UNIVERSITY *of* WASHINGTON

Michael K. Young
President

March 10, 2014

Dean Robert C. Stacey
College of Arts and Sciences
Box 353765

Dear Bob:

Based upon the recommendation of its Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the Bachelor of Arts degree in Integrated Social Sciences. A copy of the approval is attached.

I am writing to inform you that the College of Arts and Sciences is authorized to specify these requirements beginning autumn quarter 2014.

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,

Michael K. Young
President

Enclosure

cc: Dr. Matt Sparke (with enclosure)
        Mr. Robert Corbett (with enclosure)
        Ms. Virjean Edwards (with enclosure)

NOV 12 2013

UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

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

College/Campus	Department/Unit	Date
Seattle	College of Arts & Sciences	10-8-2013

New Programs

☐ Leading to a Bachelor of ___ in ___ degree.

☒ Leading to a Bachelor of Arts degree with a major in <u>Integrated Social Sciences</u>.

☐ 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 ___.

Proposed Effective Date: **Quarter:** ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year: 2014**

Contact Person: Matt Sparke, Director	Phone: 3-5194	Email: sparke@uw.edu	Box: 353550

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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

See attached.

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit:	Chair/Program Director:	Date:
Department/Unit:	Chair/Program Director	Date:

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

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications). **Please note:** all copy will be edited to reflect uniform style in the General Catalog.

See attached.

	Date:
Chair/Program Director: Matt Sparke, Director of ISS, MR	Oct 8th '13
College/School/Campus Curriculum Committee:	11/6/2013
Dean/Vice Chancellor: Robert C. Stacey	11/6/2013
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: Pat Ann Kramer	15 Jan 2014

	Date:
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: Pat Ann Kramer	21 Feb 2014

Integrated Social Sciences

PROGRAM OVERVIEW

SMI 303F

The Integrated Social Sciences program provides a broad interdisciplinary education in the social sciences for undergraduates. It emphasizes the development of critical and integrative thinking for students interested in human society and social problems. ISS an online degree completion program, aimed at students who have already completed a substantial amount of college course work.

UNDERGRADUATE PROGRAM

Adviser
CMU 059
206-221-9183
wensel@uw..edu

Integrated Social Sciences offers the following program of study
- The Bachelor of Arts degree with a major in Integrated Social Sciences

Bachelor of Arts

Suggested First- and Second-Year College Courses: General coursework developing critical thinking, analytical, and writing skills. Coursework which satisfies general education requirements for the College of Arts and Sciences, including courses in English composition, foreign language, and quantitative and symbolic reasoning.

Major Admission Requirements
- Completion of a minimum of 75 transferable quarter credits .
- Minimum 2.0 GPA in all transferable college coursework.
- Minimum 2.5 GPA in all courses applied to ISS major requirements.
- Completion of the College Academic Distribution Requirement (CADR).
- Demonstrated progress toward University and College of Arts and Sciences general education requirements.

The ISS program only accepts Program-Specific Students. Admission to the ISS program is competitive. Completion of minimum admission requirements does not guarantee admission to the University. In addition, applicants will be evaluated on the following criteria:

1. Overall academic record;
2. A personal statement;
3. Likelihood of success in an online-format program, based on a separate application question.

Major Requirements:

60 credits as follows:

- 5 credits in social science theory, ISS 301.
    - 2 credits in an introductory portfolio seminar in the social sciences, ISS 350.
    - ISS 355, a required portfolio seminar, taken several times over the course of the program (2 credits, repeated 4 times for minimum of 8 credits).
- 40 credits in designated Thematic Areas courses, with at least one 5-credit course from each of 5 of the following 7 areas of inquiry: (1) information and technological society; (2) population dynamics and movements; (3) conflict and cooperation; (4) diversity and global justice; (5) societal inequalities and power relations; (6) social contexts of health and risk; (7) societies and environments. Three (3) disciplinary prefixes or more must be included. A list of approved courses is available from the ISS advising office or the program website:
- 5 credits in a capstone course in Integrated Social Sciences, ISS 401.
- 30 out of the 40 credits completed in Thematic Areas course work must be upper division.
- A minimum of 45 credits applied to major requirements must be taken in the UW ISS program.
- Minimum cumulative GPA of 2.0 in courses applied to major requirements.

Department	Course Prefix	Course Name	Instructor
Anthropology	ANTH 3xx	History of Anthropology (and the Future of Social Science)	Celia Lowe
Anthropology	ANTH 3xx	Sustainability, Culture and Society	Stevan Harrell
Comparative History of Ideas	JSIS C/CHID 380	Theories In the Study of Religion	James Wellman
Communications	COM 339	The Business of Media in the Digital Age	Gina Neff
Communications	COM 340	History of Mass Communication	Linda Lawson
Communications	COM 440/POL S 461	Mass Media Law	Linda Lawson
Communications	COM 420/ POL S 468/JSIS B 419	Comparative Media Systems	Philip Howard
Communications	COM 468	Media Ethics	Roger Simpson
Communications	AES/GWSS/COM 489	Black Cultural Studies	Ralina Joseph
Communications	COM/AES/GWSS 389	Race, Gender & Sexuality in the Media	Leilani Nishimi
Communications	COM 220	Introduction to Public Speaking	Matt McGarrity
Communications	COM 4xx	Creative Advantage	Nancy Rivenburgh
Economics	ECON 200	Introduction to Microeconomics	Haideh Salehi-Esfahani
Economics	ECON 201	Introduction to Macroeconomics	Dennis O'Dea
Economics	ECON 282	Introduction to Econometrics	Gregory Ellis
Geography	GEOG 3xx	State, Migration, and Development in China	Kam Wing Chan
Geography	GEOG/JSIS B 323	Globalization and You	Matthew Sparke
Geography	GEOG 380	Geographical Patterns of Health	Jonathan Mayer
Geography	GEOG 478	Social Justice and the City	Katharyn Mitchell
Gender, Women, Sexuality Studies	AFRAM 337/GWSS 454	Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media	Sonnet Retman/ Michelle Habell-Pallan
Gender, Women, Sexuality Studies	COM/AES/GWSS 389	Race, Gender & Sexuality in the Media	Leiliani Nishimi
Gender, Women, Sexuality Studies	AES/GWSS/COM 489	Black Cultural Studies	Ralina Joseph
History	HIST 485	Comparative Colonialism	Vicente Raphael
History	JSIS A/HSTAS 454	History of Modern China	Madeleine Yue Dong
Jackson School of International Studies	POL S 432/JSIS B 406	Political Islam and Islamic Fundamentalism	Karam Dana
Jackson School of International Studies	JSIS B 416	Putting the World on a Couch	Deborah Porter
Jackson School of International Studies	GEOG/JSIS B 323	Globalization and You	Matthew Sparke
Jackson School of International Studies	JSIS A/POL S 435	Japanese Government and Politics	Robert Pekkanen
Jackson School of International Studies	JSIS A/HSTAS 454	History of Modern China	Yue Dong
Jackson School of International Studies	COM 420/POL S 468/JSIS B 419	Comparative Media Systems	Philip Howard
Jackson School of International Studies	JSIS B 310/POL S 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	Jose Antonio Lucero
Jackson School of International Studies	JSIS B 331	Political Economy of Development	Wolfram Latsch

Jackson School of International Studies	JSIS B 351	The Global Environment	Celia Lowe
Jackson School of International Studies	JSIS B 420	Failed States	Scott Radnitz
Jackson School of International Studies	JSIS B/POL S 436	Ethnic Politics and Nationalism	Jonathan Warren
Jackson School of International Studies	JSIS C/CHID 380	Theories In the Study of Religion	James Wellman
Law, Societies and Justice	LSJ/POL S 327	Women's Rights as Human Rights	Rachel Cichowski
Philosophy	PHIL 102	Contemporary Moral Problems	Michael Blake
Philosophy	PHIL 343	Ethics and the Environment	Lauren Hartzell Nichols
Philosophy	PHIL 360	Topics in Philosophy of Science	Lynn Hankinson Helson
Philosophy	PHIL 415	Advanced topics in animal welfare	Lauren Hartzell Nichols
Political Science	COM 420/POL S 468/JSIS B 419	Comparative Media Systems	Philip Howard
Political Science	COM 440/POL S 461	Mass Media Law	Linda Lawson
Political Science	POL S 321	American Foreign Policy	Robin Datta
Political Science	POL S 3xx	American Political Thought	Jack Turner
Political Science	POL S 432/JSIS B 406	Political Islam and Islamic Fundamentalism	Karam Dana
Political Science	LSJ/POL S 327	Women's Rights as Human Rights	Rachel Cichowski
Political Science	JSIS B/POL S 436	Ethnic Politics and Nationalism	Jonathan Warren
Political Science	JSIS A/POL S 435	Japanese Government and Politics	Robert Pekkanen
Political Science	JSIS B 310/POL S 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	Jose Antonio Lucero
Sociology	SOC 300	Foundations of Sociological Inquiry	Becky Pettit
Sociology	SOC 362	Race and Ethnicity in the US	Alexes Harris
Integrated Social Sciences	ISS 301	Social Sciences Theory in Context	Matt Sparke
Integrated Social Sciences	ISS 350	Introduction to Portfolios in Social Sciences	Matt Sparke
Integrated Social Sciences	ISS 355	Portfolio Seminar in Integrated Social Sciences	Matt Sparke
Integrated Social Sciences	ISS 401	ISS Capstone Course	Matt Sparke

Group Start Pilot Courses Already Offered by UWEO

We are also in the process of negotiating sections/access and concurrence options for the following list of other online courses hosted by UWEO. Many of these also offer education in our seven thematic areas, and/or serve to deliver ways of meeting general education requirements. Importantly, a number of the courses among both these additional online options, and the courses already developed or in development for the ISS Degree will also meet the new Diversity Requirement, particularly those in the Diversity and Global Justice; Societal Inequalities and Power Relations; and Conflict and Cooperation thematic areas. The diversity requirement is met by courses that "focus on the sociocultural, political and economic diversity of human experience at local, regional, or global scales." These themes are at the core of the Social Sciences and thus we anticipate that a significant number of the ISS courses will meet this requirement. (Colleges are currently developing procedures to identify which existing courses will meet the requirement.)

