Meeting Synopsis:

1. Call to order
2. Review of the minutes from February 23rd, 2018
3. Chair’s Report
   a. CSE
   b. CAS
   c. Best Practices for “Direct To”
   d. Update on Medical Notes
   e. ISS review
   f. Review CSE 412 and PubPol 321
4. SCAP report
5. Good of the order
6. Adjourn

1) Call to order

The meeting was called to order at 1:30 p.m.

2) Review of the minutes from February 23rd, 2018

The minutes from February 23rd, 2018 were approved as amended.

3) Chair’s Report

   CSE direct-to-major admissions proposal

A member explained Computer Science & Engineering (CSE) withdrew their direct-to-major admissions proposal from FCAS review during the previous week with the intention of revising and resubmitting the proposal in April, 2018. It was noted SCAP had recently vetted the proposal and approved it for FCAS review. Stroup explained FCAS’ feedback gathered electronically for the CSE proposal will still be useful during the eventual review of that proposal. Members were thanked for participating on the related GoPost discussion board.

   CAS direct-to-division admissions proposal

Stroup reported that members of the College of Arts and Sciences have consulted with the UW Office of Minority Affairs & Diversity (OMA&D) to bolster efforts surrounding outreach and recruiting of
underrepresented minority (URM) students (in relation to the College’s direct-to-division admissions proposal). It was noted the FCAS Subcommittee on Admissions and Graduation (SCAG) will also begin reviewing elements of the College’s proposal shortly.

Best Practices for “Direct To” admissions proposals

Stroup explained FCAS will wait to continue work on the “FCAS Best Practices for Direct-To Admissions Proposals” until the Undergraduate Enrollment Management (UEM) Task Force has finished its related list of recommendations and forwarded those to the council.

Update on Medical Notes

It was noted Chris Laws (Chair, Faculty Council on Student Affairs) plans to attend the next FCAS meeting to update the council on development of the draft UW Medical Notes Policy.

ISS review

It was noted Integrated Social Sciences (ISS) – a fee-based online bachelor’s degree completion program in the College of Arts and Sciences – has submitted a third year review report/self-assessment to FCAS as requested by the body upon original approval of the program (Exhibit 1). It was noted the report is thorough and many pages in length.

Stroup explained the report would be discussed in one of FCAS’ April (2018) meetings to allow more time for members to review the substance of the report. Members felt an “executive summary” for the report would significantly aid FCAS’ review. Robert Corbett (Coordinator of New Programs, UAA: Center for Experiential Learning and Diversity) noted he would work with Mel Wensel (Program Co-Director, Director of Academic Services, CAS: Integrated Social Science) to prepare an executive summary for the report, and Wensel may attend a future meeting of FCAS to discuss the program, as well.

Review of course CSE 412

It was noted the University of Washington Curriculum Committee (UWCC) asked FCAS to review new course CSE (Computer Science & Engineering) 412 (Introduction to Data Visualization), as several departments at the university teach courses similar to the CSE-proposed course. It was clarified it is out of the scope of the UWCC to decline approval for a course based on its content (besides the application of Areas of Knowledge requirements), and the body’s only mechanism for declining approval for a course is FCAS or Provost objection. Information for the course was viewed online, and there was some discussion.

It was noted CSE 412 has so far been found to overlap with three existing courses taught at the UW Seattle campus. Further discussion revealed each of the other departments (housing courses with significant overlap) signed off on the CSE-proposed course, and for this reason, FCAS members felt the course has been sufficiently vetted, and recommended UWCC approve the course.
4) SCAP report

Routine Business

#1 – Biochemistry

The request is for revised admission and program requirements for the Bachelor of Arts degree in Biochemistry to include a new accelerated General Chemistry sequence.

The request was approved by majority vote.

#2 – Chemistry

The request is for revised admission and program requirements for the Bachelor of Arts degree in Chemistry to include a new accelerated General Chemistry sequence.

The request was approved by majority vote.

#3 – French and Italian Studies

The request is for revised program requirements for the Bachelor of Arts degree in Italian Studies; the department is proposing changes to their existing program requirements and wider range of electives.

The request was approved by majority vote.

Non-Routine Business

#1 – Computer Science & Engineering

The request is for revised admission requirements for the Bachelor of Science degree in Computer Science to alter the admission model of the program.

It was explained Computer Science & Engineering withdrew their proposal.

#2 – Statistics

The request is for a new Option in Data Science within the Bachelor of Science degree in Statistics.

It was noted the proposal was posted to tri-campus review and did not receive any negative comments.

The request was approved by majority vote.

#3 – Applied and Computational Mathematical Sciences
The request is for suspension of admission for the Option in Operations Research within the Bachelor of Science degree in Applied and Computational Mathematical Sciences.

It was noted the department plans to use an RCEP (Reorganization, Consolidation, Elimination Procedures) to formally delete the Option following approval of the request to suspend admissions.

The request was approved by majority vote.

#4 – French and Italian Studies

The request is for a new 30-credit open admission Minor in French Language, Literature, and Culture.

Shores explained given the overlap in courses required by both the Minor in French and the proposed Minor in French Language, Literature, and Culture, SCAP had requested the department include language in the proposed catalog copy that students cannot earn both minors (accepted by the department).

The request was approved by majority vote.

#5 – French and Italian

The request is for revised program requirements and a change of name for the Minor in French; the department is restructuring the minor requirements with the objective of increasing student’s language competency, as well as changing the name of the Minor in French to Minor in French Language, Sociolinguistics, and Translation.

The request was approved by majority vote.

5) Good of the order

It was noted substantive revisions for the tri-campus curriculum coordination process (aka. “tri-campus review”) were formerly developed by the Faculty Council on Tri-campus Policy (FCTCP), but the changes have yet to be disseminated widely/implemented. Members asked the council support analyst to coordinate review of the revisions by the Senate Executive Committee (SEC).

Stroup explained she would be unavailable to chair the first two meetings of FCAS during spring quarter, 2018, but explained a member agreed to serve as proxy chair for those meetings.

6) Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst
Present:  
**Faculty:** Dan Ratner (Engineering), D. Shores (Business), Lynn Dietrich (Education), John Sahr (Engineering), Phil Brock (Arts & Sciences), Mike Lockwood (Naval ROTC), Sarah Stroup (Arts & Sciences) (chair)  
**Ex-officio reps:** Navid Azodi, Robin Neal, Meera Roy  
**President’s designee:** Philip Ballinger  
**Guests:** Robert Corbett, Emily Leggio, Helen Garrett, Tina Miller, Janice DeCosmo

Absent:  
**Faculty:** Daniel Enquobahrie (Public Health), Champak Chatterjee (Arts & Sciences), Ann Huppert (Built Environments), Radhika Govindrajan (Arts & Sciences), Zhi Lin (Arts & Sciences)  
**Ex-officio reps:** Conor Casey, Jennifer Payne, Louie Tan Vital

Exhibits  
Exhibit 1 – ISS - FCAS 3-year Review - Final draft
INTEGRATED SOCIAL SCIENCES
THIRD YEAR REVIEW REPORT

Prepared for
the Faculty Senate Committee on Academic Standards
March 9, 2018
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Introduction and History

Integrated Social Sciences began as a bold experiment to create an online bachelor’s degree completion program with the academic rigor and integrity of traditional programs at the University of Washington. After a little over three years of operation, ISS is ready to declare success. Although the original goal of enrolling 800 students by the fifth year (see Appendix 1 for ISS FCAS Proposal) will not happen, ISS is demonstrably fulfilling its primary mission of expanding access to a University of Washington undergraduate degree while maintaining high academic standards and employing innovative pedagogical and organizational practices.

The online format extends the University’s teaching mission to those for whom location, employment demands, family responsibilities, military service, and disability have created barriers to completing a traditional UW education. Faculty and students both attest that ISS delivers the quality one expects of the UW, while utilizing pedagogical, interdisciplinary, and internet-enabled integration methods that are not commonly found in the on-campus programs. Finally, ISS has made good on the promise of degree completion: 164 students have already earned their bachelor’s degrees through ISS, including numerous former UW Seattle students who had all but given up hope of finishing their degrees.

Public acknowledgment of the program’s excellence is evident in an independent education ranking site that lists ISS as the premiere online social science program out of twenty institutions that offer a similar degree completion curriculum: [https://thebestschools.org/rankings/best-online-bachelor-in-social-science-degree-programs/](https://thebestschools.org/rankings/best-online-bachelor-in-social-science-degree-programs/). ISS is realizing goals not only at the program or college level, but at the University and state level as well. The Washington Student Achievement Council reports that, to meet the need for skilled employees, Washington “adopted a goal of at least 70 percent of all adults (ages 25-44) completing a postsecondary certificate or degree” [http://www.wsac.wa.gov/adult-reengagement](http://www.wsac.wa.gov/adult-reengagement). Every graduating non-traditional ISS student contributes to the UW’s responsibility to achieve this state-level mandate.

This report tells the story of the ISS program’s first three years, illustrated by quantitative data, anecdotal evidence, and statements from the students, faculty, and staff. Central to this story has been a steadfast adherence to an organizational approach and pedagogical strategies focused on student support, retention and degree completion. This mission, which values quality over quantity, was championed by social sciences divisional Dean Judy Howard and Professor Matthew Sparke, the founding director of ISS. Dean Howard and Professor Sparke’s superb leadership laid a strong foundation that oriented the program’s development, and although both stepped away from administering ISS in June 2017, their legacy continues to serve as a guide for ISS management.

Part I: ISS Leadership, Organization, and Staffing

Co-Directors

ISS is a fee-based academic program in the College of Arts and Sciences under the direct supervision of the Social Sciences divisional dean. Current dean, George Lovell (Political Science), has voiced enthusiastic support for the program, and was instrumental in appointing not just new leadership, but a new leadership model in 2017. Mel Wensel, who directed ISS Academic Services
since Autumn of 2013, and Professor Deborah Porter (JSIS), who has taught in the program for the last three years, now serve as co-directors. Of special significance is the convergence of faculty and advising in the directorship, because integrative collaboration is the very heart of the program. Practical leadership, strategic planning, and regular program management are the primary responsibilities of the co-directors.

Steering Committee

As specified in the new program proposal, ISS governance is managed by a Steering Committee appointed by the divisional dean, composed of faculty and advisers as well as an ISS student representative. Throughout the first three years, the Steering Committee has met once per quarter to take up large questions such as:

- Changes to degree requirements
- Setting priorities for new course development and evaluating new course proposals
- Policies surrounding course revision applications
- Hiring policy and practice
- Appointing hiring search committees
- Faculty contracts and intellectual property issues

In general, the Steering Committee provides a measure of both input and oversight from beyond ISS, safeguarding program quality, and ensuring that questions related to ISS are considered within a wider college and university context.

Diversity Committee

In February 2017, Director Matt Spark authorized creation of a Diversity Committee and gave it the charge of addressing equity questions in areas such as statements of mission and values, outreach to underrepresented students, faculty and staff hiring, curricular and other resources that support learning about power and inequality, and building a culture of inclusion. The first task of the Diversity Committee, chaired by Megan Carney, was to revise the program mission statement so that it fully integrated the values of inclusion, equity, and social justice. This work was completed by the end of Spring 2017. For the most recent part-time advising hire, the Diversity Committee assisted ISS in adopting OMAD's Diversity Toolkit. The committee is now reviewing campus resources that might be utilized by online students to improve inclusivity.

