



UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

Mark A. Emmert, President

October 13, 2008

Dean Ana Mari Cauce
College of Arts and Sciences
Box 353765

Dear Ana Mari:

Based on the recommendation of its Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the revised program requirements for a Bachelor of Arts degree in Sociology. A copy of the changes is attached.

I am writing to inform you that the Department of Sociology is authorized to specify these requirements beginning winter quarter 2009.

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. Kevin Mihata (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Mr. Todd Mildon, J.D. (with enclosure SOC-20080801)



UNIVERSITY OF WASHINGTON
CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

OFFICE USE ONLY
Control #
SOC-200801

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
Arts and Sciences

Department or Unit
Sociology

Date
8/1/08

New Programs

- Leading to a Bachelor of _____ in _____ degree.
- Leading to a Bachelor of _____ degree with a major in _____
- Leading to a _____ Option within the existing major in _____
- Leading to a minor in _____

Changes to Existing Programs

- New Admission Requirements for the Major in _____ within the Bachelor of _____
- Revised Admission Requirements for the Major in _____ within the Bachelor of _____
- Revised Program Requirements for the Major in Sociology within the Bachelor of Arts
- 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 09

Contact Person
Kevin Mihata

Contact's Phone
206 - 543 - 5396

Contact's Email
kmihata@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).

See attached.

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.

Major Requirements

50 credits as follows:

1. Introductory courses (10 credits): Two courses from SOC 110 (or SOC 111), SOC 212, SOC 240, SOC 270, and SOC 271.
2. Sociological ~~methods and~~ theory (~~10~~ **5** credits): ~~SOC 220 (5) and SOC 316 (5).~~
3. Upper division sociology electives (20 credits): Chosen from any 300-level or 400-level sociology courses, excluding SOC 316, SOC 395, and independent study courses (SOC 399, SOC 499).
4. Sociology electives (10 credits): Chosen from any other sociology courses. A maximum of five credits of independent study (SOC 399, SOC 499) can be counted.
5. Minimum grade of 2.0 in any course applied to major requirements. Minimum cumulative GPA of 2.50 for courses applied to major requirements. 25 of 50 required sociology credits completed in residence at UW.

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)

Major Requirements

50 credits as follows:

1. Introductory courses (10 credits): Two courses from SOC 110 (or SOC 111), SOC 212, SOC 240, SOC 270, and SOC 271.
2. Sociological theory (**5** credits): SOC 316.
3. **Statistics (5 credits): STAT 220 or 311; SOC/STAT/CSSS 321; or SOC 220.**
4. Upper division sociology electives (20 credits): Chosen from any 300-level or 400-level sociology courses, excluding SOC 316, SOC 395, and independent study courses (SOC 399, SOC 499).
5. Sociology electives (10 credits): Chosen from any other sociology courses. A maximum of five credits of independent study (SOC 399, SOC 499) can be counted.
6. Minimum grade of 2.0 in any course applied to major requirements. Minimum cumulative GPA of 2.50 for courses applied to major requirements. 25 of 50 required sociology credits completed in residence at UW.

SIGNATURES (required)

Chair/Program Director

Date

8/11/08

Dean

Date

AUG 18 2008

College Committee

Date

AUG 18 2008

Faculty Council on Academic Standards

Date

OCT. 10, 2008

UoW 1503 (12/05) REVERSE

RESET FORM




RECEIVED

AUG 15

UNIVERSITY OF WASHINGTON DEANS OFFICE A & S

DEPARTMENT OF SOCIOLOGY
OFFICE OF STUDENT SERVICES

To: Paul LePore
From: Kevin Mihata 
Date: August 13, 2008
Re: BA Requirement Changes

Paul,

Enclosed is a 1503 form for a change in requirements for the BA in Sociology, along with supporting documents.

We hope to implement these changes in Winter 2009. The changes proposed for that date do not increase any requirements; they only increase the options available for students to meet the current requirement.

Let me know if you need more information.

Learning Goals for Undergraduate Program
Revised 23 October 2006
(version 8)

We have identified five goals for our undergraduate program. Providing students with multiple, reinforcing opportunities to attain these goals will be the centerpiece of our reinvigorated program.

Graduates who major in sociology at the University of Washington should:

- 1. Possess a coherent understanding of the sociological perspective.**
By sociological perspective, we mean an appreciation for the ways in which supra-individual factors—including local and global institutions, relationships, social attributes, and belief systems—influence individuals, groups, and institutions.
- 2. Possess the analytic skills necessary to understand and evaluate sociological arguments and relevant empirical evidence. These include:**
 - *Ability to identify and assess the logic of an argument (or research design);*
 - *Familiarity with methods for systematic observation of the social world;*
 - *Basic quantitative fluency;*
- 3. Possess the oral and written communication skills necessary to effectively convey, explain, and evaluate sociological arguments and the empirical evidence relevant to them.**
- 4. Be prepared for meaningful careers in occupations that draw on a sociological background.**
This means being aware of both career options and the types of skills, experiences, and further education necessary to pursue them. Examples of such occupations can be found within education, government service, law, social service agencies, human relations, marketing, public policy, the criminal justice system, and international development, as well as in academically-oriented social science.
- 5. Be thoughtful citizens of the world.**
At a minimum this means being critical consumers of information from the media and other sources. More broadly, this means drawing on sociological knowledge for understanding and participating in a global world.



