PROPOSAL TO FACULTY COUNCIL ON ACADEMIC STANDARDS FOR A NEW ONLINE BACHELOR OF ARTS IN INTEGRATED SOCIAL SCIENCES

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PROPOSAL TO FACULTY COUNCIL ON ACADEMIC STANDARDS FOR A NEW ONLINE BACHELOR OF ARTS IN INTEGRATED SOCIAL SCIENCES

Proposed Catalog Entry for Bachelor of Arts in Integrated Social Sciences

Admission Requirements

Admission to the ISS program is competitive. To be considered for admission to the Integrated Social Sciences BA program, students must meet the following minimum admission requirements:

- Completion of a minimum of 75 transferable quarter credits with:
  - a minimum cumulative GPA of 2.50 in all courses applied to major requirements at the time of application; and
  - a minimum cumulative GPA of 2.00 in all transferable college coursework.
- Completion of the College Academic Distribution Requirements.
- Demonstrated progress toward University and College of Arts and Sciences general education requirements.
  - Those applicants who have not completed A&S general education requirements but can reasonably meet them through coursework in the Integrated Social Sciences BA Program will be considered for admission. Those who cannot reasonably meet those requirements within the program will be advised to complete general education coursework elsewhere and reapply.

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;

Graduation Requirements

60 credits as follows:

1) ***Social Science Theory in Context*** (5 credits): ISS 301
2) ***Portfolio Seminar in Integrated Social Sciences*** (10 credits), to include:
   a) ISS 350 (2 credits); and
   b) ISS 355 (2 credits, repeated 4 times for minimum of 8 credits)
3) 40 additional credits of coursework from the disciplines in the ISS program (American Ethnic Studies; American Indian Studies; Anthropology; Communication; Economics; Gender Women and Sexuality Studies, Geography; History; Jackson School of

International Studies; Law, Societies, and Justice; Philosophy; Political Science; and Sociology), with the following limitations:

    a) Students must complete at least 5 courses covering 5 out of the 7 thematic areas of inquiry in ISS. No course can be used to meet more than one thematic area. A list of courses by thematic area can be found on the ISS website.

    b) ISS-prefix courses do not apply toward these credits.

    c) 30 of the 40 additional credits of coursework from the disciplines must be upper division.

4) ***Integrated Social Sciences Capstone*** (5 credits): ISS 401, including completion of the Learning Portfolio.

5) Cumulative GPA of 2.0 in courses applied to major requirements.

6) A minimum of 45 credits applied to major requirements taken in the UW ISS Program.

Overview

The College of Arts and Sciences proposes to create a Bachelor of Arts degree in Integrated Social Sciences. The degree will be offered online, and is intended to provide access to a quality undergraduate education for qualified students for whom our specially designed courses and integration plan will open new opportunities for completing a college degree. Our choice to offer this degree in an online format is further motivated by our recognition that undergraduate online education offers a large set of new opportunities for pedagogical and technological innovation. We believe that the University of Washington has both the quality faculty and enabling context needed to become a global leader in this arena.

The online format also enables us to expand the university's teaching mission to those for whom location, employment demands and a variety of other personal situations (including having a family or military service) have created barriers to completing an on-campus undergraduate degree. We know that roughly 1 million citizens of the state of Washington and over 50 million people nationally have earned college credits but have not yet completed a B.A. degree. Of these, many would like to secure the benefits of improved employment and civic opportunities that degree completion is widely understood to confer. Selecting from this pool of potential applicants, we will admit students with at least 2 years of college credits (our planned enrollment numbers are to begin with a first year cohort of 300 full time equivalent students with an anticipated expansion to 800 over 5 years). Knowing that all these students will have already faced challenges with degree completion in the past, our organizational approach and pedagogical strategies will in turn be strongly focused on student support, retention and degree completion. And for these reasons Integrated Social Sciences (ISS) will place an emphasis on *integration* in three signature ways.

First, the degree will be integrated in the sense of deliberately enabling students to link-up their learning between all the online courses and their broader life goals, challenges and experiences. It will be distinguished in this way by the use of integrative seminars designed to help students both reflect on their learning and stay with the program through to completion. Second, the degree will maximize the benefits of interdisciplinary integration across the broad sweep of the social sciences to address the wide diversity of student learning and life goals. And third, in integrating online opportunities for feedback and constant connectivity into all our teaching and assessment strategies, we plan to build new bridges between the personalized evaluation of student progress and the ongoing evaluation and improvement of overall program outcomes.

By emphasizing all three forms of pedagogical, interdisciplinary and internet-enabled *integration*, we also aim at re-articulating the 'social' and 'science' in social sciences. We want our students to learn about the complexity of social relations, social research and social justice in ways that are faithful to the enduring love of knowledge, theory, debate and critical thinking that

animates all social science. Cultivating these capacities in an online environment where we want to fashion an inclusive and diverse educational community, our approach will also aim at fostering inter-cultural communication skills and other forms of social media competency. For these reasons, the learning goals for the program are broad and inclusive. By their completion of the degree we will expect all students to be able to:

1. Explain social scientific research in terms of questions, theories, methods and findings.
2. Construct, debate, and communicate arguments about social phenomena.
3. Evaluate, integrate and critique information.
4. Collaborate with diverse communities.

In order to deliver on these goals we have developed the detailed program plan provided here. We begin by outlining university support and authorization for our proposal, and how this connects to our efforts to overcome barriers to higher education by increasing access for students with only partially completed degrees (a population for which we provide WA state demographic data). This leads into our proposed curriculum, its structure and its signature emphases on integration. The proposal proceeds to outline the program governance structure, budget and staffing plans, before concluding with our overall assessment and quality control plan, including the linked objectives of personalized student assessment and program-wide evaluation of educational outcomes, retention rates, and completion patterns.

Authorization and Impetus

Our proposal for Integrated Social Sciences has developed out of an idea initially suggested and opened for deliberation by President Young and Provost Cauce. A year-long and extensive process of dialogue with diverse faculty and departmental chairs organized by Dean Howard in the College of Arts and Sciences has led to the detailed plan we are outlining here. The proposal now therefore comes before the Faculty Senate Committees with the support of both central administration and the College. It also includes ideas generated by ongoing conversations with faculty, administrators and support staff such as advisors and librarians on all three UW campuses, while at the same time establishing a leadership and governance structure within the College of Arts and Sciences that is described below. Working together we believe we are going to be able to offer a high quality online program in the social sciences that advances three significant institutional interests:

1. To provide access to a broader population of students who may not otherwise have opportunities to pursue a high quality UW baccalaureate degree.

2. To promote our institutional mission of discovery by building on pedagogical and technological innovations in internet-enabled education across the university.

3. To develop the promise and potential of a 21st century liberal education through an intentionally interdisciplinary program built across the breadth of the social sciences.

Anticipated Audience and Demographics

As noted one important impetus for the proposed degree is the need for the University of Washington to help address the higher education access challenges that are a common cause for concern amongst Washington state citizens and our political leaders in Olympia. Focusing in on the access challenges facing a particular subset of the population - those who started but did not complete college (specifically those who have between 75 and 90 credits, but no BA) - we believe that the degree we are proposing meets a very real need. Its online format will be ideal for students who do not live close enough to the Seattle, Bothell and Tacoma campuses to attend college in person - a spatial obstacle that often precludes moving from community college to university. And our program's additional temporal flexibilities in terms of 24/7 course materials access will enable our students who have other work and family obligations to manage their online learning in ways that on-campus schedules often prohibit - a time-management challenge that is also often an obstacle for people who are older than traditional college students. In short, our approach to addressing the access challenge is premised on providing both spatial and temporal flexibility in an online program aimed at students with at least 75 credits in college level courses, but without a completed Bachelor's degree.

Our identification of an audience defined by having between 75-90 college credits raises obvious questions about the size, location and demographic characteristics of this population. To answer these questions we have already undertaken a review of census data, and are working with UWEO's marketing specialists to complete two further surveys: one, a survey of current students at community colleges across the state; and second, a survey of students who matriculated in A&S over the past ten years, accumulated at least 60 college credits, and then discontinued their enrollment for at least one year. The results so far are as follows:

Our own census-based survey of the Washington State population has revealed some useful demographic data about the people who comprise our most likely anticipated audience for the degree. In short, this is what we know at a very broad demographic level about Washington State residents between 18-75, identified in the 2007-2011 American Community Survey as having "some college" (1 year or more) or an AA but who are not currently enrolled in school.

The majority (57%) are between the age of 36-60, and include slightly more women than men. Non-Latino whites are approximately 81% of this population (vs. 76% of the state population as a whole). This population is more likely to be married or divorced. The majority have no children; 32.5% have 1-2 children in the household. Approximately 70.4% are employed; over half work 31-50 hours per week. Approximately 16.2% work in "Education, Health, and Social Services," 10.4% work in "Retail Trade," 8.8% work in "Construction," and 8.7% work in "Professional, Scientific, Management, Administrative, and Waste Management Services." Approximately 25% of this population live in King County and another 25% live in Snohomish or Pierce County, but there are also other sites of concentration around the state (see Figures 1 & 2).

Figure 1: Regions of WA state by % of population with some college but no degree
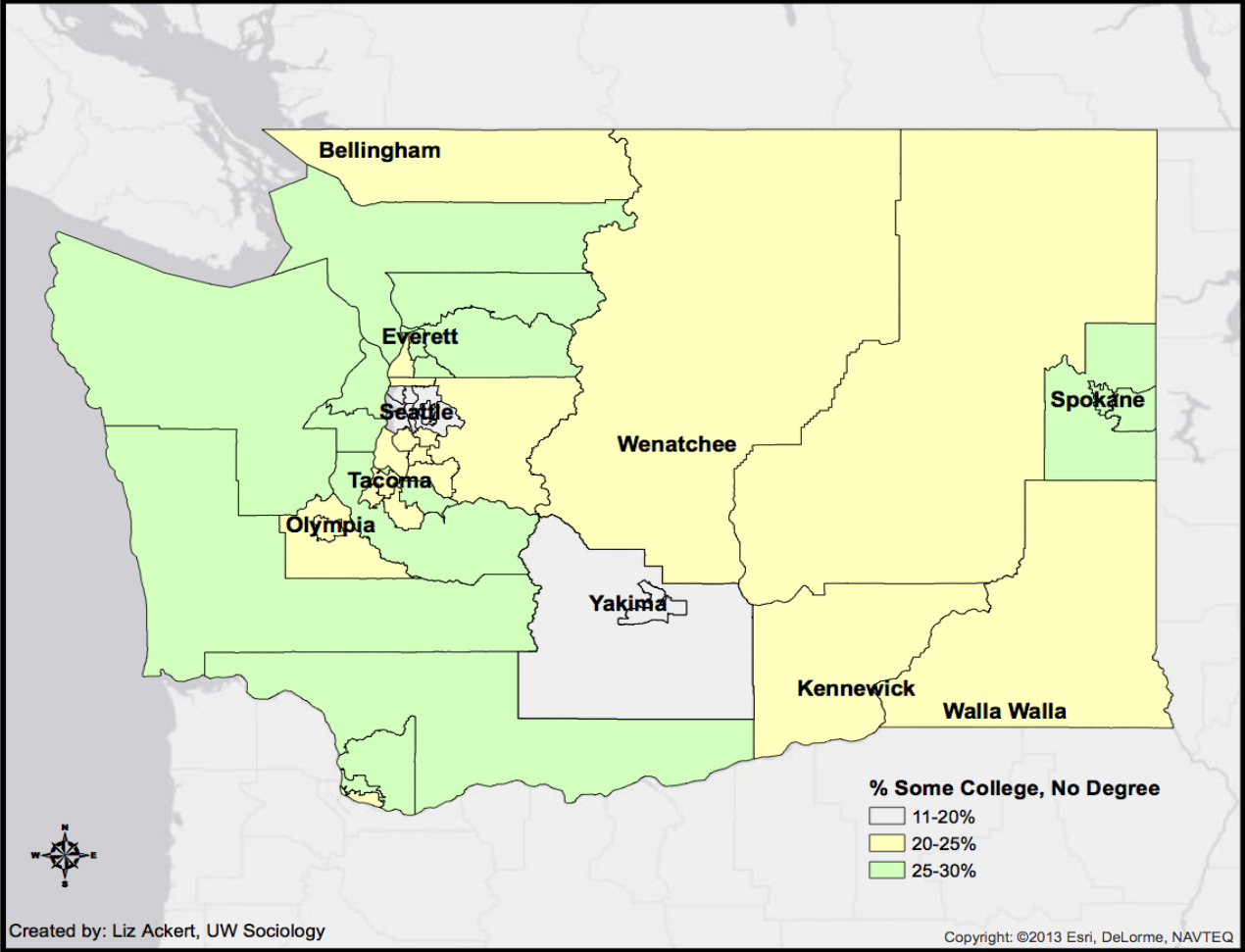
Figure 2: Regions of Puget Sound by % of population with some college but no degree
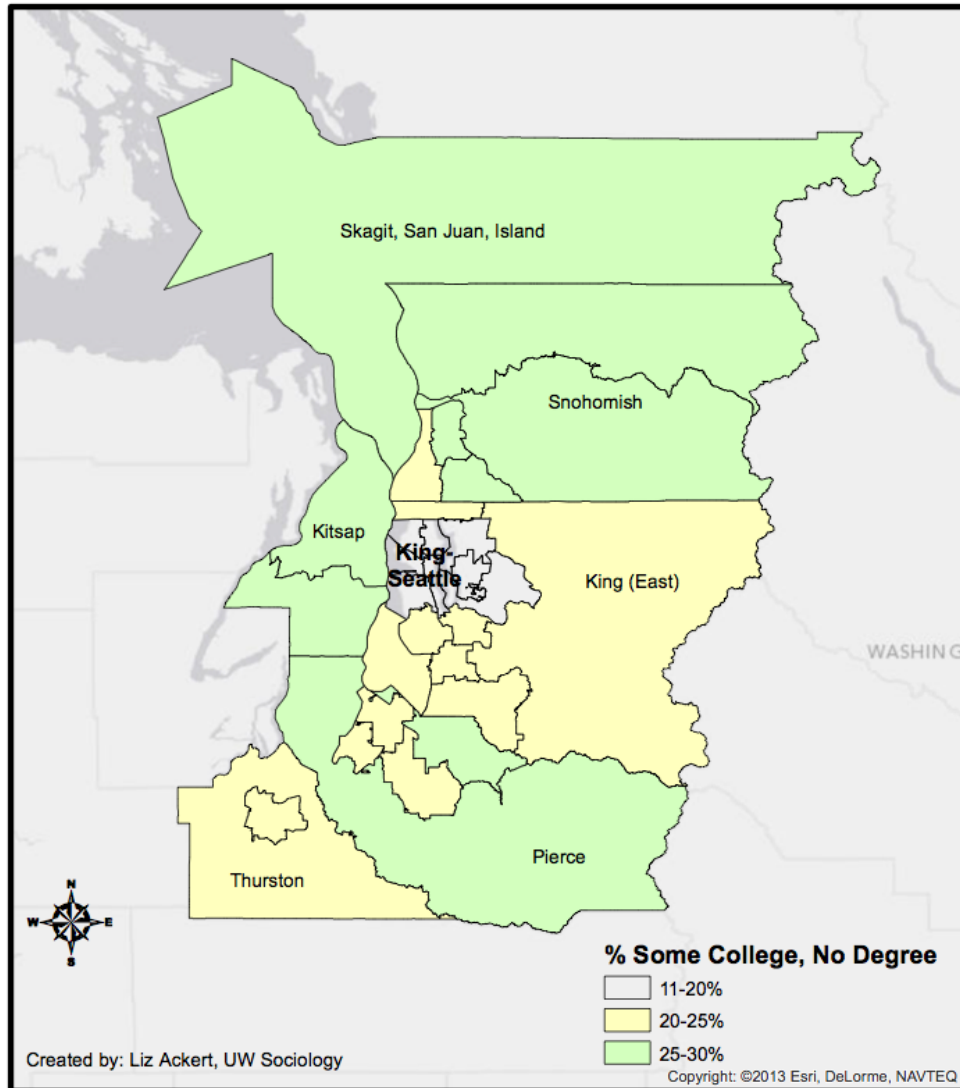
The geographical location of the population is worth noting because, although geographic proximity to the UW is not logically relevant for an online degree, studies suggest that there is a proximity effect even for enrollment in online programs. Nevertheless, we do not want to be limited by a narrow focus on proximate populations in our outreach effort. Thus as the program is developed we also hope to design special outreach to tribal populations, Latino communities, and military personnel. UWEO already has a Yakima Valley partnership that will provide invaluable outreach opportunities with nearby tribes and farmworker communities, and the research conducted by UW geographer Michelle Daigle shows that most tribal communities elsewhere in the state already have the necessary web connectivity to support online learning (see Figure 3 below).