Please note that a plan has been approved to offer the 4 highlighted courses concurrently as group start online courses and as ISS online courses.

Group Start Pilot Courses (courses with * are available to meet general education requirements)

Prefix	#	Course name	Credits
COM	340	History of Mass Communication	5
COM/AES/(	389	Race, Gender, and Sexuality in the Media	5
COM/POL S	440 461	Mass Media Law	5
GEOG	102	World Regions	5
GEOG	200	Introduction to Human Geography	5
GEOG/JSIS	123	Introduction to Globalization	5
LING	200	Introduction to Linguistic Thought	5
PHIL	115	Practical Reasoning	5
POL S	270	Introduction to Political Economy	5
POL S	321	American Foreign Policy	5
PSYCH	101	Introduction to Psychology	5
PSYCH	202	Biopsychology	5

PSYCH	205	Behavior Disorders	5
PSYCH	206	Human Development	5
PSYCH	203	Introduction to Personality and Indiv Differences	5
SOC	360	Introduction to Social Stratification	5
SOC	364	Women in the Social Structure	5
SOC	371	Criminology	5
STAT	311	Elements of Statistical Methods	5
*DANCE	100	Understanding Dance	5
*DANCE	101	Dance and the American Experience	5
*DRAMA	103	Theatre Appreciation	5
*ESRM	100	Introduction to Environmental Science	5
*MATH	124	Calculus with Analytic Geometry I	5
*MATH	125	Calculus with Analytic Geometry II	5
*MATH	126	Calculus with Analytic Geometry III	5
*MUSIC	120	Survey of Music	5
*MUSIC	162	American Popular Song	5
*MUSIC	331	History of Jazz	5

Seven (7) Thematic Areas of the Integrated Social Sciences Major

i) Information and technological society
ii) Population dynamics and movements
iii) Conflict and cooperation
iv) Diversity and global justice
v) Societal inequalities and power relations
vi) Social contexts of health and risk
vii) Societies and environments

i) Information and technological society

Prefix	#	Course name	Credits
AFRAM GWSS	337 454	Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media	5
COM	339	The Business of Media in the Digital Age	5
COM	340	History of Mass Communication	5
COM	420	Comparative Media Systems	5
COM	440	Mass Media Law	5
COM	468	Media Ethics	5
COM	4xx	Creative Advantage	5
COM	220	Introduction to Public Speaking	5
COM/AES/GWSS	389	Race, Gender & Sexuality in the Media	5
ECON	200	Introduction to Microeconomics	5

Prefix	#	Course name	Credits
ECON	201	Introduction to Macroeconomics	5
ECON	282	Introduction to Econometrics	5
PHIL	360	Topics in Philosophy of Science	5

ii) Population dynamics and movements

Prefix	#	Course name	Credits
ANTH	3xx	History of Anthropology (and the Future of Social Science)	5
GEOG	3xx	State, Migration, and Development in China	5
GEOG	380	Geographical Patterns of Health	5
GEOG	478	Social Justice and the City	5
HIST	485	Comparative Colonialism	5
JSIS B	436	Ethnic Politics and Nationalism	5
SOC	300	Foundations of Sociological Inquiry	5

iii) Conflict and cooperation

Prefix	#	Course name	Credits
COM/AES/GWSS	389	Race, Gender and Sexuality in the Media	5
GEOG	478	Social Justice and the City	5

HIST	485	Comparative Colonialism	5
JSIS B	331	Political Economy of Development	5
JSIS B POLS	310 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	5
JSIS B	420	Failed States	5
JSIS A	435	Japanese Politics	5
JSIS C/CHID	380	Theories In the Study of Religion	5
JSIS B	436	Ethnic Politics and Nationalism	5
PHIL	102	Contemporary Moral Problems	5
PHIL	343	Environmental Ethics	5
POL S	3xx	American Political Thought	5
POL S	321	American Foreign Policy	5
POL S/JSIS B	432 406	Political Islam and Islamic Fundamentalism	5

iv) Diversity and global justice

Prefix	#	Course name	Credits
AFRAM	337	Rock the Archive:	5

GWSS	454	Hip Hop, Indie Rock and the Social Science of Digital Media	
AES/GWSS/COM	489	Black Cultural Studies	5
COM/AES/GWSS	389	Race, Gender and Sexuality in the Media	5
GEOG	323	Globalization and You	5
GEOG	478	Social Justice and the City	5
HIST	485	Comparative Colonialism	5
JSIS B POLS	310 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	5
JSIS	416	Putting the World on a Couch	5
JSIS B	436	Ethnic Politics and Nationalism	5
JSIS A	454	History of Modern China	5
LSJ/POLS	327	Women's Rights as Human Rights	5
PHIL	102	Contemporary Moral Problems	5
PHIL	415	Advanced topics in animal welfare	5
POL S/JSIS B	432 406	Political Islam and Islamic Fundamentalism	5
SOC	362	Race and Ethnicity in the US	5

v) Societal inequalities and power relations

Prefix	#	Course name	Credits
AFRAM GWSS	337 454	Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media	5
AES/GWSS/COM	489	Black Cultural Studies	5
COM/AES/GWSS	389	Race, Gender and Sexuality in the Media	5
GEOG	478	Social Justice and the City	5
HIST	485	Comparative Colonialism	5
JSIS B	436	Ethnic Politics and Nationalism	5
JSIS B POLS	310 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	5
POL S	3xx	American Political Thought	5
POL S/JSIS B	432 406	Political Islam and Islamic Fundamentalism	5
SOC	300	Foundations of Sociological Inquiry	5
SOC	362	Race and Ethnicity in the US	5

vi) Social contexts of health and risk

Prefix	#	Course name	Credits
ANTH	3xx	Sustainability, Culture and Society	5
GEOG	323	Globalization and You	5
GEOG	380	Geographical Patterns of Health	5
JSIS B	351	The Global Environment	5
PHIL	360	Topics in Philosophy of Science	5

vii) Societies and environments

Prefix	#	Course name	Credits
ANTH	3xx	Sustainability, Culture and Society	5
ANTH	3xx	History of Anthropology (and the Future of Social Science)	5
GEOG	380	Geographical Patterns of Health	5
JSIS B POLS	310 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	5
JSIS B	351	The Global Environment	5
PHIL	343	Environmental Ethics	5
PHIL	360	Topics in Philosophy of Science	5

PHIL	415	Advanced topics in animal welfare	5

Notes: A number of courses listed for the ISS major were not originally assigned to the 7 areas (COM 339, 340, 440, 420; PHIL 115: POL S 321). They have all now been assigned to a relevant thematic area.

