requirement. Alternatively, students may take BES 180 and 200 (Introductory Biology) or their equivalents; BCUSP 142 and 152 (General Chemistry) or their equivalents; or BCUSP 142 and 144 (General Physics) or their equivalents. Other science courses may be accepted if they have a laboratory component and are designed for students expecting to major in the science field in which the sequence is offered.

In addition, student must have completed BCUSP 123 (Functions, Models, and Quantitative Reasoning) or its equivalent.

Option requirements:
BIS 300 Interdisciplinary Inquiry (5); BIS 307 Science, Technology and Society (5); BES 301 Science Methods and Practice (5); BIS 315 Understanding Statistics (5); STS option credits (25); senior seminar (5); additional IAS course with the BIS or BES prefix (20); general electives (90).   Total = 90 credits

SIGNATURES (required)

	Date
Chair/Program Director	4-14-08
Dean	5/27/8
College Committee GFO - EC Chair	5/19/08
Faculty Council on Academic Standards	6/26/08

UoW 1503 (12/05) REVERSE

Proposal for an Option in Science, Technology and Society
Interdisciplinary Arts and Science Program
University of Washington Bothell

A new option for Interdisciplinary Arts and Sciences (IAS) students at the University of Washington Bothell (UWB) is proposed to start in Fall 2008. The option in Science, Technology and Society (STS), along with the concurrent proposal for a new option in Environmental Studies (ES), represents a division of the current option in Science, Technology and Environment (STE). If approved, the new options will join five existing options in the Interdisciplinary Studies major: American Studies (AMS); Community Psychology (CS); Culture, Literature and the Arts (CLA); Global Studies (GST); and Society, Ethics, and Human Behavior (SEB). In addition to the normal graduation requirements for the University of Washington and the core requirements for all Interdisciplinary Studies majors, students will complete 40 credits for the STS option.

A faculty working group was charged with developing the proposal for the option in 2006-07 as part of the overall campus initiative to create more diverse degree opportunities for UWB students. They worked with faculty and staff from IAS and UWB, and surveyed similar programs at other institutions, to craft the curriculum. The proposal was discussed for the first time at an IAS faculty meeting in Fall 2007; it was revised in Winter 2008 in response to feedback received from the IAS faculty. The current revision was reviewed and approved by the IAS Curriculum Committee and Program Council, then approved by the full IAS faculty in early Spring 2008 with a vote of 24 yes, 0 no, and 2 abstain.

The total incremental cost per FTE (excluding publicity, library, and computing and media start-up costs) is estimated to be $4,456.[1] Incremental revenue per FTE should be $11,500 to $12,000 based on tuition of approximately $6,000 and state subsidy of $5,500-$6,000. The estimate is based on 1 new faculty position at a salary of $72,000, plus benefits of $17,136 (23.8%), and a projected increase in enrollment of 20 FTE.[2]

Description

The option in Science, Technology and Society will engage students in the study of mathematics, science, and technology as socially created knowledge and practice, and as forces of change. As created knowledge, mathematics, science, and technology (MS&T) are

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[1] As a point of comparison, the incremental cost per FTE estimate contained in the proposal for the new Accounting option in the UWB Business Program was $8,483 (approved in 06-07), with identical new incremental revenue projections. Note that this STS estimate includes a faculty position that will build strengths in other STEM and non-STEM curricular areas in IAS and at UWB. Current cost per FTE in IAS in approximately $5,400.

[2] 2007-08 salaries for Assistant Professors in comparable programs at UW Seattle – Communication, Biology, Technical Communication, and Philosophy – range from $59,967 to $76,991. The average salary for all Assistant Professors in IAS at UW Bothell is $64,663. The average salary for all Assistant Professors in Arts and Sciences at UW Seattle is $65,515.

mediated and shaped by social, political, and institutional contexts whose assumptions and meanings are encoded in the ideas, practices, and artifacts that spring from them. As practices, MS&T embody shared norms and worldviews, which govern the production and transmission of knowledge within their respective professional communities and between those communities and the broader society. And as forces of change, MS&T alter the way humans perceive and interact with the environment and society, reshape physical landscapes and space, and catalyze historical change. The overarching goal is to impart a critical understanding of the interactions between MS&T and the human and natural environments, while also providing sufficient conceptual and practical understanding to make informed decisions about how science and technology are created and used.

