



OFFICE OF THE PRESIDENT

November 6, 2009

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 the conversion of the options within the existing Bachelor of Arts degree in Interdisciplinary Studies to Bachelor of Arts degrees in American Studies; Global Studies; Society, Ethics, and Human Behavior; Culture, Literature, and the Arts; Science, Technology, and Society; Community Psychology; Environmental Studies; and Interdisciplinary Arts. A copy of the proposal is attached.

I am writing to inform you that the Interdisciplinary Arts and Sciences program is authorized to offer these majors beginning autumn quarter 2010 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,

A handwritten signature in black ink, appearing to read "Mark A. Emmert".

Mark A. Emmert
President

Enclosure

cc: Ms. Annette Anderson (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Todd Mildon, J.D. (with enclosure BIS-20090415)



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in American Studies
- ☐ 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 _____
- ☐ New or Revised Continuation Policy for _____
- ☐ Eliminate program in _____

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 200910

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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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 accompanying proposal.

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)

American Studies addresses the diverse cultures of those groups and individuals who live within and across the shifting borders of the United States and the Americas. Faculty who teach in American Studies represent a wide range of disciplinary and interdisciplinary fields, including history, anthropology, literature, cultural studies, film studies, sociology, ethnic studies, and gender studies. By exploring these fields in an interdisciplinary manner, students will gain the knowledge and tools necessary to understand and analyze the complex patterns of meaning that shape and transform American culture and the definition of what it means to be "American." The degree is intended to produce students who can move between social science-oriented methods and perspectives on one hand and text-based approaches found in the humanities, such as literature, film and art, supplemented by critical theory.

Students entering the American Studies major are encouraged to have completed course work in two broad areas: cultural texts (literature, media, art, oral texts, etc.) and current and historical examinations of institutions, policies and social structures (American history, sociology, economics, anthropology, etc.). These two areas form the basis for the interdisciplinary methodological approach to American Studies, consolidated by the skills in interdisciplinary research acquired in the required Introduction to Interdisciplinary Inquiry (BIS 300). Because of the American Studies degree's focus on multiculturalism and global awareness, at least one of these courses should have addressed multicultural relations or non-dominant cultures, and at least one should address the place of America in a global context. Students will draw on these capacities in their senior seminar work; the degree portfolio serves additionally to consolidate and help present achievement across the degree.

SIGNATURES (required)

Chair/Program Director

Date

Dean

Date

College Committee

Date

Faculty Council on Academic Standards

Date

UoW 1503 (12/05) REVERSE

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Proposed updates to American Studies (AMS) Curriculum, approved by the AMS Working Group May 11 2009, and by the IAS Curriculum Committee May 12 2009.

Current	Proposed New
Graduation Requirements BIS 300 - Interdisciplinary Inquiry* 5 credits One degree core 5 credits Seven additional AMS courses 35 credits Additional IAS coursework** 20 credits General electives (UWB or transfer) 20 credits Senior Seminar 5 credits Additional UWB or transfer coursework 90 credits Total 180 credits	Graduation Requirements BIS 300 - Interdisciplinary Inquiry* 5 credits One degree core 5 credits One research methods course (BIS 312 or BIS 340) 5 credits Six additional AMS courses 30 credits Additional IAS coursework** 20 credits General electives (UWB or transfer) 20 credits Senior Seminar 5 credits Additional UWB or transfer coursework 90 credits Total 180 credits
<p><i>This category under the AMS electives:</i></p> <p>Methods and Modes of Inquiry BIS 312 Approaches to Social Research BIS 410 Topics in Qualitative Inquiry</p> <p><i>would be deleted.</i></p>	<p>B. Research Methods Courses</p> <p>Students will be required to take at least one of these two methods courses:</p> <p>BIS 312 Approaches to Social Research Deals with the why and how of social research. Covers two main themes: the epistemology of social science and the logic of research design. Students learn to assess the strengths of various methodologies, evaluate research results, and initiate future inquiries of their own.</p> <p>BIS 340 Approaches to Cultural Research Examines different approaches to understanding the production and consumption of culture and cultural practices. Invites students to evaluate cultural research, to experiment with different research methodologies, and to carry out research assignments. Ethnographic, textual, and arts-based methods, among others, may be explored.</p>



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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Community Psychology
- ☐ 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 _____
- ☐ New or Revised Continuation Policy for _____
- ☐ Eliminate program in _____

Proposed Effective Date:

Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 20 09/10

Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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Please see the accompanying proposal.

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Students in Community Psychology draw on interdisciplinary perspectives and approaches to examine social problems and conditions that impact the well being of people in families, settings, communities, and cultures. This interdisciplinary degree builds on multi-leveled, contextual and systems approaches that employ but go beyond traditional psychological perspectives on human mind and behavior. While the core of the degree is focused on quality of life for individuals, families, communities, and cultures, the degree leverages faculty strengths in a number of areas and allows for new connections and partnerships in teaching and scholarship.

Connecting points in IAS include: social justice, social change, social theory, and social institutions; performance, narrative, and arts; economic systems; human rights; culture, race/ethnicity, and immigration; gender and sexuality; qualitative and quantitative inquiry and analysis; economics; technology use and access; human biology; ecology and environmental justice; policy development and analysis; values and ethics; and, community-based teaching, learning, and scholarship. Connecting points beyond IAS include community health, education, and organizational development. The required courses particular to Community Psychology draw on skills in interdisciplinarity developed in the required Introduction to Interdisciplinary Inquiry (BIS 300); students consolidate their work via the IAS degree portfolio and senior seminar.

SIGNATURES (required)

Chair/Program Director

Date

Dean

Date

College Committee

Date

Faculty Council on Academic Standards

Date

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Culture, Literature, and the Arts
- ☐ 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

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- ☐ Eliminate program in _____

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Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 20 09 / 10

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CLA is a thoroughly interdisciplinary degree that builds capacity of the students in particular areas of study such as creative writing and literature, film, visual art and architecture, performance studies, history, and cultural studies. The degree's interdisciplinarity is embedded its requirements and moves across the disciplines of artistic and interpretive inquiry, both within particular classes and across classes. Faculty who teach in CLA draw on art history, literature, film, environmental studies, creative writing, performance studies, cultural and media studies, disability studies, history, gender and race studies, and philosophy. CLA students learn to appreciate and think critically about how cultural practices vary across diverse social systems, and are strongly encouraged to take advantage of opportunities to participate in public and community-based arts projects.

CLA focuses on the creative practices through which culture is and (and can be) made, interpreted, and critiqued. CLA Core courses take extra time to examine three interrelated activities for studying diverse cultural entities and artifacts: interpretation, critique, and making. We consider diverse perspectives and approaches by which we come to understand the meaning and significance of cultural entities such as artworks, films, texts, and performances. They address how we evaluate these same phenomena, and they engage the processes by which we create these cultural forms.

Students in the degree move from the required Introduction to Interdisciplinary Inquiry (BIS 300) into one or more CLA core courses, to CLA electives appropriate to their interests, and finally to a senior seminar. All of this work is documented in their IAS degree portfolio.

SIGNATURES (required)

Chair/Program Director

Date

Dean

Date

College Committee

Date

Faculty Council on Academic Standards

Date

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Global Studies
- ☐ 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 _____
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- ☐ Eliminate program in _____

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Contact Person Colin Danby	Contact's Phone 425 — 352 — 5285	Contact's Email danby@u.washington.edu
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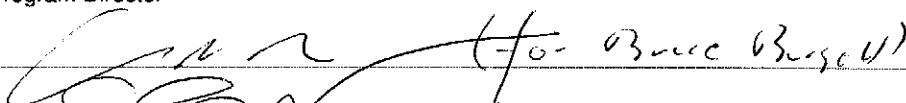
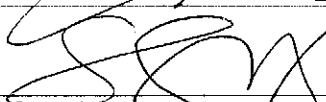

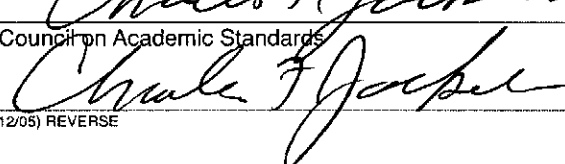
The Global Studies degree addresses questions that cross nations and continents. How do people, families, businesses, and organizations work internationally? How do nations, markets, natural resources, religions, and migrations interact to make our world? Global Studies students approach these questions through critical learning, empirical research, project-based learning, and study and work abroad. The "global" in Global Studies refers to any question whose answer involves multiple sites across the world; it thus stands in contrast to "national" or "regional."

Students completing a Global Studies degree learn

- (a) how to approach institutions and phenomena that exist or work across nations or regions,
- (b) how to explore questions comparatively, working and thinking across different parts of the world,
- (c) how to apply global frameworks to multiple sites, and at the same time think critically about the limitations of those frameworks.

The core process that drives this learning is research, spanning at a minimum the introductory BIS 300 which develops interdisciplinary research capacities, the one or more GST core courses the student takes, and the senior seminar. Students typically develop and pursue research interests across multiple courses, and for this reason it is pedagogically important that students have some freedom in choosing the courses they take.

SIGNATURES (required)

Chair/Program Director	Date
	4/15/09
Dean	Date
	4-21-09
College Committee	Date
	4/21/09
Faculty Council on Academic Standards	Date
	5/27/09

UoW 1503 (12/05) REVERSE

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CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Science, Technology, and Society.
- ☐ 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 _____.
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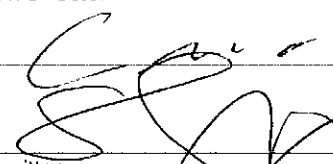
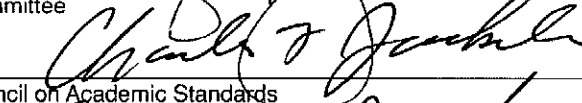
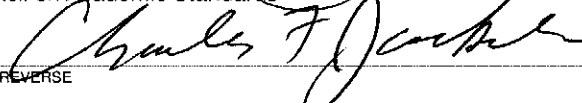
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The Science, Technology, and Society (STS) degree addresses questions concerning the history, practice, teaching, culture, ethics, and the future of science, mathematics, and technology. How have the fields of science and technology evolved over time, and what does the future hold? How do science and technology feature in and influence literature and the arts? How should societies manage these fields to achieve just and sustainable communities? How and to what degree do social and cultural forces shape science, mathematics, engineering, medicine, and technology? STS prepares students to address these important questions through an integrated approach to science, technology, and their relationships to culture, history, and society.

STS students work with faculty trained as scientists, mathematicians, philosophers, engineers, social scientists, artists, and humanists drawn together by a shared interest in the intersections between science and other domains of human activity. Many courses integrate scientific and mathematical content with perspectives from arts, social sciences and humanities. Examples include mathematical modeling of transportation networks in relation to the challenge of creating sustainable transportation systems, understanding of the science of stem cell generation in relation to their ethical application in treating human disease, and the study of the laws of thermodynamics in relation to the formidable public policy challenges of reducing the greenhouse gas emissions.

SIGNATURES (required)

Chair/Program Director		Date
Dean	 (for Bruce Bostick)	4/15/09
College Committee		Date 4-21-09
Faculty Council on Academic Standards		Date 5/27/09

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College University of Washington Bothell	Department or Unit Interdisciplinary Arts and Sciences	Date 4/15/09
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New Programs

- ☐ Leading to a Bachelor of _____ in _____ degree.
- ☒ Leading to a Bachelor of Arts degree with a major in Society, Ethics, and Human Behavior.
- ☐ 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 _____.
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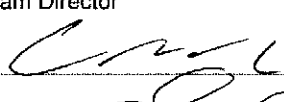
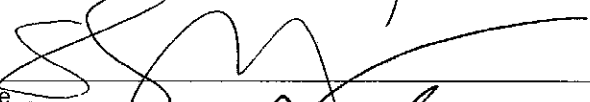
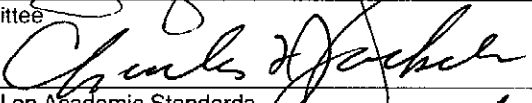
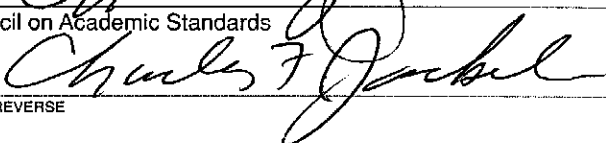
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How do social institutions and practices shape human experience? How do individuals contribute to social stability and change? SEB addresses these questions through a critical examination of the perspectives and tools used to understand human behavior, social institutions, and social policies. SEB combines an exploration of the ethical dimensions of individual and social action with analyses across multiple disciplines including sociology, psychology, media and cultural studies, anthropology, ethics, and political philosophy. The SEB faculty is committed to providing students with opportunities to engage in a variety of empirical research experiences (survey-based; participant observation; content analysis; participant action research; etc.) and project-based learning experiences inside the classroom and in community settings.

SIGNATURES (required)

Chair/Program Director	 (for Bruce Bueh)	Date 5/15/09
Dean		Date 4-21-09
College Committee		Date 4/21/09
Faculty Council on Academic Standards		Date 5/27/09

UoW 1503 (12/05) REVERSE

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Application to the
Higher Education Coordinating Board
for New Degrees

Bachelor of Arts in American Studies
Bachelor of Arts in Community Psychology
Bachelor of Arts in Culture, Literature, and the Arts
Bachelor of Arts in Global Studies
Bachelor of Arts in Science, Technology, and Society
Bachelor of Arts in Society, Ethics, and Human Behavior

University of Washington, Bothell

April, 2009 Revision as approved by the GFO Executive Council, to be
submitted to Tri-Campus Review

7. Program Description and Curriculum

IAS is built around a common core of pedagogical goals

- critical thinking
- collaboration and shared leadership
- interdisciplinary research
- writing and presentation

These goals are described more fully in an Appendix 6. This section of the proposal is devoted to curricular detail, but it bears emphasis that the delivery of this curriculum, and of all these individual B.A. degrees, will be supported by:

- An IAS program staff with many years of experience serving students in the region, in particular nontraditional students and community college transfers.
- Faculty members recruited for skills in interdisciplinary teaching, and prepared to offer courses in more than one area.
- A common, in-depth portfolio-based assessment system.
- Long-standing integration between IAS faculty and the professional staffs of the library and writing and quantitative skills centers.

These institutional capacities and administrative arrangements produce economies of scale and scope. The four pedagogical goals stretch across all our transcribed degrees, so that relevant expertise and pedagogical innovation can easily be applied across different areas, rather than being confined to small administrative compartments. Among formal mechanisms for the exchange of ideas are the Project for Interdisciplinary Pedagogy (which brings UW doctoral students to the program as teaching fellows), the annual committees that work on assessment and the Program Core course (BIS 300: Interdisciplinary Inquiry), and teaching circles.