Faculty

The ISS curriculum consists of two types of courses, the integrative core and the thematic areas, which consist of social science content courses offered by departments across the division. The first group is taught primarily by permanent lecturers hired competitively through national searches. The second group is taught by tenure-line faculty and lecturers from the various participating departments, and only occasionally by temporary lecturers or postdoctoral instructors.

All ISS thematic areas courses have been designed by UW faculty, working with skilled instructional designers and videographers in Continuum College (C2), and the courses are most typically taught by the same faculty who developed them. ISS has thus avoided one of the most common pitfalls of online education – poor or uneven quality due to the use of underqualified or
uncommitted adjunct instructors. Most of the original faculty who developed ISS courses still teach in ISS. The agreements between ISS and the School of Communications and the Jackson School of International studies to offer a standard number of courses per year in exchange for faculty lines have been very mutually beneficial. Other faculty teach for a temporary pay supplement that now is equal to one month’s salary, down from the rather plush incentive guaranteed in the first two years of 25% of full-time salary. Happily, reduction of the TPS rate has not resulted in an exodus of faculty. The social science faculty from all departments has remained engaged, and some who began with low expectations have become enthusiastic supporters.

The core faculty, admirably represented at this time by Sara Vannini (Communications) and Meg Spratt (Communications), is responsible for teaching the 20-credit core curriculum, designed to help students acquire foundational knowledge and skills, and for instilling in students reflective and integrative practices. We have been extremely successful in attracting outstanding scholars and teachers for these core lecturer positions, starting with Polly Myers in 2014. Polly published her first book during her time in ISS, and another core instructor, Megan Carney, moved on to a tenure-line job at the University of Arizona. A bigger challenge has been faculty retention, since we were unable to retain Myers, Carney, or Lauren Hartzell Nichols. We have learned some hard but important lessons about the desirable characteristics of candidates, working successfully with departmental partners to make academic appointments, orientation and support of new faculty, setting clear expectations about the nature of teaching within a set curriculum, optimum class capacity, the design of the core courses, other factors that contribute to faculty satisfaction and retention. We believe changes in practice based on these lessons will lead to long-term retention of core lecturers in the future.

Student Services

In ISS, high-touch advising is a central component of student success, and our significant investments in a highly qualified advising staff results not only in impressive retention and persistence rates, but also in a stronger curriculum and in overall program development and management. The ISS Academic Services team is composed primarily of experienced advisers with advanced degrees in the social sciences and humanities who have also taught in university settings. This goes against standard practice of adviser hiring on campus that has, over the past decade, increasingly favored individuals who have followed a narrower professional pathway into advising. Because of their own preparation as scholars and teachers, ISS advisers are well equipped to perform in a fully integrated program environment that blurs the conventional boundaries between advising and instruction. Our newest adviser is a recent graduate of the ISS program, bringing with him the invaluable ability to speak with authority, especially to prospective applicants, about the ISS student experience.

The student services team is completed by an outstanding full-time librarian, Reed Garber-Pearson. Reed joined the program in Autumn 2016 when the position was expanded from a 25% appointment. The librarian supports ISS students while expanding the Libraries’ capacity to support students in similar online and interdisciplinary programs in Continuum College. The positive impact of this experimental “embedding” of a librarian within an academic unit may serve as a model beyond ISS for bridging the gap between departments and the libraries.

The first years of program operation taught us the importance of recruiting top-notch faculty and staff and self-consciously breaking down the silos that typically keep instructional and student...
services professionals working in parallel rather than in partnership with each other. The “integrated” in Integrated Social Sciences doesn’t describe the curriculum alone, but rather the entire organizational model of the program. The structure and ethos of ISS is intensely collaborative, from the critical partnership between Continuum College and the College of Arts and Sciences, to the cooperative relationships with departments across the social sciences division, to the hands-on work performed within the program where the librarian, advisers, and core faculty work together to create, revise, and teach course content and support student success. Although there have been significant challenges for ISS in not being a department (e.g., not having the authority to appoint faculty, not being able to offer the security of tenure), its more equivocal status as a program directly within A&S has had unexpected liberating effects. With no graduate program, no tenure-line positions of its own, and no “turf” to spark internal discord, ISS has been free to focus on the quality of undergraduate education and on creating a culture in which the curriculum, particularly the core, is a common good, and program welfare a shared responsibility.

Current ISS Core Team Members

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Co-Director</td>
<td>Deborah Porter, Ph.D.</td>
</tr>
<tr>
<td>Program Co-Director</td>
<td>Mel Wensel, Ph.C.</td>
</tr>
<tr>
<td>Director of Academic Services</td>
<td>Aimee Kelly, M.A.</td>
</tr>
<tr>
<td>Assistant Director of Academic Services</td>
<td>Bridget Norquist, B.A.</td>
</tr>
<tr>
<td>Senior Academic Counselor</td>
<td>Joe Hannah, Ph.D.</td>
</tr>
<tr>
<td>Academic Counselor</td>
<td>Daniel McConnell, B.A.</td>
</tr>
<tr>
<td>Academic Counselor (0.5 FTE)</td>
<td>Reed Garber-Pearson, MLIS</td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
</tr>
<tr>
<td>Core Faculty</td>
<td>Sara Vannini, Ph.D.</td>
</tr>
<tr>
<td>Core Faculty</td>
<td>Meg Spratt, Ph.D.</td>
</tr>
</tbody>
</table>

Partnership with Continuum College

To create and operate the ISS program, Arts & Sciences partnered with University of Washington Continuum College (“C2” - previously University of Washington Educational Outreach - UWEO). Because of C2’s broad experience with both fee-based and online programs, this partnership seemed like a natural choice. C2 provides fiscal, administrative, and technological infrastructure for ISS. On the C2 side, responsibility rests with Vice Provost Rovy Branon and Assistant Vice Provost, Sandra Janusch. Daily program management, is provided by Tony English. Some of the services provided by C2 include:

- Capital for program startup costs (scheduled for payoff by the end of FY 2022)
- Program management (payroll, operating budget and projections, time schedule, etc.)
- Marketing and enrollment services
The partnership has been, by and large, a successful one, although not without its tensions. Some challenges could have been avoided had the academic side of the house had a more clear understanding of how the C2 operating budget functions vis a vis costs billed to the ISS budget. An agreement reached in May 2017 regarding controlling expenditures, primarily by limiting annual course offerings, with an eye toward paying off the $2.6 million dollar startup debt has greatly reduced misunderstanding and created a clear path forward. Significant improvements in communication and coordination have also been made. In spite of the involvement of some very capable and committed staff, especially original program manager, Danielle Allsop, ISS launched before clear lines of communication, timelines, and procedures had been adequately developed. These things have mostly worked themselves out, and Tony English has been instrumental in putting processes into place that keep the business side of the program running smoothly and predictably. Finally, implementation of registration via MyUW seems to be eliminating many of the frustrations created by the outmoded manual registration processes we used prior to Spring 2018.

Improvements in program marketing and coaching of prospective students are still needed. We are hoping that C2’s implementation of the powerful Salesforce CRM (customer relationship management system) will enable better tracking and follow-up. ISS is about to schedule a meeting with enrollment services director, Claire Lewis, to discuss how ISS advisers and the C2 enrollment coaches can better coordinate their efforts with prospective students. What is needed in the long run is a better strategy for increasing public awareness of ISS, both in Washington and in the promising market of California. We have jokingly referred to ISS as “the best little online program nobody’s ever heard of.” This clearly needs to change so that we can get on the radar of a greater number and greater diversity of students. That said, if ISS faces marketing challenges, we are not alone. A recent report published by Best Colleges suggests that other new online programs also struggle in that area, with 41% reporting marketing as their biggest challenge (http://www.bestcolleges.com/wp-content/uploads/2017-Onlin-Online-Education-Trends-Report.pdf).

Part II: The ISS Student Population

A clear understanding of the ISS program begins with the students themselves. We are a degree completion program serving non-traditional students whose identities and histories are unusually diverse and complex. The program’s emphasis on access produces tremendous variations in age, educational background, employment history, and geographical location. What we have learned is that the richness of experience and expertise that our students bring to bear on their studies produces surprising results, and that this diversity is our greatest strength.

From the beginning, ISS recognized the importance of collecting information about our students and their experience in our program. Embedded into the program are assessment mechanisms that generate data necessary to help our students succeed on an individual basis and to identify programmatic and curricular level successes and areas for improvement. Surveys are designed to provide information about our students and their experience across the student life cycle. (See Appendix 2 for discussion of data sources and distributed surveys.)
The ISS student population is comprised of six mutually exclusive subsets:

- **Alumni**: Students who are currently enrolled or were enrolled the previous quarter.
- **Current**: Students who are currently enrolled or were enrolled the previous quarter. However, they may have withdrawn or dropped.
- **Prospective**: Students who have not yet been accepted for admission, but are working toward that goal with help from ISS Academic Services.
- **On Leave**: Students who have not registered in the last two quarters (excepting Summer) and who have not apprised ISS that they have permanently left the program;
- **Dropped/Dismissed**: Students who have been dropped by the University for low scholarship, or dismissed by ISS for failing to meet the requirements of the continuation policy.
- **Withdrawn**: Students who have explicitly reported that they will not return. A handful of students have also either been dropped by the University for low scholarship, or dismissed by ISS for failing to meet the requirements of the continuation policy.

It is important to delineate these subsets in order to understand the true dimensions of the student population defined as “individuals served by the ISS program” and to appreciate the attendant complexities of measuring the key matrix of “retention.”

**Admission, Retention, and Graduation**

Creating a richly diverse student population begins at recruitment and admission. Bearing primary responsibility for marketing, Continuum College uses a variety of outreach techniques, including traditional means such as print advertising in local publications such as The Stranger and the Seattle Times, and community college newspapers. Program brochures are also mailed out annually to advising offices at all Washington community colleges. Some email outreach to former UW students has also produced good results and was particularly important in recruiting the first cohort for Autumn 2014. However, we rely most heavily on a national online marketing campaign, which drive prospective students to the marketing web site, also created and maintained by C2. Research conducted by the marketing office demonstrates persuasively that most students looking for online bachelor’s degree completion programs do so using search engines, which is unsurprising.

The ISS admissions numbers, which vary significantly by year and by quarter, require some context. The original proposal for ISS projected 300 students in the inaugural cohort, a long way from the 104 students who enrolled in Autumn 2014. After anxiously anticipating FCAS approval of the new program in Spring 2014, the marketing team immediately rolled out a campaign heralding the new program, but shortly after, reservations about actually launching were expressed by then Vice Provost David Szatmary. In the end, A&S made the call that failure to launch would be more harmful, even though it was clear that the timeline for recruiting an Autumn cohort was far too short. 2015 showed a huge jump with 251 new students enrolling. But by Autumn 2016, the number dropped back down to a disappointing 124 new enrollments. Although a number of factors were surely at play, the single biggest change was a steep, but unavoidable, jump in the course fee rate.
from $199/credit for resident students to $299/credit. Program survival and sustainability came at significant cost to the ideal of access, pricing out some students who otherwise might have applied.