Necessarily interdisciplinary, STS integrates approaches and perspectives from across the physical and natural sciences, humanities, arts, and social sciences. Politics and policy studies, for example, explore public funding, regulation, corporate and interest group pressures, and implications of science and technology for democratic governance. Economics sheds light on science and technology as public goods and the impacts of technological innovation on economic growth. Sociology probes the gendering of science and technology and impacts on power relations and social inequalities; anthropology the social practice of scientific research and its relationship with alternative and traditional ways of knowing; philosophy the nature and limits of scientific knowledge; and ethics the possibilities for its morally acceptable use. Finally, mathematics, science, and engineering create and use the knowledge that is the focus of analysis, understanding of which helps in teasing out relevant questions and making informed judgments. STS inquiry typically positions itself at the intersections of these and other fields, spanning disciplinary boundaries to advance knowledge of what mathematics, science, and technology are, how they are used, and how they might be better used to achieve more just, prosperous, and sustainable communities.

The STS curriculum will share important complementarities with the Environmental Studies (ES) option. Perhaps the most exciting synergies will be with the Sustainability and Society pathway in ES, where courses on sustainability, conservation, energy and society, and environmental management and policy will support both options; in fact, nearly all the courses in the ES option will serve double-duty as permissible option courses for STS. A rich variety of courses in Nursing, Business, and Computing may also be leveraged with regular option courses, offering possibilities for cross-program minors and other collaborations.

STS will appeal to students fascinated by the challenges science and technology present and excited by the prospect of probing the problems of a technological society from the full range of liberal arts perspectives represented in the IAS program. The target audience includes anyone pursuing careers at the interface of science and technology, including law, regulatory policy, risk analysis, advocacy, management, and education. A signature element of the curriculum is balance: between science and the other liberal arts, past and present, theory and practice. Basic literacy in mathematics and science will enable students to participate as active agents in the production and management of science and technology, as private citizens and employees of professional organizations.

Rationale

The STS option will contribute to the IAS and campus-wide efforts to expand the choice of majors and diversify the curriculum. Specifically, the STS option is put forward for the following reasons:

1. STS supports the emerging strategic direction of the campus.

Although strategic plans are still taking shape, consensus appears to have coalesced around the goal of increasing the total number of undergraduate majors, especially in STEM fields. The GFO Executive Council's resolution on new STEM majors and ongoing activities of the STEM task force underscore the priority the campus has placed on STEM. The STS option supports this strategic direction in a way fully resonant with the core values of IAS and the mission of the campus. It also opens up to and fosters synergy with existing and emerging curricula in other Programs, especially technology and innovation management in Business, applied computing in CSS, and environmental health in Nursing.

2. STS's necessarily interdisciplinary approaches, and the subjects on which those approaches are brought to bear, build on existing IAS strengths while furthering the campus mission.

STS harnesses the energy and expertise of IAS faculty in mathematics, science, humanities and social science who share a passion for working across disciplines. This faculty is dedicated to deepening science and math literacy, exploring the connections between science and the other liberal arts, improving science pedagogy, and promoting the informed and responsible use of scientific information. Courses on these themes already make up part of the STE option. The new STS option will provide an opportunity not only to offer more such courses but also to integrate them more tightly within a common STS framework. In so doing, the option will further IAS's commitment to the campus mission of increasing student access to excellence in interdisciplinary teaching and research.

3. STS will address the regional and global need for people who can think critically about scientific and technological innovation, and work for its ethical and responsible use.

As technology becomes more complex, assessing its potential uses and risks becomes ever more difficult. The search for solutions begins with a proper definition of the problems, which itself requires a basic understanding of the language and concepts of science. Debates over intelligent design and stem cell research cannot be reasonably and responsibly engaged without a proper understanding of evolutionary theory and reproductive biology. Nor does the enormity of the challenge of reducing emissions of carbon dioxide or designing zero-emission vehicles sink in without at least a basic knowledge of physical chemistry, energy technology, and mechanics. By integrating study of science and technology with study of the contexts in which they are made and used, the STS option will empower students, helping them make critically astute and informed decisions about the use of scientific and technological knowledge.

4. STS will expand opportunities for experiential learning and collaboration with local and statewide organizations.

Students in STS will have opportunities to pursue internships and other forms of experiential learning in the local community. The Pacific Science Center has already conveyed in writing its excitement at the prospect of a partnership that will enable students to develop practical skills and study best practices in science communications. The Biotechnology and Biomedical Technology Institute will, if approved, provide another channel through which students connect with the region. Opportunities may extend to working with faculty on research related to science communications; science and math education; technology and innovation management; bioethics; science, technology, and environmental policy; engineering and social justice; technology and the future of work; and socially and environmentally sustainable technologies.