The fact that our faculty have multiple areas of expertise, and generally teach in at least two degrees, gives us practical, year-to-year flexibility in the allocation of teaching capacities as student flows shift, and as individuals move in and out of teaching because of administrative assignments, sabbaticals, and the like. As we have grown we have had to change structure to reflect a larger number of degree offerings and faculty; we are currently organized into Curricular Area Working Groups, each with a coordinator. Most faculty members participate in two. This allows individuals a certain focus and avoids the potential problem of leaving certain areas unattended as faculty shift to developing new ones.

Credit-hour requirements are described below under individual degrees, but all fit the standard 180-credit degree. At the moment, all six of the degrees proposed here are offered during the day; all save American Studies and Community Psychology are also offered to evening students. The delivery mode is heavily reliant on in-person, classroom instruction, though many courses integrate hybrid and asynchronic online learning assignments.

Basic requirements for admission are that students applying with 80 or more credits must have five credits of intermediate algebra, ten credits of foreign language, five of English composition, and five of quantitative and symbolic reasoning, in addition to fifteen in each of the three UW distribution areas, Visual, Literary and Performing Arts, Individuals and Societies, and Natural World. IAS conducts a holistic review of all applications. A 2.5 minimum cumulative GPA is expected, but special circumstances may allow for admission of students with lower cumulative GPAs. These requirements apply to all six degrees described below with the exception of Science, Technology, and Society, which has additional requirements described in that section.

Curricula and requirements are described individually below; Appendix 3 is supplied to set levels of course requirements in the context of University of Washington practice. Please note that while courses listed as core for each proposed B.A. listed below are offered regularly, as are methods courses, the longer lists of courses meeting elective requirements in each degree are provided for completeness. Not every course in those lists is currently offered on a regular basis.

7.1. Individual Degree Faculty, Descriptions, and Curricula

American Studies (AMS)

Faculty

Convenor: Michael Goldberg, Ph.D., American Studies, 1992, Yale University

Core faculty

Bruce Burgett, Ph.D., English, 1993, University of California/Berkeley
David Goldstein, Ph.D., Comparative Culture, University of California, Irvine
William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington
Linda Watts, Ph.D., American Studies, 1989, Yale University

Affiliate faculty

Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University
Kari Lerum, Ph.D., Sociology, 2000, University of Washington

Degree Description

American Studies addresses the diverse cultures of those groups and individuals who live within and across the shifting borders of the United States and the Americas. Faculty who teach in American Studies represent a wide range of disciplinary and interdisciplinary fields, including history, anthropology, literature, cultural studies, film studies, sociology, ethnic studies, and gender studies. By exploring these fields in an interdisciplinary manner, students will gain the knowledge and tools necessary to understand and analyze the complex patterns of meaning that shape and transform American culture and the definition of what it means to be "American." The degree is intended to produce students who can move between social science-oriented methods and perspectives on one hand and text-based approaches found in the humanities, such as literature, film and art, supplemented by critical theory.

Students entering the American Studies major are encouraged to have completed course work in two broad areas: cultural texts (literature, media, art, oral texts, etc.) and current and historical examinations of institutions, policies and social structures (American history, sociology, economics, anthropology, etc.). These two areas form the basis for the interdisciplinary methodological approach to American Studies, consolidated by the skills in interdisciplinary research acquired in the required Introduction to Interdisciplinary Inquiry (BIS 300). Because of the American Studies degree's focus on multiculturalism and global awareness, at least one of these courses should have addressed multicultural relations or non-dominant cultures, and at least one should address the place of America in a global context. Students will draw on these capacities in their senior seminar work; the degree portfolio serves additionally to consolidate and help present achievement across the degree.

Learning Objectives

AMS core courses address these learning objectives, which are aligned with IAS program objectives.

- The ability to research and assess a range of archival sources, including historical manuscripts, newspapers, government documents, oral histories, etc.
- The ability to interpret a range of cultural texts by analyzing the form and substance of the texts within their cultural context.
- An understanding of the underlying political, social and economic structures that shape American culture.
- The ability to apply cultural theory to an understanding of both texts and contexts.
- An understanding of the complex power dynamics between and among a variety of cultural groups and identities.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One degree core	5 credits
Seven additional AMS courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW)

Courses

American Studies students are required to take one of the degree's core courses:

BIS 363 Conflict and Connection in the Americas

Examines the Americas as a geographical and historical region. Applies a variety of approaches to specific topics and events, with particular attention to the interplay of politics and culture. Stresses interaction of local, regional, and global dynamics such as colonialism, migration, and slavery. Stresses diverse interpretive approaches within American Studies.

BIS 364 Public Memory and Dissent in American Culture

Examines in detail one (or more) case of social, political, legal, and/or cultural conflict, focusing on how it has been remembered, reconstructed, and reimagined, both textually and institutionally. Stresses diverse interpretive and methodological approaches within American Studies.

BIS 365 Exploring American Culture: Popular and Consumer Culture

Explores the interaction between consumer culture and popular culture emphasizing literature, history, and theory. Stresses diverse interpretive approaches within American Studies.

BIS 366 Exploring American Culture: Americans at the Margins

Examines a range of American folklore and folklife, including folk speech, worldview, and folk medicine and religion. Focuses on the relationship between the ideologies of official/institutional cultures and folk cultures. Stresses diverse interpretive approaches within American Studies.

BIS 367 Exploring American Culture: Race, Ethnicity, and Immigration

Examines how contested discourses of racial, ethnic, and national difference have shaped ideas about citizenship and "American" identities. Focuses on the relationship between these discourses and social, economic, and political practices and policies. Stresses diverse interpretive approaches within American Studies.

BIS 368 Sex, Love, and Romance

Examines how ideologies and practices of sex, love, and romance have structured American political relations and everyday life. Focuses on the relationship between public and private life, social and gender roles, race and reproduction, among other topics. Stresses diverse interpretive approaches and methodologies within American Studies.

These core courses share certain features developed by the faculty: they introduce students to the interdisciplinary study of American culture by combining cultural texts in the historical or contemporary context; provide tools that enable students to interpret these texts; introduce students to the use of cultural theory to provide them with critical awareness; advance students understanding of archival research; and re-enforce students' understanding of multicultural relations and identities, especially as they relate to dynamics of power.

The degree divides its non-core courses into four areas: "Methods and Modes of Inquiry," which emphasizes methodological and theoretical approaches that are useful across the range of courses; "Literature, Media, and Art in Cultural Context;" "Policies, Institutions, and Social Structure;" and "Advanced American Studies," which provides students with the opportunities to combine approaches and content from the different curricular area in an explicitly interdisciplinary setting (in essence, advanced core courses). A 200-level introductory American Studies course, "Multicultural America," intended to introduce students to foundational American Studies content and methods within a problem-based format, is currently being developed

A. Methods and Modes of Inquiry

BIS 312 Approaches to Social Research
BIS 410 Topics in Qualitative Inquiry

B. Literature, Media, and Art in Cultural Context

BIS 204 Introduction to Journalism
BIS 309 History of Dance in Europe and America
BIS 318 Performance, Identity, Community and Everyday Life
BIS 322 **Topics in Performance Studies
BIS 325 Disability and Human Rights
BIS 336 Native American Cultures: The Northwest Coast
BIS 339 **Issues in Global Cultural Studies
BIS 341 **Topics in the Study of Culture
BIS 347 History of American Documentary Film
BIS 349 Hollywood Cinema and Genres
BIS 351 Topics in American Culture
BIS 357 Native American Religious and Philosophical Thought
BIS 360 Literature, Film and Consumer Culture
BIS 361 Studies in American Literature
BIS 370 Nineteenth Century American Literature

BIS 371 Twentieth Century American Literature
BIS 378 Languages of Poetry
BIS 379 American Ethnic Literatures
BIS 383 American Art and Architecture
BIS 384 Literary and Popular Genres
BIS 385 Cross-Cultural Oral Traditions
BIS 387 Women and American Literature
BIS 389 American Indian Literature
BIS 407 Children's Literature and Reader Response Criticism
BIS 418 Masculinity, Homoeroticism, and Queer Theory in America
BIS 451 Northwest Indian Myths and Tales
BIS 455 Literature and Sexuality
BIS 460 **Topics in Critical Theory
BIS 464 ** Topics in Advanced Cinema Studies
BIS 476 ** Issues in Art History
BIS 481 Modernism, Postmodernism, and American Literature
BIS 486 **Studies in Women and Literature
BIS 487 Topics in American Literature

C. Policies, Institutions, and Social Structure

BIS 219 The Politics of Sex Education
BIS 242 Environmental Geography
BIS 280 U.S. Political Processes
BIS 304 Institutions and Social Change
BIS 305 ** Issues in Social and Political Philosophy
BIS 307 Technology and Society
BIS 308 ** Issues in Philosophy and Culture
BIS 314 **Topics in Geography
BIS 321 U.S. Politics and Culture from 1865
BIS 323 U.S. Politics and Culture to 1865
BIS 327 History of U.S. Labor Institutions
BIS 330 Democratic Capitalism in the United States
BIS 331 The Family in U.S. Society
BIS 333 The Individual and Society
BIS 335 Human Rights in America
BIS 338 Political Institutions and Processes
BIS 343 Community Psychology
BIS 353 Human Rights in Theory and Practice
BIS 359 Ethics and Society
BIS 362 Contemporary Political Ideas and Ideologies

BIS 369 Women Across Cultures
BIS 392 Water and Sustainability
BIS 401 **Topics in Economic History and Analysis
BIS 403 Washington DC Seminar on Human Rights
BIS 414 Topics in Human Rights
BIS 415 Public Policy and Law
BIS 419 Urban Politics and Policy
BIS 421 Technology Policy
BIS 425 Topics in United States Social and Political History
BIS 426 Comparative Urban Politics
BIS 431 **Issues in Sexual Politics and Culture
BIS 433 Gender, Work and Family
BIS 436 Comparative Family Systems
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 443 Educational Policy and the American Economy
BIS 444 **Issues in Comparative History
BIS 445 Meanings and Realities of Inequality

BIS 463 U.S. Women's History

BIS 470 Art, Politics, and Social Change

D. Advanced American Studies

BIS 423 The City in American Culture

BIS 424 Topics in American Studies

BIS 461 Studies in U.S. Intellectual and
Cultural History

BIS 462 The Culture of the Cold War in
America

BIS 467 Post-1945 U.S. Youth Culture

****AMS listing dependent on topic.**

Community Psychology (CP)

Faculty

Convenor: Wadiya Udell, Ph.D., Developmental Psychology, 2004, Columbia University

Core faculty

Diane Gillespie, Ph.D., Cultural and Psychological Studies in Education, 1982, University of Nebraska Lincoln
Eric Stewart, Ph.D., Clinical-Community Psychology, 2000, University of Illinois
Elizabeth Thomas, Ph.D., Psychology, 1998, University of Illinois

Affiliate faculty

Cinnamon Hillyard, Ph.D., Mathematics, 1999, Utah State University
Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University

Degree Description

Students in Community Psychology draw on interdisciplinary perspectives and approaches to examine social problems and conditions that impact the well being of people in families, settings, communities, and cultures. This interdisciplinary degree builds on multi-leveled, contextual and systems approaches that employ but go beyond traditional psychological perspectives on human mind and behavior. While the core of the degree is focused on quality of life for individuals, families, communities, and cultures, the degree leverages faculty strengths in a number of areas and allows for new connections and partnerships in teaching and scholarship.

Connecting points in IAS include: social justice, social change, social theory, and social institutions; performance, narrative, and arts; economic systems; human rights; culture, race/ethnicity, and immigration; gender and sexuality; qualitative and quantitative inquiry and analysis; economics; technology use and access; human biology; ecology and environmental justice; policy development and analysis; values and ethics; and, community-based teaching, learning, and scholarship. Connecting points beyond IAS include community health, education, and organizational development. The required courses particular to Community Psychology draw on skills in interdisciplinarity developed in the required Introduction to Interdisciplinary Inquiry (BIS 300); students consolidate their work via the IAS degree portfolio and senior seminar.

Learning Objectives

Community Psychology core courses address these learning objectives, which are aligned with IAS program objectives:

- To develop an understanding of human development and well-being within an ecological framework.
- To develop an understanding of how mental health/illness has been defined historically and is defined in contemporary systems of care and social control.

- To draw upon the strengths and perspectives of diverse stakeholders in social problem definition and problem solving.
- To learn how to utilize interdisciplinary methods and approaches to community action research.
- To learn how to develop and evaluate effective community prevention, promotion, and intervention programs and strategies.
- To encourage an integration of knowledge across disciplines and contexts that respects different approaches to knowledge construction in community psychology.
- To develop effective written and oral communication skills in multicultural academic and community contexts.
- To practice working collaboratively across diverse constituencies and institutional sectors through community-based experience and internships.
- To provide the foundation for success in related projects, graduate programs, and careers.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
The degree core, BIS 343	5 credits
BIS 312 and 315	10 credits
Five additional CP courses**	25 credits
Additional IAS coursework***	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	<u>90 credits</u>
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Courses listed in Sections B (Psychological Foundations) & C (Culture and Social Institutions) below. Other courses offered in IAS may qualify, depending on topics and content covered in particular instances; students should consult the current schedule of courses for cross-listings.

***Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Required Courses

BIS 312: Approaches to Social Research

This course deals with the why and how of social research. It covers two main themes: the epistemology of social science and the logic of research

design. Students learn to assess the strengths of various methodologies, evaluate research results, and initiate future inquiries of their own. Similar to BIS 315, this course builds a body of knowledge necessary for understanding psychological theory and research, as well as how it can be applied to address social problems.

BIS 315: Understanding Statistics

This course presents key concepts for understanding and judging reports of statistical analyses and for performing and reporting valid statistical analyses using a limited set of measures and tests. This course is necessary for developing a body of knowledge needed to understand the forms of knowledge central to psychological theory and research. It is also a required skill for understanding program and intervention effectiveness.

BIS 343: Community Psychology

This course examines the historical foundations, theory, methods, and practice that constitute the interdisciplinary field of community psychology. Students build upon an existing empirical knowledge base, including effective modes of community intervention, and examine the relevance of community psychology for addressing social problems.

B. Psychological Foundations Courses:

These courses provide students with a grounding in psychological theory, principles, and research (e.g., developmental psychology, abnormal psychology, narrative psychology, cultural psychology, education psychology), as well as in the contextual concerns and intervention strategies that are crucial to the field of Community Psychology (e.g., risk and resilience, prevention and promotion, projects in community psychology, community-based program evaluation). Although different pathways will make sense for differing purposes and career trajectories (e.g., a more traditional, broad foundations pathway, or a more application/problem-focused pathway), students are strongly encouraged to take at least three of the foundations courses.