ISS enrollment data through Autumn 2017, paints the following picture of our student population in the first years of operation:

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>165</td>
</tr>
<tr>
<td>Current</td>
<td>212</td>
</tr>
<tr>
<td>On Leave</td>
<td>87</td>
</tr>
<tr>
<td>ISS Dismissed</td>
<td>3</td>
</tr>
<tr>
<td>UW Drop</td>
<td>7</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>45</td>
</tr>
<tr>
<td>Grand Total</td>
<td>519</td>
</tr>
</tbody>
</table>

Graduation Rate: 31.8% (Alumni / Total)
Attrition rate: 10.6% (ISS Dismissed + UW Drop + Withdrawn / Total)

As the data above demonstrate, the overall retention rate for ISS is 89%, close to the UW’s impressive 94% freshman second-year retention rate. Even if we were to factor the on-leave students into the attrition number, the retention rate would be 72%, which is still extraordinary in the world of online education. (We would caution against including the on-leave students in the attrition numbers, however, since we are currently seeing anywhere from 5 to 12 ISS students per quarter resume their studies after 2+ quarters away.) Most measures of retention look at second-year enrollment of first-time students, whereas the retention rate for ISS is presented as an aggregate number representing the entire academic history of all students who have enrolled. Most retention measures also separate out rates for full-time students, which are generally much higher than for part-time students. The numbers above for ISS are aggregated in this way as well, making the number even more remarkable.

“The U.S. News and World Report states that the average retention rate among first-time full-time
students at online colleges is 55 percent and the average retention rate among first-time part-time students is 39 percent. In comparison, the national average for students at traditional universities is significantly higher at 77 percent and 46 percent respectively.” (https://www.usnews.com/education/online-education/articles/2010/10/22/online-universities-retention-rate-data).

Although we know that we have graduated 31.8% of all students who have enrolled in the ISS program, we caution against simply interpreting this as the ISS graduation rate. No ISS students were eligible to graduate until the end of Autumn 2015, so our graduation information is now only two years old. Even when more data is available, it will take some mental gymnastics to understand the numbers in relation to the UW’s impressive 6-year graduation rate of 81%, It’s a bit of a proverbial apples and oranges proposition given that ISS is a degree completion program, and given that more than half of our students are enrolled only part time.

ISS Student Demographics and Expanded UW Access

From our data sources, we are able to project a composite “type” of an ISS student:

- Washington state resident
- Female
- 30+ years old
- Caucasian
- Equally likely to be a new transfer student or former UW student
- Enrolled full time (min. 12 credits/quarter)
- Employed full time
- Pays own rent or mortgage
- Pays educational expenses with combination of cash and student loans

The detailed data, however, reveal a far less homogenous picture, and some trends that reflect on the ability of ISS to increase access to high quality education offered by UW. For example, among our students, representation of former EOP students and students affiliated with the military, reflect promising increases in access. Demographic patterns reflected by survey data seem to hold steady across the program’s history.
Where Do ISS Students Live?

Geographically, most of our students live in Washington State (79%), underscoring the role that ISS plays in achieving state goals for expanding access to adult education. The second biggest concentration is in California (8%), a market that we would like to expand considerably. ISS students are dispersed across the nation from Hawaii to Florida, with students in 23 different states. We also have students living internationally in 10 different countries, not including the United States, from Italy to Hong Kong. (ISS does not engage in international admission, however.) Five students split their time between two or more homes across state or international boundaries.

![Where Do ISS Students Live?](image)

Sex

A majority of our students are female (64%), with 36% of the students indicating male sex according to the UW Student Database. The ISS Incoming Student Survey provides space for students to provide an alternative sex/gender identification. A small percentage of students have disclosed an underrepresented sex/gender identification.

Age

The large age span of ISS students, ranging from 20 to 69, was anticipated by ISS, given its degree-completion emphasis. Looking at our total student population, roughly a third fall into the 21-30 and 31-40 age groups each. Some UW Seattle students return to finish their degrees after long absences of 20, 30, even 40 years. One 2017 graduate started as a freshman in 1968!
In general, the diversity of the ISS program compares very favorably with the general UW undergraduate population, with a somewhat larger percentage of both African American and Native American students.

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**Ethnicity**

ISS ethnicity data is taken from the UW Student database. UW data is from the UW Common Data Set 2017-2018, produced by the UW Office of Planning and Budget (http://opb.washington.edu/content/common-data-set). Race and ethnicity categories are defined for US federal reporting.
Expanded access to higher education through ISS is reflected in the program’s success at recruiting, retaining and graduating students identified as belonging to underrepresented minorities (URMs):

<table>
<thead>
<tr>
<th>URM Students in ISS</th>
<th>% of All ISS Students</th>
<th>% of ISS Alumni</th>
<th>% of &quot;Active&quot; ISS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.60%</td>
<td>16.30%</td>
<td>16.70%</td>
</tr>
</tbody>
</table>

In addition to tracking data on student ethnicity and identity, ISS is also keeping a careful record of admission and graduation of former EOP students. The Educational Opportunity Program is a student success program of the Office of Minority Affairs and Diversity, supporting underrepresented ethnic minority, economically disadvantaged, and first generation college students. The data reveal that 12% of all students who have enrolled in the ISS program were former EOP students. Students in EOP have a significantly lower degree completion rate than the general UW Seattle student population, and numerous EOP students have discovered a “second chance” through ISS. This data suggests that closer coordination between ISS and EOP would be a beneficial direction to pursue.

<table>
<thead>
<tr>
<th>Student Status</th>
<th>EOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>19</td>
</tr>
<tr>
<td>Current</td>
<td>23</td>
</tr>
<tr>
<td>On leave</td>
<td>15</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>7</td>
</tr>
<tr>
<td>Grand Total</td>
<td>64</td>
</tr>
</tbody>
</table>

**Military Status**

ISS is increasingly an educational option for students with military affiliation. Ten percent of our students have some sort of military affiliation noted in the student database. Some of our students are completing their degrees while actively serving, such as student Christopher Land, who was featured in the A&S Perspectives Newsletter in November 2015.

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2 64 Total EOP Students/519 Total ISS Students.

### ISS Students with Military Affiliation

<table>
<thead>
<tr>
<th>ISS Students with Military Affiliation</th>
<th>Active Duty</th>
<th>Child of</th>
<th>Child/Spouse of Veteran</th>
<th>Discharged Veteran</th>
<th>Reservist</th>
<th>Spouse of</th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Current</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td></td>
<td>2</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>On Leave</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Withdrawn</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4</td>
<td>2</td>
<td>22</td>
<td>16</td>
<td>2</td>
<td>6</td>
<td>52</td>
</tr>
</tbody>
</table>

#### Personal Responsibilities

Our data also demonstrates how ISS is providing access to higher education for middle- and working-class students juggling multiple responsibilities. A consistent majority, roughly two-thirds of our incoming cohorts over the last three years, is employed full time. Combined with the percentage of students working part-time, over three-quarters of our students are working when they enroll in our program.

![Pie chart showing employment status]

Another demand on our students’ time is family responsibilities. We asked our incoming students if they are responsible for any dependents, which could include both children and aging adults. In some cases, students care for both their children and elderly parents; some care for family members who are dealing with serious illness. Taken together, over a third of our incoming students balance dependent care responsibilities. This pattern is fairly consistent across academic years.
The professional and personal responsibilities held by many of our students indicate a certain level of economic pressure. Taking into account the age breakdown of our student population, it is no surprise that most of our students are financially responsible for themselves and their families. Roughly 45% of our students report a household income of less than $45,000 a year.

Funding ISS Education

Inextricably connected to issues of student responsibilities are those related to educational funding. Incoming Student Survey data for all cohorts of our students combined indicates that Access to Financial Aid is the third highest issue of concern, with 58% of our students moderately or extremely concerned. Many of our students expect to use a combination of funding sources to pay for their coursework. Survey data on funding sources reported by incoming ISS students (for which they were able to select more than one source of funding) reveal that while most students pay a portion of their fees out of pocket (57%), Federal Student Loans are the second highest source of funding for our students (48%).
When we reviewed funding data by academic year, we observed an increasing proportion of our incoming students relying on external funding.

Given that 48% of our incoming students report a reliance on external sources of funding, we also examined more closely their assessment of the adequacy of their student financial aid award when they enroll. Combined, 55% of incoming students indicate that their financial aid award was less than what was needed. It is worth underscoring that student course fees increased between Autumn 2015 and Autumn 2017 from $199 to $311 per credit for Washington state residents (a 56% increase) and from $219 to $363 for non-residents (a 66% increase).
Funding issues impact our students’ success and ability to continue in the program—either influencing a students’ decision to withdraw, or preventing the timely completion of their degree. Seventy-eight percent of the respondents to our alumni survey viewed financial aid as critical for their ability to complete their BA. Another 15% indicated that financial aid was somewhat critical. The participation of low-income students in the ISS program raises concerns about loan indebtedness and about course fee increases. To address large budget shortfalls, ISS was forced to increase resident course fees rather dramatically from $199/credit to $299/credit. Costs have increased since then by an average of 4% per year, keeping pace with rising costs, especially merit increases for faculty and professional staff. Nearly 10% of Withdrawn students have financial holds on their record, and close to one third of students “On Leave” have financial holds. This suggests a strong link between attrition and inadequate funding.

Course and Workload Flexibility

One of the hallmarks of the ISS program is its flexibility in terms of course choices and workload. Some students are taking a “full load” every quarter; others opt to take fewer courses to manage their time better. Of course financial aid restrictions play into these decisions as well. The tables and charts below show the mix of course load strategies our students employ. These all use the same definitions, based on those used by the UW Office of Student Financial Aid:

- Full-time: 12 credits or more
- Half-time: from 6 to 11 credits
- Less than half time: from 1 to 5 credits

This chart show the total numbers of student in each category as per the tenth day of the quarter (“census day”).

![Adequacy of Financial Aid Award](chart.png)
This chart shows the number of students in each category as a percentage of the total number of students transcripted in each quarter. (Total credits reported as of the tenth day of the quarter.)

The data reflects a decrease in full and half time students between AQ 2014 and SU 2017; the steady increase in students who enroll less than half-time may be explained by the challenges posed by multiple responsibilities and financial aid limitations.

**Academic Background of ISS Students**

The very first year, the majority of ISS applicants were returning UW Seattle students (55%). Subsequently we see an increase in the number of new transfer students, making up about half of our applications. Interestingly, we are also noticing a slight increase in the number of continuing students enrolling in our program. Sensitive to the possibility that divisional partners could perceive on-campus recruiting as a variety of poaching, ISS has not targeted this market. However, we are likely to move in this direction since our interactions with continuing UWs students have demonstrated that their lives sometimes change in ways that undermine their ability to remain enrolled. ISS has a potentially important role in retaining students for the UW who might otherwise simply transfer or drop out altogether.
All years combined, roughly over a third of our incoming students were last enrolled less than one year ago (36%) and between 1 and 5 years ago (34%). However, we do see some variation over time. Ultimately, this signals to us that there is a significant variation in the length of time our students have been away from their studies.

Looking at Incoming Student Survey responses for all cohorts, 27% indicate that they are a first generation college student. This number is fairly consistent across academic years; approximately 25%-31% of our incoming students identify as first generation. This is comparable to the overall UW number of 30% first generation for new freshmen and transfer students combined (2017) (https://www.washington.edu/regents/files/2017/11/2017-11-A-7.pdf).
Educational Objectives of Incoming ISS Students

We asked our incoming students to comment on what they hope to get out of Integrated Social Sciences. The following learning goals stood out as the most frequently mentioned by 472 students completing our incoming survey: Interest in the Social Sciences (26%), Earn a Degree (26%), Gain Knowledge and/or Skills (25%), Working Toward a Career (18%), and Become a Better World Citizen (15%). Of the 26% students indicating that they were here to complete their degree, 82% identified additional objectives for completing their degree.

These objectives, expressed in comments, include the following:

I'd like to be able to become more informed in my understanding of various areas of the social sciences . . . [to extend my Anthropology background] to gain a view into other disciplines such as political science, sociology, and international studies . . . I'm also interested in understanding how I can practically apply learnings to my professional work and perhaps creating new methods and ideas around how organizations and companies operate.