Figure 3: Tribal communities and web connectivity

Broadband Access for Rural Washington State Tribes: Community Anchor Institutions in 2012
By: Michelle Daigle
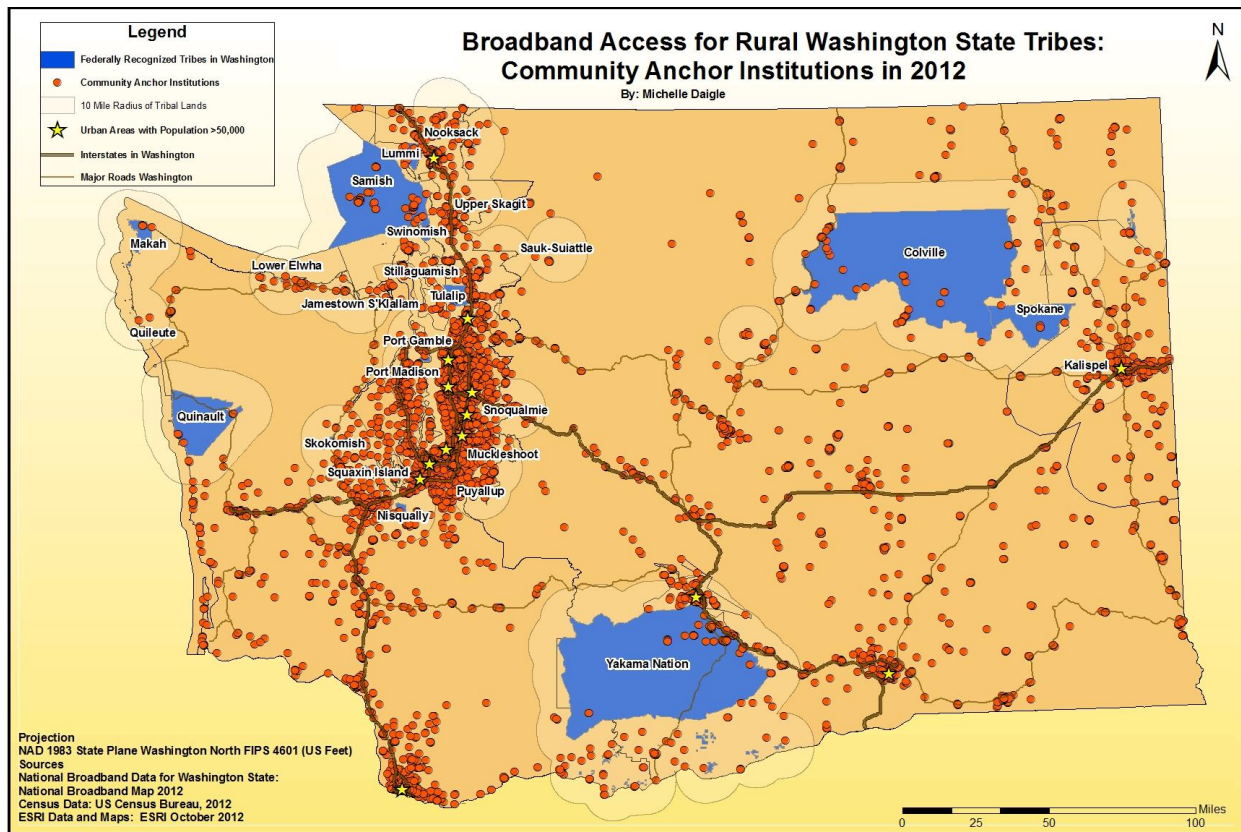
Once the results of UWEO's marketing and community college surveys are available, we will share them immediately, including any implications they may have vis-a-vis the slight preponderance of white women identified as possible students in the American Community Survey data noted above. As of November 2013, we have the results from: a) a survey of former UW students who did not complete their undergraduate degrees revealed a very encouraging level of interest in ISS (see Appendix D); and b) a survey of students at selected WA-state community colleges (see Appendix E). Other survey work continues. In the meantime, we will continue to evaluate both the access opportunities and challenges for a variety of other occupationally and demographically distinct audiences, including (but not limited to) military personnel, African Americans, Mexican Americans and Latinos, and disadvantaged communities of Asian Americans and Pacific Islanders.

Curriculum Structure and Integrative mechanisms
There are two main organizing principles that together provide coherence and an integrative system for our proposed curriculum in integrated social sciences. (1) First a set of seven thematic areas of interdisciplinary inquiry out of which students must successfully complete courses covering 5 of the areas; and (2) second a suite of integrative mechanisms (centered around e-portfolio development and assessment in ways that build on the learning portfolio

experiences of UW Honors, UW Bothell IAS, and UW Tacoma IAS) that will allow students to map personalized pathways through the thematic courses and the overall degree in a way that will also ensure they can both assess and articulate the ways in which they have met the 4 main learning goals of ISS. We will here describe each of these two organizing principles in turn, but at the outset let us emphasize that <u>both</u> of them are equally important. The first provides for a degree that is extremely rich and diverse in content, with contributions from right across the social sciences and not just a single discipline. Meanwhile the practice of integration makes this more intellectually rigorous. It is not an afterthought or online novelty, but a coherent and pedagogically well-proven approach to fostering self-reflective, life-long learning. We are confident that when combined with our wide offering of courses, it will enable our ISS students to make links across fields and social issues, a practice that is often missing in narrowly defined disciplinary degrees that lack the breadth of content already included in this new degree. This said, we also want to underline that by benefiting from the teaching of some of the best UW faculty instructors, ISS is meanwhile incorporating some of the best courses and content already taught oncampus. For this reason, we think that the mix of courses found on the final transcripts of our graduates will actually look quite similar to those of oncampus students in the social sciences at UW.

(1) The seven thematic areas of interdisciplinary inquiry

Based on an extended deliberative process with Social Science departmental Chairs and faculty (through 2012-13), and in further deliberation with the Center for 21st Century Liberal Learning in the College of Arts and Sciences, we have identified seven main thematic areas of inquiry which we believe provide a broad-based interdisciplinary training in the social sciences.

> 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

By degree completion, students will be required to have passed courses in 5 out of 7 of these areas. We believe this is a number that will ensure a broad-based social science education while also being practicable in terms of providing student access to the necessary range of courses. We are developing a sufficient number of courses to ensure that engagement in 5 areas should not become a roadblock to degree completion. The broad educational goals for students studying in each of the thematic areas are as follows:

i) Information and technological society
Demonstrate knowledge and critical assessment of the issues associated with the increasing availability of information, 'big data', and multiple technologies and social media shaping communication globally.

ii) Population dynamics and movements
Demonstrate knowledge about population parameters, including density, and shifts across a range of times, spaces and scales (e.g. historic migrations, rural-urban, regional-global), as well as the diverse political, economic, geographic and cultural factors associated with these patterns and movements.

iii) Conflict and cooperation
Demonstrate knowledge of the diverse social factors, histories and geographies that create conflicts, and the equally varied social factors, struggles and movements that have promoted peace across space and time.

iv) Diversity and global justice
Demonstrate knowledge of how local and global inequalities organized by race, class, sexuality, gender and other systems of social hierarchy have led to movements for social justice, including knowledge of how such movements are tied to local and global interdependencies and solidarities.

v) Societal inequalities and power relations
Demonstrate knowledge of the multiple power relations and processes through which social inequalities are produced and contested, including the changing but connected historical, cultural and geographical contexts in which such social dynamics unfold nationally and globally.

vi) Social contexts of health and risk
Demonstrate knowledge of health systems and the social influences on health, including the ways in which health risks and structural vulnerabilities are at once created and managed amidst global ties old and new.

vii) Societies and environments
Demonstrate knowledge about the social dimensions of the environmental challenges facing humans and other forms of life both historically and amidst contemporary global climate change, including evolving strategies of human and global sustainability.

The interdisciplinary integration of these seven thematic areas is best illustrated with a diagram.

Figure 4: Interdisciplinary integration of seven thematic areas
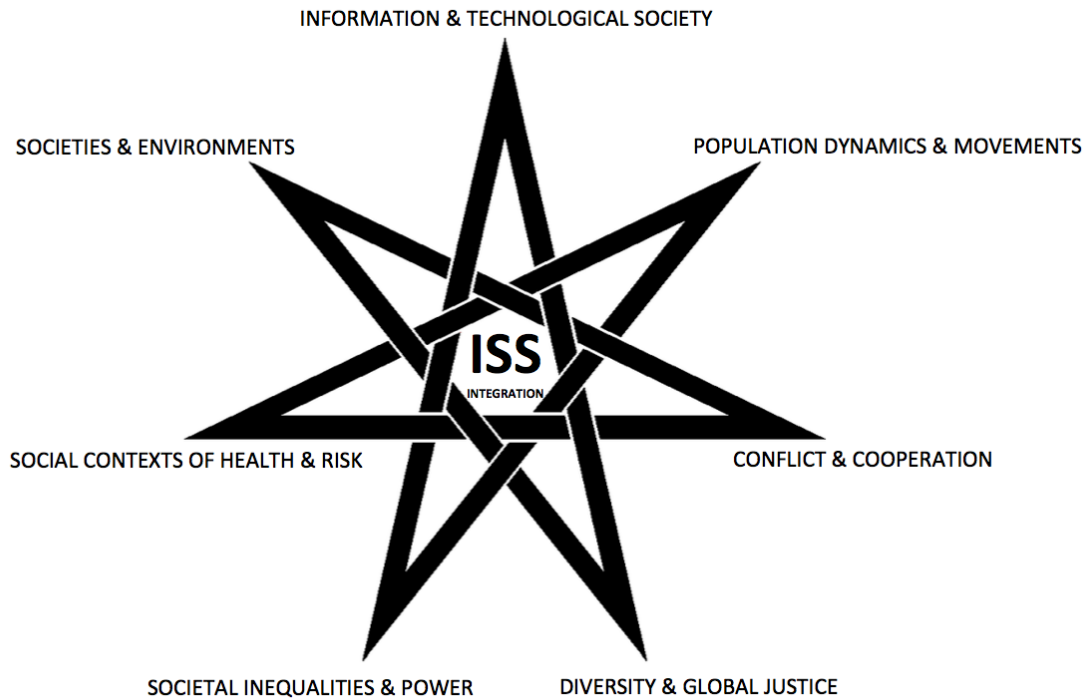
Our emphasis on interdisciplinary integration in the BA is important. The seven thematic areas are clearly not the sole 'jurisdictions' or 'provinces' of particular disciplines, and different disciplines approach and study each of these areas in distinct ways. Nevertheless, the areas are common foci of inquiry across diverse social science disciplines. As a result, while our individual courses and instructors will still bring diverse disciplinary insights to ISS teaching, our students will be navigating integrative journeys through these courses in ways that cumulatively create interdisciplinary competency in 5 of the 7 areas. Beyond these thematic area requirements, the integrative cultivation of interdisciplinary insights will be further enhanced by the process of e-portfolio development and the other integrative mechanisms and opportunities for formative assessment described below. But it will be based at the same time on the multi-disciplinary diversity of the ways in which our substantive social science courses 'cover' the content, or, put better, enable our students to dis-cover new knowledge in the thematic areas. The fact that many of our courses address more than just one thematic area is important in this regard too. We fully expect students to keep coming back to the same themes in different courses while connecting them in new ways to other thematic areas of inquiry. Indeed, this is also why our degree requirements insist that any one course may not 'count' for more than

one thematic area. As a result, students will not be able to just take a couple of courses in a couple of disciplines and declare they have met the 5 out of the 7 thematic area requirement. Instead the deeper and overarching goal which we want students to identify and internalize themselves is interdisciplinary integration. By BA completion they should therefore have developed an interdisciplinary perspective built upon all the educational benefits of approaching substantive topics of inquiry from diverse social science perspectives.