UNIVERSITY OF WASHINGTON

DEPARTMENT OF SOCIOLOGY

July 25, 2008

Judith Howard, Divisional Dean for Social Sciences
Werner Stuetzle, Divisional Dean for Natural Sciences
College of Arts & Sciences
University of Washington
Box 353765

Dear Judy and Werner:

On behalf of the Departments of Statistics and Sociology, I am submitting the enclosed proposal that requests support from the College of Arts and Sciences for an innovative collaboration between the two departments. You will recall that we (i.e., Mark Handcock, Adrian Raftery, Kate Stovel, and I) discussed the broad outlines of this plan with you and Paul LePore a few months ago. Since that time, we have continued to work on the details and to reach agreement about more of the specifics. Those specifics, along with our request for support from the College, are described in the proposal.

At this point, I will handoff to Bob Crutchfield, Sociology's participation in this proposed collaboration. But, as a parting comment, I will say that it represents the kind of inter-unit cooperation and collaboration that the University of Washington prides itself on. Adrian, Kate, and Mark deserve credit for their efforts to bring us to this point in the process.

Thank you so much for considering our proposal. Please let Mark and Bob know if you have any questions.

Cordially,

Stewart E. Tolnay
Professor

cc. Michele Conrad
Bob Crutchfield
Mark Handcock
Paul LePore
Adrian Raftery
Kate Stovel

PROPOSAL FOR COLLEGE OF ARTS AND SCIENCES INVESTMENT IN PROGRAMMATIC COLLABORATION BETWEEN SOCIOLOGY & STATISTICS

BACKGROUND

The Departments of Sociology and Statistics are collaborating to advance the undergraduate instructional missions of both units. The Department of Sociology recently adopted revisions to its undergraduate major which include the re-introduction of a statistics requirement. The Department of Statistics will expand its service course offerings by developing for the social sciences a course in the fundamental ideas and methods of statistics. Undergraduate majors will be able to satisfy this new requirement in a number of ways, but primarily through this new course. Preliminary discussions among members of both units have led to general agreement in the nature of this inter-departmental partnership.

PROPOSED COLLABORATION

The Department of Statistics will offer a variant of STAT 220 with a social science focus. This course will be offered each quarter and each class will have a minimum of 120 seats. Two teaching assistants will be assigned to each STAT 220 class, and each TA will be responsible for two discussion/quiz sections of size 30 each. One TA will be assigned by the Chair of the Statistics Department and one TA will be assigned by the Chair of the Sociology Department. TAs typically will be assigned to the course for the full academic year in order to create consistency across quarters in the content and organization of the course. The instructor for the lecture sections of the course typically will be provided by the Statistics Department. The initial agreement calls for Professor June Morita to teach the class, at least for the first academic year. Professor Morita, a winner of the University of Washington Distinguished Teaching Award, is an expert in developing courses in the fundamental ideas of statistics and her involvement is a positive. Alternatives to having Professor Morita teach the lecture sections of STAT 220 will be arranged with the approval of the two departments.

REQUIRED RESOURCES

This partnership between Sociology and Statistics requires two types of resources (1) six TA quarters per year and (2) a faculty instructor for three lecture sections each year. The Sociology Department will provide three TA quarters each year (approx. \$43,000) and the remaining three TA quarters will be supplied from the College of Arts and Sciences' temporary TA funds (approx. \$43,000). The two departments request that the College of Arts and Sciences contribute funds to cover the cost of the faculty instructor (approx. \$45,000).

SUMMARY

The Sociology and Statistics Departments request that the College of Arts and Sciences contribute three TA quarters and funds to cover three lecture sections, each year, to support the proposed collaboration.



UNIVERSITY OF WASHINGTON

DEPARTMENT OF SOCIOLOGY

July 25, 2008

Judith Howard, Divisional Dean for Social Sciences
Werner Stuetzle, Divisional Dean for Natural Sciences
College of Arts & Sciences
University of Washington
Box 353765

Dear Judy and Werner:

Bob Crutchfield, Kate Stovel, and I believe that it is very important to also recognize the contribution of the Center for Statistics and the Social Sciences (CSSS) to the proposed collaboration between the Departments of Statistics and Sociology that is described in the proposal that was submitted to you under separate cover. CSSS has been involved in the planning of this potential collaboration from the very beginning, and has committed to increase significantly the number of seats offered in CSSS/SOC 321 during the 2008-09 academic year. This expansion will allow Sociology majors who desire a more intensive and applied introductory statistics course an alternative to STAT 220.