I hope to gain an understanding . . . of social sciences. And of course, to earn a University of Washington degree.

I am looking to further my understanding of society, cultural values and meaning, and my position as a father, husband, employee, and active member of this world.

Student Interest in ISS Thematic Areas and Disciplines

In order to build our understanding of students’ interests and potential demand for thematic courses, we surveyed our incoming students. Students could select more than one area of interest.

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4 n=472
Over half of our incoming students indicated interest in four of our seven thematic areas: Inequalities and Power (66%), Societies and Environments (62%), Diversity and Global Justice (59%), and Conflict and Cooperation (57%).

We were also interested in learning how and if student interests in thematic areas changed after taking courses through our program. Through a comparison of student responses that took both the Incoming Student Survey and the End of the Year Survey\textsuperscript{5}, we saw an increase in student interest in five of the seven thematic areas. Health and Risk was the area with the greatest increase in student interest.

With regard to what social science disciplines interested them most (again, students could select more than one discipline), the average and median number of disciplines hovered around five. The most popular discipline was Sociology, garnering 63% of student interest. Communications followed with 55%; 49% of student interest was directed toward Anthropology and Law, Societies, and Justice. The ISS curriculum does a good job of delivering courses in Communications and Anthropology, but Sociology and LSJ are not well represented. It seems likely that some new

\textsuperscript{5} n=63
students select Sociology as an area of interest because it is familiar, but once in the program discover much that interests them in interdisciplinary courses that are frequently cross-listed.

We also gauged changes in the level of interest toward social science disciplines before and after taking courses in our program. Comparing just the responses of students who took both the Incoming and End of Year surveys, we were able to see relatively stable interests in most disciplines. The one discipline that saw a notable increase in student interest is Geography at 14%.

**Issues of Concern for Entering Students**

For all of our incoming student cohorts combined, the top two issues of concern are Work/Life Balance (85% of all responses) and Time Management (82% of all responses). This is not a surprise considering the responsibilities that our students need to manage including employment and care for dependents.
We also asked students to describe their concerns in their own words—concerns ranged from transferring credit, to financing their degree, time to degree, and work/life/school balance. The following quotes are some examples of student worries:

I am concerned about paying for school and going into debt. I am also concerned about moving into a career after college as well as graduating in a timely manner.

I am worried about being able to continue to keep up with the demands of my job and home life. I spent a lot of time taking care of others at the expense of my own health, but the past 2 years I've learned to take great care of myself. I want to continue to build on that and still advance my career and passion [sic] my passion for the social sciences.

I want to take more than 1 class a quarter so that I can graduate in 2 or 3 years. My concern is the workload as a full-time employed, soccer mom.

In spite of the significant concerns and real challenges faced by ISS students, we have witnessed extraordinary examples of dedication, perseverance, and personal courage. B.S., a Florida-based ISS graduate, homeschooled her 5 children the entire time she was enrolled. A.F. and D.L., were admitted to ISS via reinstatement petition, moving from “drop” status to dean’s list and then graduation. W.H., a veteran of the U.S. Coast Guard and IT specialist, lost her husband to cancer and then suffered the tragedy of her grown son disappearing forever into the wilderness. J.H., a student in Spokane returned to the UW after a traumatic brain injury and brought the whole room to tears.
when he spoke with eloquence and passion at our first graduation celebration in June 2016. J.A., like numerous ISS students, had a baby while enrolled. But her baby spent her first few months in NICU for treatment of congenital abnormalities. Doing most of her work from Children’s Hospital, J.A. earned a 4.0 quarter GPA, and said her work was a lifeline. H.C., who was a freshman at the UW in 1970 and helped to form the original Black Student Union, also celebrated his graduation in June 2016, having rekindled his dedication to political activism.

Although we are in the early phases of gathering data about the post-graduation success of ISS students, there have already been some striking examples of high-achieving students. ISS students have been admitted to some of the following prestigious graduate programs, including some of our own:

- Ph.D, Geography (University of Washington)
- M.A., Digital Communication (University of Washington)
- M.A., Applied International Studies (University of Washington)
- M.A., Jurisprudence (University of Washington)
- M.B.A. (Georgetown)
- M.P.H.A. (Cornell University)
- MSW (Louisiana State University)
- MLIS (University of Syracuse)
- Master of Arts in Management (University of Hong Kong)

Last year our first ISS student, Will Quantz, received the distinction of being graduated Summa Cum Laude. And we just learned that another ISS student, Richard Gentzkow, has been named to the Husky 100. These are just a few of the amazing stories behind the numbers, the real faces of the students who make ISS what it is.

**Part III: ISS Program Development and Curriculum: Rigor, Coherence, Integration**

The online Integrated Social Sciences major was carefully designed as the innovative brainchild of both technology and interdisciplinary scholarship in the social sciences. It is built around two types of courses – thematic areas courses and core courses. The thematic areas courses enable students to explore important areas of inquiry across the full breadth of the social sciences, frequently re-encountering significant themes from a variety of disciplinary perspectives. The ISS core courses provide all students with a common intellectual foundation, help build active learning communities, and emphasize integration of learning experiences.

Our program fosters intentional learning, analytical thinking, communication, cultural competence, and global citizenship. By degree completion, we 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
5. Demonstrate inter-cultural communication and social media competency
ISS major requirements remain much the same as those presented in the original new program proposal, although there have been a few additions, changes, and revisions, all approved by FCAS.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Credits</th>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core&lt;sup&gt;6&lt;/sup&gt;</td>
<td>20</td>
<td>ISS 301: Social Science Theory in Context</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS 350: Introduction to Portfolios in the Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS 302: Survey of Social Science Methods</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS 355: Portfolio Seminar</td>
<td>3, max. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS 401: Capstone</td>
<td>5</td>
</tr>
<tr>
<td>Thematic Areas</td>
<td>40</td>
<td>Courses offered by faculty/departments across the social sciences division which address one or more of the 7 thematic areas that structure the major. Students must complete courses in 5 of the 7 areas.</td>
<td>5</td>
</tr>
</tbody>
</table>

Two laudable changes have been made to the ISS major requirements: First, in response to FCAS concerns about intellectual rigor and coherence, ISS introduced ISS 302 in AQ 2015. The course, which later offered a model for revision of ISS 301, is composed of modules created by individual faculty, coordinated and framed by two supervising faculty, Polly Myers (ISS Core) and Haideh Salehi-Esfahani (Economics). The course has received excellent evaluations, and numerous students have commented on the value of course content, particularly modules devoted to quantitative analysis and data visualization, methods with which many students are unfamiliar and uncomfortable.

*Learning the details about qualitative and quantitative research, ethics, data visualizations, Microsoft Excel, surveys, archival research and participant observation has been valuable to me. Before taking the class, I had no idea that there was such a diverse set of methods for conducting research in the social sciences . . . When I first started the class I didn’t expect to learn these types of skills, I thought the course was very effective because we had to apply everything instead of just learning about different methods and moving on.)*

*This quarter I am taking ISS 302, which I have not totally enjoyed, as I’m not much of a numbers person, but I really feel I have learned a lot about research and data . . . I feel a lot more comfortable with Excel, Tableau, and research gathering methods. It is a good follow-up to 301, as it should be, and I almost wish there were another course in this sequence that went even deeper into the research and analysis.*

<sup>6</sup> Core courses are completed in the sequence indicated above, with ISS 301 and 350 in the student’s first quarter, and ISS 401 in the final quarter before graduation. Fifty credits must be completed at the upper division. Forty-five credits must be completed “in residence” in the ISS program.
Exposure to diverse methodologies complicated my view on what doing social science means even more than before, and broadened my perspective on how disciplines interact and how they could be improved by doing so.

ISS 302 provides a great foundation for all my coursework . . . and also had an impact on how I approach marketing research in my current profession. Having been in the midst of creating a research survey for a client during Lesson 7, the survey work and peer evaluation was timely.

The second change was making ISS 355 a more robust 3-credit course rather than a 2-credit course, and requiring it once only, rather than 4 times. These changes were made in response to both student and core faculty feedback. In the first two years of the program, students and faculty frequently commented that multiple iterations of ISS 355 created what felt like repetition and slowed progress to degree. Although the repetitions of this portfolio seminar were built into the major in order to keep students in regular contact with their portfolios, and to ensure that students updated their learning plans periodically, the negatives outweighed the positives. A more fruitful approach was to create a more substantial course, then require it once only, but leaving open the option of 3 iterations for students who wanted more structured portfolio development time. A SQ 2017 student commented on the new ISS 355:

The whole portfolio aspect of this degree program had seemed rather foggy (and perhaps still too unrefined or new of an idea by the program developers) and it was not until this first week’s material in this (what I’m guessing is also updated) 355 course that I got a clear idea of how we could actually have the latitude to construct useful site while still fulfilling the requirements of the ISS program’s original concept.

This is my third (and last) quarter taking ISS 355. I continue to enjoy spending time on my portfolio and revising past work. (…) Like the other times I have taken ISS 355, I feel grounded as I revisit and further develop my portfolio. I enjoy the heavy emphasis on reflection as it gives me some time to process and connect the new knowledge and perspectives I have gained and the class pushes me to apply it to my portfolio’s recurring theme of globalization and its cultural impact.

The seven thematic areas that structure the rest of the major remain unchanged, although we did streamline their names and develop more courses within all seven areas:

- Information and Technology
- Population and Movement
- Conflict and Cooperation
- Inequality and Power
- Diversity and Global Justice
- Societies and Environments
- Health and Risk

(See Appendix 3 for list of ISS major courses, with those introduced after AQ 2014 highlighted.) Interest among faculty in developing new online courses remains strong, although
budgetary necessity has led to a moratorium on such work until the significant startup debt owed to PCE is resolved at the end of FY 2022.

Student response to the quality, relevance, and variety of thematic areas courses has generally been very positive. The curriculum is particularly rich in courses in Communication and in International Studies because ISS supports faculty lines in those departments. Other heavily invested departments include Geography and Anthropology. Two areas that ISS intentionally strengthened after program launch were Health and Risk and Societies and Environments, due to the limited choices in these areas the first year. The major has enough flexibility to enable students to follow their intellectual commitments while still satisfying requirements. Students are able to complete informal concentrations in areas such as the environment and sustainability, global health, international politics, globalization and economic development, media studies, and so forth. The requirement to cover at least five of the seven thematic areas has not been an impediment to graduation. In fact, we have yet to discover any “bottlenecks” that slow student progress.

Although none of the thematic areas courses have yet gone through a major overhaul, faculty regularly engage in less extensive course revision, working with instructional designer Maggi Kramm from C2. The conservative ISS operating budget now allows for a complete overhaul of one thematic areas course per year, including compensation for the developing faculty person and all new professional video work. Some faculty are beginning to express concern that course content is getting outdated, and one has informed us that she will not teach again until she has the opportunity for a major revision. This is definitely a valid concern, but the necessity of becoming debt-free and self-sustaining is a program priority at this time. After the startup debt has been repaid, we anticipate a period of intensive course revision and development.

Alumni Assessment of the ISS Major

Data garnered from 42 responses (out of 165) provides a broad perspective of the overall experience, quality and rigor of the ISS major. Questions asked alumni to evaluate whether the program met their learning expectations. Eighty-six percent of our graduates affirmed that indeed their expectations were met.

One of our graduates expounded on the ISS experience to claim that the program “exceeded my expectations and I believe it was equal to or greater than an in-person experience. We were able to integrate our studies into the communities we live in.” Another student remarked:
The high quality of the professors driving the curriculum is what has me enjoying the program the most, which I anticipated being the case after my experience in the Evening Degree program -- happy to see it carried over.