For the first year of the program, UW social science faculty have developed or are in the process of developing 35 online courses (most of them being based on successful courses that they already teach on campus in their departments). Many of the faculty involved are campus leaders in teaching and are deeply invested in pedagogic innovation. For the same reason, most of the courses are strongly shaped by individual faculty teaching goals and will not vary from one quarter to the next because of changing instructors. While a few faculty have expressed an interest in offering their ISS course twice a year, most courses will only be offered once a year. Our basic plan is to have as many of the courses as possible taught annually, and, while we do not want to presume that the degree will win approval this Fall, we have felt obliged to poll our faculty on when they prefer to offer their courses. Based on this survey, we are now developing a draft teaching schedule for 2014-2015 (see Appendix C).

In terms of content, the courses are spread across each of the seven thematic areas as listed below. The spread is uneven and this is something that will be addressed in future years, with the thematic areas with fewer courses being the obvious initial priority for new course development (although we also want to anticipate the possibility that over time some of the areas may change and/or become consolidated, and this is something that will be subject to oversight by the steering committee). The spread across the seven areas also involves a number of overlaps, and 2 important points must be noted in this regard.

1) The fact that some courses are cross-listed and cover more than one thematic area is itself a good indication of how our faculty are already teaching in integrative ways that address multiple points of common concern in the social sciences. This said, we need to ensure that the cross-listings do not end up reducing the thematic area lists into meaningless labels for the same shared content. To avoid this, and to thereby deliver on our promise of interdisciplinary social science breadth, we have fine-tuned the lists and will continue to work with the ISS steering committee, faculty and advising team to allocate courses to only the most appropriate area list. More substantively and pedagogically, through the work of advising and portfolio development described below, we will oblige students to plan explicitly on how they will use their research and reading in any particular course to build-up expertise in one of the 7 thematic areas. For example, the course *Rock the Archive* is appropriately listed in 3 thematic areas. If a student was taking this course as their 'Information and Technological Society' elective, her/his learning plan would have to detail how s/he will draw on the lessons about digital media offered in the course. By contrast, if s/he were taking it as their 'Diversity and Global Justice' elective, the student

would identify the lessons on these topics in the course. And if *Rock the Archive* was being taken for the 'Societal Inequalities and Power Relations' elective, then these foci would be what the student pulled out with the learning plan and related research in the course.

2) Please note too that we are continuing to build our inventory of courses, and we will go on adding new courses that are thematically broad and offer coverage in more than just one area. This means that the following lists are set to expand in the year before the planned launch date in Fall of 2014. Numerous faculty across the social sciences are still considering whether to develop online course contributions, and to help make the process more transparent to them, we have created a College of Arts and Sciences website that explains the opportunity structure, and provides an online portal that faculty can use to propose a new course http://admin.artsci.washington.edu/online-degrees. In addition, Social Sciences Dean Judy Howard and the ISS Director Matt Sparke continue to work with departments and conduct outreach with individual faculty who have shown interest. The group of faculty involved to date includes some of the most skilled instructors in the Division, as we detail below. We are also working with the steering committee and chairs, to explore other possibilities for course development. Longer term we anticipate that the community of faculty who are involved in teaching online will therefore expand. As it does, we plan to further foster this community with regular workshops, where, as well as sharing best practices and concerns about online teaching challenges, colleagues will be able to collaborate on ongoing curriculum additions and innovations. In this way, the overlaps between thematic areas will offer opportunities for interdisciplinary cross-fertilization for our faculty as well as for ISS students themselves. New course additions and innovations noted, though, these provisional lists based on our first 35 courses (see also Appendix B) show clearly how our faculty already offer instruction in each of the seven thematic areas.

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	468	Communications 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

Prefix	#	Course name	Credits
ECON	200	Introduction to Microeconomics	5
ECON	201	Introduction to Macroeconomics	5
ECON	382	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/JSIS B	432 406	Political Islam and Islamic Fundamentalism	5

iv) Diversity and global justice

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	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	4xx	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	381	Mapping Health	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
GEOG	381	Mapping 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

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.)

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/GWSS	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

(2) The integrative mechanisms

Students in the Integrated Social Sciences program will have the flexibility to build an individual pathway through the areas of thematic inquiry outlined above. The 20-credit program core (ISS 301, 350, 355, and 401) serves in turn to integrate these courses. It spans students' full career in the major, beginning in their first quarter in the program and concluding with the capstone in their final quarter.

1) In the first quarter of the program, each student will take two courses: **ISS 301** (*Social Science Theory in Context*), which considers the broad role of the social sciences and their application to the world outside of the university; and **ISS 350** (*Portfolio Seminar in Integrated Social Sciences*). Together, these two courses will provide a common foundation for the program. They will also introduce the **Learning Portfolio**, developed individually by each student, which will integrate the coursework of that student's individual area of study.

2) Students will register for **ISS 355** in at least four additional quarters (for a total of at least 8 credits), excluding their final quarter. In ISS 355, students will continue to develop the Learning Portfolio to articulate not only what they have learned in the courses they have chosen, but also the intellectual rationale for selecting those courses and why and how they are related to each other.

3) In their final quarter, students will take **ISS 401** (*Integrated Social Sciences Capstone*), in which they will complete their portfolios and prepare a final presentation, aimed at external audiences, articulating a final synthesis of what they have learned and demonstrating that they have met the 4 main program learning objectives.

    1. Explain social scientific research in terms of questions, theories, methods and findings
    2. Construct, debate, and communicate arguments about social phenomena
    3. Evaluate, integrate and critique information
    4. Collaborate with diverse communities

The process of portfolio development and presentation will add an important and integrative element of self-assessment to the overall degree. In addition, evaluating student presentations of their portfolios will also enable us to conduct a substantive form of program-wide evaluation of learning outcomes, and, by linking up these two forms of assessment - the personal and the programmatic - in the capstone teaching experience, our aim is to add another form of feedback to the overall system of quality control and improvement described in the section on program assessment below.

Rationale for Curriculum Structure
Our aim of integrating personal and programmatic assessment reflects the systematic emphasis we are putting on fostering both personalized learning opportunities and shared meta-learning (or 'meta-cognitive') capacities at the same time. The Integrated Social Sciences major is therefore built around two elements: a set of courses enabling students' engagement with 5 out of the 7 thematic areas of the degree; and a program "core" designed to provide coherence and integration to those courses, to ensure that students meet program learning objectives, and to do so by maximizing opportunities for critical self-reflection, self-description, and self-assessment of learning all the way along.

The thematic areas as we have organized them for the degree provide for interdisciplinary engagement, diversity and breadth while also allowing for flexibility in matching coursework with students' personal interests. One risk in providing this flexibility is that the actual pathways from one course to another may not always 'scaffold' or build on one another in a logical, ordered way. There is also slight danger that more instrumentally-minded students may not even choose courses with the goal of interdisciplinary integration or intellectual exploration across the social sciences.

For these reasons, the other key component of our curriculum design is the integration work built into the core coursework. The purpose of these core ISS courses is to engage our students themselves in the work of intellectual integration, and to give them the pedagogical space, support and meta-learning skills to carry out that work. This kind of integrative learning from and about the learning experience is difficult work, and traditionally, students have neither the time, nor skills nor the motive to do such work. Thus we have focused on building a rigorous structure that will (a) give students shared responsibility and personal accountability for their learning and (b) provide a structure within which they can learn how to do that work.

This integration is the most important part of the program; indeed, it will provide our students' overarching intellectual road map. Without it, the substantive courses in a student's chosen pathway through the thematic areas may well remain disconnected. Through the core, we hope students will be able to find the full value of the interdisciplinary insights they learn in their substantive courses (by learning to see the connections among those courses, and by building a coherent narrative over their career in ISS), and come to take full and life-long ownership of their learning – perhaps the most important goal of a liberal education for contemporary global citizenship. Doing this in a way that is also informed by social science teaching on the historical and socio-economic development of the globalized world into which students will be taking their learning, we further aim to give them the intellectual resources they need to understand how even the ideas of life-long learning and personalized educational responsibility are themselves products of the social changes set in motion by globalization and ever more competitive labor markets.

As noted, the program core consists of four courses: ISS 301, 350, 355, and 401, totaling a minimum of 20 credits. (ISS 355 may be repeated for more than the required 8 credits.) Brief course descriptions follow below.

The Learning Portfolio
The eportfolio is the most important pedagogical tool of integration in the program. Multiple studies indicate that the kinds of robust reflection on learning supported by eportfolios

considerably enhance the educational experience.[1] Reflection and introspection, the research shows, are not 'soft' busy work when they are properly structured. Moreover, as the examples provided by UW Bothell's IAS degree illustrate so effectively, well-organized portfolio reflection enables students to connect their academic research and intellectual development with serious reflexivity about their wider life-worlds of experience beyond the university as well.[2] For these reasons, the ISS eportfolio will be structured by 3 Rs designed to ensure rigorous and repeated reflection: **Rubrics** (which will be used to prompt and support timely, creative and constructive participation by students), **Research** (with students integrating their research projects from one course to another through the portfolio process), and **Results** (with students showcasing their work and explaining their learning to potential employers). In order to ensure student engagement with these expectations, we are also making the eportfolio a graduation requirement. To satisfy the requirement, student eportfolios must in turn contain three elements:

1. A *personalized learning plan and justification*, including (most importantly) the intellectual rationale that binds the courses chosen to satisfy the 5 out of 7 thematic area requirement. This represents the individual equivalent of a curriculum plan, including (by the end of a student's career) all the courses taken, and the rationale for taking them (for example, rather than other courses that could have been taken). By the end, this should provide the intellectual justification for the learning plan, and, by doing so, articulate through the process of rigorous and repeated *introspection* the personalized learning goals of the student with the program learning objectives of the BA.

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[1] Much of the early work both implementing and researching eportfolios has been in the field of teacher training. For a recent review of this literature, see Kelly A. Parkes and Sara Kajder, "Eliciting and Assessing Reflective Practice: A Case Study in Web 2.0 Technologies," *International Journal of Teaching and Learning in Higher Education* 2010, Volume 22, Number 2, 218-228. Some of this work builds on findings by educational psychologists showing that self-regulation through self-reflection improves the mastery of new skills (Barry Zimmerman, *Self-regulated learning: from teaching to self-reflective practice.* New York: Guilford Press, 1998), goal orientation (Carol Dewek, "Motivational processes affecting learning," *American Psychologist*, 41, 1988: 1040-1048), and basic interest in academic assignments and research (Barry Zimmerman & Anastasia Kitsantas, "Developmental phases in self-regulation: Shifting from process to outcome goals," *Journal of Educational Psychology,* 89, 1997: 29-36). To be sure, other more critical researchers caution that eportfolio programs can sometimes produce empty performances of compliance by students when not adequately supported by teaching and advising that actually explores self-fashioning and the intersectionality of (online) identity formation (Jen Ross, "Traces of self: online reflective practices and performances in higher education," *Teaching in Higher Education*, 16, 1, 2011: 113 - 126). However, when such teaching and support is available (as it will be in ISS) the risks of alienation and cognitive overload have been shown to be reduced (Craig E. Shepherd and Doris U. Bolliger, "The effects of electronic portfolio tools on online students' perceived support and cognitive load," *Internet and Higher Education* 14 (2011) 142–149). Moreover, following the example of UW Bothell's IAS degree, we think that the opportunities for teaching about how the presentation of self relates to diverse online audiences will in turn help prepare our students for the sorts of digital self-communication challenges presented by today's labor market for knowledge workers. For more evidence of these opportunities, see Catharine Simmons et al, *Work Ready: EPortfolios to support professional placement,* Sydney: AOLT, 2012.

[2] http://www.bothell.washington.edu/ias/iasdegreeportfolio

2

2. A *detailed survey of substantive integration* connecting the content learned (through the substantive courses) in the chosen subset of 5 thematic areas. In this way the eportfolio will enable students to connect and *scaffold* across the content of their substantive courses.

3. A *reflective narrative*, developed over the course of the program, that allows students to pull out the meta-cognitive 'learning about learning' they have developed through their progress towards degree completion. We want students to have become much more self-aware and self-critical learners when they complete the program. And ultimately we believe this will in turn enable them to *show-case* their learning effectively to both potential employers and graduate schools.

In sum the eportfolio has 3 goals: to help students learn, to demonstrate that they have learned, and to cultivate the self-critical capacity to learn about learning along the way. For most of the students' careers, we will focus on the first goal. ISS 350 will introduce the portfolio goals and begin students on their path. ISS 355 will rely fundamentally on peer evaluation – evaluation of individual learning portfolios by peers in each section of 355. (Both ISS 350 and ISS 355 will be limited to 25 students.) Through this work, students will learn to articulate their learning for others; improve their own portfolios based on feedback from others; and learn how to give effective feedback. These are foundational skills of the kind of education we seek, because they mirror the kind of work in which we expect our students to excel at after graduation. This peer feedback will be structured in ISS 355 each quarter, and monitored by the ISS advisors with whom students will work over the course of their careers in ISS. This will create a unique relationship between students and the program, based not only on conventional advising, but also on a deep knowledge of students' development as learners, including all the information provided by the online learning analytics described below in the section on assessment.

The eportfolios will also provide evidence of students' overall learning (i.e., the degree to which students meet program goals), and in so doing, a collective opportunity for summative program assessment too. As described further in the assessment section below, we will therefore also use eportfolios to articulate our personalized approach to qualitative student assessment into the overall iterative process of program evaluation and improvement too. This is because our systematic use of eportfolios will provide us with a deep base of empirical evidence about what and how students are learning in the program, and we will be able to mine these qualitative and quantitative data for program evaluation. To conclude with a cartographic metaphor, the eportfolios will not only provide personalized road maps for the program for individual students, but intellectual maps of integrated social sciences that are simultaneously shareable and assessable themselves.