Your Tools
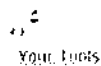
Undergraduate Curriculum Review Process for New Programs

Manage Participants Profile (uwcr)

Seattle: Online Bachelor of Arts degree in Integrated Social Sciences (ISS-20131008)

uwcr uwcr Participant	*Posted Jan 15, 2014 9:04 AM* Please review the attached 1503 pdf requesting to establish an online Bachelor of Arts in Integrated Social Sciences at the Seattle campus and post comments by 5:00 pm on Wednesday, February 5th. Due to the size of the proposal some of the appendixes have not been uploaded. The attached proposal is the information FCAS felt was the most applicable to the Tri-Campus Review. If you would like the additional documentation please send and email to uwcr@uw.edu (mailto:uwcr@uw.edu) . If you have any problems viewing the attachment or need disability accommodations, please contact the University Curriculum Office at uwcr@uw.edu (mailto:uwcr@uw.edu) . Attachments: 　　ISS-20131008.pdf 12.7M 　　Download View
gmobus GEORGE MOBUS	*Reply Posted Jan 15, 2014 12:24 PM* This is likely not on anyone's radar screen, but it turns out that "limits to growth" phenomena are affecting all seven thematic areas in multifarious (integrated) ways. Has anyone considered the applicability of subjects like biophysical economics to these areas (Hall & Klitgaard, "Energy and the Wealth of Nations", Springer, New York). Imagine an outer circle encompassing the star formation labeled "Biophysical Reality". Sustainability is an ill-defined concept so a lot of assumptions should probably be reexamined in light of that fact.
jerelyn JERELYN A. RESNICK	*Reply Posted Jan 16, 2014 11:22 AM* I didn't see any information about increased resources being dedicated to library services. These vital academic support services are already being stretched very thinly across all three campuses. What will be the impact of this new degree on these services if there are no increased resources? Staffing for the courses will be provided by tenure-line faculty and lecturers. Will the lecturers be hired through a competitive process so they can be given multi-year contracts? It would be a detriment to the stability of the new degree to have some of the faculty hired only on a contingent yearly or quarterly basis.
denver WALTER C PARKER	*Reply Posted Jan 20, 2014 12:40 PM* *Edited Jan 20, 2014 10:37 AM by denver* 　Congratulations to the developers of this online social science major. The curriculum structure is impressive—complex, thoughtful, and coherent; big accomplishments. And the three integrative mechanisms are compelling, especially in combination with the target students and three "institutional interests." Altogether a high-quality proposal with good values. I offer only a few comments, mainly about core content and reading. 　Appendix A gives helpful details. The core course ISS 301 is rich, and the readings are arguably powerful (assuming the assignments are particular selections from these texts). Williams' *New Keywords* models so well for students how to think about a concept. But I worry about core courses 350 and 355 due to their distance from any established academic discipline/tradition. No one has studied this much; consequently, who has the expertise to teach them? The listed texts may be too broad to be powerful. Peter Elbow's article, "The Pedagogy of the Bamboozled"(1973), might fruitfully be paired with Freire's book, and hopefully a good argument can ensue. Lave and Wenger's are too specialized and not quite pertinent, are they? Perhaps more practical and relevant (to the student's portfolio) might be Zinsser's *On Writing Well* (especially the chapters on Simplicity, Clutter, Audience, and Writing About Yourself) and Wilinsky's *Learning to Divide the World,* which theorizes the formation of the social sciences and other school subjects. 　In any course, core or otherwise, <u>content selection</u> is the central intellectual challenge for the faculty. What small sample of topics from a universe of possibilities will be selected (and then sequenced and paced) for teaching and learning? A faculty member's expertise is the best resource, although experts are notorious for overstuffing a course (they don't yet understand their subject well enough to simplify it). A related challenge is text selection: Which few and powerful texts deserve <u>close reading</u>? I suggest that close reading of a limited number of powerful texts be featured in this curriculum, with students sharing their interpretations with one another and the professor challenging them. I would give 'close reading' a formal place in the curriculum structure. 　I wondered at Education's absence as a thematic area or otherwise. It is itself an integrated and applied social science field. In any society, schooling is a major social institution that draws more public resources than any other save, sometimes, military and police/prisons. And, the school is a talisman: Societies everywhere try to fix social problems by reforming the school. A study of the school

curriculum is one of the most reliable avenues to a society's values and aspirations– what it considers 'must-knows', its beloved narratives (e.g., "a nation of immigrants") and how it has divided phenomena into school subjects. Consider the social sciences in U.S. high schools: History definitively won the battle for curriculum space, long ago and in three containers: national (11th grade), world (10th), and state (varies, usually junior high). Rarely is geography taught any more in high school except, curiously, for the AP Human Geography course (which is *required* at the high school nearest the Seattle UW campus). US Government remains a popular elective for seniors. *Federalism,* a 'keyword' here, helps us understand the 15,000 or so ministries of education that govern the public school curriculum in the U.S.—school districts. Moreover, schools in the U.S. have been hugely commodified in recent decades. They are asked to promote equality while preserving privilege, and to solve problems they didn't create (e.g., poverty). Teachers everywhere, like priests and social workers, embark on a mission of human improvement. They are granted tremendous status in Japan, deified almost, and denied even dignity in the U.S. This is a rich stew, worthy of study, e.g., Zimmerman's *Whose America? Culture Wars in the Public Schools,* Labaree's *Someone Has to Fail,* Cohen's *Teaching and Its Predicaments,* Bissinger's *Friday Night Lights,* Delpit's *Other People's Children,* Darling-Hammond's *The Flat World and Education,* Cremin's *The Transformation of the School: Progressivism in American Education 1876-1957.*

Walter Parker

guttorp
PETER GUTTORP

New! Posted Jan 30, 2014 9:48 AM

I am concerned with the lack of quantitative methodological courses in the program. This does not ompare well to current social science degrees. Furthermore, I get the impression that the program is built on existing online courses. From my experience, these have generally been developed with little input and oversight from the corresponding academic department (that is certainly the case for STAT 311). Thus, the quality of online offerings tends to be very uneven.
Peter Guttorp
Statistics, Quantitave Ecology and Resource Management, Urban Design and Planing

lingding
LING DING

New! Posted Jan 30, 2014 10:50 PM

A verty thorough and data-based investigation is givien in this proposal. This is a good program for those students who cannot attend classes in persons. Will the "online" be reflected on their diploma? How to guarantee the outcomes of online teaching? Is the online program competeable to the current social science program? If yes, why should students come to campus in persons? If no, what's the meaning of the online program?

june
JUNE G MORITA

Last Posted Jan 31, 2014 - 5:39 PM

This proposed ISS program seems to be lacking rigor, especially with respect to quantitative reasoning, which is critical for the ability to "analyze and evaluate data"(page 44), and to "explain social scientific research in terms of questions, theories, methods and findings" (pages 6 and 22 and of the ISS proposal).

The designers of this program should think beyond just the thematic areas to ensure students gain the important written and oral communication and quantitative skills that are needed to meet the stated goals related to "career relevance and employability"(page 43). The program should include requirements that focus on these skills. In particular, a required course that focuses on quantitative reasoning and understanding of what one can and cannot infer from data must be included in the program. Through a joint effort between the Departments of Sociology and Statistics, and the Center for Statistics and the Social Sciences (CS&SS), UW Seattle offers a highly successful course "Statistical Concepts and Methods for the Social Sciences". It was designed with input from these units and a number of other social sciences departments.

The University of Washington has a strong Social Sciences division with many units in collaboration with the Department of Statistics and with CS&SS. These strengths and programs should be included in the development of this ISS program.

On our UW Seattle campus, most students earning social sciences degrees do fulfill a coursework requirement in quantitative methods and analysis. I looked into some of the programs listed in the proposal and found that many require one or more quantitative reasoning courses. Open University's and University of Wyoming's programs require two Quantitative Reasoning courses. CSUSB and WSU require at least one such course.

Another concern is that this program appears designed NOT to encourage students to study any topic area in depth, beyond one academic quarter. Students should gain depth as well as breadth in their university degree program.

June Morita

Principal Lecturer

UW Distinguished Teaching Award recipient, 1999

Dept. of Statistics

eathomp
ELIZABETH A
THOMPSON

New! Posted Jan 31, 2014 5:26 PM

The development of an online degree program that may enable non-traditional students to complete their degrees is an important advance. However, it is also important that the degree not be perceived as significantly weaker than other UW undergraduate degrees.

The goals of the program include enabling students to "explain social scientific research", to "communicate arguments" and to "critique information", but the program contains very little opportunity for education in quantitative methods and analysis, and no requirement that students learn important transferable skills in understanding and analyzing data.

This is in sharp contrast to other UW Social Sciences degree programs such as GEOG, ECON, or SOC, all of which provide training in quantitatitive literacy and methodology. Existing quantitative courses that might form the basis for a component of methodological training include:
ECON 382, 482, 483, 484, 485,   GEOG 317, 326, 426,
SOC 220, 221, 320, 328, 329,   STAT 220, 311
Some of these classes (e.g. STAT 311) are already regularly offered online.

thomasr
THOMAS S.
RICHARDSON

Newly Posted Jan 31, 2014 4:56 PM
Edited Jan 31, 2014 6:20 PM by thomasr

I welcome the development of an on-line Integrated Social Science Degree. This is an exciting technological innovation that may allow non-traditional students to complete their degrees.

However, I agree with other commentators that by comparison with many of the existing Social Science degrees offered by UW, the proposed ISS degree does not contain very much in the way of quantitative methods and analysis.

I think that the inclusion of some form of quantitative literacy, broadly construed, is important in order to:

- help to strengthen students' transferable skills, specifically with regard to understanding and analyzing data;

- build on the existing strength that the University of Washington Social Science Division has in this area;

- minimize the extent to which the ISS degree might be seen as qualitatively different from other Social Science degrees awarded by UW (as raised by lingding above);

- help students to understand and critique the very large body of social science research that is quantitative in nature.

Lastly, for four of the thematic pathways ("Information and technological society"; "Population dynamics and movement"; "Social contexts of health and risk"; "Societies and environments") familiarity with quantitative arguments would appear to be at least a major asset, if not a necessity.