When asked to elaborate why their expectations were not met, another graduate gave a more mixed assessment:

*Vast fluctuation in quality of courses and instructors. I suppose the same could be said for on campus classes as well. Some professors modeled how an online course can be a highly interactive and rich experience; while others seemed almost totally absent.*

Two questions asked alumni to compare their online experience with on-campus experiences in terms of quality and rigor. Eighty-eight percent of our graduates indicated that the quality of our courses was the same as or better than the on-campus courses they took. Ninety-three percent of our alumni said that our courses were as rigorous or more rigorous than on-campus courses. One of our alumni is explicit: “The best part of my experience as a student in ISS was the academic rigor.”

![Pie chart showing how the quality of ISS courses compare to face-to-face learning experiences that you've had: 55% better quality, 33% same quality, 7% lower quality, 2% not even comparable—totally different, 2% other.](image)
Student Assessment of ISS Core Course Curriculum

Fully 1/3 of this ISS major consists of core courses, signifying their importance to achieving program learning outcomes. In fact, it is the integrative core that makes the ISS major much more than a smorgasbord of social sciences courses. The core courses:

- Introduce the ISS curriculum, the specific disciplines within the social sciences, and the values of interdisciplinarity.
- Instill foundational knowledge, particularly of social science theory and research methods. This knowledge readies students for success in the thematic areas courses and gives faculty accurate expectations regarding student preparation.
- Introduce students to social science practice by asking them to identify and define keywords, which require students to produce and consistently refine annotated bibliographies, assignments that are scaffolded across the full sequence of the core courses.
- Encourage students to become intentional learners through the learning plan, which is designed as another recursive assignment, which not only requires them to plan their course of study, but also to articulate the logic of their curricular choices.
- Create community within the online environment within which students may share a base of knowledge, a distinctive vocabulary, and program values.
- Engage in an ongoing reflective practice that strengthens metacognitive and integrative abilities, which results in a concrete artifact, the final e-portfolio, to showcase their learning and goal achievements.

From the beginning, students believed that the core courses did a relatively good job of producing the anticipated learning outcomes. Course evaluations were consistently good, and we received positive comments from students, which suggested that the core courses were on point in many respects. Overall, recently surveyed alumni strongly agreed or somewhat agreed that the major’s curricular organization is effective (93%), with 95% claiming that they helped students prepare for the thematic courses. Eighty-eight percent of the respondents agreed that the thematic
courses provided opportunities for students to improve their understanding of social science concepts and research.

Students remarked that:

The core courses have helped me get a good overview of the various social science disciplines and get an understanding of the various scientific methods used—something I was really curious about.

[ISS 301] was a great base for progressing through the program.

Specifically, the keyword assignments were frequently invoked as the most impactful component of students’ educational experience. The following citations typify this perspective:

My views and hoped-for outcomes remain unchanged, what has changed is me. This program has expanded and enriched my conception of human society beyond my expectations. This transformative process began with the Keyword Project. I did not realize it at the time, but my chosen keywords: climate change, ethics, individualism, media, networks, power (social and political), stratification, became scaffolding around studies building up to my completed degree.

The foundational courses, ISS 301 and ISS 350, taught me to think like a social scientist, with some new language. Developing my own keywords was a challenging
and interesting exercise. I saw my thinking about keyword terms grow, from the specific to the general, a paradigm shift for someone schooled in science and communications.

Students also acknowledged the meta-cognitive impact of the ISS integrative approach more generally:

As I am nearing the end of my ISS journey, I am more convinced than ever of the importance of recognizing and enacting the integration between the social sciences, and indeed all areas of study. Taking varying approaches and perspectives to something is a very good way to enrich one’s understanding of it, and one’s self in the process. Allowing for complexity is a lesson from my college career that I have taken to heart, and will carry with me in my academic, professional, and personal life into the future.

In my previous attempt at UW I viewed each class as independent to itself, theories I learned in Political Science did not carry over into Economics or Anthropology [and was unable] to make connections among several different disciplines. The ISS program has created the ability for me to understand resilience as it relates to coral reefs; while at the same time applying thoughts of resiliency to financial markets, and urban neighborhoods affected by suburbanization.

At WSU I was something of a dilettante studying psychology, literature, philosophy, economics and various other subjects. Each of these subject was interesting to me in it’s own right but there was a lack of cohesion between them. So far in my studies at UW the general themes are very similar. I am studying a broad range of topics but the difference is that they are now woven together in a more cohesive framework which has deepened and expanded my understanding of each.

Finally, the student assessments reflect that the portfolio dimension of the program was a catalyst for intellectual growth and achievement. Students appreciated having a “running record of what I have done,” and remarked on the value of a portfolio as “a tool to measure my growth in the program.” In addition to bolstering organizational skills, the iterative nature of the portfolio construction process yielded positive academic results. Student reflections on how the portfolio experience changed their perspective on learning testify to the quality of their learning experience:

At the beginning of the course, I just thought the portfolios would be for the IT portion of the class. We would learn how to build a website from a technical standpoint, how to insert text and images, add themes and so on. I was wrong. Not only are our portfolios teaching us how to build and maintain a website it is also a tool to expand our learning. [...]I know that by the end of this program the content in my portfolio will be completely different than what is in there now. Most importantly I know that by the end of this program I will be a different person and my portfolio will be the tool that I use to show people my evolution as a scholar and a person.
When I saw that we were going to be developing a portfolio I was impressed: some of the earliest and best advice (I never followed) in my career was from a person suggesting I build a portfolio. As I've taken many online learning courses, I've had a consistent experience of wanting for a means to access what I've learned, whether as a refresher or as a resource. The portfolio is an excellent tool to both guide study and develop it, and not just keep it cooped up in the brain.

The concept of using a portfolio to capture our work is such a brilliant concept, both practical and cutting edge and when I looked at the samples at the beginning of the course, I had my doubts about my ability to produce something comparable, but I have gained confidence, and I think that is my biggest "ah-ha."

Room for Improvement: Quality as Organizing Principle

In spite of the positive student feedback, however, the core was an imperfect version of itself, and the introductory courses did not adequately satisfy the needs of incoming students. Advisers and core instructors observed over the first two years a pervasive anxiety among new students regarding their academic preparation. Some of the anxiety stemmed from student discomfort with technology. But some student anxiety arose from inadequacies in core course structure and challenges our faculty encountered in trying to implement fixes and revisions, especially in terms of communication and coordination with course production in C2.

During Autumn 2014 it became clear immediately that course testing and quality checks for ISS 301 and 350 had not been done adequately or early enough by OLCoursePrep (C2), and instructor Polly Myers had to devote much of her time to fixing what was broken and making on-the-fly revisions. The keyword definition project, although sound as a concept, was too big, too overwhelming in its original form. ISS 355 experienced the same type of bumpiness the following quarter. Setting up discussion boards effectively was more difficult than anticipated, and students expressed frustration with finishing assignments involving both a discussion board post and responses to other posts.

Most importantly, we gradually became aware that the core courses had initially been designed with a limit of 25 students per section. The structure did not scale to accommodate sections of 50, never mind the 104 taking ISS 301/350 in Autumn 2014 with Polly Myers. The initial design of the core courses had been completed before Myers was hired, a regrettable thing, because her experience with online course design and pedagogy would no doubt have contributed to a much stronger group of new courses. Because we had no good basis for predicting the size of the inaugural the program launched with inadequate instructional resources. Myers’ efforts in the first year were little short of heroic. Just operating the program left no time for substantive course revision work. Stress levels ran high, and by Autumn 2015 when both Myers and Lauren Hartzell Nichols were again teaching ISS 301/350 with 90 students each, the cracks were clearly showing:

I have to say I'm feeling very disheartened at how little time and patience I have for working with students on an individual level in these courses . . . I also talked with Laura [C2 instructional designer] who said we aren't meeting the learning objectives we set for the core courses with this scale, it's turned into a Coursera-type MOOC
experience. It feels utterly defeating, and also like it’s impossible to feel anything else with this structure.

From the instructor perspective, the courses felt skeletal, redundant, “buggy,” and insufficiently robust to prepare students intellectually. Getting problems resolved in a timely fashion was also problematic, since processes in course production and quality control on the C2 side were opaque and not well synchronized with the actual teaching schedule. By the end of her second quarter of teaching in the core, Hartzell Nichols resigned her position as ISS lecturer, citing among her reasons for leaving the stress and frustration of teaching too many students in courses that weren’t working as they needed to. This distressing loss on the of faculty served as a call to action.

Revisions of ISS Core Courses

ISS’ conceptualization of a core course redesign was informed by the suggestions of the first core instructors - Polly Myers, Lauren Hartzell Nichols, and Megan Carney - who documented student experience (see Appendix 4 for redesigned core course syllabi). The first major changes implemented to improve course quality was capping class size to 45, and introducing changes that scaled to facilitate faculty engagement. This first phase continued with the addition of core lecturers Meg Spratt and Sara Vannini in 2016. It culminated in an intensive 3-day retreat at the Friday Harbor Labs in April 2017 during which core lecturers, the librarian, the four advisers and the ISS director, Matthew Sparke, created a comprehensive blueprint for redesign of the core (excepting ISS 302, which was fundamentally sound). Over that Spring and Summer, the entire core team worked individually and collaboratively to create course modules, to solve design problems, and to flesh out the vision that emerged so powerfully in Friday Harbor. The comprehensive integration of the entire core team in this process is the key to its success. The process itself was remarkable - creative, exciting, and entirely unconventional.

The redesign aligned with the broad learning objectives of ISS to develop in students the capacity to explain social scientific research in terms of questions, theories, methods and findings; to construct, debate, and communicate arguments about social phenomena; to evaluate, integrate and critique information; and to collaborate with diverse communities. ISS 301: Social Science Theory in Context had not, in fact, functioned terribly well as an introduction to the foundational knowledge, devoting too much time to introducing (through faculty videos) individual thematic areas courses rather than helping them to really understand the 7 themes as a conceptual frame for their learning; throwing them too quickly and heavily into work on keyword definitions before they could understand why that work mattered; exposing them to far too many significant theoretical texts. It was redesigned to more clearly emphasize how social scientists invoke theory and disciplinary traditions to make sense of the complexity of social life. This new emphasis transformed ISS 301 into a course that makes clear how theory functions as a conceptual tool. The addition of content on “how to read,” developed by Joe Hannah (ISS Advising) and Rachel Chapman (Anthropology), for example, trains students to approach social science as an enterprise and practice that evolves amidst and in response to historical transformations. Recognizing how theory functions as an optic that facilitates an integrative mindset, students are better able to grasp the broad role of the social sciences and their application to the world outside of the university. ISS 301 prepares student to rigorously explore the social phenomena covered in the thematic courses. This work culminates in the production of an annotated bibliography at the end of the course.
The structure of ISS 301 is indebted to the strong design of ISS 302. Rather than contracting a single faculty person to design the entire course, we decided to once again use the full modular approach. This allowed every module developer to contribute his or her unique subject area expertise, while creating a greater sense of shared curricular ownership. Individual course modules were developed by ISS core faculty Polly Myers, Meg Spratt, Sara Vannini, and Megan Carney, by program director Matt Sparke, and by advisers Joe Hannah (Ph.D. Geography) and Aimee Kelly (M.A. Geography). The course overview invites students to “Meet the Experts,” telling them very explicitly that “this course was developed in a collaborative, interdisciplinary manner, tapping the expertise of ISS staff and faculty.” Now, from the students’ first moments in the program, they are self-consciously immersed in the ethos and practice that drive ISS.