Core ISS Courses (see Appendix A for the draft syllabi for these courses)

ISS 301. *Social Science Theory in Context* **(5)**
This will be less a survey of substantive social theories or methods than an effort to contextualize the practice of rigorous social science in the world in which the students live (and from which many of them will bring experience and expertise to the online classroom). It will be taken in the first quarter by all incoming students, and will be the only common content-defined course taken by all students (all students will also take the capstone, but that experience will not be based on common content). Content covered will include a range of works from classical to contemporary social theory that afford multiple perspectives on how the subjects of social science (including social theorists themselves) are socially constructed in different ways in different times and places. The focus of this course is not particular concepts or theories, but understanding social science as an enterprise and practice that is evolving amidst historical transformations. The unequal social experience of today's global ties will also be introduced in this way with a view to helping students come to terms with how their own learning and student 'response-abilities' are structured by the contemporary global context.

ISS 301 will also introduce the program learning goals, even if only to locate the program itself in the larger context, and establish the expectation that the individual area of study will reflect not simply a survey of content, but a rigorous exploration of social phenomena based on a theoretical basis that also allows for reflexivity about how the learning experience is itself being restructured amidst the global social transformations of the 21st century. This rationale will provide the glue of the Learning Plan.

Learning Goals
1. Introduce the importance of theory in general, and social science theory in particular, to understanding the world
2. Establish program learning goals
3. Establish criteria on which final portfolio will be evaluated

ISS 350. *Introduction to Portfolios in Social Sciences (2)*
All students will take ISS 350 in their first quarter, concurrently with ISS 301. The focus will not be substantive social science (covered in ISS 301). Instead, it will emphasize the practice of integrated learning: what does it mean to integrate learning over time and multiple courses? How can students build a coherent plan of learning, when they do not know anything about social science yet? It will also establish the portfolio practice – what goes into the portfolio, how and when to do that work, and most importantly, how to collaborate.

Collaboration is the foundation of the portfolio practice in ISS. The portfolio seminars will be small (~20-25 students). Each quarter, students will present their learning portfolios to peers in

their seminars. This will serve both to raise the stakes for their own portfolio work (because they will be publicly accountable), and a source of feedback and learning (as they see what their peers are doing). The first quarter will emphasize process over content, as students will have little knowledge of social sciences. Instead, students will be expected to focus on molding their "interests" into learning goals that will guide the courses they choose and eventually evolve into their areas of study.

Learning goals
1. Build a learning portfolio
2. Begin developing individual learning goals
3. Build community among peers who will help develop that portfolio over time

ISS 355. *Portfolio Seminar in Integrated Social Sciences (2, max 14).*
Students will continue to register for ISS 355 in subsequent quarters, for at least 8 more credits. We expect that very few students will enter the program with highly structured and articulated interests in any substantive area. Instead, most students will need some period of exploration, and even those who enter with focused interests should experience significant evolution in their understanding over time, such that the plan with which they entered should change over time.

ISS 355 is where we expect this evolution to occur. Each quarter, students will continue to develop their Learning Plans, integrating the work of the past quarter (in Winter, students would reflect on the Autumn courses they had just completed) into the ongoing narrative and plan. They should be able to evaluate and reflect upon both the substantive content and the rationale for having selected the courses they selected.

Learning goals
1) Continue to develop a learning portfolio in collaborative practice
    a) The practice is thinking about what you have learned
    b) Learn to critique own learning by articulating it to others; this is the eventual work of the end of the program
    c) Learn to integrate learning
    d) Learn to critique others

2) Demonstrate learning of
    a) Substantive content from courses
    b) Connections among courses
    c) Rationale for courses selected

3) Provide ongoing evidence of program learning objectives
    a) Connections updated every quarter

4) Connect to outside problems (this could be problem-, group-based work)

5) Work toward a final presentation in the capstone seminar

This is the intellectual work of integration, which must occur outside of the substantive courses, and over the full length of their careers in the program.

ISS 401. Capstone Seminar in Integrated Social Sciences (5)
In ISS 401, students will complete their Learning Portfolios, building on the reflective and integrative work done over the past quarters to produce a final synthesis. The final version of the portfolio, constructed through intensive faculty feedback and peer work, will articulate two complementary elements of their learning with preparations for showcasing and communicating that learning to audiences beyond the university.

First, it should demonstrate, through a substantive synthesis of their engagement with 5 thematic areas, their *substantive competence*, both at the program level (their broad understanding of social sciences, reflected in the program learning objectives) and the individual level (as articulated in their individual pathway through the thematic areas of study).

Second, it will also document the *process* of learning, evidenced in students' own evolution over the course of the program (and the subsequent reflection thereupon). In the portfolio seminar, students will develop a summary narrative of what they learned, and how they learned it, aimed at audiences outside the university, honed and practiced with their peers, and showcased in a public forum at the end of the academic year. Students' ability to connect their academic learning to career or other post-graduation goals depends on this work, and by the time they take the capstone seminar, they will have multiple years' of integrative work on which to draw.

Building on this substantive and processual learning work, the final third component of the capstone experience will involve students translating and showcasing all this work for an external audience. The goals in this last component will be to prepare students for life a beyond the degree while also offering them a final opportunity to reflect on the challenges of communicating social science learning to multiple audiences, including an audience of potential employers with specialized needs, knowledges and vocabularies of their own.

In short, the portfolio should demonstrate that they have met both program and individual learning goals, and as such, will provide a unique mechanism of program evaluation. We will regularly evaluate (at least a sample of) student portfolios as a systematic means of assessing the program, in a way that can go beyond students' subjective experiences to include progress toward substantive learning objectives.

Learning goals
1. Demonstrate having met program learning goals
2. Demonstrate having met individual learning goals
3. Effectively articulate overall learning narrative for external audiences

As has been outlined above, our core courses and integrative mechanisms, including the eportfolios, provide the overall framework and curricula infrastructure in which all these content courses will be integrated into the learning plans of individual students. There will therefore be as many different personalized program maps as there are students, and part time students will obviously move more slowly along their pathways than full time students.

To provide an overall sense of what a model student pathway through this ISS course landscape will look like, we include the following diagrams (Figures 5, 6, 7 & 8).

Figure 5: Overview of Pathway
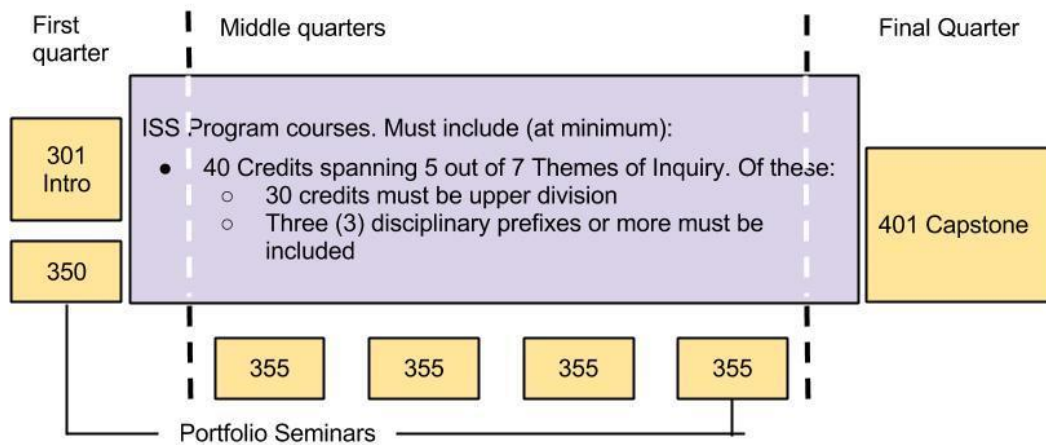
ISS 301: Social Science Theory in Context (5)
ISS 350: Portfolio Seminar in Integrated Social Sciences (2)
ISS 355: Portfolio Seminar in Integrated Social Sciences (2, max 20)
ISS 401: Capstone Seminar in Integrated Social Sciences (5)

Figure 6: Sample Full-time Pathway

The graphic below represents a possible pathway for a student who enters with 75 transfer credits. While students entering with 90 or more credits would be more typical for this degree, we wanted to show that our program could fulfill the course needs for those students entering with the minimum number of transfer credits.

Year 1:

AUTUMN	WINTER	SPRING	SUMMER
ISS 301 (5) Intro	ISS 355 (2)	PHIL 415 (5)	DANCE 120 (5)
ISS 350 (2)	GEOG 478 (5)	COM/AES/GWS 389 (5)	POLS 321 (5)
ECON 200 (5)	ASTR 101 (5)	MUSIC 120 (5)	ISS 355 (2)
	COM 468 (5)		

Year 2:

AUTUMN	WINTER	SPRING
ISS 355 (2)	ISS 355 (2)	ISS 401 (5) Capstone
PHIL 102 (5)	JSIS 331 (5)	POLS 432 (5)
PSYCH 101 (5)	GEOG 380 (5)	PSYCH 202 (5)
SOC 362 (5)	HIST 485 (5)	

. . . .

ISS Integrative Core	⊟	20 credits
ISS Program Courses	⊟	40 credits
ISS Electives	⊟	20 credits
General Electives	⊟	25 credits

Total credits = 105

(See "Distribution Map" for Course Descriptions and Mapping onto Themes of Inquiry)

Figure 7: Sample Part-time Pathway

In the graphic directly below, the same courses included in the full-time pathway are distributed over 4 years instead of 2.

AUTUMN	WINTER	SPRING
ISS 301 (5) Intro	COM 468 (5)	GEOG 478 (5)
ISS 350 (2)	ASTR 101 (5)	ISS 355 (2)

AUTUMN	WINTER	SUMMER
ECON 200 (5)	COM/AES/GWS 389 (5)	POLS 321 (5)
MUSIC 120 (5)	ISS 355 (2)	DANCE 120 (5)

AUTUMN	WINTER	SPRING
PHIL 415 (5)	HIST 485 (5)	PHIL 102 (5)
ISS 355 (2)	PSYCH 101 (5)	SOC 362 (5)

AUTUMN	WINTER	SPRING
GEOG 380 (5)	JSIS 331 (5)	ISS 401 (5) Capstone
ISS 355 (2)	POLS 432 (5)	PSYCH 202 (5)
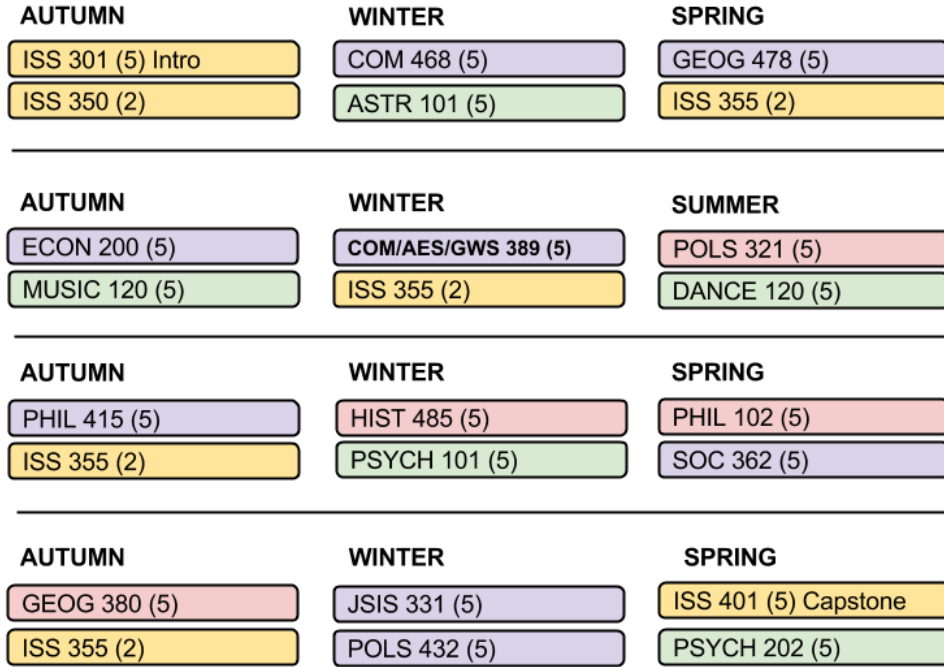
Figure 8: Distribution Map

Below is a diagram of how each class included in the sample full-time and part-time pathways maps onto the themes of inquiry. The dark purple areas indicate the theme of record associated with a particular class, while the lighter purple areas indicate overlap with other themes of inquiry.

Themes of Inquiry →	Info & Tech Soc.	Pop Dyn & Movmt	Conflict & Coop	Diversity & Glob Just.	Soc. Ineq.& Power Rel.	Soc. Context Health/Risk	Soc & Environ	ISS Electives
COM 468	■							
GEOG 478		■		▫	▫			
ECON 200	■							
COM/AES/GWS 389	▫		▫	▫	■			
PHIL 102			▫	■				
SOC 362				▫	▫			
JSIS B 331			■					
PHIL 415				▫			▫	
GEOG 380		▫				▫		▨
HIST 485		▫	▫		▫			▨
POLS 432			▫		▫			▨
POLS 321								▨
General Electives	NW	VLPA	I&S					
	ASTR 101	MUSIC 120	PSYCH 101					
	PSYCH 202	DANCE 120						

Continuation Policy

Here we would like to clarify what will constitute satisfactory progress towards degree for undergraduate students in the Integrated Social Sciences major within the College of Arts and Sciences. While the University has regulations governing scholastic eligibility for continuance, ISS seeks additional requirements in order to make the best use of the limited resources and to provide reasonable assurance for academic success. Students are encouraged to frequently review their academic progress and may request an evaluation from the Office of Academic Services at any time.