5. An STS option would be the only curriculum of its kind in the UW system.

Neither UW Seattle nor UW Tacoma offers an undergraduate major in STS or its close counterpart Science and Technology Studies. UWS does offer undergraduate degrees in two areas with which some overlap with STS can be expected: History and Philosophy of Science, offered by the Department of Philosophy in the College of Arts and Sciences; and Technical Communication, offered by the Department of Technical Communication in the College of Engineering.[3] Although courses in history and philosophy of science, and science communication, will be part of the STS curriculum, they will be integrated within the broader STS framework and designed to appeal to students whose interests span the liberal arts and professional programs represented at UWB. Competition with UWS should thus be minimal. Indeed, the STS option will enhance opportunities for collaboration across campuses. An active community of scholars with interests in STS themes has sprung up across the UW system: the Science Studies Research Network and Colloquium, sponsored by the Simpson Center for the Humanities.[4] The IAS STS option will provide a channel connecting teaching and scholarship at the interface of science, technology, and society at UWB with the broader discourse taking shape across UW in the Science Studies Network and beyond. By spearheading development of STS at UW, UWB will join MIT, Penn State, University of Virginia, Stanford, Colby College, North Carolina State, Vassar College, and Cornell, among many others in the US and abroad, in hosting this well established and broadly interdisciplinary area of study.[5]

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[3] On the BA in History and Philosophy of Science, see http://depts.washington.edu/hps/index.html . On the BS in Technical Communication, see http://www.uwtc.washington.edu/nav_tc

[4] See http://depts.washington.edu/uwch/projects_science0708.htm

[5] See the following for information on STS programs at these other leading universities:
http://web.mit.edu/STS/info/index-css.html
http://www.engr.psu.edu/sts/
http://www.sts.virginia.edu/
http://www.stanford.edu/group/STS/about.html
http://www.colby.edu/academics_cs/acaddept/sts/

6. STS will serve as a bridge between IAS and any new unit dedicated to STEM and/or between STEM and non-STEM degrees housed in IAS.

Properly coordinated, STS faculty and courses in IAS will serve the needs of students in engineering and other technical majors likely to emerge at UW Bothell over the next few years. Indeed, a signature element of these new majors could be deep immersion in experiences that challenge science and engineering students to think critically, ethically, and historically about the norms, responsibilities, and practices of the professions they may be about to enter. Among points to consider will be a minor or double-major in STS geared to students majoring in a STEM field.

Learning Objectives

The learning objectives of the STS option will reinforce and extend the four core objectives in IAS: *critical thinking; collaboration and shared leadership; interdisciplinary research;* and *writing and presentation.* By emphasizing social and ethical implications of science and technology, and the political and social contexts shaping knowledge creation and transmission, the STS curriculum will hone students' critical thinking skills. Also stressed will be the qualitative and quantitative methods scientists and mathematicians use to create knowledge, collect evidence, and interpret the natural and physical environments. Research projects will entail integrating concepts and evidence from multiple perspectives, collaborative problem solving, and effective communication of the results, orally and in writing.

Specific learning objectives include the following:

1. To understand and think critically about the production of mathematical, scientific, and technological knowledge across time and geographic space, and to examine the social processes that give rise to, shape, and reproduce it.

2. To develop a basic literacy in mathematical and scientific concepts, methods, and problem solving.

3. To communicate mathematical, scientific, and technological information clearly and accurately to peers and a general audience.

4. To gain the capacity to evaluate scientific and technological controversies and competing claims to truth.

5. To assess the risks and benefits of applied science and technological knowledge, along with their ethical and social implications, and develop viable strategies for managing them.

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http://www.chass.ncsu.edu/ids/sts/index.html
http://sciencetechnologyandsociety.vassar.edu/
http://www.sts.cornell.edu/

6. To leverage the strengths of diverse stakeholders in defining and solving problems related to STS.

Assessment of STS learning objectives will be undertaken in the context of IAS's current program-wide, portfolio-based process.