A similar integrative mission drove the revisions of our portfolio classes, ISS 350, 355, 401. While previously students’ work on keywords was introduced and developed in 301, that work has been migrated over to the portfolio classes, making them new venues for students to engage in the practice of research. Students are required to revise and expand upon written explanations of keywords that reflect their interests, and write essays that demonstrate a capacity to forge connections between their coursework in different disciplines, their learning process, and the impact of both on their lives outside of academia. These courses are meant to move students from solely consuming social science information, to gathering and creating their own social science hypothesis and findings. The involvement of the ISS librarian in the teaching of evaluation and research skills in 350 is unique for how it integrates library science into the portfolio experience. The portfolio classes provide iterative opportunities to apply the metacognitive tools acquired in 301, while also strengthening and refining research practices, including library searches and the construction of annotated bibliographies, to develop their keywords work.

Based on student, faculty, and adviser observations, it was clear that the original keyword project design was not as effective as it could be. Students had to develop seven keywords in their very first quarter, and they didn't really have explicit time in the subsequent portfolio courses to revisit them. The resulting problems were that: 1) students did not have time to prepare develop good research practices (i.e. identifying and evaluating social science sources); 2) students struggled to grasp the concept of a keyword; 3) the metacognitive, integrative work as was envisioned was not happening, because students were not given the space to revisit the keywords in ISS 355 and 401 in a structured way. As a result, some students were distressed or turned in work that focused more on personal/professional narrative and less on social science concepts. Additionally, students chose keywords that did not necessarily represent how their interests evolved over time, and they did not have enough space to step back and review how their keyword definitions changed as they learned new concepts and ideas in their thematic courses. So, in ISS 301 we decided we needed to give students space to learn about and develop the skills to read social science theory and focus on using the portfolio courses (350, 355, and 401) as the meta-cognitive work space and ultimately the public representation of the student's work. Instead of seven keyword definitions, they now write five total. Instead of doing all seven their first quarter, they write one definition their first quarter, create two new and revise one in ISS 355, and the same in ISS 401. The result is a thoughtful and thoughtfully scaffolded experience.

Another important objective of the portfolio course redesign was helping students develop competency as “digital citizens,” building activities that guided online identity construction, focusing on communication techniques, user experience, and information architecture. While for some students online communication came naturally, many (especially the older ones) struggled with how to adapt
content for an online environment, especially with regard to organization. The streamlined activities reinforces the capacity of students to absorb concepts and best practices of online communication. Clear benchmarks for assessing the efficacy of information architecture manifested in portfolios also trains students to view them as communication tools.

Drawing from research on User Experience (UX), the portfolio core courses encourage students to view the content of their portfolios both as meta-reflective tools and as communicative tools that can be deployed for other objectives, such as self-advancement in professional contexts, admission to graduate school, or other organizational and management endeavors. Finally, the changes to the portfolio sequence also familiarize students with an intuitive and user-friendly platform, New Google Sites, which was introduced during summer 2017. Toward that end a step-by-step guide was created to help students create their own portfolio templates and learn how change it. This addition empowers students to be more independent in the portfolio construction process.

These curricular changes have proved to be effective for student learning. Even as the course still requires flexibility to accommodate students with differing levels of preparation (a condition that should wane as more students begin to take the redesigned courses), student evaluations on the redesigned capstone course demonstrate a concrete understanding of the metacognitive pedagogical objectives of the portfolio experience. The course “pushed [the student] to do new things”; and was successful because it “made me go over all my previous work and reanalyze” it. Specifically, students cited “the reflections and the act of presenting them as a cohesive piece,” the instructor’s detailed feedback, and “having to figure out how to run my own website [, which] will definitely help me down the road,” as the aspects of the class that most contributed to their learning.

Ultimately the core curriculum redesign establishes a rigorous framework for the development of competencies within an interdisciplinary social sciences major. The primary vision is the graduation of majors who are more fully prepared for the challenges and opportunities attendant upon obtaining the degree. The integrative model is not limited to online application; indeed, the ISS core curriculum can serve as a resource for enhancing the quality and accountability of undergraduate social science education and training in the campus setting as well.

Part IV: ISS Student Experience of Thematic Courses and Faculty

When asked to single out what they liked best about the thematic courses, alumni noted the variety of courses, the quality of the curriculum, and the rigor with which they were taught:

*The best part was being able to study a variety of disciplines in the social sciences that I may not have been exposed to in the past, or may not have been able to experience in the future without the program. Also completing the degree online was perfect for me.*

*The ISS specific classes were great. There were some hidden gems too outside of them that I didn't think would be very interesting or that I'd do well in, and ended up doing well.*
Grades Earned by ISS Students

ISS students work hard and are committed to their studies. In general, they have made a commitment to return to school despite their complex lives, and most dedicate the time and intellectual energy needed to succeed. This shows up in their grades, which tend to be excellent:

Comparison of ISS course grades with those earned by undergraduate students across the UW College of Arts and Sciences, Division of Social Sciences, for academic years 2014-15, 2015-16, and 2016-17 reveals ISS grades tend to be slightly to somewhat higher than Division of Social Sciences grades. This chart below delineates the comparison:

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7 These numbers reflect average grades in all ISS prefix classes as well as in ISS thematic areas courses taught in academic years 2014-15, 2015-16, and 2016-17. Data from the UW Student Database transcripts records and aggregated.

8 College of Arts and Sciences grades were retrieved from Student Database transcripts records and aggregated.
As we would suspect, our grades are somewhat closer to upper division course grades than to either lower division or overall grades, likely because lower division grades reflect new college students learning how to learn, particularly in large classes.

Course Rigor

Although students’ grades are strong, ISS courses are not easy. Measured by student course evaluations data, ISS courses consistently rank above the College of Arts and Sciences’ Division of Social Sciences courses on the Challenge and Engagement Index (CEI)\(^9\):

\(^9\) CEI data comes from the UW Instructional Assessment System (IAS) and was calculated for all ISS courses (core and thematic areas) and for all UW Division of Social Sciences courses, respectively. For more on IAS, visit [https://www.washington.edu/assessment/course-evaluations/](https://www.washington.edu/assessment/course-evaluations/).
Among the evaluative comments voiced by alumni who offered a critique of the thematic courses, two trends emerge. The first concerns the limitations on course offerings consequent to financial conditions, which reduces the variety of available classes during some quarters.

As time went on I felt like the number of courses being offered declined a lot. Toward the end I felt like I had taken everything I wanted to take.

My main source of frustration was the amount of courses I had to choose from each quarter. I understand some of the constraints the ISS program likely faces due to its short tenure and size, but moving forward online students should be give increased options for courses.

The second trend emphasizes the challenge of having instructors who were not the original course designers:

It was disappointing to enroll in a class and learn the person giving the lecture was not the [original] instructor of the class.

Handing the reigns [sic] of one’s class to someone else . . . doesn’t seem to work at all in my opinion.

The alumni feedback seamlessly aligns with ISS’ position. Advisers and core faculty recognize the value of “uploading” the few faculty who are sometimes recruited to teach courses that they did not developed. Already a framework for implementing the upload is in the works.
General Education

ISS admission requirements state that applicants must have at least 75 transferable credits. This helps to ensure that they have made satisfactory progress toward completion of general education requirements. Even so, students do enter the program still needing to finish a variety of general requirements. Access to online general education courses remains deeply problematic and should be a priority for both A&S and C2 to resolve. The original new program proposal presented a significant list of general education courses in both Group Start (tuition-based) and Individual Start (fee-based) courses which were approved by FCAS. The availability of Group Start courses seemed to offer some truly viable options to our students. However, the landscape changed drastically in Summer 2015 when the supplemental fee charged to on-campus students was changed from $350 to $120. Enrollments in Group Start courses skyrocketed, and we were taken off guard when almost every Group Start courses in Autumn 2015 filled to capacity before ISS students had a chance to register. The bottom fell out of that market completely by Spring 2016. Departments offering Group Start online courses had relied on the high supplemental fee to cover the cost of instruction. Once that source of funding disappeared, numerous departments simply ceased offering their courses. The sudden scarcity of space in online courses simply exerted more pressure on the remaining offerings, making it painfully difficult for ISS students to find space.

The Individual Start courses are offered online directly by C2. Unlike ISS and Group Start courses, these courses are not synced up with the quarter calendar, and they do not create a virtual classroom experience. Our experience with the Individual Start courses has been very uneven. In some cases, courses are out of date or poorly designed. In others, the issue really does appear to be staffing. Courses taught by current or former UW faculty (e.g., online English courses) receive good marks from students. Courses taught by adjunct faculty who may be teaching for two or three other institutions as well, get complaints. The complaints are generally about lack of instructor engagement and responsiveness. ISS students, accustomed to the opportunities to learn with and from classmates, also respond far less positively to the isolation of these courses.

The two general education areas that are most in need of attention are Foreign Language and Natural World. Students most typically need work in these areas, and these types of courses are also most scarce. ISS students now have only two options for foreign language - French and Spanish - both through individual start. Until the Spanish courses were recently updated, we were actively directing our students away from them. The lack of quality made it impossible for us to recommend these courses. The design is improved now, but instruction is still a concern. Similarly, there is a real lack of high quality Natural World courses offered through Individual and Group Start formats. ISS advisers frequently find themselves directing our students to other institutions to meet these requirements. Not only does this undermine the integrity of the Husky Experience, it also represents a significant revenue drain for the UW.

The strong recommendation of the ISS program is that A&S and C2 make significant investments in a wide variety of high-quality online courses that satisfy general education requirements. We believe this would benefit not only the students in the two online B.A. programs, but also thousands of on-campus students. Given the ongoing need for well identified types of general education courses by both ISS and ECE students, we believe that some type of cost-sharing arrangement that would provide access to students in both tuition-based and fee-based programs may be a sensible direction to consider. The huge enrollments in the existing Group Start courses provides ample evidence that online courses are in high demand. Incentivizing departments to develop and
teach online courses could provide new opportunities for numerous students, especially considering that many on-campus students also frequently struggle to coordinate school, work, and other obligations.

Part V: ISS Thematic Faculty Experience

During AQ 2017, ISS faculty were surveyed about their online teaching experience in three areas: technological, pedagogical (in comparison to on-campus teaching), and program awareness. Out of 26 faculty surveyed, seventeen responded. Over 90% of the respondents either strongly (53%) or somewhat (41%) agreed with the statement that online course technology, tools and digital media supported their course’s learning objectives. 82% of the respondents strongly or somewhat agreed that the technological support for teaching the course was sufficient.
With regard to whether online teaching is conducive to advanced level teaching, over 75% of the respondents stated that they strongly agreed (41%) or somewhat agreed (35%). About 71% of the faculty agreed, either strongly or somewhat, that the evaluative rigor applied to the online classes is similar to that used in on-campus classes; 17.5% stated they somewhat disagree with the statement.

In terms of online pedagogical practices and results, there was a broader range of responses. Forty-seven percent of the respondents reported that they do not tailor instruction to the online cohort in the same way they do for an on-campus class. A majority (64%) of faculty agreed to some extent when asked if teaching online yielded pedagogical insights to the same degree as on-campus classes. Faculty comments add nuance: “Teaching online forces me to conceptually structure material in useful ways”; “I’ve learned things teaching online I would not have learned in analog form teaching”; “I definitely learned from the [online] experience but primarily in ways that will benefit my in-person teaching.” In addition, 60% of the respondents agreed that teaching online yielded intellectual insights to the same degree as their on-campus classes.