BIS 220 Developmental Psychology
 BIS 270 Abnormal Psychology
 BIS 293 Biopsychology
 BIS 316 Topics in Psychology
 BIS 337 Risk and Resilience
 BIS 348 Cultural Psychology
 BIS 437 Narrative Psychology
 BIS 438 Prevention and Promotion
 BIS 434 Psychology of Visual Arts

BIS 435 Interactive Learning: Theory and Practice
 BIS 489 Projects in Community Psychology
 BIS 493 Clinical Psychology
 BIS 490 Community-Based Program Evaluation**
 BIS 490 Empathy**
 BIS 490 Adolescents as Decision Makers**

**senior seminar

C. Culture and Social Institutions Courses:

These courses directly address the “community” aspects of Community Psychology; they focus on the institutions, social problems, social movements, and social constructions that affect mental health and community well-being, or that are affected in various ways by psychological principles and research. Other courses listed below provide alternative perspectives on human development and change that are relevant to the field’s commitment to community-based and collaborative research and interventions:

BIS 304 Institutions and Social Change
(Krabill)
BIS 318 Performance, Identity,
Community & Everyday Life
BIS 325 Disability and Human Rights
BIS 331 The Family in US Society
BIS 333 Individual and Society
BIS 335 Human Rights in America
BIS 359 Ethics in Society

BIS 367 Exploring American Culture:
Race, Ethnicity, Immigration
BIS 433 Gender, Work, & Family
BIS 436 Comparative Family Systems
BIS 445 Meanings and Reality of
Inequality
BIS 450 Performance and Healing
BIS 490 From ACT UP to the WTO**
BIS 493 Issues in Cultural Activism and
Cultural Advocacy (Stewart)

**senior seminar

D. Optional Methods Courses:

Students interested in doctoral study in Community Psychology or other research –focused programs are encouraged to develop an especially solid foundation in research methods and data analysis. Students may also wish to acquire a deeper understanding of specific methodologies for immediate or particular purposes.

BIS 223: Introduction to Narrative Ethnography
BIS 410: Topics in Qualitative Inquiry
BIS 447: Topics in Quantitative Inquiry

E. IAS Courses with Resonant Themes (but not typically designated as CP courses):

Many courses across IAS may be relevant to students with interest in specific domains or career paths (e.g., environmentalism, specific populations, human rights), but may not have explicitly-drawn connections to CP as field. Students in CP are encouraged to consider linking their distributed IAS coursework to broadening the scope or application of their work in Community Psychology. The courses listed below should be taken as suggestive, not a complete list of possible options:

BES 301 Science Methods and Practice
BIS 336 Native American Cultures: The
Northwest Coast
BIS 353 Human Rights Policy
BIS 366 Exploring American Culture:
Americans at the Margins
BIS 369 Women Across Cultures
BIS 415 Public Policy and Law
BIS 419 Urban Politics and Law

BIS 431 Issues in Sexual Politics and
Culture
BIS 440 Topics in Everyday Cultural
and Social Life
BIS 467 Post-1945 U.S. Youth Culture
BIS 470 Art, Politics, and Social
Change
BIS 482 Problems in Interdisciplinary
Science

Some example coursework pathways within the proposed major

Community Psychology is an interdisciplinary field that overlaps and connects to a number of fields and career areas within and outside of Psychology. Beyond the core courses, the major will provide a variety of pathways for students to address their goals and ambitions. What follows is a set of sample possibilities for students pursuing particular goals. (Again, these should be taken as suggestive and illustrative, not exhaustive or prescriptive):

A. Mental Health/Human Services Path

- BIS 220 Developmental Psychology
- BIS 270 Abnormal Psychology
- BIS 333 Individual and Society (Udell)
- BIS 359 Ethics in Society
- BIS 437 Narrative Psychology
- BIS 450 Performance and Healing
- BIS 493 Clinical Psychology
- BIS 490 Empathy (senior seminar)

B. Prevention and Health Promotion Path

- BIS 220 Developmental Psychology
- BIS 270 Abnormal Psychology
- BIS 348 Cultural Psychology
- BIS 337 Risk and Resilience
- BIS 435 Interactive Learning: Theory and Practice
- BIS 436 Comparative Family Systems
- BIS 438 Prevention and Promotion
- BIS 489 Projects in Community Psychology
- BIS 490 Adolescents as Decision-Makers (senior seminar); OR,
- BIS 490 Community Based Program Evaluation (senior seminar)

C. Community Organizing/Community Development Path

- BIS 223 Introduction to Narrative Ethnography
- BIS 304 Institutions and Social Change
- BIS 318 Performance, Identity, Community, & Everyday Life
- BIS 337 Risk and Resilience
- BIS 348 Cultural Psychology
- BIS 435 Interactive Learning: Theory and Practice
- BIS 438 Prevention and Promotion
- BIS 445 Meanings and Reality of Inequality
- BIS 489 Projects in Community Psychology
- BIS 493 Issues in Cultural Activism and Cultural Advocacy
- BIS 490 From ACT UP to the WTO (senior seminar)

Culture, Literature, and the Arts (CLA)

Faculty

Convenor: Gray Kochhar-Lindgren, PhD: Interdisciplinary Studies: Literature, Philosophy and Cultural Theory, Emory University

Core faculty

Constantin Behler, Ph.D., German Studies and Humanities, 1990, Stanford University

JoLynn Edwards, Ph.D., Art History, 1982, University of Washington

Michael Goldberg, Ph.D., American Studies, 1992, Yale University

David Goldstein, Ph.D., Comparative Culture, University of California, Irvine

Joe Milutis, Ph.D. Modern Studies, University of Wisconsin-Milwaukee

William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington

Affiliate faculty

Bruce Burgett, Ph.D., English, 1993, University of California, Berkeley

Michael Gillespie, Ph. D., 1974, Philosophy, Southern Illinois University

Jeanne Heuving, Ph.D., 1988, University of Washington, English

Kanta Kochhar-Lindgren, Ph.D., Performance Studies, New York University

Degree Description

CLA is a thoroughly interdisciplinary degree that builds capacity of the students in particular areas of study such as creative writing and literature, film, visual art and architecture, performance studies, history, and cultural studies. The degree's interdisciplinarity is embedded its requirements and moves across the disciplines of artistic and interpretive inquiry, both within particular classes and across classes. Faculty who teach in CLA draw on art history, literature, film, environmental studies, creative writing, performance studies, cultural and media studies, disability studies, history, gender and race studies, and philosophy. CLA students learn to appreciate and think critically about how cultural practices vary across diverse social systems, and are strongly encouraged to take advantage of opportunities to participate in public and community-based arts projects.

CLA focuses on the creative practices through which culture is and (and can be) made, interpreted, and critiqued. CLA Core courses take extra time to examine three interrelated activities for studying diverse cultural entities and artifacts: interpretation, critique, and making. We consider diverse perspectives and approaches by which we come to *understand* the meaning and significance of cultural entities such as artworks, films, texts, and performances. They address how we *evaluate* these same phenomena, and they engage the processes by which we *create* these cultural forms.

Students in the degree move from the required Introduction to Interdisciplinary Inquiry (BIS 300) into one or more CLA core courses, to CLA electives appropriate to their interests, and finally to a senior seminar. All of this work is documented in their IAS degree portfolio.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One degree core	5 credits
Seven additional CLA courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Core courses

Students take at least one of the following Core courses, depending on whether their primary interest lies in performance, dance, and theater; film; visual art and architecture; or literature. In each case, the course introduces students not only to content, though that is of course essential, but to fundamental ways of “reading the world” that are the interpretive and critical methods of the arts, humanities, and related social sciences.

318: Performance, Identification, Identity, Community, and Everyday Life

Examines performance in everyday life, dance, theater, community-based arts practices, and/or new media from a variety of perspectives. Considers how performances act as sites for the revisioning of identity, community, and cross-cultural exchange.

360: Literature, Film, and Consumer Culture

Explores innovative approaches to the study of literature and film in the age of consumer culture. Focuses on literary and cinematic communication as an important arena for the constitution of modern subjectivity and personal identity.

380: Art and its Context

A humanistic reading of the history of Western art as traced in ten monuments from ancient Greece to twentieth-century America, supported by contemporary source readings.

384: Literature and Popular Genres

Examines the conventions that define genres and their historical evolution. Focuses on one or two genres taken from the traditional modes of lyric poetry, tragedy and comedy, and epic, or from the popular forms of gothic romance, detective and mystery stories, and journalistic fiction.

Creative Writing

BIS 207 Introduction to Creative Writing: Words, Stories, Dialogues
BIS 310 Creative Writing: Poetry
BIS 311 Creative Writing: Prose

Art, Film, and Literary Histories

BIS 206 Engaging Literary Arts	BIS 372 Comparative Arts in 18 th Century Europe
BIS 208 Experimenting through the Arts	BIS 376 Circa 1500: Arts of West and East
BIS 209 Engaging Visual Arts	BIS 378 Languages of Poetry
BIS 212 Engaging Performing Arts	BIS 379 American Ethnic Literatures
BIS 215 Literature into Film	BIS 383 American Art and Architecture
BIS 301 Narrative Forms	BIS 387 Women and American Literature
BIS 309 History of Dance in Europe and America	BIS 389 American Indian Literature
BIS 347 History of American Documentary Film	BIS 407 Children's Literature and Reader Response Criticism
BIS 349 Hollywood Cinema and Genres	BIS 451 Northwest Indian Myths and Tales
BIS 361 Studies in American Literature	BIS 476 Issues in Art History
BIS 370 Nineteenth Century American Literature	BIS 481 Modernism, Postmodernism, and American Literature
BIS 371 Twentieth Century American Literature	

Thought and Theory

BIS 308 Issues in Philosophy and Culture
BIS 357 Native American Religious and Philosophical Thought
BIS 452 Marx, Nietzsche, Freud
BIS 460 **Topics in Critical Theory
BIS 461 Studies in U.S. Intellectual and Cultural History

Culture Studies

BIS 203 History of InterArts	BIS 348 Cultural Psychology
BIS 204 Introduction to Journalism	BIS 351 Topics in American Culture
BIS 205 Technologies of Expression	BIS 354 Modern European Intellectual History
BIS 222 Travel and Cultural Difference	BIS 364 Public Memory and Dissent in American Culture
BIS 223 Introduction to Narrative Ethnography	BIS 365 Exploring American Culture: Popular and Consumer Culture
BIS 260 Introduction to World Religions	BIS 366 Exploring American Culture: Americans at the Margin
BIS 264 Africa on Film	BIS 367 Exploring American Culture: Race, Ethnicity, and Immigration
BIS 313 Issues in Media Studies	BIS 368 Sex, Love, Romance
BIS 314 **Topics in Geography	BIS 369 Women Across Cultures
BIS 317 Language, Society and Cultural Knowledge	BIS 373 Cultural History of Rome
BIS 322 Topics in Performance Studies	BIS 385 Cross-Cultural Oral Traditions
BIS 325 Disability and Human Rights	BIS 417 Paris: The City and Its History
BIS 329 **Topics in Mathematics Across the Curriculum	BIS 418 Masculinity, Homoeroticism, and Queer Theory in America
BIS 339 Issues in Global Cultural Studies	
BIS 341 Topics in the Study of Culture	

BIS 423 The City in American Culture
BIS 424 Topics in American Studies
BIS 431 **Issues in Sexual Politics and Cultures
BIS 434 Psychology and the Visual Arts
BIS 440 **Topics in Everyday Social and Cultural Life
BIS 450 Performance and Healing
BIS 455 Literature and Sexuality
BIS 462 The Culture of the Cold War in America

Historical Epochs

BIS 261 World History I
BIS 262 World History II
BIS 263 World History III
BIS 321 U.S. Politics and Culture from 1865
BIS 323 U.S. Politics and Culture to 1865
BIS 326 Twentieth Century Eastern Europe
BIS 400 Modern Japan
BIS 402 Modern China

BIS 464 Topics in Advanced Cinema Studies
BIS 467 Post 1945 U.S. Youth Culture
BIS 470 Art, Politics, and Social Change
BIS 474 Topics in European Cultural History
BIS 478 Art Patronage and Markets
BIS 480 **International Study Abroad
BIS 486 Studies in Women and Literature
BIS 487 Topics in American Literature
BIS 488 Topics in British Literature

BIS 404 Twentieth Century Russia
BIS 406 Modern France
BIS 408 Contemporary Britain
BIS 409 Modern Germany
BIS 427 Global History I
BIS 428 Global History II
BIS 429 Global History III

**CLA listing dependent on topic.

Global Studies (GST)

Faculty

Convenor: Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst

Core faculty

Constantin Behler, Ph.D., German Studies and Humanities, 1990, Stanford University

Steven Collins, Ph.D., Government and Foreign Affairs, 1994, University of Virginia

Ben Gardner, Ph.D., Geography, University of California, Berkeley

Susan Harewood, Ph.D., Communications, University of Illinois, Urbana Champaign

Bruce Kochis, Ph.D., Slavic Languages, University of Michigan

Alan Wood, Ph.D., History, 1981, University of Washington

Affiliate faculty

Leslie Ashbaugh, Ph.D., Anthropology, 1996, Northwestern University

Bruce Burgett, Ph.D., English, 1993, University of California, Berkeley

Martha Groom, Ph.D., Zoology, 1995, University of Washington

Ron Krabill, Ph.D., Sociology & Historical Studies, 2003 New School for Social Research

Keith Nitta, Ph.D. Political Science, University of California, Berkeley

Degree Description

The Global Studies degree addresses questions that cross nations and continents. How do people, families, businesses, and organizations work internationally? How do nations, markets, natural resources, religions, and migrations interact to make our world? Global Studies students approach these questions through critical learning, empirical research, project-based learning, and study and work abroad. The “global” in Global Studies refers to any question whose answer involves multiple sites across the world; it thus stands in contrast to “national” or “regional.”

Students completing a Global Studies degree learn

- (a) how to approach institutions and phenomena that exist or work across nations or regions,
- (b) how to explore questions comparatively, working and thinking across different parts of the world,
- (c) how to apply global frameworks to multiple sites, and at the same time think critically about the limitations of those frameworks.

The core process that drives this learning is research, spanning at a minimum the introductory BIS 300 which develops interdisciplinary research capacities, the one or

more GST core courses the student takes, and the senior seminar. Students typically develop and pursue research interests across multiple courses, and for this reason it is pedagogically important that students have some freedom in choosing the courses they take. The IAS portfolio, by which students think across their learning in different courses, is particularly important to the GST degree, and conversion of this degree into a B.A. will enable the GST faculty to extend that work.

This pedagogical approach informs the core courses, which emphasize research and the conceptual learning outlined above. BIS 303 approaches phenomena linked to “globalization” in an historical depth of thousands of years; in recent years it has increasingly been taught with an eye to environmental questions. BIS 324 emphasizes hands-on analysis of trade and international finance, along with the ability to interpret political contexts internationally and in different countries. BIS 362 highlights comparative politics and political ideas that span the world.