We are very excited by the direction that this collaboration involving three premier units in the College is taking, and very much appreciate the constructive involvement of CSSS.

Cordially,

Stewart E. Tolnay
Professor

cc. Michele Conrad
Bob Crutchfield
Mark Handcock
Paul LePore
Adrian Raftery
Kate Stovel

General background.

In response to the recommendations of our ten-year review, the Sociology Department initiated a comprehensive review of our undergraduate program. The first stage of this review, identifying departmental learning goals, successfully concluded in 2006. Since then we have examined our curriculum—both specific courses and as the program as a whole—interviewed faculty, undergraduate students, advising staff, and graduate students, and held extensive discussions within the Undergraduate Program Committee.

As a result, the faculty has approved the following changes to the BA requirements:

1. **Replace the existing requirement in sociological methods, Sociology 220, with a basic statistics requirement, fulfilled by any of the following: STAT 220 or 311, SOC/STAT/CSSS 321, or SOC 220.**
2. Require that majors complete a new course, "Foundations of Sociological Inquiry" (tentatively numbered SOC 200).
3. Revise admissions requirement (currently 10 credits from approved list), to 5 credits from an approved list and completion or current enrollment in SOC 200.

For practical reasons outlined below, we would like to **implement the first of these changes in 2008-09**. This is the change outlined in the formal paperwork. We will develop and pilot the new foundation course in 2008-09. Therefore we will submit changes (2) and (3) later, to take effect in 2009-10. Nonetheless, we briefly outline those changes here because they provide the background.

Sociology 220.

Sociology 220 (Introduction to Sociological Methods) was developed to replace a two-quarter sequence, SOC 328-329. SOC 328 and 329 covered social statistics and research methodology; the vast majority of peer sociology departments teach these topics this way. In 1999 SOC 220 officially replaced 328-329 as a degree requirement. At that time we were unable to effectively staff 328-329; it had become a bottleneck in the program. Moreover, there was little consistency across sections of the course.

SOC 220 solved the bottleneck. However, there is widespread agreement among the faculty that our current program lacks sufficient training in statistics and research methods to meet the new departmental learning goals (attached separately)—in particular, the second learning goal:

2. [Graduates should...] Possess the analytic skills necessary to understand and evaluate sociological arguments and relevant empirical evidence. These include:
 - *Ability to identify and assess the logic of an argument (or research design);*
 - *Familiarity with methods for systematic observation of the social world;*
 - *Basic quantitative fluency.*

We propose to return to a two-course model of statistics and research methodology. "Basic quantitative fluency" will be covered by the statistics course; the methodology and logic of inquiry will be covered by the new foundation course.

It is worth noting that this two-course proposal differs significantly from the old model (SOC 328-329); we are not simply reinstating the old version. SOC 328 and 329 were taken in sequence with the same instructor, in a small course format (about 40 students per section). This posed significant scheduling challenges: it required more staff and more coordination of multiple sections across quarters. Moreover, because instructors differed, students had difficulty entering the sequence out of order; this hampered students' progress to degree completion. Under the new proposal, the statistics and foundation courses will be separate. They will not be sequenced (though students will take the foundation course early), and could, in principle, be taken in the same quarter. Both will be taught in large lecture format (about 150-200 students per quarter), every quarter. Moreover, the department has developed much better consensus on the course goals, and will in fact invest significant time in developing a standard curriculum for the foundation course. (This process will also address other learning goals besides the analytic skills above.) For these reasons, we anticipate that the new two-course model will have minimal effect on students' time to degree.

Timeline

As mentioned above, we propose to implement the statistics alternatives now, and the other changes in 2009-10. We have engaged detailed discussion with the Department of Statistics and the Center for Statistics and the Social Sciences (CSSS) about sending sociology majors to take their courses. Directing our majors to STAT 220 and SOC/STAT/CSSS 321 will serve the goals of Statistics and CSSS to expand their undergraduate enrollment, while allowing Sociology to focus faculty attention on the new foundation course. Moving forward with the statistics course change this year (rather than waiting until 2009-10) will help our partner departments facilitate this transition.

The initial change will not disadvantage students, as it will only *increase* the options available; we will still offer SOC 220 (albeit with fewer seats) in 2008-09. Though we do not plan to teach it regularly after 2008-09, we will continue to accept SOC 220 for those students who have taken it. We will also revise the course description and retain the course in the catalog in case we need to offer it in the future (e.g., if sufficient seats in other statistics courses are not available to our majors).

Summary

SOC 220 is not sufficient to meet the department's current learning goals. We propose to phase in the first step in replacing SOC 220 with a two-course sequence. Attached are several documents: Departmental learning goals, and memoranda describing the discussions between Sociology, Statistics, and the Center for Statistics and the Social Sciences.