Basic Criteria for Satisfactory Progress

1) Students are expected to make satisfactory progress towards the attainment of a bachelor's degree. Under normal circumstances, ISS majors would be considered to be making satisfactory progress if they are enrolling in program course work and are adhering to academic plans approved by the ISS Office of Academic Services.

   a) ISS majors must create academic plans with their advisers as part of their portfolio development process. These plans will lay out both the courses the students have taken and those they plan to take in order to complete degree requirements *and* achieve program and individual learning goals. All such plans will be maintained as part of each student's library of e-portfolio artifacts.

   b) Any change or revision of the academic plan (e.g., dropping individual courses, withdrawing from the quarter, taking courses not specified in the plan, etc.) must be approved by an ISS adviser.

   c) Students must review their academic plans with an ISS adviser at least once per year. Lack of academic progress may be further evidenced by low scholarship, failure to enroll in or complete major requirements, as well as excessive course repeats, course drops, or University withdrawals and cancellations.

2) Students in the Integrated Social Sciences major are expected to maintain a 2.0 average GPA in courses counting towards major requirements.

3) No courses used to satisfy any major requirements may be taken on a satisfactory/ nonsatisfactory basis

4) Students must maintain a minimum cumulative GPA of 2.00, and thereby avoid appearing on the University's Low Scholarship list.

 Review and Notification of Progress

The ISS Office of Academic Services will review student e-portfolios quarterly. If a student's performance fails to meet the standards outlined above in any quarter during their tenure as a major in the Integrated Social Sciences major, the student may be placed on warning, probation, and in extreme situations, may be dismissed from the major.

Warning
Students will be issued a warning letter via email by Director of Academic Services the first quarter they do not meet departmental satisfactory progress. The warning letter is issued only one time. Students receiving a warning letter must consult with an ISS adviser. The adviser will offer assistance by recommending resources, helping to plan a course load that is manageable, and clarifying both program and individual learning goals so that the academic plan may be reaffirmed or modified and approved. ISS majors who fail to meet satisfactory progress should

consult with an adviser as soon as possible. This can prevent progressing towards probation and dismissal. Students are encouraged to discuss all circumstances leading to a lack of satisfactory progress, including extenuating circumstances and situations outside of academic life that may impact student success.

Probation

Students on warning status who do not remove their deficiencies the following quarter will be placed on probation. Students on probation will be notified of their status and a registration hold will be placed on their student account. To remove the hold, students must communicate with an ISS adviser within 30 days of being notified of their status. Students who do not meet with an adviser will not be able to register for future quarters.

Dismissal

Students on probation multiple quarters who fail to communicate with an ISS adviser or continually fail to meet satisfactory progress can be dismissed from the ISS major.

Appealing Probation or Dismissal

Students who are placed on probation or dismissed from the ISS major may appeal their status by writing a letter to the Director of ISS within 30 days of notification. Included in the letter should be any additional information in support of the student or any other information that the student believes is relevant. The Director of ISS and Director of Academic Services will review carefully all the available information and then decide whether or not academic probation should be considered for another quarter. The appeal must be made within 30 days of the notification of placement on probation or dismissal. The Director will make a response to the appeal within 30 days.

Academic integrity and security

Given the fears of plagiarism and cheating that overshadow online education (just as they also increasingly overshadow hybrid teaching on campus), we are putting in place a number of significant safeguards in ISS.

Examinations in the degree will be proctored when that is appropriate (*e.g.* the exam is time limited and must be taken on a certain day(s) within a specific time frame). UWEO has a committee currently reviewing remote proctoring solutions to be used for the ISS degree, including *Proctor U, BVirtual* and *Kryterion*. Though no remote proctoring solution is foolproof, the solutions being considered incorporate a wide variety of mechanisms to prevent and deter cheating, such as:

- Employing live proctors who monitor students via video
- Employing computer monitoring software which allows the proctor to monitor what programs are running on the student's computer and to also prevent browsers and other programs from being opened (often referred to as lockdown software) during the exam.
- Verifying student identity through a variety of means:

  1. Pre-exam photo taken of student
  2. Photo taken of student's picture ID
  3. Identity verification through public records information
  4. Identity verification through biometric screening (identifying keystroke patterns, facial recognition, etc.)

- Videoing the entire exam for later viewing by instructors and administrators
- Notes and reports from the exam proctor

To address the challenge of plagiarism, UW IT announced on 10/28 that *Turnitin* plagiarism detection has been integrated within the UW Canvas LMS - which is what we will be using to host ISS courses too. *Turnitin* allows instructors to set up plagiarism review on a per-assignment basis, and for students to submit assignments for review. This tool in combination with clear messaging and expectations from faculty about the University's policy on plagiarism and academic misconduct will help to provide an integrated series of safeguards to ensure academic integrity in the ISS program. More information about the UW Seattle's adoption of *Turnitin* can be found at http://www.washington.edu/lst/help/Canvas-instructors/turnitin

In addition to all these technical tools at our disposal, it also worth noting here that the budget for ISS is premised on a basic teacher to student ratio of 1:45. This is the kind of ratio that allows for instructors to use rich writing assignments as well as online quizzes and multiple choice exams. Thus just as in smaller and mid-sized oncampus courses we expect ISS instructors will be able to use all the same skills of close reading that they usually use when assessing student work for possible plagiarism. For a further resources the faculty will be able to turn to the same support we all use on campus, including http://depts.washington.edu/grading/conduct/index.html.

Leadership and Governance

Director

The ISS degree will be directed by a faculty member appointed by the Dean of the College of Arts & Sciences. Ideal qualities for a director include an outstanding scholarly record, excellent pedagogical skills, experience in working with an online environment, and a deeply interdisciplinary orientation. The inaugural director is Professor Matt Sparke (JSIS/GEOG), who began a three-year term on July 1, 2013.

Steering Committee

The primary governance mechanism will be a Steering Committee composed of faculty and advising staff nominated by Chairs of the Social Science units. Members will be appointed for specific, renewable, terms. We intend to include at least one representative from each Social Science academic unit. When participation by other UW academic units increases to a significant level, they will also have representation on the Steering Committee. (Invitations to participate have been issued to UWS Psychology, UWB, UWT, College of the Environment, School of Social Work, College of Education, the Information School, and the Evans School of Public Affairs. These units have expressed interest in being kept up to date. One faculty member from UWB will be participating in the initial course offerings; we anticipate many others will participate in the degree over time.) This committee will begin its work in Autumn Quarter 2013.

Faculty

Courses in the degree program will be taught by a mix of current UW faculty and new hires. We are encouraged by the fact that the pedagogical expertise of those who are already designing and/or teaching courses for this degree is exceedingly high. This group includes recipients of the UW Distinguished Teaching Award, the Undergraduate Research Symposium Mentor Award, and dozens of those who receive the highest student evaluations in the Social Sciences Division quarter after quarter, year after year.

With a projected enrollment of approximately 300 FTE in the first year (approximately 450 individuals), we anticipate needing approximately 40 courses at the inauguration of the degree. With growth up to 800 FTE, we will need 60-70 more courses by the fifth year of the degree program. The majority of courses will be capped at 45 students; there will be a few larger lecture courses, supported by TAs. In addition, the integration seminars will have an enrollment cap, likely no higher than 25 students per section.

For the first three years of the degree, instructors can either teach a given course for the online degree as a part of their regular instructional load, in which case the department receives instructional replacement funds in proportion to the percentage of the faculty's teaching load directed toward teaching in the online degree, or the faculty member receives excess

compensation in the same percentage. For tenure line faculty, the percentage is typically 25%, since Social Sciences faculty have a four course teaching load. For lecturers, the percentage is typically 17%, since Social Sciences lecturers have a six course teaching load. After the degree has been offered for three years, excess compensation is no longer allowed, and the courses must be treated as part of the instructor's regular teaching load.

Importantly, the instruction of the online courses will be distributed across the faculty in any given academic unit; we do not intend to have a separate faculty that teaches only in the online program, and will attempt to design incentive systems that encourage participation by a broad range of faculty.

Current resources: With the establishment of a growing set of online pilot courses in Autumn of 2009, as well as some courses currently being developed for this new degree, there are already about twenty social science courses available in an online format. We anticipate needing to hire approximately 15 new faculty over the next five years in order to staff the curriculum for this degree. This will be a mix of tenure line faculty and instructional line faculty. We are offering Social Science units the opportunity to conduct searches for new hires in conjunction with staffing this degree, based on an incentive structure such that with each new authorized hire, a unit must commit to teaching four courses in the ISS degree. If they are authorized to hire a tenure line faculty member, no additional courses are generated for the department's day program. If they are authorized to hire a lecturer, two additional courses are generated for the day program, given the six course instructional load associated with lecturer positions.

We hope to have participation from each Social Science unit; currently all but three units have courses included in the program.

Advising staff

Academic student support will be coordinated by the Faculty Director and the Director of Academic Advising and Services through teams consisting of course instructors, academic advisors, and learning analytics specialists (also known as retention specialists or e-coaches). Through the integrative portfolio curriculum, students will create content that will be incorporated into a new inquiry-based, learning-centered advising model based on social practice, ongoing reflection, and collaboration. Continued participation in this integrative core will enhance student community and contribute to sustained relationships throughout their time in the program. Advisors will also provide traditional support to students such as degree planning, assistance with administrative challenges, and appropriate referrals to resources such as the Office of Student Financial Aid, the Office of the Registrar, the Libraries, etc. Advising staff will assist prospective students in determining the appropriateness of this program to their educational and professional goals.

We have also budgeted for a variety of staff positions, in addition to academic advisors and coaches. We will hire analytics experts, instructional developers, videographers, and provide a

variety of support functions such as financial and marketing expertise through UWEO, which offers basic services for most fee-based degrees at the UW.

Program Assessment

A signature feature of ISS will be the ongoing iterative articulation of program assessment with student assessment. Our online integration of student learning will provide a suite of student tracking, feedback and assessment tools which we will use to enhance overall program teaching, retention, and planning, as well as to provide immediate feedback and reassurance to students themselves about how well they are progressing towards course and degree completion. We will rely on these five particular kinds of online learning analytics:

i. Passive metrics produced by the ways in which individual students interact with online course infrastructure, including the core courses, integrative seminars, and e-portfolios. For example, the number and dates of student interactions with our system, when they log on and off, the time they spend reading and watching course material, their involvement in webinars and online chat rooms, and so on, will all provide a basic way of tracking student engagement with the program.

ii. In-course and end-of-course quizzes, exams and surveys conducted by instructors will actively assess student learning and solicit student feedback on course content.

iii. End of course evaluations will be conducted to assess the quality of instruction based on student feedback.

iv. Program-wide surveys of students will actively assess student learning and solicit student feedback on their progress towards the overall degree learning goals.

v. E-portfolios will provide not only students but also the advising staff and Director with qualitative as well as quantitative assessments of overall student learning.

All these learning analytics will also allow for constant student self-assessment. In this respect they will be vital supports for enabling our students' responsibility for their own learning, including the meta-cognitive 'learning about learning' and global citizenship skills we want the ISS degree to impart. The same assessment tools will also allow the advisors and director to assemble a constantly updated and comprehensive picture of the overall health of the degree.

To further augment the online assessment process, the director will also bring together the ISS teaching faculty on a regular basis for workshops designed to assess how well the online infrastructure for the program is working, to share best teaching practices and build an expert community that is committed to ongoing program improvement. As part of this process faculty will be provided a compilation of assessment data created by the ISS student services and advising director. In turn the faculty will be invited to share feedback on the course design process, and assess the ways in which the various learning analytics described above can be incorporated back into course and program improvements.

The steering committee for the ISS degree will review the assessment data compiled by the ISS advising and student service director. Together with the whole advising staff and director, they will review the data and make recommendations for improvements based on the overall picture of program health.

During the fifth year of the program, the College of Arts and Sciences will conduct an external review of the ISS degree, modeled on decadal departmental program reviews. The deans will appoint a review committee and decide on the details of the review process in consultation with the program director. The review committee will include UW faculty and staff who are not in ISS, but who have expertise and/or academic interest in the online access issues with which ISS is engaged. The committee would also include at least two external academic experts in online social science education.

Prior to the review committee's visit, the ISS director will prepare a report with the help of the advising staff on the program's accomplishments and challenges, including 5 year data on student performance, assessments, completion rates and experiences after graduation. The external review committee will address the effectiveness of the degree in meeting student needs, as well as the overall quality of instruction, course content, and integrative mechanisms. The committee will also be invited to assess the degree to which the program provides adequate support for faculty development, training and compensation for their online teaching, as well as whether the relationships with all the oncampus social science programs are working in mutually beneficial ways. The relationship between UWEO and ISS will also be the subject of the review process which should therefore provide opportunities for gathering assessments from the vice provost of educational outreach and key staff associated with online course development and delivery. In addition the committee will assess the administration of the program, and whether or not modifications needs to be made in terms of staffing and support.

On conclusion of the review, the deans will decide whether ISS should continue as is, should be revised or terminated. After this initial review, the deans will also decide whether/when to schedule the next review.

Appendix A: Operationalizing the Core

Drafted as an appendix for the proposal for a degree in Integrated Social Sciences by the College of Arts and Sciences, University of Washington, October 2013.

In this memo we would like to answer a number of programmatic and practical questions about how we will operationalize the core design and core courses of Integrated Social Sciences (ISS). This includes making the case that there are a good number of precedents for interdisciplinary social science degrees both in the US and abroad, as well as those exemplified by already existing UW programs ranging from JSIS, GWSS and AES on the Seattle campus to Interdisciplinary Arts and Sciences at Bothell. Our plan to operationalize a core built around e-portfolio reflection and theoretical skills development also builds on the Bothell model (as well as on the use of portfolios in UW Honors, CEP and Engineering), offering an integrative infrastructure that is sometimes missing from other online degrees. We want to explain this further in what follows, and so we have organized this detailed review of our operationalization plans into three sections:

> **1) Precedents and practices of social science integration**
> **2) Core course syllabi and example of an e-portfolio**
> **3) Capacity and staffing**

Before proceeding to these sections, we also want to clear up a possible misconception about how we are twinning the portfolio infrastructure with a content-based approach to social science integration (and thus most definitely *not* relying on the eportfolio alone to define the degree). Our 7 thematic areas give coherent interdisciplinary content to the degree. We must also therefore emphasize that they are the antithesis of traditional 'vertical' tracks through a major (which often tend to create silos of technical specialization in other degrees). Our 7 interdisciplinary areas are better conceptualized as 'horizontal' networks across the major. We are demanding that ISS students take courses in 5 out of the 7 thematic areas because we want them to build integrative expertise, and we want them to do so, moreover, in an interdisciplinary way (for example, coming at a question about social inequality through the lens of Economics in one course, and then coming back to it through the lens of Anthropology, International Studies or Gender, Women & Sexuality Studies in other courses). This means that we actively want to push students to develop content-based learning across multiple disciplines. They cannot count one course for more than one thematic area, and so they will have to keep sampling courses across disciplines and generally find it very hard to stay in any single disciplinary groove. Their trajectory across the interdisciplinary areas of the degree will have to be purposeful, assessed as

such in the 355 courses, and in the same way, made open for revision and improvement along the way.