All three cores stress rigorous comparison, the use of appropriate data, and the ability to both use and critique analytical frameworks. The degree emphasizes the development of research skills and helped students to pursue interests in such areas as human rights, international labor, security, environment, policy, culture, and law within rigorous frameworks enabling international comparisons as well as world-scale global and historical analysis.

Global Studies faculty have contributed actively to the expansion of courses at the freshman and sophomore levels, and we anticipate, within the structure of the BA, extending our course structure more formally into the freshman and sophomore levels.

Learning Objectives:

- The ability to draw on natural sciences, social sciences, humanities, and arts to address international or multi-regional research questions.
- The development of research skills and experience in presenting the results of research.
- An understanding of the historical depth of global processes.
- An ability to both use and critique universal or global frameworks, like human rights or international trade theory.
- The ability to draw insight from international comparisons.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One option core	5 credits
Seven additional GST courses	35 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits

Additional UWB or transfer coursework
total

90 credits
180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

GST Courses

A. Core Courses

All three core courses emphasize the development of research skills in the context of larger frameworks of analysis.

BIS 303 History and Globalization

The phenomenon of globalization has attracted the attention of many academic disciplines which often attribute novelty to trends that have in fact been around for centuries. Provides a historical perspective on current debates about globalization. Approaches may vary with instructor.

BIS 324 International Political Economy

The study of interrelations between international politics and economics. Addresses the Bretton Woods institutions, differing political conceptions of international economic relations, trade, trade restrictions, trade agreements, global financial flows, migration, and exchange rates. Methods emphasize institutional analysis, historical analysis, accounting frameworks, and formal economic models.

BIS 362 Contemporary Political Ideas and Ideologies

Explores the juncture of political ideology with political experience in the context of such widespread ideas as nationalism, democracy, and socialism, and their diverse manifestations in contemporary political movements and systems.

B. Skills courses

This category, which we have been able to expand with the advent of 200-level courses, allow us to develop students' research capacities in ways appropriate to their interests.

BIS 232 Using, Understanding and Visualizing Quantitative Data

BIS 230 Mathematical Thinking for the Liberal Arts

BIS 312 Approaches to Social Research

BIS 315 Understanding Statistics

BIS 410 Topics in Qualitative Inquiry

BIS 447 Topics in Quantitative Inquiry

C. Electives

The larger range of Global Studies electives speaks to the different directions in which students can take this degree. At the 400 level, we have been able to offer a number of popular country-specific and region-specific courses, as well as a full-year global history sequence. Global Studies also incorporates international cultural and media studies. Currently, Global Studies opters make up a majority of the 53 IAS Human Rights Minors; thus human rights courses compose an important track within the option.

BIS 222 Travel and Cultural Difference	BIS 386 Global Environmental Issues
BIS 242 Environmental Geography	BIS 394 Comparative Economic Development
BIS 260 Introduction to World Religions	BIS 400 Modern Japan
BIS 261 World History I	BIS 402 Modern China
BIS 262 World History II	BIS 403 Washington D.C. Seminar on Human Rights
BIS 263 World History III	BIS 404 Twentieth Century Russia
BIS 264 Africa on Film	BIS 409 Modern Germany
BIS 317 Language, Society and Cultural Knowledge	BIS 413 Nations and Nationalism
BIS 320 Comparative Political Economies	BIS 414 Topics in Human Rights
BIS 325 Disability and Human Rights	BIS 416 Problems in International Political Economy
BIS 326 Twentieth Century Eastern Europe	BIS 417 Paris: The City and Its History
BIS 332 The Rise of East Asia	BIS 420 Colonizing History in Sub-Saharan Africa
BIS 334 Traditional Chinese History	BIS 426 Comparative Urban Politics
BIS 339 Issues in Global Cultural Studies	BIS 427 Global History I
BIS 344 International Relations	BIS 428 Global History II
BIS 353 Human Rights in Theory and Practice	BIS 429 Global History III
BIS 354 Modern European Intellectual History	BIS 430 Social Theory and Practice
BIS 363 Conflict and Connections in the Americas	BIS 432 Democracy in Asia
BIS 367 Exploring American Cultures: Race, Ethnicity and Immigration	BIS 436 Comparative Family Systems
BIS 369 Women Across Cultures	BIS 441 Global Labor Markets
BIS 373 Cultural History of Rome	BIS 459 Conservation and Sustainable Development
BIS 376 Circa 1500: Arts of West and East	BIS 480 International Study Abroad

D. Approval-dependent topics courses

The appropriateness of instances of these courses for the GST BA will be determined by GST faculty on an instance-by-instance basis.

BIS 308 Issues in Philosophy and Culture	BIS 431 Issues in Sexual Politics and Cultures
BIS 313 Issues in Media Studies	BIS 444 Issues in Comparative History
BIS 314 Topics in Geography	BIS 474 Topics in European Cultural History
BIS 322 Topics in Performance Studies	BIS 476 Issues in Art History
BIS 401 Topics in Economic History and Analysis	

Science, Technology, and Society (STS)

Faculty

Convenor: Steve Collins, Ph.D., Government and Foreign Affairs, 1994, University of Virginia

Core faculty

Cinnamon Hillyard, Ph.D.: Mathematics, 1999, Utah State University
Peter Littig, Ph.D.: Mathematics, 2005, University of Washington
Rebecca Price, Ph.D., Geophysical Sciences, 2003, The University of Chicago
Marc Servetnick, Ph.D., Zoology, 1985, University of California, Berkeley
Rob Turner, Ph.D., Marine Science, 1999, University of North Carolina at Chapel Hill

Affiliate faculty

Warren Buck, Ph.D. Theoretical Relativistic Nuclear Physics, 1976, College of William and Mary
Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Ted Hiebert, Ph.D., Humanities, 2007, Concordia University
Gray Kochhar-Lindgren, PhD: Interdisciplinary Studies: Literature, Philosophy and Cultural Theory, Emory University
David Stokes, Ph.D., Zoology, 1994, University of Washington

Degree Description

The Science, Technology, and Society (STS) degree addresses questions concerning the history, practice, teaching, culture, ethics, and the future of science, mathematics, and technology. How have the fields of science and technology evolved over time, and what does the future hold? How do science and technology feature in and influence literature and the arts? How should societies manage these fields to achieve just and sustainable communities? How and to what degree do social and cultural forces shape science, mathematics, engineering, medicine, and technology? STS prepares students to address these important questions through an integrated approach to science, technology, and their relationships to culture, history, and society.

STS students work with faculty trained as scientists, mathematicians, philosophers, engineers, social scientists, artists, and humanists drawn together by a shared interest in the intersections between science and other domains of human activity. Many courses integrate scientific and mathematical content with perspectives from arts, social sciences and humanities. Examples include mathematical modeling of transportation networks in relation to the challenge of creating sustainable transportation systems, understanding of the science of stem cell generation in relation to their ethical application in treating human disease, and the study of the laws of thermodynamics in relation to the formidable public policy challenges of reducing the greenhouse gas emissions.

Students completing the STS degree learn

- The methods and practices of science and mathematics, and those of the professions that apply them, such as medicine, engineering, and academic science.
- The governance and management of science and technology by national and local governments, firms and industries, universities and research institutes. Examples include the use of intellectual property protection to promote creation and dissemination of new knowledge; regulation of food, drugs, and medical devices; management of innovation within firms; use of institutional review boards and other means of ensuring compliance with ethical norms; use of peer review and other means of ensuring the integrity of scientific research; and approaches to harnessing science and technological innovation to the ends of environmental protection and sustainable energy.
- The historical development of science, mathematics, and technology, including how particular inventions and technologies (e.g., the automobile, algebra and calculus, evolutionary theory, assisted reproductive technologies, particle physics and quantum theory, nuclear weapons, and digital music players) came to be what they are today, what controversies surround them, and how they interact with the cultures and societies that give rise to them.

Students proceed into the major from the IAS introductory core course BIS 300, which develops interdisciplinary research capacities. The single required core course in the major, BIS 307 (Science, Technology, and Society) introduces the methods and research questions that STS scholars have developed over several decades to analyze critically how scientific, mathematical, and technological knowledge is created and diffused, what distinguishes it from other types of knowledge, and how different societies make decisions about its use. Students typically develop and pursue research interests in multiple areas, including history and culture, mathematics, environmental science, and physical and life sciences. Along the way, they build a research and writing portfolio. In the senior seminar, students integrate and reflect critically on their writing projects to date in the context of completing a final capstone project.

Students should demonstrate competence in the concepts, methods, and problems of mathematics and science. To that end, students entering the major must have completed mathematics courses through at least the pre-calculus level (demonstrated by completing BCUSP 123--Functions, Models, and Quantitative Reasoning, or its equivalent) and at least two quarters of a laboratory science course. Once accepted into the major, students must complete statistics (BIS 315) and science methods and practices (BES 301). From that point they will be encouraged to develop subject-matter expertise in at least one technical area, such as environmental science, biotechnology and life sciences, mathematics, physical sciences, or applied science/technology (e.g. energy, transportation, medicine, computing and software). Faculty in the major will work with colleagues in other programs to steer students to appropriate technical and professional courses across the campus. (It should be stressed, however, that this is not a science or mathematics degree: rather the aim is for students to gain sufficient understanding of science and math to enable informed

critical analysis and decision making regarding the uses of science and technology by governments and within firms and other organizations.)

The STS degree is designed to prepare students to be informed, critically engaged producers, consumers, and managers of science, math, and technology resources. They will be prepared for careers in any business, government, or nonprofit organization that invests in, creates, and applies science, math, and technology to solve social and business problems. Possibilities include intellectual property law, technology and research management in a firm or nonprofit organization, business consultant, public or government relations in a high technology firm, science writer, science or math teaching (with appropriate additional coursework in subject area), and policy analyst in a government or nongovernmental organization.

Learning Objectives

- 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.
- To develop a basic literacy in mathematical and scientific concepts, methods, and problem solving.
- To communicate mathematical, scientific, and technological information clearly and accurately to peers and a general audience.
- To gain the capacity to evaluate scientific and technological controversies and competing claims to truth.
- 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.
- To leverage the strengths of diverse stakeholders in defining and solving problems related to STS.

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.

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), BCUSP 140 (Scientific Journeys). Also recommended are courses in information and computer literacy, such as CSS 105 (Interdisciplinary Information Technology), CSS 106 (Computer Animation), and CSS 211 (Computers and Society)

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
Major core course, BIS 307	5 credits
BIS 301 and 315	10 credits
Five additional STS courses	25 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar or Thesis	5 credits
UWB or transfer prerequisites	15 credits
Additional UWB or transfer coursework	75 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Core Course

BIS 307 Science, Technology, and Society

Presents concepts and theories used to investigate the creation, application, and governance of science and technology. Addresses the nature of scientific and technological knowledge, social construction of science and technology, democracy and science, and public understanding.

BIS 307 introduces students to the concepts and methods used to interpret and critique the relationship between science, technology, and society. It combines approaches from social theory, history, politics, and cultural studies to situate science and technology in the broad

context of human experience. Students engage science and technology as forms of socially created knowledge, while also exploring ways in which science and technology influence society, culture, and history. They encounter science and technology not as givens but as institutions and forms of knowledge subject to human agency, whose just and sustainable uses citizens of democratic societies have shared responsibilities to ensure.

B. Required methods courses

BES 301 Science Methods and Practice

BIS 315 Understanding Statistics

C. Electives

STS students must present five additional courses in the major from among a set of courses in IAS and other programs. Advisors will work individually with students to help them prepare a portfolio of courses that develop technical and methodological expertise in a particular focus area of STS, such as science writing and communications, science and math education, history of science and technology, environmental science and policy, management of science and technology, ethics and philosophy, and science and technology policy.

Interdisciplinary Studies Courses

BIS 230 Mathematical Thinking for the Liberal Arts

BIS 231 Linear Algebra with Applications

BIS 232 Using, Understanding, and Visualizing Quantitative Data

BIS 240 Introduction to Sustainable Practices

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 293 Special Topics: Art & Physics

BIS 302 Issues in Mathematics Across Cultures (includes women and mathematics and ethnomathematics)

BIS 306 Marine Diversity and Conservation

BIS 329 Topics in Mathematics Across the Curriculum (includes game theory, cryptography, symmetry, maps, human minds and mathematical machines).

BIS 346 Topics in Environmental Policy

BIS 350 The Concept of Number

BIS 355 History of Science and Technology

BIS 356 Ethics and the Environment

BIS 358 Issues in Environmental Science

BIS 381 History of Life

BIS 382 Visual Art of Biology

BIS 386 Global Environmental Issues

BIS 388 Philosophy and Science of Quantum Mechanics

BIS 390 Ecology and the Environment

BIS 392 Water and Sustainability

BIS 411 Biotechnology and Society

BIS 421 Science and Technology Policy

BIS 447 Topics in Quantitative Inquiry

BIS 458 Energy, the Environment, and Society

BIS 459 Conservation and Sustainable Development

BIS 480 International Study Abroad (Visual Mathematics in Art & Architecture)

BIS 482 Problems in Interdisciplinary Science

Environmental Sciences Courses

BES 220 Introduction to Biology III

BES 302 Environmental Problem Solving

BES 311 Environmental Chemistry

BES 315 Environmental Chemistry Lab

BES 312 Ecology

BES 362 Introduction to Restoration Ecology

BES 430 Air Pollution and Health

BES 485 Conservation Biology

Approved Courses from other Programs

CSS 211 Computers and Society

CSS 225 Physics and Chemistry of
Computer Components and their Manufacture

CSS 263 Programming and Discrete
Mathematics

CSS 301 Technical Writing for Computing
Professionals

CSS 411 Computing Technology and Public
Policy

CSS 455 Introduction to Computational
Science and Scientific Programming

CSS 457 Multimedia and Signal Computing

CSS 458 Fundamentals of Computer
Simulation Theory and Application

BBUS 475 Management of Innovation

BBUS 476 New Technology & Future
Markets

BEDUC 533 Computers in the Classroom:
Issues and Uses

BEDUC 579 Power and Beauty of
Mathematics

BEDUC 587 Science, School Knowledge,
and Contemporary Social Issues

BHLTH 455 Women Culture & Healing

Society, Ethics, and Human Behavior (SEB)

Faculty

Convenor: Kari Lerum, Ph.D., Sociology, 2000, University of Washington

Core faculty

Leslie Ashbaugh, Ph.D., Anthropology, 1996, Northwestern University
Colin Danby, Ph.D. Economics, 1997, University of Massachusetts, Amherst
Michael Gillespie, Ph. D., Philosophy, 1974, Southern Illinois University
Ron Krabill, Ph.D., Sociology & Historical Studies, 2003, New School for
Social Research
Keith Nitta, Ph.D. Political Science, University of California, Berkeley
Wadiya Udell, Ph.D.: Developmental Psychology, 2004, Columbia University

Affiliate faculty

Susan Harewood, Ph.D., Communications, University of Illinois, Urbana
Champaign
William R. Seaburg, Ph.D., Anthropology, 1994, University of Washington
Elizabeth Thomas, Ph.D., Psychology, 1998, University of Illinois

Degree Description

How do social institutions and practices shape human experience? How do individuals contribute to social stability and change? SEB addresses these questions through a critical examination of the perspectives and tools used to understand human behavior, social institutions, and social policies. SEB combines an exploration of the ethical dimensions of individual and social action with analyses across multiple disciplines including sociology, psychology, media and cultural studies, anthropology, ethics, and political philosophy. The SEB faculty is committed to providing students with opportunities to engage in a variety of empirical research experiences (survey-based; participant observation; content analysis; participant action research; etc.) and project-based learning experiences inside the classroom and in community settings.