In addition to the quantitative social science courses listed above by eathomp, I would also add CSSS 321 and POLS 205 as being other relevant quantitative courses.

Thomas Richardson

Director, Center for Statistics and the Social Sciences

lawarree
JACQUES P.
LAWARREE

Newly Posted Jan 31, 2014 4:59 PM

I also think that a strong offering of quantitative methodological courses will help the success of this program. It is important that more quantitative courses be added soon to the program. One issue will be to make sure that the students who join the program have the opportinuty to refresh their knowledge in basic mathematics and statistics before taking 3 or 400 level courses in quantitative methods.

J. Lawarree
Economics

dowlings
SARAH
DOWLING

Newly Posted Feb 4, 2014 11:52 PM

I would like to echo others' concerns about how this program will be staffed. Will the lecturers hired be on multi-year contracts? If the program is staffed by lecturers, how will governance and curriculum be taken care of? If they are overseen by Arts & Sciences, but Arts & Sciences faculty are not teaching in the program, this seems problematic at best.

I also wonder whether monies from this program could be directed toward student support services. If the intention is to serve underserved student populations, surely the need for academic support will be high. As one of the previous commenters pointed out with regard to libraries, support services are already stretched thin. It seems specious to propose that these underfunded services will now take on the support of another 350-800 nontraditional students.

cfugate
CYNTHIA S
FUGATE

New Posted Feb 4, 2014 4:53 PM

The Libraries is eager to support the expanded opportunities that this degree will provide to students whose education has been disrupted. We are committed to providing the same access to quality information resources and services for students pursuing this online degree option as we do for students in our residential programs. That said, we do have some concerns about our ability to support the broad, interdisciplinary curriculum with our existing electronic resources and staffing. E-books and streaming media, in particular, present significant challenges at this point in their evolution as our holdings in these formats are not as extensive as they are for journals. The proposal notes the importance of research as a component of the degree, which will require both better access to electronic resources and better access to subject librarians than seems envisioned in the document. Since the document states that the online program is similar to on campus offerings, it seems relevant to offer a comparison: just one subject librarian in the social sciences (and there are many) notes that in an average quarter, she provides over 55 in-person student and faculty consultations in addition to responding to about a dozen email questions *per week*—transitioning this service to an online environment and scaling it for projected growth is no small task. Data from the Libraries' 2013 Triennial Survey revealed that undergraduates who consult with a librarian report that they are better able to find information, complete their coursework and succeed academically. We are concerned that we have insufficient resources to provide a comparable level of support to online students, and particularly those who will face additional challenges as returning students. The proposal mentions connecting students with library resources via the advisors and potential partnerships have been discussed—we look forward to refining these ideas and working with ISS to identify appropriate resources to implement them.--Cynthia Fugate, Libraries

Undergraduate Curriculum Review Process for New... > Seattle: Online Bachelor of Arts degree in Inte...

RESPONSES TO COMMENTS GENERATED BY TRI-CAMPUS REVIEW

We are grateful to have this opportunity to respond to the comments made during the tri-campus review of our proposal for ISS, the new online major in Integrated Social Sciences. We are also especially thankful to all those who took the time and care to offer considered feedback on the review website. Just as in the Faculty Senate meeting on Jan 30th, many of the comments were generous and welcoming of the ISS proposal, and these comments confirm our sense that we are on the right track with the degree design. In addition to the positive comments, the constructive engagement of the more critical responses also provides a good basis for further fine-tuning the design of the degree. In the following paragraphs we seek to explain how.

As is common in institutional reviews of this nature, most of the commentaries reflected particular disciplinary and departmental perspectives. In this case, it is important to record that most of these perspectives came from faculty in units _outside_ the Social Sciences. Professor George Mobus drew on information systems ideas to recommend putting the social science content into its biophysical systems & sustainability context. Professor Walter Parker drew on his world-renowned expertise in education research to recommend more attention to scholarship on education in addition to the thematic areas identified in the proposal. Several faculty and the Chair from the Statistics department were joined by the Chair of the Economics department in recommending more quantitative training in the major. We think all these suggestions are important, and we believe we can build on them going forward.

As we have noted in the proposal, we will seek to develop new courses in areas that are currently underrepresented; one of these is the environment and society area in which questions of biophysical sustainability and all the associated social and political dynamics will be critical. Along with the health thematic area, developing courses on the environment and society will be a high priority as we continue to build the curriculum for the major in the second year (although we do already have a very good ANTHRO course included on "Sustainability, Culture and Society"). On the question about education-focused teaching, we will be able more immediately to add new content to ISS 301 and ISS 350 based on Professor Parker's valuable readings suggestions. (That said, while there are a number of scholars in the social sciences at UW who conduct research on education, we do not have the teaching capacity to add an additional thematic area on this topic, and, meanwhile, the other online Major in Early Childhood and Family Studies already provides potential online students with a major that is much more directly focused on education.)

On training in quantitative skills and analysis, it is important to remember that all ISS students will need to complete the general education requirement in Quantitative and Symbolic Reasoning (Q/SR). We anticipate that numerous ISS students will have already satisfied the Q/SR requirement with courses in mathematics, economics, astronomy, statistics, and other quantitative areas as part of transfer A.A. degrees. This key point noted, we still look forward to working with CSSS Director Richardson, Economics Chair Lawarree and other social science units with expertise in quantitative skills teaching in order to ensure that rigorous courses in quantitative reasoning and analysis are available to all ISS students. In response to Statistics Chair Elizabeth Thompson's specific course recommendations, we want to highlight that we already list STAT 311 as one of the online pilot courses we include in ISS. Making sure access to this course is available to ISS students will be key. Complicating this, possibly, statistics faculty member Peter Guttorp expresses

concerns that STAT 311 was developed with little input and oversight from his unit, but he may not be aware that this course is currently undergoing a thorough revision, with full input of the department and the approval of the Department Chair. In any event, we also remain very keen to work with any faculty from Statistics who might be interested in developing other online STAT courses that can directly introduce students to career and real-world relevant statistics in order to address the needs identified by June Morita.

More generally on the question of quantitative education we want to highlight that the ISS curriculum already includes a good number of other courses that foster just such skills. Most notably, there are 3 Economics courses that all focus on developing quantitative skills, as do courses in Geography (GEOG 380, and the new course on China being developed by Kam Wing Chan – one of the faculty in Social Sciences who is world renowned and frequently quoted for his statistical research on internal Chinese migration patterns) and Intl Studies (JSIS B 331). Of the 3 Economics courses, ECON 200, ECON 201 and ECON 282, the latter is now being developed by Dr. Ellis (responding to prior feedback from SCAP on ECON 382) to include much more review work on statistics before the econometrics material is introduced. We also anticipate the development of other courses in fields such as Sociology and Political Science that will contribute to this crucial learning goal.

The presence of such a significant number of high quality quantitative courses in the degree will mean that students are unlikely to graduate without taking at least one of them, *in addition* to meeting the Quantitative and Symbolic Reasoning general education requirement. On top of all this, it is also important to point out that at least 3 weeks of the *required* ISS 301 will focus on quantitative skills and the epistemological issues surrounding rigorous social science research that involve quantitative description, calculation, prediction, and modeling. In this regard, it will be good to collaborate further with interested faculty from Statistics and elsewhere who want to offer (or recommend) short online modules introducing key statistical topics and keywords for inclusion in this *required* ISS course. Overall we are confident that these diverse elements will add up to a rigorous quantitative education for students in the degree.

From a broader institutional level it should further be noted that the Social Sciences at the UW are well known for their excellence in quantitative methods and quantitative education. So this is also naturally going to be one of the domains in which the ISS major will provide a robust interdisciplinary education. At the same time, though, our goal is to go further than this and truly deliver on the promise of developing a *broad-based interdisciplinary education* with all the skills needed for 21st century citizenship. This means the degree will also provide excellent education in literacy, writing skills, online presentation skills, historical and cross-cultural interpretive understandings, and critical thinking capabilities. These skills are obviously already prominent in some of our most highly regarded and popular Social Science majors at UW, such as Anthropology, Communications, History, and Philosophy. It is the union of these varied sets of skills that will be the interdisciplinary hallmark of the ISS degree. As Dean Stacey has argued, following the pattern of Provost Cauce and Dean Hodge before him, the necessity of a broad liberal arts education remains just as critical today as it was in the 20th century. And this is precisely why it is integrated so deeply into the interdisciplinary vision of ISS.

Turning to other concerns expressed in the Tri-Campus review comments, Professor Ling Ding of the Institute of Technology at University of Washington, Tacoma, introduces some questions that are likely to arise for prospective ISS students. Happily, we are able to offer

some very clear answers to these questions about credentials, program assessment, quality, and distinctiveness:

On the question of diplomas, please be assured that they will be issued by the University of Washington and will in no way be differentiated from those of students attending courses on campus. Both the diploma and transcript will say "University of Washington," with no indication that course work was completed online.