Curriculum

I. Lower Division Prerequisites and Suggested Optional Courses

- Two quarters of a 100 or 200-level science sequence, which may be two courses from the same sequence or the first course from any two different sequences.
    - BIS 250 and 251 (How Things Work) are recommended to satisfy this requirement.
    - Alternatively, students may take BES 180 and 200 (Introductory Biology) or their equivalents; BCUSP 142 and 152 (General Chemistry) or their equivalents; or BCUSP 143 and 144 (General Physics) or their equivalents.
    - Other science courses may be accepted if they have a laboratory component and are designed for students expecting to major in the science field in which the sequence is offered.

- BCUSP 123 (Functions, Models, and Quantitative Reasoning) or its equivalent.

The reason for the lower division prerequisites is to give students basic background in the methods and practices of science, and to ensure a basic understanding of mathematical expression and reasoning. An essential part of this background is hands-on experience creating scientific knowledge, either through a laboratory component or bench-scale experiments in the classroom. For students entering as freshmen or sophomores, and for others who have not taken the science prerequisites elsewhere, The "How Things Work" sequence is recommended on the grounds that it is designed specifically with the needs of STS students and other non-science majors interested in the science of everyday life in mind.

Lower division students considering the STS option are strongly encouraged to take Discovery Core and other option courses designated as "Natural World" (NW). These include BCUSP 110 and 116 (Discovery Cores 1 and 2: The Natural World), BCUSP 123 (Functions, Models, and Quantitative Reasoning), BCUSP 124 and 125 (Calculus I and II), and BCUSP 140 (Scientific Journeys)

II. Upper Division Curriculum

Students will complete 40 credits in the option as described below:

Option Core	5 credits	BIS 307: Science, Technology and Society
Methods Requirement 1	5 credits	BES 301: Science Methods and Practice
Methods Requirement 2	5 credits	BIS 315: Understanding Statistics
Option Courses	25 credits	Organized around four broad themes: mathematical sciences; natural sciences; science communications; and culture, politics, and society

Option Core: The option core, BIS 307, is designed to introduce students to the historical background and conceptual framework underpinning the interdisciplinary STS field. Topics include realism and social construction, the role of experiment and theory, discourse and rhetoric, objectivity, democratic participation in decision-making, and case studies of controversies that illustrate the concepts and theory.

Methods Requirements 1 and 2: These courses provide students with background in the scientific method and the statistical representation and analysis of data, understanding of which is essential in the critical study of the production and use of scientific and technological knowledge.

Option Courses: For advising purposes only, these are organized around four themes, which are described in more detail below. Students may choose any combination of courses from among the four groups.

In addition to 40 option credits, students will take 50 additional credits to complete the 90 credits in the Interdisciplinary Studies major, as shown in the following table:

Program Core	5 credits	BIS 300: Interdisciplinary Study
Distribution Courses	20 credits*	Courses with a BES or BIS prefix
General Electives	20 credits*	Courses from within or outside IAS
Senior Seminar	5 credits	BIS 490: Senior Seminar

* Up to a total of 35 credits of 200-level work at UW Bothell may be counted toward the 90 required credits for completion of the BA in Interdisciplinary Studies, 15 of which may be completed within the option.

It is strongly recommended that these credits include the BIS 495 Internship course, which offers students the opportunity to apply and develop their knowledge of science, math, and technology with a sponsoring organization in the local community. Also highly recommended is BIS 312, Approaches to Social Research, especially for students interested in bringing the critical approaches of STS to bear on epistemology and methodology of the social sciences. Students interested in sustainability, public policy, or technology management in business are encouraged to consider choosing from among the courses designed to serve the needs of the curriculum in those areas, as long as they are not also using it to fulfill the option requirement.

III. Option Courses

Courses are organized into four groups based on their primary analytical orientation or main theme. Students may choose any combination of courses to fulfill the option requirement. It is expected that these clusters will evolve as additional resources become available.

1. Mathematical Sciences

Courses in this group focus on mathematical concepts, logic, critical thinking, and quantitative reasoning. Students will link the doing of mathematics with critical reflection on the role mathematical sciences play in economic, political, and technological arenas.

BIS 230 Mathematical Thinking for the Liberal Arts
BIS 231 Linear Algebra with Applications
BIS 232 Using, Understanding, and Visualizing Quantitative Data
BIS 315 Understanding Statistics (if not taken to fulfill Methods Requirement 2)
BIS 329 Topics in Mathematics Across the Curriculum
BIS 345 Game Theory
BIS 350 Concept of Number
BIS 447 Topics in Quantitative Inquiry
BIS 480 International Study Abroad
BIS 4xx Mathematical Systems

2. Natural Sciences

Courses in this group focus on points of intersection between the natural sciences and the other liberal arts. Students will build a solid scientific background in chemistry, physics, biology and environmental sciences while exploring the ways in which these fields shape, and are shaped by, historical and social contexts.