Learning Objectives

- Students will learn how to recognize and develop thoughtful, critical analyses of current ethical issues employing contemporary social theory.
- Students will gain an understanding of how the functions of social institutions (e.g. family, marriage, religion, media, education) has changed and continues to change in the United States and how this relates to demographic, social, political, and economic global shifts.
- Students will be able to identify how social position (e.g., race, sex/gender, class, sexual orientation, religion, age, nationality, disabilities, etc.) and identification with such positions influence individual life outcomes.

- Students will develop skills and experience in developing creative and evidence-based strategies for addressing collective problems.
- Students will be able to identify and employ macro (political, cultural), meso (organizational), and micro (interpersonal) levels of analysis.
- Students will gain skills in qualitative and quantitative research.

The core courses build on the capacities introduced in BIS 300 in identifying and developing research questions, and reading across scholarly literatures in different disciplines. All four courses combine contemporary social theory and concrete interdisciplinary research into social institutions and problems with SEB's characteristic emphasis on the ethical dimensions of individual and social action.

As students move into the core courses (and many take more than one), they deepen research interests and learn about a range of research practices. Development of the program portfolio also ensures that students are connecting the central themes and practices of SEB across the courses they take both within the major and as electives. The requirement to take at least one research methods course marks this degree's commitment to developing practical research capacities among students, who will normally pursue those interests in a senior seminar paper.

Graduation Requirements

BIS 300 - Interdisciplinary Inquiry*	5 credits
One SEB core	5 credits
BIS 312, 315, or 420	5 credits
Six additional SEB courses	30 credits
Additional IAS coursework**	20 credits
General electives (UWB or transfer)	20 credits
Senior Seminar	5 credits
Additional UWB or transfer coursework	90 credits
Total	180 credits

*Should be taken in the first quarter of IAS enrollment.

**Within IAS credits, students must complete 10 credits each in Visual, Literary, and Performing Arts (VLPA), Individuals and Societies (I&S), and Natural World (NW).

Courses

A. Core courses

SEB students are required to take one of the following four SEB Core classes:

BIS 304 Institutions and Social Change

Explores the patterns of power that create our social world and how those patterns can be challenged or modified. Examines cultural, institutional, and interpersonal ways that people gain, challenge, and are affected by power and considers how and whether to bring about social change.

BIS 331 The Family in U.S. Society

Examination of the historical development of the family, and the theoretical underpinnings of family relationships. Discusses current trends and changes in the family and family life.

BIS 333 The Individual and Society

Socialization is the process by which individuals develop into social beings. Examines various theories of socialization and human development. Explores the role played by social structure and institutions in the integration of the individual into society.

BIS 359 Ethics and Society

Examination of major ethical alternatives (egoism, utilitarianism, hedonism, virtue ethics, relativism, emotivism) along with competing visions of the good society (libertarian, communitarian, feminist). Analyzes several contemporary problems, such as legal moralism, affirmative action, euthanasia, capital punishment, corporate responsibility.

B. Research Courses

Students must also complete **at least one** of the following research courses at UW Bothell with a minimum grade of 2.0:

BIS 312 Approaches to Social Research

BIS 315 Statistics

BIS 410 Topics in Qualitative Inquiry

C. Electives

BIS 205 Technologies of Expression

BIS 219 The Politics of Sex Education

BIS 221 Gender and Sexuality

BIS 222 Travel and Cultural Difference

BIS 223 Introduction to Narrative

Ethnography

BIS 260 Introduction to World Religions

BIS 271 History of Psychology

BIS 307 Technology and Society

BIS 317 Language, Society and Cultural Knowledge

BIS 318 Performance, Identity, Community and Everyday Life

BIS 325 Disability and Human Rights

BIS 327 History of U.S. Labor Institutions

BIS 330 Democratic Capitalism in the United States

BIS 335 Human Rights in America

BIS 336 Native American Cultures: the Northwest Coast

BIS 337 Risk and Resilience

BIS 338 Political Institutions and Processes

BIS 343 Community Psychology

BIS 348 Cultural Psychology

BIS 353 Human Rights in Theory and Practice

BIS 356 Ethics and the Environment

BIS 357 Native American Religious and Philosophical Thought
BIS 360 Literature, Film and Consumer Culture
BIS 364 Public Memory and Dissent in American Culture
BIS 365 Exploring American Culture: Popular and Consumer Culture
BIS 367 Exploring American Culture: Race, Ethnicity and Immigration
BIS 368 Sex, Love, Romance
BIS 369 Women Across Cultures
BIS 394 Comparative Economic Development
BIS 403 Washington DC Seminar on Human Rights
BIS 411 Biotechnology and Society
BIS 415 Public Policy and the Law
BIS 418 Masculinity, Homoeroticism and Queer Theory in America
BIS 419 Urban Politics and Policy
BIS 420 Colonizing History in Sub-Saharan Africa

BIS 426 Comparative Urban Politics
BIS 430 Social Theory and Practice
BIS 431 Issues in Sexual Politics and Cultures
BIS 433 Gender, Work and Family
BIS 434 Psychology and the Visual Arts
BIS 435 Interactive Learning Theory
BIS 436 Comparative Family Systems
BIS 437 Narrative Psychology
BIS 438 Prevention and Promotion
BIS 441 Global Labor Markets
BIS 443 Educational Policy and the American Economy
BIS 445 Meanings and Realities of Inequality
BIS 450 Performance and Healing
BIS 457 Thinking and Decision Making
BIS 458 Energy, the Environment and Society
BIS 463 U.S. Women's History
BIS 470 Art, Politics and Social Change
BIS 489 Projects in Community Psychology

D. Approval-dependent topics courses

The appropriateness of instances of these courses for the SEB BA will be determined by SEB faculty on an instance-by-instance basis.

BIS 305 Issues in Social and Political Philosophy
BIS 308 Issues in Philosophy and Culture
BIS 313 Issues in Media Studies
BIS 316 Topics in Psychology

BIS 346 Topics in Environmental Policy
BIS 414 Topics in Human Rights
BIS 480 Study Abroad
BIS 425 Topics in United States Social and Political History

Bothell: Conversion of Existing Options to 6 Individual Majors in American Studies, Community Psychology, Culture, Literature, and the Arts, Global Studies, Science, Technology, and Society, and Society, Ethics, and Human Behavior (BISAMS-20090415, BISCLA-20090415, BISCP-20090415, BISGST-20090415, BISSTS-20090415, BISSEB-20090415)

Tri-Campus Review Comments:

DONALD J. JANSSEN

At least some of these proposed majors require less than one year's worth of credits above the 200-level. I suggest an additional requirement that at least 45 of the credits coming from either specific degree requirements or additional IAS coursework be at the 300-level or above.



UNIVERSITY OF WASHINGTON

BOTHELL

Office of the General Faculty Organization

To: Faculty Council on Tri-Campus Policy

From: Charles Jackels, Chair, Executive Council of the General Faculty Organization, University of Washington Bothell

Date: 27 May 2009

Re: Executive Council Approval of the Proposed BA in American Studies, Proposed BA in Community Psychology, Proposed BA in Culture, Literature and the Arts, Proposed BA in Global Studies, Proposed BA in Science, Technology and Society and Proposed BA in Society, Ethics and Human Behavior

The Executive Council (EC) of the General Faculty Organization of University of Washington Bothell reviewed the responses from the tri-campus review of the IAS omnibus proposal for BA degrees in American Studies, Community Psychology, Culture, Literature and the Arts, Global Studies, Science, Technology and Society and Society, Ethics and Human Behavior. The EC has determined that the proposing faculty have duly considered and responded to the comments posted by faculty from across the three campuses during the tri-campus review period. A letter containing the responses is attached with the checklist. The EC furthermore voted to approve the IAS omnibus proposal.

Please let me know if you need any additional information.

MEMORANDUM

Date: 18 May 2009

To: Susan Jeffords, Vice Chancellor for Academic Affairs

From: Colin Danby, Associate Director and Associate Professor, Interdisciplinary Arts and Sciences

Re: Response to Tri-Campus Review Comments on IAS Options-to-Majors proposal

I am writing in response to the one comment we received during the tri-campus review period for our proposal to transition the existing IAS options in Interdisciplinary Studies to majors. The comment usefully notes our failure to specify all of the existing IAS BA requirements, an oversight that made it appear as if students could satisfy the degree requirement without taking more than one or two upper-division courses. The current requirements for all IAS degrees are: 1) Up to 35 credits of 200-level coursework may be applied toward designated requirements within the 90 program credits, which means that at least 55 must be 300- or 400-level; 2) No more than 15 credits of 200-level coursework may be taken in the major. We will insert this change in the proposal as it moves forward, stipulating that it applies to all six degrees.

c: Charles Jackels, Professor, Computing and Software Systems, Science and Technology
Annette Anderson, Curriculum Development Specialist, Academic Affairs
Barbara Van Sant, Administrative Coordinator, General Faculty Organization

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Omnibus conversion of Options to Majors

Proposed by (unit name): Interdisciplinary Arts and Sciences

Originating Campus:

☐ UW, Seattle

☒ UW, Bothell

☐ UW, Tacoma

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

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

Chaired by:

04/15/09 Date proposal received by originating campus's review body

04/22/09 Date proposal sent to University Registrar

04/24/09 Date proposal posted & email sent to standard notification list

05/27/09 Date of originating campus's curriculum body approval

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

B. 1 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:

06/18/09 FCTCP subcommittee

☐ FCTCP full council

Chaired by: Janet Primomo, UWT

06/12/09 Date request for review received from University Registrar

06/18/09 Date of FCTCP report

B. Review (attached)

YES NO

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

- ☒ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
- ☒ Were comments received by academic program review body?
- ☒ Was response to comments appropriate? (explain, if necessary)
- ☒ Was final proposal reviewed by FCTCP within 14 days of receipt?
- ☒ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

C. Recommendation

The FCTCP subcommittee reviewed the tri campus review procedures for the proposed omnibus proposal to change the options in American Studies; Community Psychology; Culture, Literature, and the Arts; Global Studies; Science, Technology, and Society; and Society, Ethics, and Human Behavior into individual majors within the Bachelor of Arts degree (BISAMS-20090415, BISCPS-20090415, BISCLA-20090415, BISGST-20090415, BISSEB-20090415, BISSTS-20090415) at UW Bothell. The appropriate review process appears to have been followed. There was only one comment that resulted in a substantive response describing a correction to the submittal. We are pleased to recommend approval.

- ☒ 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

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

September 2009

DRAFT: Conversion of Eight Bachelor of Arts in Interdisciplinary Studies Options into Degrees
University of Washington Bothell

Introduction

The University of Washington Bothell (UWB) seeks approval to convert eight options within its existing Bachelor of Arts in Interdisciplinary Studies degree into the following Bachelor of Arts Degrees, beginning in fall 2010:

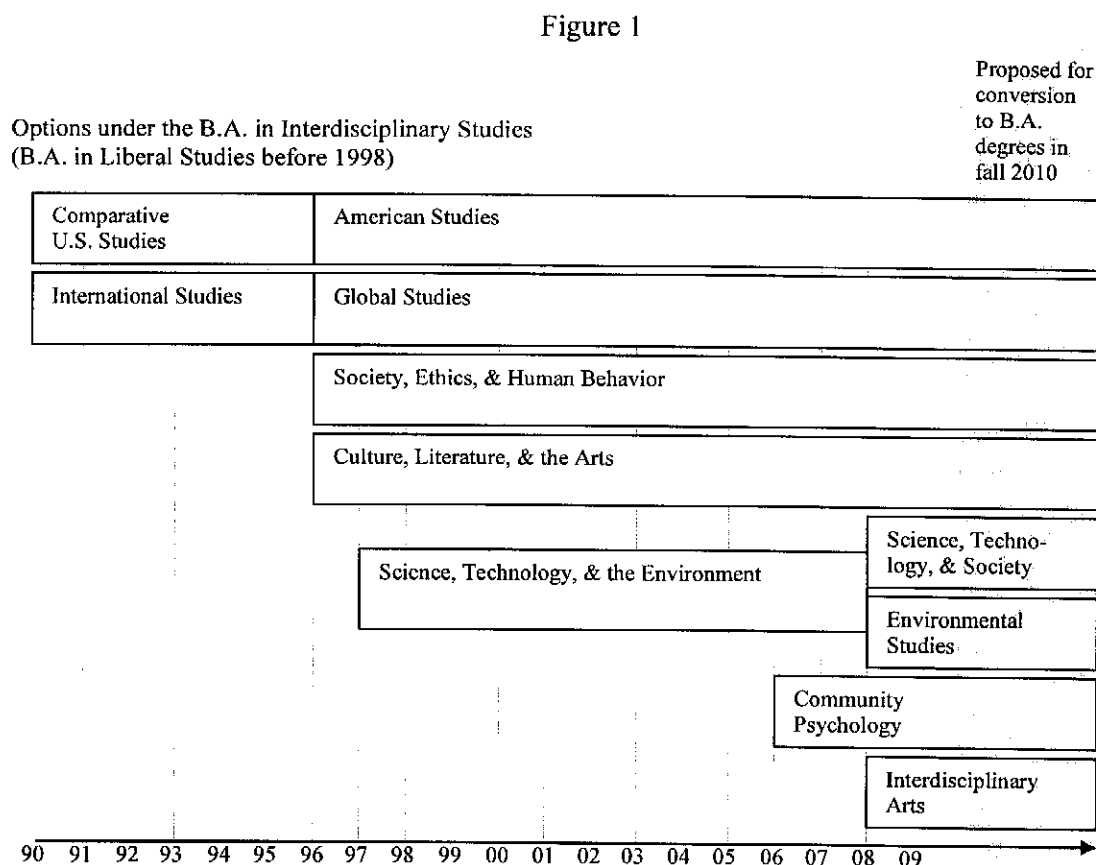
1. Bachelor of Arts in American Studies (AMS)
2. Bachelor of Arts in Global Studies (GST)
3. Bachelor of Arts in Society, Ethics, and Human Behavior (SEB)
4. Bachelor of Arts in Culture, Literature, and the Arts (CLA)
5. Bachelor of Arts in Science, Technology, and Society (STS)
6. Bachelor of Arts in Community Psychology (CP)
7. Bachelor of Arts in Environmental Studies¹ (ES)
8. Bachelor of Arts in Interdisciplinary Arts (IA)

The degrees would all be housed within UWB's Interdisciplinary Arts and Sciences (IAS) program, which forms the arts and sciences core at UWB and can trace its roots back to the institution's founding. UWB opened in 1990 with a Liberal Studies program, offering a Bachelor of Arts in Liberal Studies degree with options in Comparative U.S. Studies and International Studies. In 1996, UWB replaced those options with options in American Studies and Global Studies and added options in Culture, Literature and the Arts and Society, Ethics, and Human Behavior. In 1997, the program added an option in Science, Technology, and the Environment (STE).