On the question of the distinctiveness of the ISS major, it is true that an undergraduate major in general Social Sciences is currently available through the Evening Degree Program. Evening Degree offers courses scheduled in the 4:30 to 8:50 time frame for students who are unable to attend classes in the day time. In addition to Social Sciences, EDP also offers majors in Humanities, Communications, and English. The differences between the current Social Sciences degree program and Integrated Social Sciences are significant:

- ISS is not a "clone" of the existing on-campus program. Rather, it was developed specifically with an online learning environment in mind, taking full advantage of the unique capacities of online education to encourage and support specific types of learning processes and goals. In this it differs markedly not only from the EDP Social Sciences major, but also from other online degree programs in the social sciences that are cloned from existing "ground" programs.
- ISS has a rigorous core consisting of 20 credits of ISS-prefixed course work that not only introduces students systematically to social sciences theory and to a reflective (metacognitive) practice, but also sutures them into a cohesive learning community.
- ISS is further structured by the seven Thematic Areas that organize course work not around a disciplinary framework, but rather around interdisciplinary practices of examining social phenomena, questions, and problems.
- ISS has a rigorous capstone experience designed to help students create both a research project and an e-portfolio suitable for external audiences, including prospective employers. The existing Social Sciences major simply asks for completion of two 400-level courses that are not necessarily in social sciences disciplines.
- Both the ISS core and the ISS advising model work as integrative mechanisms, ensuring that students not only make academic progress, but do so in a planful, intentional fashion. The online environment provides the type of scheduling flexibility that allows students to make intellectual choices, rather than choices based on convenience or necessity..

Addressing Professor Ling Ding's concerns about learning outcomes, the integrative structures of the ISS major also work to ensure that program learning outcomes are achieved. In the final (showcase) e-portfolio, ISS students are required to demonstrate the ways in which they have mastered the four broad program learning objectives. The e-portfolio project is an ongoing act of self-assessment that is supported, "stretched," and critiqued by classmates, instructors, and advisers alike. More complete program assessment details, including information on course analytics, is on p. 38 of the proposal. The quantity and frequency of data related to student learning that is

generated by an online learning management system exceeds what is available to instructors of traditional courses. This data, interpreted by an in-house analytics and retention expert, helps instructors and advisers understand when and how student learning is happening in "real time," creating conditions for effective intervention and for effective course revision. In short, while there may be no fool-proof way to *guarantee* that learning objectives are attained, the ISS program has structures in place supporting and assessing learning in the major.

Both Dr. Jerelyn Resnick of UW Bothell Nursing and Health Studies and Cynthia Fugate, Senior Associate Dean of Libraries, raise some valid concerns about the extent to which a significant new population of online students might overtax current library resources. It is worth noting that the ISS team has been in talks with librarians throughout the development process, and we are happy to report that many of them are excited about ISS, although reasonably alert to the potential need for additional support. Robin E. Chin Roemer, Outreach Services Librarian and Instructional Design specialist whose own position is itself already funded through EO, has provided some valuable insights into precisely where and how the impact of the ISS student population might be felt by library services, and where existing resources are sufficiently robust to absorb the additional activity. Current 24-hour online access to subject guides, bibliographies, reference works, and online scholarly articles and periodicals is currently very capable of serving the needs of new students. Areas of potential concern include:

- E-book licensing and access
- Streaming media and title-by-title video licensing
- Librarian services such as online help tutorials, virtual reference desk, personalized help from subject specialists

The degree of impact on licensing for videos and e-book access depends largely on instructional design. Based on courses under development for ISS at this time, it does appear that many faculty will be creating mostly original content for the courses, or plan to build curriculum around existing access to online articles. However, given the variety of instructional design and growing faculty interest in incorporating electronic resources, it is likely that greater demand from ISS and students in other online degree programs will be felt. Similarly, we take very seriously the findings of the Libraries' 2013 Triennial Survey, which corroborates the experiences of UW faculty in the social sciences, that undergraduates who consult with librarians are better able to succeed academically. The ability of ISS students to interact with UW reference and subject librarians via email or live chat is, of course, crucial. Therefore, we are happy to report that the ISS budget for 2015 includes a new librarian FTE of $65,000, projected to increase to roughly $76,000 by 2019. If these amounts prove to be insufficient relative to the growth of the ISS student population, we will certainly revisit support levels.

Similarly, the ISS budget allocates amounts for other student services, starting in 2015 with a total of $150,000 for specialists in the areas of admissions, financial aid, and disability services.

Finally, at least two of the comments raise questions about faculty, staffing, and governance. While we do believe that most questions regarding faculty resources and governance are adequately addressed in pp. 36-37 of the proposal, we do wish to answer an important concern: Lecturers responsible for teaching the 4 ISS core courses (ISS 301, 350, 355, 401) will be hired through a competitive process, as best practices now prescribe, for three-year terms, and those faculty will be central members of the instructional faculty for this major. Their appointments will be in appropriate academic units, depending on their own disciplinary backgrounds.

We would like to conclude these responses by noting once again our thanks to all those who offered feedback. We hope we have clarified all the areas that provoked confusion, while also putting to rest any lingering concerns about the rigor of the degree. We are eager now to put these plans into action, and to make sure we get started early enough on the student outreach and public relations work that enough applicants apply to generate a competitive admissions process. We think we need about 700 applications to do this in the first year to generate a 300 FTE enrollment, and so the sooner we can get a green light to move forward with marketing the more viable the degree will be financially. If there is any possibility of receiving a provisional OK from FCAS to begin our outreach effort, it will improve our chances of meeting our enrollment targets, and so we hope the committee might consider granting us some sort of conditional approval for this as soon as is possible.

Matt Sparke
Director of Integrated Social Sciences
Professor, International Studies/Geography

Judith Howard
Divisional Dean of Social Sciences
Professor, Sociology

Tri-campus statements to date

gmobus
       Posted Jan 15, 2014 12:26 PM
This is likely not on anyone's radar screen, but it turns out that "limits to growth" phenomena are affecting all seven thematic areas in multifarious (integrated) ways. Has anyone considered the applicability of subjects like biophysical economics to these areas (Hall & Klitgaard, "Energy and the Wealth of Nations", Springer, New York). Imagine an outer circle encompassing the star formation labeled "Biophysical Reality". Sustainability is an ill-defined concept so a lot of assumptions should probably be reexamined in light of that fact.

jerelyn
       Posted Jan 16, 2014 11:22 AM
I didn't see any information about increased resources being dedicated to library services. These vital academic support services are already being stretched very thinly across all three campuses. What will be the impact of this new degree on these services if there are no increased resources?

Staffing for the courses will be provided by tenure line faculty and lecturers. Will the lecturers be hired through a competitive process so they can be given multi-year contracts? It would be a detriment to the stability of the new degree to have some of the faculty hired only on a contingent yearly or quarterly basis.

denver
   Posted Jan 26, 2014 12:05 PM
Edited Jan 29, 2014 10:37 AM by denver

 Congratulations to the developers of this online social science major. The curriculum structure is impressive—complex, thoughtful, and coherent; big accomplishments. And the three integrative mechanisms are compelling, especially in combination with the target students and three "institutional interests." Altogether a high-quality proposal with good values. I offer only a few comments, mainly about core content and reading.

 Appendix A gives helpful details. The core course ISS 301 is rich, and the readings are arguably powerful (assuming the assignments are particular selections from these texts). Williams' New Keywords models so well for students how to think about a concept. But I worry about core courses 350 and 355 due to their distance from any established academic discipline/tradition. No one has studied this much; consequently, who has the expertise to teach them? The listed texts may be too broad to be powerful. Peter Elbow's article, "The Pedagogy of the Bamboozled" (1973), might fruitfully be paired with Freire's book, and hopefully a good argument can ensue. Lave and Wenger's books are too specialized and not quite pertinent, are they? Perhaps more practical and relevant (to the student's portfolio) might be Zinsser's On Writing Well (especially the chapters on Simplicity, Clutter, Audience, and Writing About Yourself) and Wilinsky's Learning to Divide the World, which theorizes the formation of the social sciences and other school subjects.

 In any course, core or otherwise, content selection is the central intellectual challenge for the faculty. What small sample of topics from a universe of possibilities will be selected (and then sequenced and paced) for teaching and learning? A faculty member's expertise is the best resource, although experts are notorious for overstuffing a course (they don't yet understand their subject well enough to simplify it). A related challenge is text selection: Which few and powerful texts deserve close reading? I suggest that close reading of a limited number of powerful texts be featured in this curriculum, with students sharing their interpretations with one another and the professor challenging them. I would give 'close reading' a formal place in the curriculum structure.