BCUSP 145 General Physics III
BCUSP 162 General Chemistry III
BES 220 Introduction to Biology III
BES 302 Environmental Problem Solving
BES 311 Environmental Chemistry & Lab (7 credits)
BES 312 Ecology
BES 316 Ecological Methods
BES 317 Soils Laboratory
BES 362 Introduction to Restoration Ecology
BES 397 Special Topics in Environmental Science
BES 3xx Pacific Northwest Plants
BES 3xx Evolution
BES 3xx Environmental Microbiology
BES 3xx Hydrogeology
BES 430 Air Pollution and Health
BES 460 Water Quality
BES 485 Conservation Biology

BES 486 Watershed Ecology & Management
BES 488 Wetland Ecology
BES 489 Pacific Northwest Ecosystems
BES 4xx Advanced Topics in Environmental Science
BES 4xx Advanced Topics in Ecology and Conservation Biology
BES 4xx Field Application in GIS
BES 4xx Field Application in Environmental Science
BIS 240 Introduction to Sustainable Practices
BIS 242 Environmental Geography
BIS 250 How Things Work: Motion & Mechanics (if not used to meet prerequisite)
BIS 251 How Things Work: Electricity & Invention (if not used to meet prerequisite)
BIS 2xx Contemporary Issues in Physics
BIS 306 Marine Diversity and Conservation
BIS 358 Issues in Environmental Science
BIS 381 History of Life
BIS 386 Global Environmental Issues
BIS 388 Philosophy and Science of Quantum Mechanics
BIS 390 Ecology and the Environment
BIS 4xx Issues in Physical Systems

3. Science Communications

Courses in this group focus on communication, language, and media. Students will learn
how to use language, written and digital media, graphics, presentations, and the arts to
interpret science for the public, including policy makers, fostering a deeper understanding of
and appreciation for science and technology. Also stressed are the ways in which media and
information technologies shape interpretation of science, artifacts, and culture.

BES 3xx Science Writing
BES 4xx Representations of Science in the Media
BIS 202 Critical Reasoning
BIS 205 Technologies of Expression
BIS 204 Introduction to Journalism
BIS 317 Language, Society, and Cultural Knowledge
BIS 318 Performance, Identity, Community, and Everyday Life
BIS 322 Topics in Performance Studies
BIS 360 Literature, Film and Consumer Culture
BIS 382 Visual Art of Biology
BIS 3xx Physics and Art
BIS 3xx Eco-arts

4. Culture, Politics, and Society

Courses in this group focus on the ways in which culture, history, ideas, and politics shape
and are shaped by scientific and technological change. Students will explore the history and
politics of science and technology, impacts on the economy and environment, legal and

ethical implications, issues in governance and democratic participation, and role in fostering sustainable development.

BIS 219 Politics of Sex Education
BIS 243 Introduction to Environmental Issues
BIS 281 Global Politics
BIS 302 Issues in Mathematics Across Cultures
BIS 303 History and Globalization
BIS 346 Topics in Environmental Policy
BIS 355 History of Science and Technology
BIS 356 Ethics and the Environment
BIS 359 Ethics and Society
BIS 386 Global Environmental Issues
BIS 392 Water and Sustainability
BIS 393 Environmental History of the Bioregion
BIS 394 Comparative Economic Development
BIS 3xx Sustainable Practices
BIS 3xx Topics in Sustainability
BIS 411 Biotechnology and Society
BIS 421 Science and Technology Policy
BIS 443 Educational Policy and the American Economy
BIS 458 Energy, the Environment, and Society
BIS 459 Conservation and Sustainable Development
BIS 482 Problems in Interdisciplinary Science
BIS 4xx Comparative Bioethics
BIS 4xx Environmental Policy
BIS 4xx or BBUS 4xx Environmental Management

Select courses outside of IAS may also be taken to fulfill the option course requirement. A list of these courses is shown in the following table. The right hand columns show the thematic grouping to which each course belongs.