In 1998, the program name changed from Liberal Studies to Interdisciplinary Arts and Sciences, and the degree name changed from Bachelor of Arts in Liberal Studies to Bachelor of Arts in Interdisciplinary Studies (BAIS). In 2006, IAS added an option in Community Psychology, and in 2008 IAS replaced the Science, Technology and the Environment option with options in Environmental Studies and Science, Technology and Society. In addition, it added options in Interdisciplinary Arts and Individualized Study (IS).

¹ The B.A. in Environmental Studies would complement an existing B.S. in Environmental Science.

Figure 1 summarizes the evolution of the eight BAIS options that UWB has requested permission to convert into degrees:



Source: adapted from a figure provided by UWB.

After the proposed conversion, all of the options listed above would be discontinued, and the only continuing option within the BAIS would be the Individualized Study option (not pictured above because it is not being converted). UWB intends to introduce new BAIS options in the future to pilot new areas of study.² Students who declared one of the eight options above prior to fall 2010 and who prefer having their transcript reflect their work as one of the options under the BAIS rather than as a degree would be accommodated.

UWB submitted a Planning Notification of Intent June 2008 before the HECB's Moderate Degree Change Proposal (MDCP) policy came into effect. By the time the MDCP policy was in place, UWB was so far along in the proposal development process that it decided to submit full proposals to the HECB, rather than MDCPs. Had the MDCP policy been in place in the summer

² For example, UWB intends to introduce a new Media and Communications Studies option in fall 2010.

of 2008, the first five options listed on Page 1 of this review would have been eligible for treatment as Moderate Degree Changes. The last three would not have been eligible because they had been in existence less than five years. Of those three, CS began in 2006, ES had previously existed as a part of STE,³ and IA began admitting students in winter 2009.

In the absence of a Moderate Degree Change policy, HECB staff and UWB agreed UWB would submit three new degree program proposals. The first would cover the B.A. in Environmental Studies, the second would cover the B.A. in Interdisciplinary Arts, and the third would cover the remaining six option conversions. The goal of HECB staff in making this arrangement was to ensure that conversions of long-standing options would be treated efficiently, and conversions of brand new options would receive a level of scrutiny comparable to that received by new degrees. Therefore, in this review, the conversion of the Environmental Studies and Interdisciplinary Arts options will be described and analyzed in greater detail than the conversion of the other six options; and the Board will be asked to vote on three resolutions rather than one.⁴

UWB proposes the conversions to raise visibility among potential students, better recognize the baccalaureate academic achievement of graduates, and consolidate the program-building that has happened since 1990. The proposed conversions are aligned with the findings of a 2007-08 IAS Self-Study and External Review, which recommended that IAS work to differentiate its curricular offerings. Altogether, the eight proposed B.A. degrees would serve 613 FTE students in 2010, growing to 765 FTE by 2014. By 2014, the programs would produce 504 graduates per year, who would be prepared for careers or graduate study in a wide variety of fields.⁵

Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education in Washington

According to its mission statement, UWB “provides access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.” The proposed option conversions would support this mission by increasing the attractiveness of the IAS program to students, resulting in an increase in the number of students served through innovative and creative curricula and interdisciplinary teaching. Such an increase would support the *Strategic Master Plan for Higher Education* goal of driving greater economic prosperity because it would help equip graduates for work or further study in a number of fields including education, social services, personnel management, government, and legal fields. These are five of the ten “occupations most impacted by baby boomer retirements” identified on Page 2 of the *Master Plan*.

³ STE is the parent of both ES and STS, but STS resembles STE to a greater extent than ES. For purposes of this review, STS is considered to be the successor to STS and heir to its history; and ES is considered to have started as a brand new option in fall 2008.

⁴ One resolution will cover the B.A. in Environmental Studies, one will cover the B.A. in Interdisciplinary Arts, and one will cover the remaining six degrees.

⁵ The Program Description sections of this review include some career/graduate study examples.

Diversity

To ensure diversity, IAS will continue to pursue the following strategies:

- Include a commitment to diversity in its mission statement;
- Assign an associate director to the oversight of diversity efforts;
- Pay attention to diversity in the annual program assessment process;
- Coordinate with the admissions office on recruitment of students of color;
- Coordinate its diversity efforts with the UWB Diversity Council;
- Review best practices for identifying potential hires from underrepresented groups (done at the beginning of every faculty or staff search);
- Include in all job postings, language about a demonstrated commitment to working with diverse student and community populations;
- Regularly assess faculty recruitment/retention efforts with regard to underrepresented populations;
- Monitor its culture of appreciation and respect towards diversity and strive to improve the culture; and
- Evaluate diversity efforts annually, with revision as needed.

Program Need - General

The joint report *A Skilled and Educated Workforce (March 2009)*,⁶ does not specifically indicate need for the options proposed for conversion. However, a 2008 report by the Council on Competitiveness⁷ emphasizes the need to prepare workers for who can provide a new emphasis on innovation in the service sector, which now encompasses most of our nation's jobs. The report advocates expanding America's innovation leadership by focusing on developing integrative, interdisciplinary, computational, and entrepreneurial skills. The report also calls for graduates with more complex and creative skill sets - precisely the type of education provided by the proposed UWB degree programs.

⁶ A joint report by the Higher Education Coordinating Board, State Board for Technical and Community Colleges, and Workforce Training and Education Coordinating Board. The report is available at: <http://www.hecb.wa.gov/news/documents/Skilled-EducatedWorkforce2009.pdf>.

⁷ The Council on Competitiveness is a national 501(c)(3) nonprofit organization. Its report *Thrive. The Skills Imperative* notes that the service economy is far broader and more important than the low-skill, low-wage job stereotype many people hold.

Historically, students who have completed the BAIS program have been successful seeking employment. About 80 percent of graduates across all program options have obtained jobs appropriate for a bachelor's degree. About half of the remaining 20 percent have gone on to graduate school. Program planners note that the options have proven attractive to students interested in K-12⁸ teaching, social service professions, and related jobs.

The enrollment history of the BAIS program traced from 2003 suggests sufficient student interest to justify proposed program size for all eight degrees. However, to learn more about potential student demand, UWB conducted a survey of students enrolled in all options of the BAIS program. Students were asked if they would prefer the existing options to majors.⁹ One hundred seventy-four students responded, of whom 164 had decided on an IAS option. Sixty-two percent of respondents who had decided on an option preferred B.A. status for their degrees, 27 percent preferred the current option arrangement, and 11 percent indicated no preference. Students preferring B.A. status outnumbered students preferring option status for every option except CLA.¹⁰

The survey also asked students if they thought their degree title would make a difference when they applied to a professional or graduate school or a job. Sixty-nine percent agreed or strongly agreed the title would make a difference. This result is consistent with the fact that current option students commonly refer to their options as "majors." It is also consistent with the idea that the option conversions would benefit students by providing clearer recognition of their baccalaureate academic achievement.

The proposed majors would respond to community need through internships and service learning opportunities that would mutually benefit students and the region by addressing a range of policy, social, and environmental concerns. For example, IAS faculty are working with organizations and agencies to establish collaborative research agendas, service-learning projects, and internships at sites ranging from the Northshore Family Center (a new community center near the campus) and SCAN-TV (a public access television station) to the new Brightwater water treatment facility in Woodinville.

Although a number of other institutions¹¹ offer interdisciplinary baccalaureate degree programs in the north and central Puget Sound region, most of those programs differ in target audience, focus, or curriculum from the options UWB proposes to convert to majors; or they are outside of practical commuting distance for students within UWB's service area.

⁸ IAS offers an Education Minor for students who ultimately want to obtain teacher certification or an M.Ed. degree.

⁹ The survey grouped students according to their intended option, so it was able to measure the preferences of Environmental Studies and Interdisciplinary Arts students, even though students had not yet formally declared.

¹⁰ Eight CLA students indicated a preference for a degree, ten indicated a preference for an option, and four indicated no preference. When asked why CLA students might prefer an option, program planners responded that CLA may attract students who value interdisciplinarity more and degree marketability less than other students.

¹¹ UW Seattle, UW Tacoma, Central Washington University, Eastern Washington University, Northwest University, Old Dominion University, and University of Puget Sound all offer interdisciplinary studies or interdisciplinary arts and sciences programs at campuses, centers, or teaching sites in the region. Columbia College and Pacific Lutheran University offer bachelor's degrees in American Studies and Global Studies respectively. Several institutions in the region offer a B.A. in Environmental Studies, including Pacific Lutheran University, Seattle University, UW Seattle, and Western Washington University.

Program Need - Additional Evidence for Environmental Studies

The information in the Program Need – General section above applies to the ES major as well, with a couple of exceptions. First, the ES option has not produced any graduates yet, and second, the enrollment history evidence is less extensive than for other options because the ES option has only existed for about a year. In academic year 2008-09, eight students declared ES options. For fall 2009, 5 more students declared ES options, and program planners expect 22 additional students to declare ES Options when their prerequisites are finished. Thus, it appears there is easily enough student demand to justify the program's target 2010 enrollment of 15 students. Furthermore, of eight students who participated in the November 2008 survey and indicated they had decided on ES, four preferred an ES degree to an ES option, one preferred an option, and three were indifferent, suggesting that students with a preference strongly preferred a degree.

Further indicators of student need are the popularity of IAS's Introduction to Environmental Issues course, which registered 53 students when it opened in 2007, and UW Seattle's Program on the Environment, in which enrollment increased five-fold from 2000 to 2006. Nationally, the number of college and university environmental studies programs is increasing in response to student need. However, in a 2006 study,¹² Washington ranked only 23rd (just below Wyoming) among states in number of college and university environmental programs per million inhabitants. This ranking may be evidence that student demand for environmental studies is not satisfied by current programs, although it does not take program size into account.

The proposed major would benefit employers as they attempt to put into place green practices and offer green products. Employment Security Department employment projections provide some evidence of employer need for the program, since the occupational category Environmental Scientists and Specialists, Including Health is projected to grow at 1.9 percent per year during 2012-2017, which is substantially higher than the statewide average across all occupations of 1.4 percent. Furthermore, the Prosperity Partnership's cluster size and growth analysis (2005) calls the Environment and Alternative Energy sector an economic "star."¹³

The community would benefit from the proposed program because environmental problems are complex, and graduates would be able to integrate knowledge across the natural sciences, social sciences, and humanities to help solve them. Thus, the community would benefit from the interdisciplinary environmental expertise of the proposed program's graduates. These graduates would help fill the 25,000 green collar jobs the Legislature has set a goal of creating by 2020.¹⁴

¹² Aldemaro Romero and Paul Silveri, (2006). Not All Are Created Equal: An Analysis of the Environmental Programs/Departments in U.S. Academic Institutions From 1900 Until May 2005. *Journal of Integrative Biology* 1(1):1-15.

¹³ Prosperity Partnership. (2005) Economic Analysis of the Central Puget Sound Region, pages 23-24.

¹⁴ The goal is part of House Bill 2185, which was signed into law in 2008.

Program Need - Additional Evidence for Interdisciplinary Arts

As it does for the ES major, the information in the Program Need – General section above applies to the IA major, with a couple of exceptions. First, the IA option has not produced any graduates yet; and second, the enrollment history evidence is less extensive than for other options because the IA option has existed for less than a year. In academic year 2008-09, two students declared IA options. For fall 2009, seven more declared IA options. Program planners expect at least five additional students (and probably more) to declare IA options when they complete their pre-requisites. Thus, there should easily be enough student demand to justify the program's target fall 2010 enrollment of nine students. Furthermore, of four students who participated in the November 2008 survey and indicated they had decided on IA, three preferred a degree to an option and one was indifferent, indicating that a large percentage of students would prefer a degree.

As further evidence of student need, program planners cite 2006 national College Board data indicating that the number of high school students seeking to major in visual and performing arts increased 44 percent between 1996 and 2005. College Board data also indicate that nine percent of SAT test takers (2007 college bound seniors) wanted to major in visual and performing arts. Out of 38 fields, visual and performing arts ranked third in popularity, placing it behind health professions and business but in front of engineering, education, and biological and medical sciences.

The proposed program would benefit employers such as public agencies and nonprofit arts and culture organizations. Program planners note that nonprofit arts and culture organizations support a large number of jobs nationally (2.6 million FTE jobs in 2005), and that Seattle ranks number 23 out of the top 50 cities in the U.S., in terms of employment in such organizations. For example, graduates could work in the outreach or public engagement office of a major institution such as the Seattle Arts Museum, developing programming for youth. In Seattle, there are over 4,000 arts-related businesses employing over 21,000 people, and Seattle is likely to remain an arts and culture center over the long run.

The community would benefit from the proposed major because, as UWB's first arts degree, it would help establish infrastructure and support for students and faculty to engage in arts- and community-based research and partnerships throughout the Puget Sound Region. In addition, the program's emphasis on community-engaged forms of arts practice and arts-based inquiry would equip graduates to benefit the community. For example, a graduate could help an environmental agency or nonprofit organization use public arts installations to enhance environmental education at restoration sites. A graduate also could work in a city agency to enhance community arts in relation to neighborhood development policies. Both are examples of endeavors that would improve the quality of life in the community.

Program Description – General

In general, all eight majors aim to prepare students to learn, adapt, collaborate with colleagues, communicate across and between organizations, and work intelligently and creatively with large volumes of information. The proposed conversions would not change the target student audience. About half of the students in the options are transfer students, and program planners estimate the conversion would not have any impact on that proportion.

IAS has developed curricula, a teaching culture, and a portfolio-based assessment system focused on a common core of pedagogical goals across all BAIS options:

- Critical thinking;
- Collaboration and shared leadership;
- Interdisciplinary research; and
- Writing and presentation.