 I wondered at Education's absence as a thematic area or otherwise. It is itself an integrated and applied social science field. In any society, schooling is a major social institution that draws more public resources than any other save, sometimes, military and police/prisons. And, the school is a talisman: Societies everywhere try to fix social problems by reforming the school. A study of the school curriculum is one of the most reliable avenues to a society's values and aspirations-- what it considers 'must-knows', its beloved narratives (e.g., "a nation of immigrants") and how it has divided phenomena into school subjects. Consider the social sciences in U.S. high schools: History definitively won the battle for curriculum space, long ago and in three containers: national (11th grade), world (10th), and state (varies, usually junior high). Rarely is geography taught any more in high school

except, curiously, for the AP Human Geography course (which is required at the high school nearest the Seattle UW campus). US Government remains a popular elective for seniors. Federalism, a 'keyword' here, helps us understand the 15,000 or so ministries of education that govern the public school curriculum in the U.S.—school districts. Moreover, schools in the U.S. have been hugely commodified in recent decades. They are asked to promote equality while preserving privilege, and to solve problems they didn't create (e.g., poverty). Teachers everywhere, like priests and social workers, embark on a mission of human improvement. They are granted tremendous status in Japan, deified almost, and denied even dignity in the U.S. This is a rich stew, worthy of study, e.g., Zimmerman's Whose America? Culture Wars in the Public Schools, Labaree's Someone Has to Fail, Cohen's Teaching and Its Predicaments, Bissinger's Friday Night Lights, Delpit's Other People's Children, Darling-Hammond's The Flat World and Education, Cremin's The Transformation of the School: Progressivism in American Education 1876-1957.

Walter Parker

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guttorp
        Posted Jan 30, 2014 9:48 AM
I am concerned with the lack of quantitative methodological courses in the program. This does not compare well to current social science degrees. Furthermore, I get the impression that the program is built on existing online courses. From my experience, these have generally been developed with little input and oversight from the corresponding academic department (that is certainly the case for STAT 311). Thus, the quality of online offerings tends to be very uneven.
Peter Guttorp
Statistics, Quantitave Ecology and Resource Management, Urban Design and Planing

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lingding
        Posted Jan 30, 2014 10:30 PM
A verty thorough and data-based investigation is givien in this proposal. This is a good program for those students who cannot attend classes in persons. Will the "online" be reflected on their diploma? How to guaranttee the outcomes of online teaching? Is the online program competeable to the current social science program? If yes, why should students come to campus in persons? If no, what's the meaning of the online program?

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june
        Posted Jan 31, 2014 2:52 PM
    This proposed ISS program seems to be lacking rigor, especially with respect to quantitative reasoning, which is critical for the ability to "analyze and evaluate data" (page 44), and to "explain social scientific research in terms of questions, theories, methods and findings" (pages 6 and 22 and of the ISS proposal).

The designers of this program should think beyond just the thematic areas to ensure students gain the important written and oral communication and quantitative skills that are needed to meet the stated goals related to "career relevance and employability" (page 43). The program should include requirements that focus on these skills. In particular, a required course that focuses on quantitative reasoning and understanding of what one can and cannot infer from data must be included in the program. Through a joint effort between the Departments of Sociology and Statistics, and the Center for Statistics and the Social Sciences (CS&SS), UW Seattle offers a highly successful course "Statistical Concepts and Methods for the Social Sciences". It was designed with input from these units and a number of other social sciences departments.

The University of Washington has a strong Social Sciences division with many units in collaboration with the Department of Statistics and with CS&SS. These strengths and programs should be included in the development of this ISS program.

On our UW Seattle campus, most students earning social sciences degrees do fulfill a coursework requirement in quantitative methods and analysis. I looked into some of the programs listed in the proposal and found that many require one or more quantitative reasoning courses. Open University's and University of Wyoming's programs require two Quantitative Reasoning courses. CSUSB and WSU require at least one such course.

Another concern is that this program appears designed NOT to encourage students to study any topic area in depth, beyond one academic quarter. Students should gain depth as well as breadth in their university degree program.

June Morita

Principal Lecturer

UW Distinguished Teaching Award recipient, 1999

Dept. of Statistics

eathomp
        Posted Jan 31, 2014 3:28 PM
The development of an online degree program that may enable non-traditional students to complete their degrees is an important advance. However, it is also important that the degree not be perceived as significantly weaker than other UW undergraduate degrees.

The goals of the program include enabling students to "explain social scientific research", to "communicate arguments" and to "critique information", but the program contains very little opportunity for education in quantitative methods and analysis, and no requirement that students learn important transferable skills in understanding and analyzing data.

This is in sharp contrast to other UW Social Sciences degree programs such as GEOG, ECON, or SOC, all of which provide training in quantitatitive literacy and methodology. Existing

quantitative courses that might form the basis for a component of methodological training include:
ECON 382, 482, 483, 484, 485, GEOG 317, 326, 426,
SOC 220, 221, 320, 328, 329,   STAT 220, 311
Some of these classes (e.g. STAT 311) are already regularly offered online.

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thomasr
          Posted Jan 31, 2014 4:56 PM
Edited Jan 31, 2014 6:00 PM by thomasr
I welcome the development of an on-line Integrated Social Science Degree. This is an exciting technological innovation that may allow non-traditional students to complete their degrees.

However, I agree with other commentators that by comparison with many of the existing Social Science degrees offered by UW, the proposed ISS degree does not contain very much in the way of quantitative methods and analysis.

I think that the inclusion of some form of quantitative literacy, broadly construed, is important
in order to:

- help to strengthen students' transferable skills, specifically with regard to understanding and analyzing data;

- build on the existing strength that the University of Washington Social Science Division has in this area;

 - minimize the extent to which the ISS degree might be seen as qualitatively different from other Social Science degrees awarded by UW (as raised by lingding above);

- help students to understand and critique the very large body of social science research that
is quantitative in nature.

Lastly, for four of the thematic pathways ("Information and technological society"; "Population dynamics and movement"; "Social contexts of health and risk"; "Societies and environments") familiarity with quantitative arguments would appear to be at least a major asset, if not a necessity.

In addition to the quantitative social science courses listed above by eathomp,
I would also add CSSS 321 and POLS 205 as being other relevant quantitative courses.

Thomas Richardson

Director, Center for Statistics and the Social Sciences

lawarree
        Posted Jan 31, 2014 4:59 PM
I also think that a strong offering of quantitative methodological courses will help the success of this program. It is important that more quantitative courses be added soon to the program. One issue will be to make sure that the students who join the program have the opportinuty to refresh their knowledge in basic mathematics and statistics before taking 3 or 400 level courses in quantitative methods.
J. Lawarree
Economics

dowlings
        Posted Feb 4, 2014 3:39 PM

I would like to echo others' concerns about how this program will be staffed. Will the lecturers hired be on multi-year contracts? If the program is staffed by lecturers, how will governance and curriculum be taken care of? If they are overseen by Arts & Sciences, but Arts & Sciences faculty are not teaching in the program, this seems problematic at best.

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particular, present significant challenges at this point in their evolution as our holdings in these formats are not as extensive as they are for journals. The proposal notes the importance of research as a component of the degree, which will require both better access to electronic resources and better access to subject librarians than seems envisioned in the document. Since the document states that the online program is similar to on campus offerings, it seems relevant to offer a comparison: just one subject librarian in the social sciences (and there are many) notes that in an average quarter, she provides over 55 in-person student and faculty consultations in addition to responding to about a dozen email questions *per week*—transitioning this service to an online environment and scaling it for projected growth is no small task. Data from the Libraries' 2013 Triennial Survey revealed that undergraduates who consult with a librarian report that they are better able to find information, complete their coursework and succeed academically. We are concerned that we have insufficient resources to provide a comparable level of support to online students, and particularly those who will face additional challenges as returning students. The proposal mentions connecting students with library resources via the advisors and potential partnerships have been discussed—we look forward to refining these ideas and working with ISS to identify appropriate resources to implement them.--Cynthia Fugate, Libraries

ISS Major 3rd Year Review Criteria

1. Annual student numbers
    a. # applied
    b. # who were admissible
    c. # admitted
    d. # who accept
    e. # who enroll in course(s) in autumn
    f. # part-time
    g. # who are enrolled at end of 1st and 2nd year
        i. attrition
    h. # graduated
    i. for all of above, demographic (gender, age, ethnicity, veteran, residence...) additional characteristics as available (urban, rural, employed FT or PT, former UW student, AA from WA CC, etc.)