Finally we should clarify that we are demanding *more* than the common 30 upper division credits found in a range of other undergraduate degrees offered at UW. Indeed, we are actually asking for almost double this by the end. If you include – which we do – all 20 credits in the ISS core courses, this adds up to a minimum of 50 upper division credits. Moreover, given the course options we are providing our students, it would be very hard indeed for them to take just 10 courses (6 content courses and 4 core courses) in ISS and graduate. In reality, they will end up taking more than this because there are so few lower level courses on offer in the program. Relatedly UW rules currently only allow 90 credits of online coursework to count toward a degree. Following the model of ECFS, we therefore need a waiver from this rule in order to operationalize ISS.

1) Precedents and practices of social science integration

Many other universities have already pioneered degrees in integrated social sciences. We know from these programs both that there is widespread student demand and that the actual practice of offering such integration with an interdisciplinary curriculum is well-established. Our distinction will not be experimental novelty, therefore, but rather our commitment to combining content based interdisciplinary integration with our eportfolio based infrastructure for pedagogical integration. With our 7 thematic areas of interdisciplinary concentration, and with our core courses centered on student e-portfolios, we are offering an especially clear set of navigation and integration tools for our students. In other words, we are making an interdisciplinary, enquiry-based approach to social science integration that much more coherent. Relatedly, we think that the care that has gone into our design of the degree completion process offers more monitoring and student support than many other universities. But these distinctions noted, our basic approach of offering a degree in integrated social sciences follows the lead of many other programs. Here then is a list of some of the US examples:

- Michigan State University - Integrative studies core curriculum in social science - http://www.cis-ss.msu.edu/iss/index.php
- Florida Atlantic University - BA Social Science - http://www.fau.edu/artsandletters/socscidegree.php
- University of Wyoming - Social Sciences - http://www.uwyo.edu/as/current-students/social-science-degree-program.html
- University of Pittsburgh - Social Sciences (BA) - http://www.cgs.pitt.edu/node/358
- New York University - B.A. in Social Sciences - http://www.scps.nyu.edu/academics/departments/mcghee/undergraduate/ba-social-sciences.html

- Florida State University - BA/BS Social Science - http://www.academic-guide.fsu.edu/social_science_interdisciplinary.htm
- California State University San Bernardino - BA in Social Sciences - http://ssba.csbs.csusb.edu/
- California State University Stanislaus - Social Sciences B.A. - http://catalog.csustan.edu/preview_program.php?catoid=3&poid=359
- Washington State University - Social Sciences: General Studies - http://admission.wsu.edu/academics/fos/Public/field.castle?id=1637

Outside of the US there are also the much older examples of interdisciplinary social science degrees such as the venerable 'PPE' or Philosophy, Politics and Economics at the University of Oxford (which is also now emulated around the world at other universities such as Yale-NUS in Singapore and Waseda in Japan). Back in the US, Yale itself has the 'EPE' or Ethics Politics and Economics degree (see http://epe.yale.edu/. And, as of 2011, the University of Cambridge has a new interdisciplinary degree HSPS - Human Social and Political Science that comes still closer to our design (see http://www.hsps.cam.ac.uk/).

Also based in the UK, another important precedent and model for us is the world leader in online social science teaching, the UK's Open University. Amongst its other BAs, the OU offers a degree in Combined Social Sciences:
http://www3.open.ac.uk/study/undergraduate/qualification/q69.htm
The OU degree description usefully lists the following values of this education vis-à-vis a global labor market, and the list also emphasizes the capacity of students graduating from such a degree to "integrate rather than compartmentalize knowledge."

Career relevance and employability (from the Open University)

Employers rate social science graduates particularly highly for the diversity of their transferable skills and breadth of mind. This interdisciplinary BA (Hons) Combined Social Sciences incorporates breadth – enabling you to understand the contexts of your studies – as well as depth. The range of subjects and perspectives covered will demonstrate your adaptability and versatility to employers, who'll also value your ability to evaluate data and evidence in a variety of ways, and to integrate rather than compartmentalize knowledge. You'll also be able to draw together ideas about a range of issues affecting individuals and society, including the economy; work; gender; race; social inequalities; social norms; crime; policy; environment; international studies; and relationships.

This degree course develops valuable transferable and work-related skills including:

- using ICT to research, select and present information
- analyzing and evaluating data
- clear, concise written communication
- assembling reasoned arguments for particular audiences
- using a range of formats: essays, presentations, reports, collaborative working, online forums
- valuing critical feedback to reflect on progress and improve your work
- working under your own steam and without constant direction

Graduates may find employment in such areas as:

- national and local government and public administration
- health and social care
- education
- charitable organizations
- public relations, media and market research
- planning and environmental management
- police, law and criminal justice
- business and commerce.

Back in the US other online degrees in integrated social sciences exist which, if nothing else, make clear that there is a need and 'market' for what we are developing:

- University of Maryland - Major in Social Science - http://www.umuc.edu/academic-programs/bachelors-degrees/social-science-major.cfm
- California State University - BA in Social Science Online - http://rce.csuchico.edu/online/ba-social-science
- University of North Dakota - Bachelor of Arts in Social Science Online - http://distance.und.edu/degree/?id=socialscience2
- Portland State - Social Science Degree - http://www.pdx.edu/extended-campus/social-science-degree

Of course, back at UW, evening degree also offers another example of a UW precedent. But it is a precedent from which ISS is doubly distinct. Unlike Evening Degree, ISS will offer a set of clear interdisciplinary thematic areas in which students develop social science expertise. And also unlike Evening Degree, ISS offers a coherent approach to integration through the core courses, as well as much more coherent and transparent system of governance. The governance system (and associated involvement of faculty oversight) is described in detail already in the formal proposal, and it is to the design and details of the core courses that we now turn.

2) Core course syllabi and an example of an e-portfolio

The integrative core of the ISS degree consists of 4 courses. These are:

> ISS 301. *Social Science Theory in Context* (5)
>
> ISS 350. *Introduction to Portfolios in Social Sciences (2)*
>
> ISS 355. *Portfolio Seminar in Integrated Social Sciences (2, max 20).*
>
> ISS 401. *Capstone Seminar in Integrated Social Sciences* (5)

Draft syllabi for each of these courses have been developed, and these are included here below. They have also already been shared with the ISS teaching faculty with a view to gathering faculty feedback before submitting the courses for formal approval. We have received some of this faculty feedback already, and for 301 they were very enthusiastic about recording on-venue video lectures aimed at demystifying theory in context. So this is already written into the syllabus for 301. We will also let further feedback guide our final proposals for the other courses in an ongoing iterative process of review and revision. The ISS steering committee will also be able to join this review and revision process after their initial October meeting. These therefore are not the final drafts (and relatedly it is worth noting that we will have plenty of time to develop the ISS 401 capstone for some time after the degree launches). However, we want to include the syllabi here to communicate the content and conceptualization of the core courses as we are currently planning them.

In addition, provided here below the 4 syllabi is a mock-up model of what an e-portfolio might look like for an ISS student. It is not based on any real student's work, and is simply meant to provide an illustrative idea of how the ISS e-portfolios will work. In this respect, we also want to emphasize that there are 3 distinct elements of the ISS eportfolio:

> i. an *Introspective* element of ongoing reflection and learning plan refinement;
> ii. a *Scaffolding* element of building links of interdisciplinary expertise & insight;
> iii. a *Showcasing* element using archived work to communicate student learning.

Put together, the I of Introspection, the S of Scaffolding and the S of Showcasing are the ISS of the ISS portfolio. Each element is important, and cannot be reduced to the others. Moreover, each element will contribute to an ongoing iterative process of planning and reflection. For these reasons, our model example here can only provide a snapshot of the ongoing process we envision unfolding as the students move iteratively through each of the 3 ISS portfolio elements.

ISS 301: SOCIAL SCIENCE THEORY IN CONTEXT

Draft Syllabus

Course description:

This course offers an introduction to integrated social sciences, providing ways for students to conceptualize how the diversity of social relations – economic, political, cultural, sexual, racial, spatial and historical relations, all included – interact in the real world contexts that social scientists research. By directly addressing the social context of social science, the course also aims at demystifying theory and reflecting on its philosophical implications for scholars from different disciplines researching similar social conjunctures. In this way, it also provides the basic vocabulary and skills students need to integrate their own experiences and social knowledge into their development as self-reflective social scientists. Overall, the course gives all incoming students into ISS a shared intellectual experience and common language, setting the stage for interdisciplinary engagement across the degree's thematic content courses. It also thereby lays the necessary foundations for creating a coherent learning plan and successful eportfolio experience.

The course introduces theories about the social construction of social science knowledge, as well as the two-way interpretive relay (the so-called 'double hermeneutic' or 'reflexivity') that generally distinguishes the social sciences from natural sciences. Since members of society can think, make choices, and use new information to revise their understandings and actions, they often use social science theories to change their practices. To come to terms with these feedback loops, we explore how the social sciences a) study what people do, b) study how people understand their world, and c) study how that understanding in turn shapes social practice. In order to do all this in a way that integrates diverse disciplinary traditions, ISS 301 also introduces regularly updated theoretical introductions and recommendations from ISS teaching faculty.

The ISS faculty introductions and recommendations come in 3 different forms:

- First: a set of short video lectures by individual ISS faculty highlighting how they theorize particular social situations and sites in context;
- Second: a suite of recorded conversations *between* ISS faculty from different disciplines, discussing how they make sense of particular social questions and real world contexts in both diverging and converging ways; and,
- Third: another set of short video lectures by individual faculty about their own theoretical interests and how these inform their research and their teaching in the degree.

Ranging from the classical to contemporary, and the local to the global, this integration of examples from across all the social sciences affords insight into how the subjects of social science (including social scientists themselves) are socially constructed in different ways in

different times, places and disciplines. By introducing social science as a reflective theoretical enterprise, the course shows how such theorizing continues to respond to changing real world contexts, historical shifts, and growing global interdependencies. At the end of the course, it will be possible for students to understand how their own ability to respond to such changing contexts can be enhanced by understanding social science theory as both an analytical and collective form of response-ability to our fast changing world.

Key learning goals for ISS 301 include:

1. Understanding the role of social theories in relationship to social scientific knowledge construction.
2. Gaining an appreciation for how different disciplinary perspectives can be integrated to better understand social complexity.
3. Coming to terms with how social science theory responds to social contexts in ways that are also both conditioned by and consequential for those contexts.
4. Developing an initial social science vocabulary as a foundation for coursework.

More generally because 301 serves as an introduction to the ISS degree, it also introduces the overall degree learning goals that must be reached by graduation.

1. Explain social scientific research in terms of questions, theories, methods and findings
2. Construct, debate, and communicate arguments about social phenomena
3. Evaluate, integrate and critique information
4. Collaborate with diverse communities

For these reasons too, the course should be taken in conjunction with ISS 350: *Introduction to the ISS Portfolio*.

Assessment of student work:
Class participation and quizzes 20%

Midterm online quiz 30%

Final online exam 30%

Social science dictionary entries 20%

Reading:

Possible selected readings from: Elgin Hunt and David C. Colander, *Social Science: An Introduction to the Study of Society*, New York: Pearson, 2010 (14th edition); Jeffrey Nealon and Susan Searls Giroux, *The Theory Toolbox: Critical Concepts for Social Sciences,* Lanham Maryland: Rowman and Littlefield, 2011; and Stuart Hall, David Held, Don Hubert and Kenneth Thompson, *Modernity: An Introduction to Modern Societies*, 1996; and, Tony Bennett;

Lawrence Grossberg, Meaghan Morris, Raymond Williams *New keywords: a revised vocabulary,* Malden, MA : Blackwell Pub., 2005.

Weekly themes:

The following themes provide an ordering approach to the component theories, theoretical challenges and terminology recommended for inclusion in the course by ISS faculty. It will be updated and iteratively improved based on the evolving advice of both faculty and students in the program. It will also be integrated into an interdisciplinary suite of pedagogic modules by an online 'MC' whose role will be to introduce and combine the disciplinary contributions of the faculty rather than offer a single authoritative argument about what theory is most important. As well as watching the faculty videos and completing the online quizzes each week, students must do the assigned readings to prepare for the midterm and final. In addition for each week they must research and write 2 paragraph long definitions for their own personalized online social science dictionary. Subsequently this dictionary will be incorporated into an updatable and fully revisable addition to each student's eportfolio.

WEEKLY SCHEDULE

WEEK	TOPIC/GOAL	ASSIGNMENTS
1	Introduction to UW online	Assignment: Watch the welcome videos by the President, Provost, Dean and Director
2	Opportunities and challenges in theoretically integrating social science	Assignment: How does theoretical reflexivity distinguish and integrate the social sciences?
3	Archives and the importance of interpretation	Assignment: Study examples from the ISS faculty
4	Statistics and the significance of counting	Assignment: Study examples from the ISS faculty
5	Models and the implications of prediction	Assignment: Study examples from the ISS faculty

6	Structure and the challenges of explanation	Assignment: Study examples from the faculty
7	Power and the diversity of identification	Assignment: Study examples from the ISS faculty
8	Discourse and the ethics of representation	Assignment: Study examples from the faculty
9	Assemblage and the aftermath of deconstruction	Assignment: Study examples from the ISS faculty
10	Theory-building, keyword definitions and your-self	Assignment: Develop the reflective essay to begin the learning portfolio

ISS 350: INTRODUCTION TO PORTFOLIOS IN SOCIAL SCIENCES

Draft Syllabus

Course Description

We live in a world in which we are continuously immersed in information. We have chosen to emphasize *Integrated* Social Sciences because we believe the *skill* of integration is essential to such a world. Content knowledge is no longer enough to successfully navigate today's world; we need people who can synthesize, contextualize, and connect that content.