All eight proposed majors would continue this core pedagogical focus. In addition, each major would continue to maintain learning objectives that reinforce and extend the four core goals above. These learning objectives would not change as a result of any of the conversions.

Similarly, the proposed majors would continue to share a body of common admission requirements, although STS and ES have additional admission requirements.¹⁵ Applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts). Although the pre-requisites would change for ES, they would not change for the other seven majors.

Once admitted, students in all of the proposed majors except ES and IA would need to complete 70 credits of coursework, including 5 credits of interdisciplinary Inquiry (an IAS program core course common to all majors), 40 credits within the major (including 5 core credits specific to the major), 20 additional credits of IAS coursework, and 5 credits of senior seminar or thesis. ES and IA are described in detail in the Program Description – Additional Information about Environmental Studies and Program Description – Additional Information about Interdisciplinary Arts sections below. To familiarize the reader with the other six options proposed for conversion to degrees, here are brief descriptions of AMS, GST, SEB, CLA, STS, and CP:

- **American Studies (AMS)**, an established interdisciplinary field with roots dating back to the 1940s, includes coursework in a wide array of cultural disciplines such as history, geography, sociology, literature, art history, and gender, ethnic, and queer studies. It

¹⁵ In addition to the admissions requirements above, STS would require two quarters of a 100 or 200-level science sequence and BCUSP 123 (Functions, Models, and Quantitative Reasoning) or its equivalent. The additional requirements for ES are discussed in the Program Description – Additional Information about Environmental Studies section of this review.

serves students interested in understanding and analyzing what shapes American culture. Graduates may pursue careers or advanced study in fields such as education, journalism, and history.

- **Global Studies (GST)**, an established interdisciplinary field with roots dating back to the 1970s, includes coursework in economics, geography, history, political science, anthropology, and cultural and postcolonial studies. It serves students interested in international issues, such as environmental, economic, and political questions. Graduates may pursue careers or advanced study in fields such as public policy, business, international relations, law, education, media and cultural studies, and area studies.
- **Society, Ethics, and Human Behavior (SEB)** includes coursework in sociology, communication, psychology, philosophy, and gender and labor studies. It serves students interested in studying behavior, institutions, social policies, and the ethics of individual and social action. Graduates may pursue careers or advanced study in a wide variety of fields, such as social work, education, public policy, law, media and cultural studies, and human resources.
- **Culture, Literature and the Arts (CLA)** includes coursework in art history, literature, music, and cultural and visual studies. It serves students interested in integrative work across the humanities and arts, addressing a range of student interests in the fields of art history, performance studies, literature, and creative writing. Graduates may pursue careers in fields such as law, policy, education, journalism, publishing, public relations, and public service, especially in community and public arts organizations. Graduates may also pursue advanced study in a range of programs related to the interdisciplinary arts, humanities, and humanistic social sciences, such as policy studies, law and library science, museum studies, and architecture.
- **Science, Technology, and Society (STS)**, an established interdisciplinary field with roots dating back to the 1970s, includes coursework in biology, mathematics, political science, anthropology, and gender and policy studies. Designed to build IAS STEM (Science, Technology, Engineering, and Mathematics) and STEM-related capacity, it serves students interested in exploring themes at the intersection of science and society, such as the tension between technology and democracy or the relation between science and culture. During this exploration, students build competency in the methodology and problem solving approaches of science. Graduates may pursue careers or advanced study related to education, public relations, policy, and journalism.
- **Community Psychology (CP)**, an established interdisciplinary field with roots dating back to the 1960s, includes coursework in psychology, social work, public health, sociology, and community and development studies. It serves students interested in using interdisciplinary approaches to examine social problems and conditions that affect people's well being in settings such as families, communities, and cultures. Graduates may pursue careers in education, human services, community development, mental

health, family therapy, counseling, prevention, program evaluation, community arts, multicultural program development, and human relations. Graduates may also pursue advanced study in a variety of academic and applied research fields including psychology, sociology, counseling, public health, and social work.

The curricula would not change significantly¹⁶ in any of the majors as a result of the conversion, nor would the faculty. Courses would continue to be taught primarily by full-time, tenured/tenure-track faculty skilled in interdisciplinary teaching. Course delivery would continue to be primarily face-to-face. Full-time students would normally complete each major in two years.

Students in all eight majors would continue to be assessed within individual courses based on learning outcomes identified for those courses. Multiple measures¹⁷ of student learning would be used, including examinations, papers, case study analysis, research memoranda, research proposals, policy briefs, creative arts and media projects, presentations, performances, poster sessions, and structured group work. In addition to traditional course work, students would complete a senior project or paper and present it in a senior seminar. Furthermore, students would create a cumulative degree portfolio of work as they progress through the program. This degree portfolio would be used to document student achievement of core learning goals and to help students become more self-directed about their education in IAS. It would encourage students to reflect on what they have learned and done, the connections they have made among courses and assignments, and how their academic accomplishments can contribute to their future goals. Systematic review of selected degree portfolios would also help IAS faculty to assesses and review their teaching practice and the curricular structure.

Program assessment for all eight majors would continue to be centered on annual program-wide review of student portfolios and student focus group transcripts to raise faculty awareness of how learning happens across different courses and how to do a better job of achieving the core pedagogical goals. In addition, the program assessment process for each major would include:

- Entry interviews to determine student expectations and goals;
- Standard student evaluation forms;
- Peer review of teaching and curricular offerings;
- Assessment of enrollment and attrition rates to determine connections with various possible causes;
- Follow-up with students who withdraw from the program to determine reasons for dropping out and to identify plans for returning for further study;

¹⁶ No new classes would need to be developed. For five of the majors (AMS, CP, GST, STS, and SEB), the list of elective courses would be trimmed. For AMS, an additional existing research methods course would be added.

¹⁷ In IAS programs, there is less reliance on short answer or multiple choice exams and more emphasis on writing and research than is commonly found outside IAS.

- Student advisory board input to advise on the development and ongoing assessment of overall program outcomes and curriculum and provide insight into the current professional needs of the business sector and how students and graduates are meeting those needs;
- Exit surveys to assess student satisfaction with the program, determine the degree to which the program met student expectations, and identify future plans and job prospects;
- Surveys of program graduates to determine whether the skills and knowledge acquired in the program led to increased advancement and opportunity in the workplace, enhanced their professional development, or led to innovative new work practices, products, or projects; and
- Surveys and/or interviews with employers.

Data from the program assessment measures would be used to assess and revise content and curriculum of the proposed program as needed.

Program Description – Additional Information about Environmental Studies

The ES program aims to teach students to integrate environmental knowledge across the natural and social sciences, as well as the arts and humanities. It would serve students who are interested in environmental issues and whose academic strengths focus on policy or society rather than natural sciences. It would feature hands-on learning, field experiences, and problem-based instruction focused on finding answers to complex problems that include scientific, social, political, cultural, and ethical dimensions. Graduates would pursue careers in management, planning, advocacy, communications, and policy-making across a wide array of for-profit, not-for-profit, and governmental organizations. They would also pursue disciplinary and interdisciplinary graduate education in environmental fields that range across the arts, humanities, and social and natural sciences.

To be admitted to the program, applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts). In addition to the aforementioned prerequisites common to all programs proposed for conversion, ES applicants would need to complete two introductory lab courses in biology, chemistry, or earth sciences and one statistics course. Prior to conversion, ES prerequisites included introductory courses in chemistry, biology, and earth systems science, rather than the aforementioned two introductory lab courses.

Once admitted, all ES students would complete 65 credits of upper division coursework. Like the current ES option, the ES major would offer students two pathways: Sustainability and Society, and Conservation Science and Management. Sustainability and Society students would study the ethical, political, and natural-scientific dimensions of the policy

questions around sustainability. Conservation Science and Management students would learn to understand the complexity of conservation problems and the tools to participate in creating solutions. After ES becomes a major, UWB would consider converting these pathways into options, depending on their track record.

The 65 credits would include 5 credits of Interdisciplinary Inquiry (an IAS program core course common to all eight majors); a 5 credit ES core course; 20 credits of interdisciplinary core courses covering the natural sciences, social sciences, and humanities; and 10 credits of pathway courses in either sustainability and society or conservation science and management. To provide greater depth in students' focus areas as well as greater breadth outside of focus areas, students would also take 20 credits of ES distribution area courses, including at least one course from each of four categories: environmental science, methods and practices, society and environment, and environmental policy and management. Finally, all students would complete a 5-credit senior seminar or senior capstone experience, which would require students to apply what they have learned to hands-on, real-world situations, often in a collaborative, community-based context, such as the University of Washington Restoration Ecology Network.

The major would complement an existing B.S. in Environmental Science at UWB by allowing students to pursue a course of study less focused on the natural sciences. For example, many of the core courses in the B.A. in Environmental Studies reflect interdisciplinarity across the humanities, social sciences, and natural sciences; whereas, B.S. in Environmental Science courses reflect interdisciplinarity within the natural sciences.

The program would be taught primarily by full-time, tenured/tenure-track faculty. Full-time students would normally complete the program in two years. In support of the four core pedagogical goals common to all of the IAS programs proposed for conversion to majors, the ES program has specific learning objectives to improve students' abilities to:

- Understand and think critically about information and approaches from the natural sciences, social sciences, and arts and humanities; and to examine problems in an interdisciplinary fashion using multiple approaches;
- Acquire a depth of understanding of one or more knowledge areas and use specific techniques appropriate to those knowledge areas to investigate environmental issues and contribute to solutions;
- Synthesize knowledge and evidence from diverse disciplines and bring this synthesis to bear on specific issues;
- Work collaboratively with others, including those from other fields of knowledge to address complex, real-world problems;
- Consider the implications of diverse forms of information in the broad context of policy, management, and other social and cultural factors; and
- Communicate knowledge, principles, and practices effectively to both peers and public audiences.

Student and program assessment for ES would use the student and program assessment measures described in the Program Description – General section above.

Program Description – Additional Information about Interdisciplinary Arts

The IA major aims to train students in literary, performing, or visual arts and in the processes of arts-based interdisciplinary inquiry. It would emphasize artistic practice, while also addressing the history and philosophy of visual, literary, and performance studies. Students would work across multiple art forms and would study relationships among performing arts, creative writing, and visual arts, as well as intersections with a number of fields including psychology, sociology, public policy, community development, business, education, health studies, or computer science.

Students would be able to apply what they learn to artistic pursuits and/or arts-based work in different settings. The major would prepare graduates for artistic endeavors in diverse settings such as schools, disability programs, nursing homes, and environmental organizations; work in interdisciplinary teams for innovation in business, computing, and education; careers in arts and culture industries such as museums and arts centers; careers as independent artists; or graduate study in arts-based and cultural studies M.A., M.F.A. and Ph.D. programs.

To be admitted to the major, applicants must have completed at least 80 credits, including 5 credits of intermediate algebra, 10 of foreign language, 5 of English composition, 5 of quantitative and symbolic reasoning, and 15 each in three UW distribution areas (Natural World; Individuals and Societies; and Visual, Literary and Performing Arts).

Once admitted, students would complete 70 credits of upper-division coursework, including 5 credits of Interdisciplinary Inquiry (an IAS program core course common to all eight majors), a 5 credit IA core course, 15 credits of art studios and workshops, 20 credits of IA option courses, 20 credits of additional IAS coursework, and a 5 credit senior seminar. The curriculum would focus on the development of arts practice, arts-based research, the deepening of interdisciplinary inquiry through the use of the arts, and applications across disciplines. It would include studios, workshops, seminars, and community-based projects.

The program would be taught primarily by full-time, tenured/tenure-track faculty, supplemented by local and regional arts practitioners serving as part-time faculty. Full-time students would normally complete the program in two years. In support of the four general pedagogical goals common to all of the IAS programs proposed for conversion to majors, the IA program would have the following specific learning objectives:

- Develop an understanding of the arts as a viable and evolving field of study and practice with inextricable links to culture and community at large;
- Develop an understanding of how interdisciplinary arts has evolved historically and is engaged in contemporary conversations in the arts, social sciences, natural sciences, business, education, and health;

- Draw upon the strengths and perspectives of diverse stakeholders in arts-based and creative problem definition and solving;
- Learn how to utilize interdisciplinary methods and approaches to arts-based research;
- Learn how to develop and evaluate effective arts-based project development and execution;
- Encourage an integration of knowledge across disciplines and contexts that respects different approaches to knowledge construction in interdisciplinary arts;
- Develop effective written, oral, and performative communication capabilities in multicultural academic and community contexts; and
- Provide the foundation for success in related projects, graduate programs, and careers.

Student and program assessment for IA would use the student and program assessment measures described in the Program Description – General section above.

Program Costs

As noted above, conversion of the options would not require development of new courses or changes in faculty. In addition, the majors are designed to be delivered with existing facilities and equipment. Thus, initially, the proposed changes would be resource neutral, although program planners note that the expansion of these and related offerings over time would require better arts and lab facilities.

Altogether, the IAS program¹⁸ at UWB employs 35 full-time tenured/tenure-track faculty, 2 full-time lecturers, 2 full-time senior lecturers, and about 30 part-time faculty. These faculty are supported by 7 FTE administrative staff. Faculty for each of the options is organized into curricular area working groups composed of smaller numbers of faculty and staff who are actively engaged in delivering the option to students. Because of the way IAS is organized (with much sharing of faculty and courses across options and degrees), it is more difficult than usual to assign a particular number of students, faculty, or administrative FTE to a particular program.

Nonetheless, program planners estimate the eight proposed majors would enroll 613 FTE students in the first year, growing to 765 FTE students by 2014. For 2014-15, the direct cost of instruction related to the eight majors would be \$4,639,416, or \$6,065 per FTE. In comparison, according to the HECB's *2005-06 Education Cost Study (July 2007)*, the direct cost of instruction per average annual FTE upper-division arts and letters student ranges from \$4,725 at The Evergreen State College to \$7,278 at UW Seattle. Similarly, the direct cost of instruction per average annual FTE upper-division social sciences student ranges from \$3,293 at Washington State University's main campus to \$7,682 at UW Tacoma. The proposed program

¹⁸ In addition to the eight BAIS options proposed for conversion to majors here, IAS offers a B.S. in Environmental Science, an M.A. in Policy Studies, and an M.A. in Cultural Studies. IAS would continue to offer the B.A. in Interdisciplinary Studies, with an existing option in Individualized Study and a new option in Media and Communications Studies to begin fall 2010.

cost for the eight majors considered as a group lies within both the social sciences and arts and letters ranges. Like the existing options, the new majors would be funded by general fund state support and tuition.