2. Course and Enrollment Data
    a. for each course offered
        i. first week census
        ii. # who do not complete
        iii. grade distribution
        iv. do we understand why students don't succeed? Why they do succeed?
    b. relevant course evaluation results +
        i. student evaluation of faculty
        ii. student evaluation of course
        iii. student perceptions of success
    c. student success data obtained from course online course analytics
    d. analytics data coordinated across courses to identify what is working and what is not
    e. Challenge Index comparison between traditional and online versions of courses
    f. enrollment patterns: by discipline, by thematic area, by instructor

3. Student Evaluation of Major
    a. Student exit surveys and/or interviews
    b. data extracted from quarterly reviews of e-portfolios
        i. overall structure and effectiveness of major
        ii. structure and effectiveness of ISS core
        iii. structure and effectiveness of thematic areas
        iv. effectiveness of capstone experience, including e-portfolio
    c. examples of student e-portfolios
    d. student experience in an online program

4. Advising
    a. adviser/student ratio impact of adviser/student ratio on "high touch" advising model

    b. student evaluation of advising on key indices, including: accessibility; communication; effective use of online technologies; understanding of student needs; institutional knowledge, accuracy, and consistency; interest in student learning; effectiveness in unique instructional role, etc. faculty evaluation of advising, including: direct support of faculty in course enrollment and registration; assistance with other institutional processes affecting courses and students; assistance in supporting students experiencing challenges in courses or the major; effectiveness in unique instructional role in ISS

    c. Adviser evaluation of
        i. program
        ii. faculty leadership and governance
        iii. working relationships with faculty, particularly ISS lecturers
        iv. advising model, structures, and support
        v. working relationships with EO, especially instructional design

5. Faculty
    a. experience teaching individual courses
        i. would you develop another course for ISS?
        ii. would ISS lecturers continue to teach core courses?
    b. experience teaching in the ISS major, looking especially at interdisciplinary and integrative aspects
    c. experience teaching in the online/Canvas environment
    d. workload
    e. evaluation of faculty leadership and governance
    f. evaluation of relationship with students
    g. evaluation of relationship with Advising
    h. evaluation of relationship with EO

6. Online Learning Experience
    a. evaluation of Canvas LMS for instruction
    b. evaluation of Canvas LMS for advising
    c. evaluation of Google Sites for e-portfolio development
    d. evaluation of tech support (for students, faculty, staff)
    e. quality of instruction, especially compared to on-site versions of courses
    f. quality of interaction, communication between students, faculty, advisers

7. Student access to UW services
    a. Overall satisfaction – comparable to on-campus students?
    b. Libraries
    c. Disability resources
    d. Financial aid
    e. Tutoring
    f. Career Services
    g. Diversity
    h. Student organizations and community

        i. Transit and Husky ID
        j. Commencement

8. Beyond ISS and UW
    a. Available data on career impact of ISS degree
    b. Outcomes associated with professional success

9. lessons learned in first 2 years
    a. what worked
        i. can it be expanded?
    b. what didn't
        i. why?
        ii. response?

10. ePortfolio/capstone—examples?

11. What did we learn about online majors?
    a. Are there issues outside of ISS that need to be addressed?
    b. Does program-specific status work?
    c. Has there been substantial interest from generally admitted students?
    d. Are there things that we (FCAS or Faculty Senate) should review?

ANTHROPOLOGY

From: Janelle S Taylor [mailto:jstaylor@myuw.net]
Sent: Monday, February 10, 2014 1:18 PM
To: Judith A. Howard
Cc: Matthew Sparke; Mel Wensel
Subject: RE: approval of ISS courses

Dear Judy, and Matt,

I am happy to approve the two Anthropology courses proposed by our faculty members Celia Lowe and Stevan Harrell, for inclusion in the ISS offerings.