Forty-seven percent of responses to the question of whether academic honesty in the online cohort is equal to on-campus classes neither agreed nor disagreed, though 40% voiced some form of agreement. Seventy-seven percent of the faculty respondents expressed some form of disagreement with the statement that student-teacher interaction online is similar to that with on-campus classes. This was not necessarily seen as negative, as one faculty responded put it: “The wider range in age and experience of students, which they brought to their discussions, was unexpectedly stimulating”; others noted that while some online students struggled with the material, most brought a seriousness of purpose to their study. Writing to her students at the beginning of Winter 2018, Nancy Rivenburgh (COM) told them, “. We have travelers, outdoor enthusiasts, cooks, (former) farmers, videographers, techies, film buffs, dog lovers, coffee addicts and much more. Lots of busy lives with kids, as well. Some of you are winding down your careers to just revel in ideas (and finally finish that #@!& degree). Others are gearing up to be lawyers, policy analysts, psychologists, investigators, and more (maybe even a winemaker).” Probably the most graphic demonstration of the capabilities of adult learners came in the first year when we offered “wither” sections of many ISS courses open
to on-campus students, to make use of excess capacity. Numerous faculty, including program
director Matt Sparke, remarked on the difference in thoughtfulness that ISS students brought to their
studies in comparison to the traditional student group.

Discussions among students offered fascinating insights about the intellectual impact of the
curriculum; one faculty member enthused “I never knew what my students were thinking, and now I
do!” Several faculty people who had considerable hesitation about the quality of the online learning
experience have expressed a real change of heart as a result of teaching in ISS. Here are some
messages received by program director Matt Sparke in the first two years:

*Just wanted to let you know how cool I think it is to teach this on-line class. We are
literally in the minds of the students and seeing their reactions to the material and it
is just so neat. I was worried that I wouldn’t be able to check-in and see where
students were at (like I do in live lecture), but this is even more interactive than I ever
imagined. Reading their discussions and pushing back with more questions is just so
neat. I didn’t think I would have this type of reaction. Thank you for this neat
teaching experience (Alexes Harris, January 2015).*

*I thought I’d send you a quick note to let you know how blown away I’ve been this
quarter by the quality of interactions I’ve had with my ISS students! My course went
WAY better than I ever imagined it could (and way better than it did last year on
Moodle with evening degree students). Online teaching is a lot of work since it
requires consistent, daily engagement on my part. But I have to say I think it paid off?
(Lauren Hartzell Nichols, March 2015)*

*Just wanted to share some of the ways that ISS is making a difference in people's
lives. In addition to my 'social justice and the city' class, Kathy mentions Steve's class,
and Alexes's class in this message--but the key thing here is how she is putting her
learning into action... Whatever else people say, it has become clear to me that
online learning can really work if it is done with care and conviction. I have gone
from skeptic to believer in three short years! (Katharyne Mitchell, May 2016).*

The one area where the distinction between online and on-campus classes was most evident
involves writing skills. One faculty commented, “Many of my ISS students needed substantial help
with writing. I found this aspect of teaching burdensome. In the end, I'm not sure that my online edits
and comments made much difference.” This comment points to a dearth of online support resources
such as writing labs that ISS students pay for but are unable to access. Nonetheless, ISS has been
proactive in generating opportunities to improve writing skills. Winter and Spring 2017 saw the
implementation of a pilot program for online writing appointments through the Odegaard Writing and
Research Center. Created specifically for students enrolled in ISS 381 course, *Advanced Writing in
the Social Sciences*, this pilot has opened up to all online students in ISS, Early Childhood & Family
Studies (ECFS) and WWAMI Regional Medical Education Program.

Faculty expressed appreciation of the advisers’ support when student issues were raised. This
is reflected in the strong majority of respondents (82%) who claim they are familiar with the
instructional role played by advisers in the program. Faculty familiarity with the ISS mission and

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*Exhibit 1*
philosophy was high (83%), though the percentage decreases with regard to familiarity with the core curriculum (64%) and degree requirements (23%).

With the redesign of the core curriculum, ISS is in a strong position to familiarize thematic faculty with the program degree requirements. Making clear the organizing role of the keywords research and ongoing portfolio construction for student success will allow for thematic faculty to support these pedagogical objectives in concert with their thematic focus. For example, greater awareness on the part of thematic faculty about the major could reinforce the pedagogical impact of the core revisions: references by thematic faculty to how their course content resonates with particular social science keywords, theoretical positions or methodological approaches, can provide students with a platform for making connections between the thematic courses and the practice of social science learned in the foundational curriculum. Alongside plans to convene in SQ the entire thematic faculty to update them on the changes that were implemented AQ 2017, ISS will produce a quarterly newsletter that will apprise all faculty of ISS programmatic news.

Part VI: Academic Services and High Touch Advising

Working closely with ISS program directors, ISS advisers have done much of heavy lifting to create and manage program resources and processes. From ordering office supplies to creating the program website, ISS Academic Services has created program infrastructure. Some of significant projects and accomplishments include:

- ISS Program Website: https://integrated-social-sciences.washington.edu/
- Online Information and Advising Sessions (Adobe Connect)
- Canvas New Student Orientation
- Student and Course Data Systems
- Survey Tools
- Communication and Technology Adoption
- Scheduling and Workflow Processes
- Strategic Plan for Advising
- Curricular Collaboration
- Graduation Event

This is simply a small sample of the type of non-counseling work performed by ISS Academic Services staff and is included here partly to illustrate the type of program infrastructure that has been created in a short space of time, but also to underscore why staffing levels in ISS may seem to high relative to the number of enrolled students.

For the past decade the senior advising leadership of the College of Arts & Sciences has been working on an understanding of the role of academic adviser as educator, an understanding that was recently fully endorsed by the National Academic Advising Association (NACADA) (Academic Advising Core Competencies Guide, 2017). In the ISS program that vision has been realized in ways one might not expect from an online program. ISS advisers practice a “high touch” approach to academic counseling on two fronts: Advisers assist prospective students interested in learning about the program, guiding them through the application process, collaborating with UW admissions and Enrollment Services in C2. At the same time, advisers provide academic support to currently enrolled students.
The high-touch model, involving frequent interactions and interventions with both prospective and current students, is the reason ISS has so many advisers in relation to its enrolled student population. Advisers split their counseling work between bringing along prospective students and supporting enrolled students, a dual role that is out of the norm for UW advisers. ISS believes the relationships formed with advisees before they are admitted contribute to student resilience and confidence in finding help. When possible, admitted students are assigned to the adviser that they had the most contact with prior to enrolling, which continues to build on the trust in place.

In addition to attending to their students many needs, ISS advisers have also trained C2 enrollment coaches and created content and feedback for C2 Marketing, including an important FAQ document to help streamline the process. Essentially ISS has established a viable pre-screening process that makes it easier for applicants to submit all their application materials. This has led to a reduction in the number of incomplete applications.

Evidence of the extraordinarily high level of pre-admissions advising is reflected in the sheer volume of emails exchanged with prospective applicants over the years, although even these numbers do not reveal the hours devoted to them, nor the care that advisers invest in each of these contacts. Nonetheless, based on counts from prospective students or “Leads” e-mail folders from 2014 through February 13th, (which does not include emails in advisers’ personal accounts and not filed, time spent on phone calls, in-person communications, etc.), they refract a dimension of the effort. The following chart offers quantitative data that illustrates the extent of adviser engagement with prospective students who did not, or have not yet-entered ISS. (For those students who did join ISS, their emails have been moved from the Leads folders to the Student folders.)

<table>
<thead>
<tr>
<th>Prospective Student Communication Metrics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total prospective students advisers exchanged emails with (2014 through today):</td>
<td>1044</td>
</tr>
<tr>
<td>Total number of emails exchanges with prospective students:</td>
<td>4843</td>
</tr>
<tr>
<td>Average number of emails per prospective:</td>
<td>4.7</td>
</tr>
<tr>
<td>Number of prospective students whom we exchanged more than one email:</td>
<td>717</td>
</tr>
<tr>
<td>Average number of emails for those with whom we exchanged more than 1:</td>
<td>6.3</td>
</tr>
<tr>
<td>Number of student with whom we exchanged more than 10 emails:</td>
<td>101</td>
</tr>
<tr>
<td>Most e-mails exchanged with any student:</td>
<td>107</td>
</tr>
<tr>
<td>Second most e-mails exchanged with any student:</td>
<td>58</td>
</tr>
</tbody>
</table>
Incoming Student Assessment of the Admissions Process Experience

The application process for ISS students is unique since it is a “limited admission” program, and students must be admitted simultaneously to UW Seattle and to the ISS program. The process involves intense collaboration between the Office of Admissions, the Office of the University Registrar, and ISS Academic Services. Incoming students were surveyed about their admissions experience. They were asked to evaluate the overall experience of the admissions process, the clarity of application instructions (content created by ISS advisers for the marketing web site), and interactions with pre-admissions advising. Overall, student experience with the application process was quite positive, with 96% of the responses extremely or somewhat positive.

Students also positively assessed the application instructions, though the enthusiasm is less pronounced than it was for the overall application process, with 65% of students describing the

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10 Based on Incoming Student Survey data from Autumn 2015 to Autumn 2017. We included admissions assessment questions to our Incoming Student Survey beginning in Autumn 2015.
application instructions as extremely positive, as compared to the 72% who had extremely positive application process experiences.

As indicated below, one of the challenges of the admissions process is timing. As ISS made adjustments in our application due dates with respect to campus-wide application deadlines, including a shift from three to two admissions cycles within an academic year starting in 2017-2018, and a move toward a rolling admissions cycle starting in AQ 2017, student responses to questions that asked them to assess the speed and efficiency of the admissions process increased. For example, compared to 2015-2016, we see an eleven percent increase in “Extremely Positive” assessments of the speed and efficiency of the admissions process.

Comments such as the one below demonstrate the pressure that prospective students experience while trying make a decision about committing to the program.

*Applying to the ISS program was pretty straightforward. My only inconvenience was finding out that I would get my admission decision "sometime in August", as I was holding spots at other colleges over the summer and hitting deadlines for enrollment while I waited to hear back from ISS. For college-aged students who may be choosing between ISS and transfer schools, I think it would be more convenient to get ISS admission decisions closer to the start of summer- the time when transfer students are having to make their final decisions.*

This is an area we will need to watch carefully as UW restructures its admissions process.

**Incoming Student Assessment of Pre-Admissions Advising**

Prospective ISS students can receive support either from Continuum College’s Enrollment Center or directly through the ISS Academic Services Office. We asked our incoming students about their experience with pre-admissions advising. Some students may apply without advising support, while others may have only worked with Continuum College. When an applicant has detailed
questions or requests a transcript review, they are referred by Continuum College to ISS Advising. For the survey, students evaluate both or either Continuum College’s Enrollment Center and/or ISS Advising. A slight dip in the extremely positive responses from 2015-2016 to 2016-2017 may reflect some staffing changes that occurred between Spring 2016-Autumn 2016 in the Enrollment Center. However, in Autumn 2017 we see a marked improvement.

Comments convey student appreciation for ISS advising, often explicitly cited advisers by name:

I had a very positive experience. Advisors were very clear with me on the expectations and what I needed to do.

I found the pre-application advisors to be very helpful. I submitted my transcripts for review to find out how many credits I would need to finish my degree, and was very pleased with the interaction. After I made the decision to apply, the rest of the process was very straightforward. Enrollment was also very easy.

Bridget was beyond helpful in guiding me and answering my questions. Thank you!