Over the course of your degree, you will take courses from many disciplines across the social sciences. This is a strength of this program: you will choose your own path, taking courses that fit your interests and goals. But the path should not be a random walk; it should have a purpose. By the time you graduate, your story should tell not only where you have gone, but also why you chose that path, and what you learned along the way.

The portfolio is the tool you will use to build that narrative. More than that, the portfolio is where you will practice the work of integration. That is a skill unto itself. You will do that through your individual reflection, but also as part of a community of people engaged in that work. In a conversation of travelers, you will learn from the journeys of others about how to make sense of your own. In many ways this is the heart of the Integrated Social Sciences degree.

LEARNING GOALS

ISS 350 has three core goals:

1. Build a learning portfolio.

The learning portfolio is not a technological tool. It is not simply a place to store documents or artifacts. Nor is it simply a place for personal reflection. It serves both of those purposes. But more than that, it is a place where you will do a particular kind of work that you will not do anywhere else. You will take the content from the other courses you are taking, and draw connections between them and to the other courses you have taken. This quarter, we will create the portfolio, establish its goals within the program, and begin to build the habit and practice that will define its work throughout your time in this program.

2. Begin developing individual learning goals.

This program has some learning goals that will apply to all students. But because all students will end up with different sets of courses, you will also develop a more individual set of learning goals. You probably already have some ideas about what you want to learn over the coming years. But those will evolve over time as you take more courses and learn more about the social sciences and the specific areas therein. This first quarter in ISS 350, we will begin creating the

framework within which you can develop your learning goals over time. You will continue that work each quarter in ISS 355.

3. Build community among peers who will help develop that portfolio over time.

This may be the most important part of the portfolio. Your portfolio itself will be individual. But the work of integration is social. You must rely on others to help you make sense of what you are learning. You will discover your own learning not simply through reflection, but also by articulating your learning to others, receiving their feedback, and answering their questions – in short, by seeing your own learning through others' eyes.

That kind of discussion, about questions you have, connections you are seeing across courses, and the evolution of your own goals, will be possible because of the work you have done on your individual portfolio. When you say "I want to learn about X," it may seem clear enough to you. But when others ask why you want to learn about X, or what you mean by X, or how you can understand X without understanding Y, you will be forced to more clearly think through and articulate your own goals and understanding. This is the process that underlies the portfolio. The portfolio is the means through which to engage others in conversation about your learning. In the end, it is as much a social tool as an individual one, a means of engagement and community as much as individual growth or introspection.

This is a key claim of the program: integration is collective work, even when the content is unique to your own interests. Though in many ways you will pursue your own individual path, you need a community of like-minded travelers to make sense of it.

GENERAL EXPECTATIONS

Most of the work in this class will focus on the individual portfolio work. But this individual work will also provide a foundation for discussion in your advisory groups (see below).

The work of this class will consist of two key elements: your weekly portfolio work, and several presentations to subgroups. You will be assessed on:

Completion of portfolio assignments	70%
Presentations	15%
Feedback on presentations	15%

A note on advisory groups

All students are assigned to a small (~25 student) **learning advisory group**, led by an advisor. Each advisor will lead 4-5 of these groups. Advisors will meet with each group weekly online. The groups will continue throughout the students' life in the program. Some standard advising work will be done in these groups, while other advising will be done individually. The advisor will also use the portfolios as a basis for discussion, small group work, and so forth. Over time, advisory groups will include a mix of junior and senior students, to facilitate mentoring across cohorts or "generations."

Student work in the advisory groups will be separate, but symbiotic with the work in ISS 350. Work in the advisory groups will not be graded, but will be able to rely on portfolio work already completed in ISS 350 (and in subsequent quarters, ISS 355).

READINGS AND ASSIGNMENTS

We will read selections from:

Arum, Richard, and Josipa Roska. 2011. *Academically Adrift: Limited Learning on College Campuses.* Chicago: University of Chicago.

Beyer, Catharine, Gerald Gillmore, and Andrew Fisher. 2007. *Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning.* Bolton, MA: Anker Publishing Company.

Freire, Paulo, *Pedagogy of the oppressed,* New York: Continuum, 2000.

Lave, Jean, and Etienne Wenger. 1991. *Situated Learning: Legitimate Peripheral Participation.* New York: Cambridge University Press.

Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning, and Identity.* New York: Cambridge University Press.

These materials will also be used in ISS 355.

Each week will include a digital lecture on the topic, as well as pre-reading notes for the week's materials. The schedule of assignments is below, including brief assignment summaries; full assignment prompts and instructions are found on the course webpage.

The weekly lecture and materials will be available at 8 AM Monday morning at the beginning of each week. All assignments should be published (within your own portfolio) by 11:59 PM PST the following Sunday.

WEEKLY SCHEDULE

WEEK	TOPIC/GOAL	READINGS/ASSIGNMENTS
1	Introduction What is a portfolio?	Assignment: First reflections. What are your goals in this program? Why are you here?
2	Why are you here? Individual learning goals	Assignment: What does it mean to learn? - after Paulo Freire
3	What are the social sciences?	Assignment: Finding connections 1 Connecting individual interests and the material covered in ISS 301
4	Reflection as introspective activity: What is reflection? Reflection as responsible and consequential activity that integrates the social sciences	Assignment: Presenting reflection Is reflection a phenomenon of individuals, or of communities, or both? How can you integrate your own social expertise into reflections that also allow for intellectual growth? How do learning goals "converse" with course content?
5	Reflection as collective activity: What is the practice? What is good feedback in this practice? Negotiating public and private	Assignment: Reflecting on others' reflection Reflection on the first several weeks of content; presentation to small group. Feedback to peers in your small group, which should include a review of learning goals.
6	Portfolio scaffolding through iterative reflection	Assignment: build the foundations for interdisciplinary integration through iterative reflection on learning on similar topics in

		different disciplinary courses. How do you know if you have learned something? If we learn continuously, how can learning goals ever be "completed"?
7-8	What is integration?	Assignment: Finding connections 2 Articulate connections between substantive content from your other course(s), current and past. Iteration should include a revisiting of initial learning goals and reflections on how these are shifting and changing. *Assignment: Iteration of weekly reflections* Summary and synthesis of weekly reflections into single document.
9	Reflection as performance	Assignment: Publishing reflections How does individual reflection relate to the public performance of learning? What does it mean to demonstrate that you have learned something? What are the audiences for such work?

ISS 355: ISS PORTFOLIO SEMINAR

Draft Syllabus

Course Description

In ISS 350 you began the process of developing a Learning E-portfolio in which you began to articulate connections between substantive content learned in your Social Science courses, as well as began a process of reflection on your learning in different contexts (private and public, individual and social.) ISS 355 is designed to continue the essential integration and reflection work on an intersecting trajectory with developing content and disciplinary knowledge over time. By the time you graduate, your story should tell not only where you have gone, but also why you chose that path, and what you learned along the way. Moreover, you should have developed the skills to communicate your learning in different ways to different audiences. This means that your repeated seminars in 355 should allow you over time to accomplish three distinct goals: namely, i) an introspective process of reflection on your learning, ii) an intellectual infrastructure-building or 'scaffolding' process through which you build interdisciplinary insights, and iii) a showcasing capability through which you will be able to communicate your learning to diverse audiences. Put together these three elements - **I**NTROSPECTION, **S**CAFFOLDING, & **S**HOWCASING - comprise the ISS Portfolio.

Each subsequent quarter of ISS 355 (taken 4 times over the course of your degree) you will continue integrating the work of the past quarter (in Winter, students would reflect on the Autumn courses they had just completed) into the ongoing narrative and learning plan. The Learning E-portfolio is the tool you will use to build that narrative. More than that, the portfolio is where you will practice the work of integration and interdisciplinary scaffolding. This involves comparing and contrasting how similar social science issues are framed and examined in different ways in different disciplines. It is also a skill unto itself. You will develop this skill through your individual reflection, but also as part of a community of people engaged in that work. In a conversation of travelers, you will learn from the journeys of others about how to make sense of your own. In many ways this is the heart of the Integrated Social Sciences degree.

LEARNING GOALS

ISS 355 has three core goals:
1. Continue to develop the Learning E- portfolio.

The Learning E-portfolio is a personalized web-based collection of work that documents, demonstrates, and contextualizes your experience in the ISS Program. As learning tools, portfolios do several important things. First, via the learning plan they allow you to better plan and track your progress toward your personal learning goals while also ensuring that you are meeting the requirements of the major and the UW. Second, they are integrative spaces that allow you to draw connections between different elements of your educational experience with

feedback from instructors, advisors and peers. Third, they are reflective spaces where you can comment on your own work and see more clearly how you change and develop as you progress through your educational career. Fourth, they are records of your personal educational journey where you can display the skills, knowledge, and ability that you acquire during your time in the ISS Program. And fifth, they are a way for your instructors, advisors, and peers to view your work in a holistic format and provide you with feedback.

ISS 350 emphasized that learning is never "finished" but is a practice that unfolds over a lifetime. ISS 355 will reinforce and deepen this practice over time in a community of learners.

2. Continue to develop individual learning goals.

This program has some learning goals that will apply to all students. But because all students will end up with different sets of courses, you will also develop a more individual set of learning goals in the form of a learning plan. These goals are not static but will evolve over time as you take more courses and learn more about the social sciences and the specific areas therein. You will continue this work each quarter in ISS 355.

3. Build community among peers who will help develop that portfolio over time.

This may be the most important part of the portfolio. Your portfolio itself will be individual. But the work of integration is social. You must rely on others to help you make sense of what you are learning. You will discover your own learning not simply through reflection, but also by articulating your learning to others, receiving their feedback, and answering their questions – in short, by seeing your own learning through others' eyes.

That kind of discussion, about questions you have, connections you are seeing across courses, and the evolution of your own goals, will be possible because of the work you have done on your individual portfolio. When you say "I want to learn about X," it may seem clear enough to you. But when others ask why you want to learn about X, or what you mean by X, or how you can understand X without understanding Y, you will be forced to more clearly think through and articulate your own goals and understanding. This is the process that underlies the portfolio. The portfolio is the means through which to engage others in conversation about your learning. In the end, it is as much a social tool as an individual one, a means of engagement and community as much as individual growth or introspection.

This is a key claim of the program: integration is collective work, even when the content is unique to your own interests. Though in many ways you will pursue your own individual path, you need a community of like-minded travelers to make sense of it.

GENERAL EXPECTATIONS

Most of the work in this class will focus on the individual portfolio work. But this individual work will also provide a foundation for discussion in your advisory groups (see note on advisory groups below).

The work of this class will consist of two key elements: your weekly portfolio work, and several presentations and peer feedback to subgroups. Your instructor will assess you on:

Completion of portfolio assignments	50%
Portfolio presentations	25%
Peer review on other's presentations	25%

ASSIGNMENTS

Your lecturer will send you weekly assignments, evaluate your completion of these assignments, and provide guidance towards future assignments. Brief assignment summaries are included below; full assignment prompts and instructions are found on the course webpage.

Assignments will be available at 8 AM Monday morning at the beginning of each week. All assignments should be published (within your own portfolio) by 11:59 PM PST the following Sunday.

WEEKLY SCHEDULE

WEEK	TOPIC/GOAL	READINGS/ASSIGNMENTS	Assessment %
1	Reflection #1: Your portfolio as a work in process	Assignment: First reflections. Look back at your portfolio from last quarter. Do you feel that it accurately reflects the work you did last quarter? How did your work address the 4 ISS learning Describe your goals for your portfolio this quarter.	Completion of Portfolio assignment: 10%
2	Reflection #2: Why are you here?	Assignment: Look back at assignment #1 from ISS 350 or ISS 355. Have your goals changed since then? What are your goals right now? Why are you here? Why did you sign up for the classes you did this quarter? Provide a narrative of your learning plan, past and present	Completion of Portfolio assignment: 10%
3	Portfolio presentation #1: Reconnect with community	Assignment: Present your portfolio, your learning goals and narrative of learning plan to small group. Provide peer feedback of reflections to members of your group.	Presentation: 5% Peer Feedback: 5%
4	Reflection #3 Negotiating public and private reflection	Assignment: Reflecting on others' reflection of your work. Feedback to peers in your small group.	Completion of Portfolio assignment: 10% Peer Feedback: 5%
5	Reflection#4: Articulating connections	Assignment: Articulate connections between substantive content from your other course(s), current and past. How will you represent this work here in the portfolio? Assignment: Iteration of weekly reflections Summary and synthesis of weekly reflections into single document.	Completion of Portfolio assignment: 10%

6	Reflection #5: Peer review (Presentation)	Assignment: Present your iteration of weekly reflection to small group. Provide peer feedback of weekly reflection to members of your group.	Presentation: 5% Peer Feedback: 5%
7	Reflection #6: Negotiating public and private reflection	Assignment: Reflecting on others' reflection of your work. Feedback to peers in your small group.	Completion of Portfolio assignment: 10% Peer Feedback: 5%
8	Portfolio presentation #2	Assignment: Present your portfolio and your learning goals to small group. Provide peer feedback of reflections to members of your group.	Presentation: 5% Peer Feedback: 5%
9	Reflection # 7: Reflection on Portfolio performance	Reflect on week one and your goals for your portfolio this quarter. Have you met your goals or did you reframe new goals? How would you like to use your portfolio in the future?	Presentation of final Portfolio: 10%

ISS 401: ISS CAPSTONE COURSE

Draft Syllabus

Course Description

The ISS degree concludes with the ISS 401 Capstone. Taken in the student's final quarter, this 5-credit course allows you to take part in a culminating capstone project while at the same time showcasing your work to outside audiences. The goal of this course is to synthesize what you have learned throughout the degree as well as show people (including yourself) what you have learned and what you are capable of doing.