best wishes,
Janelle

~~~~~~~~~~~
Janelle S. Taylor
Professor and Chair
Department of Anthropology
University of Washington
http://depts.washington.edu/anthweb/users/jstaylor
jstaylor@uw.edu

COMMUNICATIONS

From: David Domke <domke@u.washington.edu>
Date: Wednesday, February 5, 2014 2:00 PM
To: Mel Wensel <wensel@uw.edu>
Cc: Matt Sparke <sparke@uw.edu>
Subject: Re: Corrected List of Social Science Courses for ISS Major

Hi Mel,

We are happy to support and be part of the ISS. This is a terrific step forward for our students.

David

David Domke
Professor and Chair
Department of Communication

Adjunct Faculty, Political Science
Box 353740
University of Washington
Seattle, WA 98195

Office Phone: (206) 543-2662
Cell Phone: (206) 795-8802
Fax: (206) 616-3762
Office Location: Communications 102
Email: domke@uw.edu
Twitter: @uwdomke

ECONOMICS

From: Jacques Lawarree [mailto:lawarree@uw.edu]
Sent: Wednesday, February 05, 2014 3:19 PM
To: Judith A. Howard
Cc: Matthew Sparke; Mel Wensel
Subject: RE: [cas-socialsciencechairs] approval of ISS courses

Econ 200, 201 and 289 approved on behalf of the economics department.

Jacques

Jacques LAWARREE
Castor Professor and Department Chair
Department of Economics - Box 353330
University of Washington
Seattle, WA 98195-3330 (USA)
Phone: 206 543 5632 Fax: 206 685 7477
E-mail: lawarree@u.washington.edu

UNIVERSITY OF
WASHINGTON

GENDER, WOMEN, AND SEXUALITY STUDIES

From: Priti Ramamurthy [mailto:priti@uw.edu]
Sent: Wednesday, February 05, 2014 9:16 PM
To: Judith A. Howard
Subject: Re: [cas-socialsciencechairs] approval of ISS courses

Dear Judy,
I am happy to approve the course for which GWSS is the responsible department:

GWSS 454: Rock the Archive:

Hip Hop, Indie Rock and the Social Science of Digital Media
and agree to make it available to students in the ISS program.
We are not the responsible department for the other courses cross listed as GWSS courses but agree to them being cross listed.
Best wishes,
Priti

Priti Ramamurthy
Professor and Chair, Department of Gender, Women and Sexuality Studies,
University of Washington, Seattle

GEOGRAPHY

From: Lucy Jarosz [mailto:jarosz@uw.edu]
Sent: Friday, February 07, 2014 2:08 PM
To: Judith A. Howard
Cc: Mel Wensel
Subject: Follow Up on Approval of Social Science Courses for ISS Major

Dear Judy:
I am writing to confirm that Geography is offering the following five courses as part of the new online major in Integrated Social Sciences.

Geography	State, Migration, and Development in China	GEOG 3xx
Geography	Globalization and You	GEOG/ JSIS B 323
Geography	Geographical Patterns of Health	GEOG 380

Geography	Mapping Health	GEOG 381
Geography	Social Justice and the City	GEOG 478

Lucy

Lucy Jarosz
Professor and Chair
Department of Geography

HISTORY

From: Lynn M. Thomas [mailto:lynnmt@uw.edu]
Sent: Wednesday, February 05, 2014 9:40 PM
To: Judith A. Howard
Cc: Matthew Sparke
Subject: Re: [cas-socialsciencechairs] approval of ISS courses

Dear Judy and Matt,

As chair of History, I support these two History courses being included in the ISS Program:
HIST485, Comparative Colonialisms with Vince Rafael
JSISA/HSTAS454, History of Modern China with Madeleine Dong

Best,
Lynn

•••
Lynn M. Thomas
Professor and Chair, Department of History, University of Washington
Giovanni and Amne Costigan Endowed Professor
Box 353560, Seattle, WA 98195-3560, USA
Smith Hall 308C (office) 1.206.543.4499 (phone) 1.206.543.9451 (fax)
lynnmt@uw.edu

JACKSON SCHOOL OF INTERNATIONAL STUDIES

Dear Judy,

I am writing to express the approval of the Jackson School for the following courses to be offered to the students in the ISS Program.

Professor Resat Kasaba
Stanley D. Golub Endowed Chair
Director Henry M. Jackson School of International Studies
Box 353650
University of Washington
Seattle, WA 98195

Jackson School of International Studies	Political Islam and Islamic Fundamentalism	POL S 432 JSIS B 406
Jackson School of International Studies	Putting the World on a Couch	JSIS B 416
Jackson School of International Studies	Globalization and You	GEOG/ JSIS B 323
Jackson School of International Studies	Japanese Government and Politics	JSIS A/ POL S 435
Jackson School of International Studies	History of Modern China	JSIS A/ HSTAS 454
Jackson School of International Studies	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	JSIS B 310 POL S 320
Jackson School of International Studies	Political Economy of Development	JSIS B 331
Jackson School of International Studies	The Global Environment	JSIS B 351

Jackson School of International Studies	Failed States	JSIS B 420
Jackson School of International Studies	Ethnic Politics and Nationalism	JSIS B/ POL S 436
Jackson School of International Studies	Theories In the Study of Religion	JSIS C/ CHID 380

On Feb 5, 2014, at 11:46 AM, Judith A. Howard <jhoward@uw.edu> wrote:

Professor Resat Kasaba
Stanley D. Golub Endowed Chair
Director Henry M. Jackson School of International Studies
Box 353650
University of Washington
Seattle, WA 98195

LAW, SOCIETY, AND JUSTICE

From: Steven K Herbert [mailto:skherb@uw.edu]
Sent: Friday, February 07, 2014 9:58 AM
To: Judith A. Howard
Cc: Mel Wensel
Subject: Re: [cas-socialsciencechairs] approval of ISS courses

Dear Judy:

The Law, Societies, and Justice Program endorses the inclusion of LSJ 327, Women's Rights as Human Rights, as a component of the curriculum for the ISS Program.

All best,

Steve

Steve Herbert
Professor, Law, Societies, and Justice Program and Department of Geography
Director, Law, Societies, and Justice Program
Box 353550
University of Washington
Seattle, WA 98195

PHILOSOPHY

Dear Judy,

I approve of the proposal for the new online major in Integrated Social Sciences. We agree to make the courses from our department listed available to students in the ISS program. I am pleased with the direction that the ISS degree is taking and I hope that we can contribute even more to it in the future.

Best, Michael

P.S. Please forgive the delay in responding. It has nothing to do with this matter.

****

Michael Rosenthal
Professor & Chair
Department of Philosophy
University of Washington

Office: Savery Hall 364
Phone: (206) 685-2655
E-mail: rosentha@u.washington.edu
Website: http://faculty.washington.edu/rosentha/wordpress/

POLITICAL SCIENCE

This is to confirm that I have reviewed the ISS courses listed for Political Science (some joint with JSIS as the lead). Our department agrees to have the listed courses available to students in the ISS program. The obvious caveats are that appropriate instructor and funding arrangements be made for each course.

We look forward to participating in the program and to having a stronger presence of Political Science courses over time.

Respectfully,

Peter J. May

Professor Peter J. May
Chair, Political Science Department
Donald R. Matthews Distinguished Professor of American Politics
101 Gowen Hall, Campus Box 353530
University of Washington
Seattle, WA 98195-3530 USA
(206) 543-2780
fax (206) 685-2146
email: pmay@u.washington.edu

SOCIOLOGY

On Tue, 11 Feb 2014, Jerald Herting wrote:

> Judy,
>
>   I have reviewed the two courses that Sociology is providing to
> the ISS program and approve there use for the program. As a
> department we will insure the courses listed (Soc 300 and Soc 362) will be made available to students in the ISS program.
>
>   Best wishes,
>
>   Jerry
>
>
> ===========================
> Jerald R. Herting
> Research Professor and Chair
> Department of Sociology
> University of Washington
> Box 353340
> Seattle, WA 98195-3340

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Bachelor of Arts degree in Integrated Social Sciences (ISS-20131008)

Proposed by (unit name): College of Arts and Sciences

Originating Campus:

_x_ 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:

    01/15/14 Date proposal received by originating campus's review body

    01/15/14 Date proposal sent to University Registrar

    01/15/14 Date proposal posted & email sent to standard notification list

    02/21/14 Date of originating campus's curriculum body approval
          (Note: this date must be 15 business days or more following date of posting)

    B. ___11___ Number of comments received. Attach the comments and a summary of the

consideration and responses thereof : (1-2 paragraphs)

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

    A. Review Completed by:
    ___ FCTCP subcommittee
    _x_ FCTCP full council
    Chaired by: William Erdly

    2/27/14 Date request for review received from University Registrar
    3/7/14 Date of FCTCP report

B. Review (attached)

YES NO

_x_ ___ Was notice of proposal posted on UW Website for 15 business days?
_x_ ___ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
_x_ ___ Were comments received by academic program review body?
*x_ ___ Was response to comments appropriate? (explain, if necessary)

* Significant concerns were expressed – see Attachment 1.

_x_ ___ Was final proposal reviewed by FCTCP within 14 days of receipt?
_x_ ___ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

C. Recommendation

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

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

The tri-campus review process and FCTCP committee review of the proposed BA degree in Integrated Social Sciences (ISS) resulted in a significant set of items related to: 1) general program management issues, 2) specific curricular issues, and 3) general concerns related to strategic planning processes for offering on-line programs of study. We have limited our summary to comments/concerns identified in the first two categories related to the specific ISS proposal. More general issues related to processes for UW strategic planning for on-line degrees will be addressed at a later time. FCTCP focuses on issues and responses that occur during the tri-campus review process –and considers items of potential impact/opportunity between the three campuses.

Program management issues include:

a) ISS is an on-line degree that markets the UW brand and results in a UW diploma – and will be readily accessible to students within and across the three UW campuses. It is unclear whether the marketing of this degree will be favorably compared to our on-site social science and other related degrees with the distinct advantage of lower tuition/ease of access. Understanding the impact of this degree in terms of recruiting existing students from within UWS/T/B programs/schools/colleges – and how it might influence degree pathways for future community college transfer students is critical. It is important to note that while the effect of the potential loss of enrollment may not be readily noticeable for high demand, larger-scale UWS social science degrees, there may be more noticeable losses of FTE at UWT/B and smaller degree programs at UWS.

To address these concerns, we wish to have detailed reports describing student intake information related to last institution attended, intended major, dates of attendance, status, and other admissions data relevant to understanding the impact on other degrees offered by our three campuses. It is suggested that these intake reports be provided to the Faculty Senate, General Faculty Organization (UWB), and Faculty Assembly (UWT) -- in addition to many of the other reporting requests already expected.

b) There is a distinct urgency expressed related to high growth expectations. It is clear that the proposing unit has worked very hard on this proposal – and feels high levels of pressure to move forward to meet FTE growth targets. We agree that UW must be a leader in on-line degree offerings, but there may be better ways to launch such efforts to assure quality and understand resource needs. The impact of such an aggressive growth plan on faculty hiring, staff and student resources needs (direct and indirect uses) across the three campuses is still an unknown. There are different pathways to achieving high growth that should be explored.

c) There appears to be no mechanism for UWT/B faculty or schools or programs to be involved in an active manner in this degree – other than faculty can be hired as an independent instructor directly under contract with ISS. No actual formal connections and faculty representation from UWT/B seem to be in place at this time -- including no specific plans for budget and potential revenue sharing agreements between the three campuses should such a relationship develop.

d) We were pleased to see that funding for a librarian has been identified. What does not appear to be addressed is that some amount of library resources funding (electronic resources, including e-books, reserves, etc.) will also be needed. As the program grows, this will need to be increased to meet demand and to address cost increases due to inflation and additional FTE.

Curricular issues include:

a) There is considerable concern that ISS is weak in the required level of quantitative training. The issue is brought up repeatedly from faculty representing a wide range of disciplines – and who are well-versed in areas that might be representative of specific content and issues that are covered within the ISS curriculum. The proposers also point out that the list of potential courses for ISS majors includes some quantitatively-oriented courses, but these courses are not core requirements. Overall, it appears largely inevitable that the quantitative training received by ISS students will be weaker than that received by those who complete on-campus social science majors, as well as those completing online programs offered by other universities and listed in the application as comparable to the ISS. The promise to overcome this deficiency in future iterations of the major is worrisome as this deficiency has an immediate and direct impact on the quality of the training received by the first cohort of students.

2) There is a real concern that the ISS does not require students to select any core substantive area in which to receive more in-depth training. This differentiates ISS from many of the interdisciplinary online programs offered elsewhere (see the proposal for links), and the issue still seems weak in terms of a response.

Summary: We wish to recognize the hard work and thought that has been put into this effort and hope that this document provides constructive guidance – as it reflects our commitment and interest on behalf of all three campuses toward a successful implementation of ISS. Working through this uncertain process with a fixed degree start date, recruiting targets and many other start-up challenges looming in sight can be very stressful. We understand the amount of work and number of interactions that have transpired with the Faculty Senate, FCAS, SEC and many other groups – and have seen very proactive responses to feedback, overall. We do, however, believe the items listed above require additional attention. We also understand that this has to get started so that you can gather real data and then make the necessary adjustments/changes.

FCTCP recommends that this be moved forward for final approval with the expectation that resources will be allocated in support of truly studying the impact of this degree on other degree programs across all three campuses – and ensuring a high quality education for our students as compared to any on-site degree offered by our three campuses. We encourage further responses and dialog related to the items listed above with the appropriate groups/representatives.

From:	Gerald J. Baldasty
Sent:	Monday, March 10, 2014 12:03 PM
To:	Jennifer A. Payne
Subject:	YES, reviewed.

I've reviewed, and give the OK to proceed with the approval of the ISS major.

Jerry Baldasty

Gerald J. Baldasty
Senior Vice Provost for Academic and Student Affairs
Professor, Communication
Adjunct Professor, American Ethnic Studies; Gender, Women and Sexuality Studies
University of Washington
Seattle, WA 98195-1237
Phone: 206 543 6616
FAX 206 685 3218

From: Jennifer A. Payne
Sent: Monday, March 10, 2014 9:26 AM
To: Gerald J. Baldasty
Subject: FW: ISS -- FCTCP Review

Vice Provost Baldasty,

Attached is the report from FCTCP on the Integrated Social Sciences (ISS) major, including extensive comments and reporting requests once the major is up and running. As the Provost's Office has the right to review all new undergraduate programs prior to final approval I would like to have your official okay to proceed with the approval of the ISS major to accompany the comments from FCTCP.

Thank you.

Jennifer

****
Jennifer Payne, M.Ed.
University Curriculum Procedures Analyst
Office of the Registrar
University of Washington
http://depts.washington.edu/registra/curriculum/
Phone: 206-543-5938
Email: uwcr@uw.edu
Box: 355850

From: Bill Erdly [mailto:BErdly@uwb.edu]
Sent: Friday, March 07, 2014 2:13 PM

1

To: Jennifer A. Payne
Subject: ISS -- FCTCP Review

Hello Jennifer -- Attached is the FCTCP review for the ISS degree. I have a significant comment section at the end of this form so be sure to include it. Thanks, Bill