	Mathematical Sciences	Natural Sciences	Culture, Politics, and Society	Science Communications
CSS 211 Computers and Society			X	
CSS 225 Physics and Chemistry of Computer Components and Their Manufacture		X		
CSS 263 Programming and Discrete Mathematics	X			
CSS 301 Technical Writing for Computing Professionals				X
CSS 411 Computing Technology and Public Policy			X	
CSS 455 Introduction to Computational Science and Scientific	X			
CSS 457 Multimedia and Signal Computing	X			

CSS 458 Fundamentals of Computer Simulation Theory and Application	X			
B BUS 201 Introduction to Business			X	
B BUS 475 Management Innovation			X	
B BUS 476 New Technology and Future Markets			X	
B EDUC 533 Computers in the Classroom: Issues and Uses			X	
B EDUC 587 Science, School Knowledge, and Contemporary Social Issues			X	
B CUSP 237/238/239 Organic Chemistry (unless taken as a corequisite)		X		
B HLTH 455 Women Culture & Healing			X	
*B HLTH 451 Family Caregiving Across the Lifespan			X	
*B HLTH 456 Caring & Compassionate Leadership			X	
*B HLTH 457 Environmental Health		X	X	
*B HLTH 458 Comparative Health Care			X	
*B HLTH 459 Medicine & Nursing: A Socio-Cultural Perspective			X	
*B HLTH 460 Alcoholism in U.S. Films			X	
*B HLTH 461 Aging & Health Promotion			X	

* Courses in preparation but not yet submitted for campus-level curriculum review.

Administration and Advising

The STS option will be housed and administered in the Interdisciplinary Arts and Sciences Program under the leadership of the IAS program director. Advising will be done principally by IAS advisors, as is done for other IAS options and degrees. Increased advising needs are anticipated to be minor, partly because it is a partial replacement for the existing STE option. However, the cumulative effect on the administrative and advising workload of this and other new curricular developments in the program could be substantial.

Budgetary Impact

The proposed option can be offered with one new tenure-track faculty hire and associated start-up costs. The ideal candidate would have primary expertise in science communications with secondary interests in philosophy of science or social implications of science and technology. A search in 2008-09 would enable the program to provide a balance of courses across the full range of themes covered in the option in 2009-10. Support for teaching statistics is also necessary to free up time for the mathematics faculty to develop and teach mathematical sciences courses, though it is conceivable this need could be met through a dedicated PIP, part-time hire, or lecturer. Additional administrative support will be needed to develop relationships with the local community and create opportunities for STS students to engage with organizations and employers in the region.

Permanent Costs:

Tenure-track faculty line (09-10) $72,000, plus benefits of $17,136 (estimated)

Total $89,136

Start-Up Costs:

Publicity $7,500

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Option in Science, Technology, and Society (BIAS-200800414A)

Proposed by (unit name): Interdisciplinary Arts and Sciences

Originating Campus:

___UW, Seattle

_X_ UW, Bothell

___UW, Tacoma

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

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

     Chaired by:

     05/27/08 Date proposal received by originating campus's review body

     05/29/08 Date proposal sent to University Registrar

     05/27/08 Date proposal posted & email sent to standard notification list

     06/26/08 Date of originating campus's curriculum body approval
            (Note: this date must be 15 business days or more following date of posting)

    B. __0__ Number of comments received. Attach the comments and a summary of the

consideration and responses thereof : (1-2 paragraphs)

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

    A. Review Completed by:
     7/11/08 FCTCP subcommittee
     n/a FCTCP full council
     Chaired by: Janet Primomo

     7/8/08 Date request for review received from University Registrar
     7/16/08 Date of FCTCP report

B. Review (attached)

YES NO
_x_ ___ Was notice of proposal posted on UW Website for 15 business days?
_x_ ___ Was notice of proposal sent to standard mailing list 15 business days in advance of

academic program review?
_n/a_ ___ Were comments received by academic program review body?
_n/a_ ___ Was response to comments appropriate? (explain, if necessary)
_x_ ___ Was final proposal reviewed by FCTCP within 14 days of receipt?
_x_ ___ Was there adherence to the University Campuses Undergraduate Program
Review Process? (explain, if necessary)

C. Recommendation

_x_ Forward for final approval
___ Forward to Provost because of University issues (Explain)
___ Return to campus council because of insufficient review (Explain).

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

Summary:
A subcommittee of FCTCP completed the Phase II review of the Option in Science, Technology, and Society (BIAS-200800414A) at UW Bothell. The FCTCP subcommittee noted that all procedures were followed; the proposal generated no comments.

The FCTCP is pleased to have the Registrar forward the final proposal to the President for final action and transmit the information to the UWB Chancellor. Thank you.
Janet Primomo, Chair, FCTCP