External Review

Seven reviewers reviewed one or more of the proposals. Since the majors represent a wide variety of fields, most reviewers limited their review to one or two majors. The reviewers are listed below, along with the major(s) they reviewed:

1. Dr. Carolyn Haynes, Professor of English and Director, University Honors & Scholars Program, Miami University (reviewed AMS and CLA)
2. Dr. Randy Martin, Professor and Chair, Department of Art and Public Policy, Tisch School of the Arts, New York University (reviewed AMS, GST, SEB, CLA, CP, STS, and IA)
3. Dr. Jan Cohen-Cruz, University Professor, Syracuse University, and Director, *Imagining America: Artists and Scholars in Public Life*¹⁹ (reviewed AMS, CLA, CP, and IA)
4. Dr. Jyoti Puri, Professor of Sociology, Simmons College (reviewed GST and SEB)
5. Dr. Robert Mitchell, Associate Professor and Director of Graduate Studies, Department of English, Faculty, Institute of Genome Sciences and Policy, Affiliated Faculty, Women's Studies, Duke University (reviewed STS)
6. Dr. Paulette Bierzychudek, Professor and Chair of Biology, Member of Environmental Studies Faculty, Lewis and Clark College (reviewed ES)
7. Dr. Linda Fink, Professor of Biology, Sweet Briar College (reviewed ES)

The reviewers all endorsed converting the options into majors. For example, Dr. Martin commented that “names matter,” and the ones UWB chose would “. . . signal to both students and the world outside a coherent body of knowledge without being overspecialized or narrowly vocational . . .” The reviewers noted program strengths, with faculty, curriculum/program design, and assessment drawing favorable attention from more than one reviewer. Reviewers also made various specific suggestions and comments, which program planners responded to satisfactorily, the most significant of which are summarized by major as follows:

¹⁹ *Imagining America* is a national consortium of colleges and universities committed to public scholarship in the arts, humanities, and design.

- **American Studies (AMS):** Dr. Haynes recommended development of single core courses (rather than menu choices) at the introductory and advanced levels, adding more courses with global awareness content, adding a specific learning objective relating to global awareness, and adding degree-specific outcomes to the portfolio assessment process. Program planners responded that development of a 200-level course to serve the single core introductory function is likely, that IAS plans to add a global awareness-related course and learning objective, and that adding degree-specific outcomes would be a priority. Dr. Cohen-Cruz noted the appropriateness of the major's broad base of knowledge to both content and methodological goals.
- **Global Studies (GST):** Dr. Puri enthusiastically recommended approval, commending the major's breadth, depth, and genuine interdisciplinary character.
- **Society, Ethics, and Human Behavior (SEB):** Dr. Puri enthusiastically recommended approval, commending the major's breadth, depth, and genuine interdisciplinary character.
- **Culture, Literature, and the Arts (CLA):** Dr. Haynes recommended development of single core courses at the introductory and advanced levels. She also recommended adding degree-specific outcomes to the portfolio assessment process. Program planners responded that development of a 200-level course to serve the single core introductory function is likely and adding degree-specific outcomes would be a priority. Dr. Cohen-Cruz applauded the program's structure.
- **Science, Technology, and Society (STS):** Dr. Mitchell recommended approval, noting that offering a separate STS major makes sense and is consistent with trends in the field. However, he had a reservation about the content of the program, given its title. He felt the program appeared to take only the science and technology parts of its title seriously. In particular, he felt that the STS methods coursework was insufficient and recommended changing either the major's title or curriculum. For example, the curriculum could be changed by adding 2-3 courses in STS methods. Program planners responded that they are working on enhancing the degree's emphasis on social science methodologies and anticipate hiring a faculty member trained in this area of STS in the coming year.
- **Community Psychology (CP):** Dr. Cohen-Cruz noted that Community Psychology is an area of study that can benefit considerably from an interdisciplinary approach. She felt that the required courses made sense, and she appreciated the inclusion of content from social sciences, community arts, multicultural program development, and other humanities-associated areas.

- **Environmental Studies (ES):** Dr. Bierzychudek applauded the inclusion of environmental ethics and the inclusion of student portfolios in the assessment process. She described the inclusion of a Sustainability pathway as innovative, but she asked several questions about the Conservation Science and Management (CSM) pathway. For example, she noted that there is already a Conservation and Restoration Ecology (CRE) pathway within UWB's existing B.S. in Environmental Science degree and wondered whether CSM would merely be CRE "lite." She also asked questions about the mechanics of the program assessment process and the training and number of faculty. She concluded by stating that the program is certainly strong enough to stand alone as a major. Program planners responded adequately to her questions.

Dr. Fink stated that the major "fits well within the range of B.A. programs offered at other U.S. colleges and universities" and "offers a good option for students who want to tackle regional, national or global environmental issues, but whose academic strengths focus on policy or society rather than the natural sciences." In addition, she noted the strength of the faculty and applauded the program's portfolio assessment. However, she recommended that faculty trim the list of electives to a smaller number most relevant for each pathway. Program planners responded that IAS had considered doing so, but decided to offer students a broad set of electives in response to student feedback regarding specific interests and career objectives.

- **Interdisciplinary Arts (IA):** Dr. Martin recommended the major for immediate approval and made no suggestions for improvement. He stated, "This program can be seen as a response to the limits that conservatory-based artistic training now encounters."

Dr. Cohen-Cruz saw no reason not to move ahead with the major, noting that it would provide a "solid synthesis of theory, training, and hands-on learning." She is not aware of any other programs that "cross performance, visual art, and writing so thoroughly at the same time as nurturing intellectual skills and community experiences." However, she wondered how competitive the program would be with existing non-interdisciplinary arts programs. Program planners indicated that it would compete by offering an alternative to traditional conservatory arts training.

Staff Analysis - General

All of the proposed conversions of BAIS options into majors would support UWB's mission and the *Strategic Master Plan for Higher Education*. In addition, UWB's IAS unit would employ multiple strategies to enhance diversity.

Program planners provided sufficient evidence of student, employer, and community need for the proposed majors. Student survey and enrollment results demonstrate student need. Although *A Skilled and Educated Workforce* does not specifically indicate employer need for the options proposed for conversion, the Council on Competitiveness emphasizes the need to prepare workers for the service sector with the kinds of skills that these IAS majors would provide.

Furthermore, BAIS graduates have an adequate track record of either finding employment suitable for B.A. degree holders or pursuing appropriate graduate studies. The proposed majors would respond to community need by offering students internship and service learning opportunities which would mutually benefit students and the region. These opportunities would address a range of the region's policy, social, and environmental concerns.

The proposed majors would not unnecessarily duplicate existing programs, because most serve a different target audience, offer a different curricular focus, or lie outside of practical commuting range for students in UWB's service area.

External proposal reviewers supported the conversions of the options to majors, while offering a few suggestions and comments, to which program planners adequately responded. In addition, the conversions respond to the conclusions of IAS's 2007-08 Self-Study and External Review.

The proposed majors would serve the same student audience as the options and employ the same faculty. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. Curricula for the majors would not change significantly, although the conversion would result in trimming some of the optional curricular offerings in some of the areas and adding a research methods course for AMS. Prerequisites would change only for the Environmental Studies major.

Conversion to majors would not result in any significant changes to faculty, facilities, or equipment. Furthermore, the majors would be offered at a reasonable cost, which the conversions would not increase.

Because of the options' established, long-standing track record and the small magnitude of the changes noted above, UWB could have submitted a single moderate degree change proposal covering the first five options proposed for conversion (AMS, GST, SEB, CLA, STS). Community Psychology (CP) would have qualified as well, but it has only existed for three years. However, its enrollment track record during those three years is strong, increasing from 24 students in 2006 to 70 or more during each of 2007 and 2008. That track record, together with the option's three-year history, warrant treating CP similarly to the first five options. Unlike CP, ES and IA warrant additional analysis, because they have only existed for a year or less.

Staff Analysis – Additional Analysis for Environmental Studies

ES has only existed as an option since fall 2008, so it does not have the enrollment and graduate placement track records that the first six BAIS options have. Nonetheless, the option's brief enrollment history, considered in conjunction with information provided by program planners regarding the number of students expected to declare ES upon completion of their prerequisites, indicates that there is sufficient student need for the major. Student survey respondents preferring a degree outnumbered those preferring an option four to one. The popularity of IAS's Introduction to Environmental Issues class and UW Seattle's Program on the Environment also indicate student need.

The Department of Employment Security's employment projections and the Prosperity Partnership's cluster size and growth analysis both provide evidence of employer need for the ES major. In addition, the program would respond to community need because the interdisciplinary training it offers would equip graduates to help solve complex environmental problems society faces. ES graduates would help fill the potential 25,000 green collar jobs for which the Legislature has set a goal by 2020.

The ES major would serve the same student audience and employ the same faculty as the ES option. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. The ES major's curriculum would not change significantly from the ES option's curriculum, although the conversion would result in a change in pre-requisites.

Students would attend courses taught primarily by full-time, tenured/tenure-track faculty, noted for being "strong and committed" by one of the reviewers. Student assessment and program assessment would use multiple measures, including portfolios and self-reflections, measures described by one reviewer as being "stellar."

As one reviewer noted, the ES major would build on an existing option and efficiently share resources with the existing B.S. in Environmental Science program and other interdisciplinary majors within IAS. It would be offered at a reasonable cost, and conversion would not require any significant additional costs.

Staff Analysis – Additional Analysis for Interdisciplinary Arts

IA has only existed as an option since winter 2009, so it does not have the enrollment and graduate placement track records that the first six BAIS options have. Nonetheless, the option's brief enrollment history, considered in conjunction with other information provided by program planners regarding the number of students expected to declare IA upon completion of their prerequisites, indicates that there is sufficient student need for the major. Three out of four students surveyed preferred a degree. Furthermore, College Board data indicate that high school graduate interest in performing arts areas is higher than interest in many other areas, such as engineering, education, and biological and medical sciences.

The proposed major would benefit employers such as public agencies and nonprofit arts and culture organizations, as well as the community, because of the major's emphasis on community-engaged forms of arts practice and arts-based inquiry. For example, program graduates would be equipped to work at governmental agencies or nonprofit organizations, using public arts installations to help meet agency or organizational goals that benefit the public. Like the IA option, the IA major would serve students who are interested in artistic endeavors in diverse settings such as schools, disability programs, nursing homes, and environmental organizations; in interdisciplinary teams for innovation in business, computing, and education; and in careers in arts and culture industries, such as museums and arts centers.

The IA major would serve the same student audience and employ the same faculty as the IA option. Students would graduate in the same amount of time as they did prior to conversion and would achieve the same learning objectives. The IA major's curriculum would not change significantly from the IA option's curriculum and the conversion would not result in a change in pre-requisites.

Students would attend courses taught primarily by full-time, tenured/tenure-track faculty, noted for being "an impressive assemblage of artist/scholars" by one of the reviewers. Student assessment and program assessment would use multiple measures, including portfolios and self-reflections, measures noted by one reviewer as being "a good fit for assessing student development in the arts."

The IA major would efficiently share resources with other interdisciplinary majors within IAS. It would be offered at a reasonable cost, and conversion would not require any significant additional costs.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the following degrees at the University of Washington Bothell:

1. Bachelor of Arts in American Studies
2. Bachelor of Arts in Global Studies
3. Bachelor of Arts in Society, Ethics, and Human Behavior
4. Bachelor of Arts in Culture, Literature, and the Arts
5. Bachelor of Arts in Science, Technology, and Society
6. Bachelor of Arts in Community Psychology
7. Bachelor of Arts in Environmental Studies
8. Bachelor of Arts in Interdisciplinary Arts

RESOLUTION 09-16

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts in Environmental Studies; and

WHEREAS, The degree would result from the conversion of an option within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The program would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The program would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The program would be taught primarily by full-time tenured/tenure track faculty whose strength and commitment were noted by one of the program's external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The program would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Environmental Studies at the University of Washington Bothell, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

Jesus Hernandez, Chair

Roberta Greene, Secretary

RESOLUTION 09-17

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts in Interdisciplinary Arts; and

WHEREAS, The degree would result from the conversion of an option within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The program would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The program would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The program would be taught primarily by full-time tenured/tenure track faculty described as impressive artist/scholars by one of the program's external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The program would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in Interdisciplinary Arts at the University of Washington Bothell, effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

Jesus Hernandez, Chair

Roberta Greene, Secretary

RESOLUTION 09-18

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts degrees in American Studies; Global Studies; Society, Ethics, and Human Behavior; Culture, Literature, and the Arts; Science, Technology, and Society; and Community Psychology; and

WHEREAS, The degrees would result from the conversion of options within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The programs would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The programs would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The programs would be taught primarily by full-time tenured/tenure track faculty, whose quality has been noted by external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

WHEREAS, The programs would be offered at a reasonable cost;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in American Studies; Bachelor of Arts in Global Studies; Bachelor of Arts in Society, Ethics, and Human Behavior; Bachelor of Arts in Culture, Literature, and the Arts; Bachelor of Arts in Science, Technology, and Society; and Bachelor of Arts in Community Psychology; effective September 29, 2009.

Adopted:

September 29, 2009

Attest:

Jesus Hernandez, Chair

Roberta Greene, Secretary



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakcridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION 09-18

WHEREAS, The University of Washington Bothell proposes to offer a Bachelor of Arts degrees in American Studies; Global Studies; Society, Ethics, and Human Behavior; Culture, Literature, and the Arts; Science, Technology, and Society; and Community Psychology; and

WHEREAS, The degrees would result from the conversion of options within an existing University of Washington Bothell Bachelor of Arts in Interdisciplinary Studies degree; and

WHEREAS, The programs would support University of Washington Bothell's mission and the Strategic Master Plan for Higher Education; and

WHEREAS, The programs would respond to student, employer and community need without unnecessarily duplicating existing programs; and

WHEREAS, The programs would be taught primarily by full-time tenured/tenure track faculty, whose quality has been noted by external reviewers; and

WHEREAS, Student assessment and program assessment would employ multiple measures; and

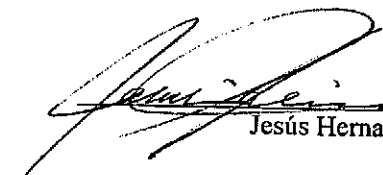
WHEREAS, The programs would be offered at a reasonable cost;

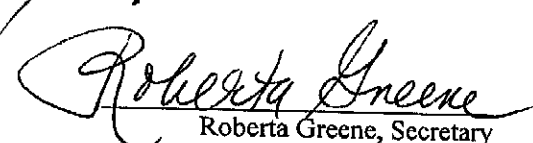
THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Bachelor of Arts in American Studies; Bachelor of Arts in Global Studies; Bachelor of Arts in Society, Ethics, and Human Behavior; Bachelor of Arts in Culture, Literature, and the Arts; Bachelor of Arts in Science, Technology, and Society; and Bachelor of Arts in Community Psychology; effective September 29, 2009.

Adopted:

September 29, 2009

Attest:


Jesús Hernández, Chair


Roberta Greene, Secretary