The ISS 401 Capstone consists of 3 parts:

1. Present a polished version of your <u>Learning Plan</u>. Up until now, starting in ISS 350 and continuing in multiple quarters of ISS 355, you will have completed several iterations of your Learning Plan. The plan should demonstrate evolution over time in ways that connect your learning intentions, connections across coursework, and learning outcomes--what you had hoped to have learned and what you actually did learn. The Learning Plan will be "finalized" in this quarter and presented in your portfolio.

2. Showcase your <u>ISS Capstone Project</u>. Up until now you will have planned and possibly partly executed your Capstone Project which you began to think about in ISS 350 and developed over multiple quarters of ISS 355. In ISS 401 you will focus on finalizing your project work and showcasing it to an outside audience of faculty, peers, advisors, and possibly other outside audiences. If you choose, it can be featured in your Capstone Portfolio as an example of your work.

3. Complete a <u>Capstone Portfolio</u>, which is a more public version of your Learning Portfolio for external audiences. Up until this year, the learning portfolio has served as an educational tool, which included documenting and reflecting on failures as much as successes. The portfolio developed in the capstone course will include a translation of this learning portfolio to a more promotional portfolio where you can communicate persuasively about their learning and abilities with future audiences of potential employers, friends and family, or graduate school admissions committees. ISS 401 is a writing intensive course.

**The Capstone Project**

The Capstone Project is an opportunity to show people (including yourself) what you have learned and what you are capable of doing, as well as a way to assess your own abilities at the end of your time in the ISS degree. Beyond that, the Capstone Project should be something of consequence to you. It should be meaningful to you as well as a source of pride.

The ISS Learning Portfolio

The model e-portfolio linked here and below contains samples and excerpts of various sections which would be further completed over the course of the degree with artifacts, reflections, instructor feedback, course plans, blogs, annotated bibliographies, websites and other learning resources. Our model does not represent a finished portfolio a student would prepare as the final 'show-case' for a potential employer or other external audiences, but rather the internal, interactive learning space where a student has assembled iterations of work over several quarters of ISS 350 and ISS 355. http://issonlinedegreecompletion.weebly.com/

Please click on the link above to interact with the model portfolio we have constructed.
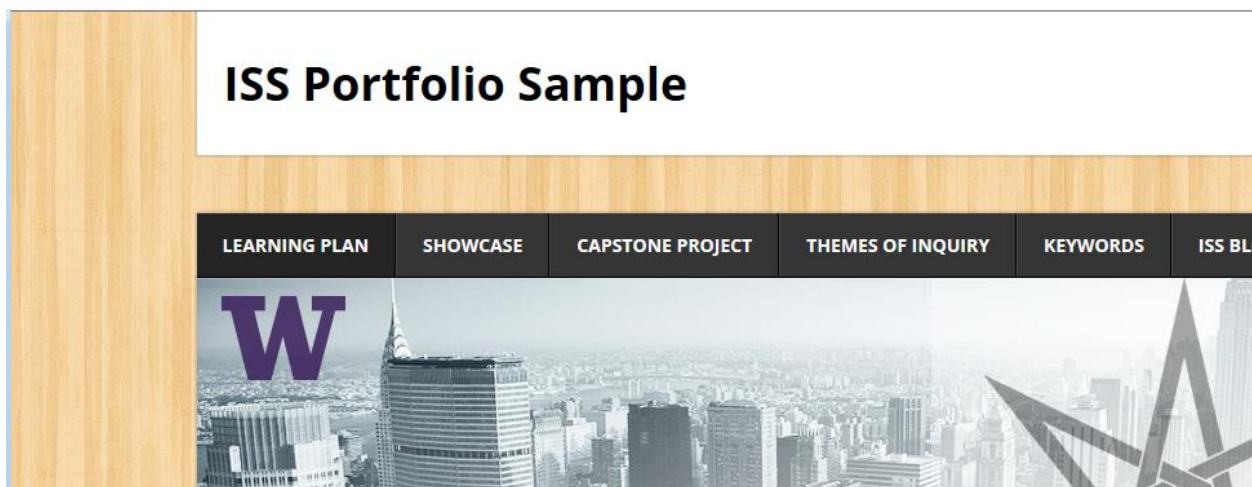
We want to note that in developing this model portfolio, we borrowed features and practices from the teaching and learning innovation that has already been extensively piloted across UW. Interdisciplinary Arts and Sciences at UW Bothell has enjoyed very successful results with eportfolios (see https://www.uwb.edu/ias/undergraduate/iasdegreeportfolio), and some similar innovations using student reflection to generate substantive instructional outcomes have already been the basis for important innovations on the Seattle campus too, including in Human Centered Design & Engineering (http://www.hcde.washington.edu/research/turns), UW Honors (https://sites.google.com/a/uw.edu/the-honors-portfolio/portfolio-examples) and Community Environment and Planning (http://cep.be.washington.edu/current-students/e-portfolios/).

What all of this experience already underlines is that eportfolio-based student reflection leads to both substantive learning and serious metacognitive awareness about the learning process. Moreover, given the fact that one of the sorts of communication skills we want our ISS student to develop involves communicating with diverse audiences with digital media, the eportfolio infrastructure for the degree will also yield significant skills training benefits in addition to the

metacognitive and interdisciplinary insights into how the social sciences intersect around the 7 thematic areas.

3) Capacity and staffing

We have a clear plan and budget to build the capacity we need to offer 301, 350 and 355 in the first year. 301 is a 5 credit course, but it bears noting that 350 and 355 are only 2 credit courses. They all also have distinct development and delivery plans associated with them.

The content of 301 will be developed this year in concert with all the social science teaching faculty who are already developing content courses for the degree. All 35 of them will be invited to provide short video lectures on the their intellectual backgrounds and the theories and/or theorists they want students to be familiar with before coming into their courses. They will all also be invited to suggest a key reading and 5 theoretical keywords they view as critical. Then, organized partly around this material, a smaller team of dedicated faculty and staff will create the online instructional infrastructure, assignments and assessment tools over the rest of the year (adding to it recorded welcomes by senior administration, and online introductions to the use of library resources for research). Subsequently the actual teaching of 301 will employ a lecturer and TAs for the single entering class.

In addition to hiring the lecturer for 301, we also plan this year to hire 3 more lecturers who will in turn provide the core instructional capabilities for 350 and 355 (for a total of 4 new lecturer hires). We do not want to hire these new faculty before we have approval (UW has already invested about $500,000 in all the course development contracts and allied planning efforts and so we have to be as prudent as possible). But, should approval be forthcoming, we remain confident that we will be able to hire these lecturers in good time to prepare them for teaching the core courses in the Fall of 2014. Each lecturer for 350 and 355 would be responsible for about 125 students each quarter, but teaching these courses will be their main job.

Also on the capacity-building side, we should note that we also plan to hire 3 advisors for the program, as well as the Director of Advising for whom we have already searched and are currently finalizing an appointment letter. This advising team will play a key integrative role in the degree, including their work in monitoring the student learning plans that come out of 355 and facilitating the associated forms of peer feedback on learning portfolios. Again we will not move forward on hiring the advisors until after approval, but we anticipate easily being able to find and hire well-qualified people thereafter.

Appendix B: Current ISS Course Inventory

	Prefix	#	Course Name	Credits
1	AES/GWSS/COM	489	Black Cultural Studies	5
2	AFRAM GWSS	337 454	Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media	5
3	ANTH	3xx	History of Anthropology (and the Future of Social Science)	5
4	ANTH	3xx	Sustainability, Culture and Society	5
5	COM	468	Communications Ethics	5
6	COM	220	Introduction to Public Speaking	5
7	COM/AES/GWSS	389	Race, Gender & Sexuality in the Media	5
8	COM	4xx	Creative Advantage	5
9	ECON	200	Introduction to Microeconomics	5
10	ECON	201	Introduction to Macroeconomics	5
11	ECON	382	Introduction to Econometrics	5
12	GEOG	3xx	State, Migration, and Development in China	5
13	GEOG/JSIS B	323	Globalization and You	5
14	GEOG	380	Geographical Patterns of Health	5
15	GEOG	381	Mapping Health	5
16	GEOG	478	Social Justice and the City	5
17	HIST	485	Comparative Colonialism	5
18	JSIS B	4xx	Putting the World on a Couch	5
19	JSIS A/POL S	435	Japanese Government and Politics	5

20	JSIS A/HSTAS	454	History of Modern China	5
21	JSIS B POL S	310 320	State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics	5
22	JSIS B	331	Political Economy of Development	5
23	JSIS B	351	The Global Environment	5
24	JSIS B	420	Failed States	5
25	JSIS B/POL S 436	436	Ethnic Politics and Nationalism	5
26	JSIS C/CHID	380	Theories In the Study of Religion	5
27	LSJ/POL S	327	Women's Rights as Human Rights	5
28	PHIL	102	Contemporary Moral Problems	5
29	PHIL	343	Environmental Ethics	5
30	PHIL	360	Topics in Philosophy of Science	5
31	PHIL	415	Advanced topics in animal welfare	5
32	POL S	3xx	American Political Thought	5
33	POL S/JSIS B	432 406	Political Islam and Islamic Fundamentalism	5
34	SOC	300	Foundations of Sociological Inquiry	5
35	SOC	362	Race and Ethnicity in the US	5

Appendix C: Teaching Schedule Course Forecast for Year 1

		Autumn 2014	Winter 2015	Spring 2015	Summer 2015
1	Name of course	Social Science Theory in Context	Portfolio Seminar in ISS	Portfolio Seminar in ISS	Portfolio Seminar in ISS
	Course Prefix	ISS 301	ISS 355	ISS 355	ISS 355
	Instructor	Matt Sparke	?	?	?
	Themes covered	N/A	N/A	N/A	N/A
2	Name of course	Intro to Portfolio in Social Sciences	Geographical Patterns of Health	Comparative Colonialism	Comparative Colonialism
	Course Prefix	ISS 350	GEOG 380	HIST 485	HIST 485
	Instructor		Jonathan D. Mayer	Vicente Raphael	Vicente Raphael
	Themes covered	N/A	2, 6, 7	2, 3, 4, 5	2, 3, 4, 5
3	Name of course	Race, Gender, Sex in Media	Putting the World on the Couch	Failed States	Putting the World on the Couch
	Course Prefix	COM/AES/GWSS 389	JSIS 4xx	JSIS B 420	JSIS 4xx
	Instructor	Leilani Nishimi	Deborah Porter	Scott Radnitz	Deborah Porter
	Themes covered	1, 3, 4, 5	4	3	4
4	Name of course	Nature and Study of Religion	Principals of Microeconomics	The Global Environment	Failed States
	Course Prefix	JSIS C/CHID 380	ECON 200 (2nd choice)	JSIS B 351	JSIS B 420
	Instructor	Nature and Study of Religion	Haideh Salehi-Esfahani	Celia Lowe	Scott Radnitz
	Themes covered	3	1	6, 7	3
5	Name of course	Japanese Politics	Japanese Politics	Nature and Study of Religion	The Global Environment
	Course Prefix	JSIS A 435/POLS 435	JSIS A 435/POLS 435	JSIS C/CHID 380	JSIS B 351
	Instructor	Robert Pekkanen	Robert Pekkanen	Nature and Study of Religion	Celia Lowe
	Themes covered	3	3	3	6, 7
6	Name of course	Ethnic Politics & Nationalism	Political Islam & Islamic Fundamentalism	Social Justice & City	Political Islam & Islamic Fundamentalism
	Course Prefix	JSIS B 436	POLS 406/ JSIS 432	GEOG 478	POLS 406/ JSIS 432
	Instructor	Jonathan Warren	Karam Dana	Katharyn Mitchell	Karam Dana
	Themes covered	2, 3, 4, 5	3, 4, 5	2, 3, 4, 5	3, 4, 5
7	Name of course	Contemporary Moral Problems	Journalism Ethics	Journalism Ethics	Black Cultural Studies
	Course Prefix	PHIL 102	COM 468	COM 468	AES/GWSS/COM 389
	Instructor	Michael Blake	Roger Simpson	Roger Simpson	Ralina Joseph
	Themes covered	3, 4	1	1	4, 5

Appendix C (Cont.)

		Autumn 2014	Winter 2015	Spring 2015	Summer 2015
8	Name of course	Modern China: From Empire to Republics	Race & Ethnicity in US	Modern China: From Empire to Republics	
	Course Prefix	JSIS A 454	SOC 362 (2nd Choice)	JSIS A 454	**Themes:**
	Instructor	Yue Dong	Alexes Harris	Yue Dong	
	Themes covered	4	4, 5	4	1-Info & Tech
9	Name of course	Black Cultural Studies	Creative Advantage	Principles of Macroeconomic	2-Pop & Movements
	Course Prefix	AES/GWSS/COM 389	COM 4xx (2nd Choice)	ECON 201 (2nd choice)	3-Conflict and Coop
	Instructor	Ralina Joseph	Nancy Rivenburgh	Dennis O'Dea	4-Divers & Global Justice
	Themes covered	4, 5	1	1	5-Soc Inequal & Pwr Rel
					6-Soc Cntx of Hlth & Risk
10	Name of course		Intro to Public Speaking	Rock the Archive	7-Societies & Environmts
	Course Prefix		COM 220	AFRAM 337/GWSS 454	
	Instructor		Matthew McGarrity	Sonnet Retman/Michelle Habell-Pallan	**Purple highlight = offered 2 x year**
	Themes covered		1	1, 4, 5	
11	Name of course		Foundations of Sociological Inquiry	Topics in Philosophy of Science	
	Course Prefix		SOC 300 (2nd Choice)	PHIL 362 (2nd Choice)	
	Instructor		Becky Pettit	Lynn Hankinson Nelson	
	Themes covered		2, 5	1, 6, 7	
12	Name of course		Sustainability, Culture and Society	Introduction to Econometrics	
	Course Prefix		ANTH 3xx	ECON 382	
	Instructor		Stevan Harrell	Gregory Ellis	
	Themes covered		6, 7	1	
13	Name of course		Women's Rights as Human Rights	Globalization and You	
	Course Prefix		LSJ/ POLS 327	GEOG 323	
	Instructor		Rachel Cichowski	Matthew Sparke	
	Themes covered		4	4, 6	