While considering the major I spoke and emailed with Joe Hannah. He took the time to address my numerous questions and concerns thoughtfully. I reached out to the ISS program very close to the beginning of Fall quarter and the fact that I was still able to apply even though classes started in only a month was huge. Joe made that process virtually painless and I very much appreciate that. My previous UW advising interactions (with other departments and majors) was less than satisfactory. Joe definitely changed my negative impression of UW and the advising faculty to a positive one.

As a returning student, getting enrolled into the ISS program was very easy. Most importantly, though, was the help and positivity that came from the ISS advisors. They are all so friendly, and genuinely want to help students. I felt welcomed, like I was important as a student, and that was very encouraging.
Student Assessment of Adviser Academic Services

Through the use of student intentional learning plans, advisers acquire deeper knowledge of students’ interests and goals to move beyond conversations about degree requirements into conversations about concepts, ideas, course content and their degree objectives. While graduation planning and self-reflection advising methods were in place since 2014, these plans were more deeply integrated into the core course curriculum after the first year. Students are now required to update and revise learning plans when they take ISS 350 and 355; advisers prepare and annotate degree audit and schedule information for students, who are asked to lay out their courses, along with reflections that comment on their learning choices. The integration of the advising function into the curriculum itself has become a hallmark of ISS academic culture. The learning plan template and a student sample are available in Appendix 5.

This integrative advising model fosters a community of learning through common experience and language. The integration of students’ intentional learning plan into ISS core curriculum promotes close collaboration between advisers and core faculty. A living document that travels with students and is shared with both advisers and core instructors as students navigate their path toward graduation, the learning plans and attendant reflections strengthen connections between learning experiences and goals. The plans also generate assessment opportunities through student feedback on courses, curriculum, and support resources. Additionally, the learning plans document program strengths, which are important for outreach.

End of the year survey data attests to the efficacy of high-touch academic advising. When asked to indicate the types of support they sought from their adviser with options that could be simultaneously selected, academic issues, as seen above, emerge as the catalyst for student contact with advisers. Chief among them was learning plan assignment (69%), registration information (56%), graduation planning, and dropping and adding courses (43%). While 69% of the question
respondents indicated that they reached out to their adviser about the learning plan, it is worth noting that advisers complete and review learning plans with each advisee at least twice during their time in the program.

Obviously, levels of support needed varies considerably by student. Advisers strive to reach out to their students at least once a quarter, and more frequently with students identified as requiring more support. Advising contacts are also frequently initiated by students, and 20% of survey respondents said that they reached out to their adviser three or more times in a quarter. The majority of the respondents (72%) reached out one to two times a quarter.

ISS adviser accessibility is an entrenched part of our mission to be welcoming to our prospective and current students. Starting with the 2015-2016 End of the Year Survey, we began asking how comfortable our students felt reaching out to their adviser. Of the students responding to this question, 94% indicated that they strongly or somewhat agreed that they are comfortable reaching out to their adviser.

Students also revealed high satisfaction with their adviser interactions. For example, with regard to the timeliness of adviser feedback, 94% of the end of survey year respondents strongly or somewhat agreed that they received a timely response from their adviser. Additionally, 99% of the student respondents demonstrated a high level of confidence in the advice they receive from their adviser.
These adviser satisfaction rates are reflected in the results of the recent alumni survey as well. Thirty-nine percent of 33 alumni respondents rated the quality and amount of interaction between advisers, students and faculty highest among the elements of the ISS program that contributed to their educational experience. The following quotes about that state what they liked most about the program indicate the general tenor of the assessments:

This program surpassed my expectations for an online degree program. The Advisors made my experience so personalized and they truly care about every student. The professors were amazing and challenged us every step of the way. I felt well taken care of every step of the way as a student.

The quality of the courses and interaction with the professors and my cohort. I felt like the entire ISS staff (advisers and teachers) were all invested in making sure we had the tools needed to be successful.

The engagement with the other students and faculty. This was very noticeable in its absence when I took another online course at the UW.

Engagement with instructors and support staff far exceeded my expectations, especially with the online format. I was more engaged in the ISS program than I ever was in a face-to-face setting.

In addition, academic advising services offered with ISS were incredible--a key part of helping my understanding of what the program required and how I could be successful.

Impact of ISS Academic Advising on the Broader UW Community

ISS Academic Services staff see themselves as members of the University of Washington and professional advising communities and actively seek opportunities to collaborate, support, and learn from our colleagues - even at regional events such as the NACADA Region 8 conference in Missoula in April 2017. In general, our contributions center on the practice of online advising, best practices in online education, and the use of data in advising. Our presentations focus on the strategies and tools the advising team uses to implement a high-touch advising approach, which we see as adaptable to other modes of advising.

Invited meetings with campus community members focus on best practices and observations about the online experience of our students, instructors, and advisers. These invitations came from C2 instructional designers, the Center for Teaching and Learning Online Learning group, and the Teaching and Learning Subcommittee on Best Practices in Online/Hybrid Teaching and Learning Environments. Most recently, Gretchen Ludwig from C21 reached out to Aimee Kelly to collect information about online advising to consider as the College of Arts and Sciences explores options for the transition to direct to college admission. During these conversations, the ISS Academic Services team provides expertise that focuses on the high-touch advising model that places our advisers in educator roles.
Part VII: ISS Student UW Husky Experience: Successes and Challenges

Building Community

Fostering a virtual ISS community and Husky experience for students has been a priority because of the common perception that online learning is an isolating, impersonal, and anonymous experience. We learned during the first year that we needed to do more to make new students feel comfortable in the online environment and ready to succeed in their courses. The Canvas Orientation, offered for the first time in Autumn 2015, provides students with the technical knowledge they need for success and also gives them a chance to practice using Canvas. Results from surveys taken by students after the orientation reveal that it redressed anxiety about online learning, especially among older students who felt they were at a technological disadvantage.

_I liked how the orientation really took me step by step when it came to navigating Canvas. I have used Canvas in the past, but there are still many parts of it I haven't used very much. The orientation was so in-depth that it really emphasized the point that when it comes to stuff like this, it's better to ask for help and get on the same page as everyone else. It makes you feel a lot less alone if you feel like you're about to ask a "stupid" or obvious question. I'm sure there will be many questions I'll have about Canvas in the future, and now I feel a little more comfortable asking them._

The Canvas Orientation is also intended to give students a chance to connect with peers and start building a community to decrease feelings of isolation. The creation of a self-paced Canvas Orientation was a concrete step toward ensuring the program has a presence that connects students to the greater UW community even though they don’t come to campus. Part of the orientation is a campus tour video that allows new ISS students to experience some of the history, culture, and architecture of UW Seattle. Other video content serves to put a human face on the program.

_Although I am not too far from Seattle, I may not get the chance to visit the physical campus so the tour really helped me feel connected to the University. Being introduced through video to the advisors and instructors was also something that made me feel more connected and invested in this program. I have taken online classes previously that did not have the same kind of personal attention as what I have experienced so far in the ISS program._

To strengthen student connection and community, the advisers, core faculty, and librarian continue to explore a wide range of platforms. Although we have not utilized Twitter, we do have a lively ISS Community Facebook group that allows students to share articles of interest, request and make course and instructor recommendations, share tech tips, swap text books, and give generous affirmation and encouragement. A recent exchange on FB between students typifies the ways in which ISS students connect with each other, through their courses and through social media:

_When do you graduate? I feel like we have been in so many courses together!_
End of this class, March! And yes we have. Happy to see same faces. Better than a classroom of 100 people

That’s awesome! I am done in June 😍😍we got this girls!

Some newer tools that build on phone and email forms of communication with students include video consultation with the use of Zoom and Acuity. These have been effective for recruitment and academic advising. Advisers are actively considering the idea of a Canvas student resource center, such as the one used by ECFS, that would build on the current-student facing website to improve the communication of UW and program information to our students. At the same time, discussions among the librarian and core course instructors have led to serious exploration of how alternative technologies, such as the SLACK social media app, might be deployed to enhance student to student interaction. However, Canvas discussion boards remain the primary means through which students engage in intellectual exchanges and connect with each other and instructors.

I was really comfortable with the online community, everyone was really supportive and it felt like a safe space where I could voice my opinions without worry - I think the ISS program is doing great at making the online environment feel welcoming!

I just wanted to take a minute to say thank you! I am by nature a highly competitive person and throughout out the quarter you inspired me to keep pushing and not settling for less than my best. You always put so much time and effort in your work so each time I was thinking of submitting an assignment I would first ask myself "would this measure up to what D. submitted?" I know it’s not about who did the assignment better, I just wanted you to know that through your efforts you pushed me to do my best.

Graduation

One quintessential party of the Husky experience is the communal ritual of graduation. For many ISS graduates, the experience is deeply emotional because they have worked so hard and so long to get there. Numerous ISS students have participated in Commencement, and a growing number also participate in an ISS graduation celebration the day after - about 20 in June 2016, and 30 in June 2017. Graduates and their families have come from Washington, Oregon, California, and Florida to celebrate.

Access to Campus Resources

ISS students enjoy a high level of access to two of the most important types of student academic services - advising and the libraries. ISS Librarian Reed Garber-Pearson works continually with advisers and faculty to brainstorm and implement programs and models of learning inside and outside the curriculum that foster online community. Reed is always available for consultation on research-based assignments, and their contact information is listed in the resources section of every core course. They also made significant contributions to the redesign of the core, creating a libraries module for ISS 350 that effectively introduces students to library databases, source evaluation, and
research on the web. During WQ 2018, in collaboration with Robin Chin Roemer, Head of the Libraries Instructional Design & Outreach Services, and Perry Yee, Libraries Online Learning Manager, Reed implemented a PCE Student Advisory Board. ISS is represented by two students on this board and are actively providing feedback on research assignments and libraries research, as well as interacting with students in other online and professional programs. In SQ 2018 Reed will also implemented a Digital Storytelling program for ISS students, offered as a series of voluntary workshops that will integrate social science learning from the program with reflections in order to create narrative stories of student experiences that will be directly implemented in the e-portfolios.

Unfortunately, access to other vital campus services remains problematic. Although local students are welcome to utilize campus services in person, this is not an option for students living further afield. Of particular concern is lack of access to personal/mental health counseling. A significant number of ISS students have disclosed mental health issues such as social anxiety and depression that make online education the only viable option for them. However, if they are not local, they cannot speak with UW counseling professionals. The most that the Counseling Center can do is give them a referral to practitioners in their area, and then the student use their own private health insurance or out-of-pocket funds to pay for care. We are aware that there are HIPPA-compliant options for delivering counseling services remotely, and encourage the UW Student Counseling Center and Hall Health to pursue these. Again, this is something that could benefit a much larger number of UW students than just those in the online programs.

ISS also encourages expanding access to other student services, such as career counseling, scholarship guidance, and financial aid. For example, extended hours in the Office of Student Financial Aid could benefit countless students. The current 1:30pm to 5:00pm telephone access is far too limited and creates wait times of up to an hour, a significant hardship for students who already struggle with time management. We are starting to see some hopeful signs from the Office of Merit Scholarship and the Career and Internship Center in expanding access through technology. Robin Chang recently hosted a webinar designed to help students in the beginning of the scholarship search. The Career and Internship Center is now offering a “virtual career fair success workshop,” online appointment booking, an online job search engine called Husky Jobs, and a greatly expanded web site. However, the vast majority of career-related programming remains campus-based.

Registration

One of the challenges that ISS faced was the antiquated manual registration system for fee-based programs. Until very recently, ISS students have not had access to real-time registration via MyUW, but have rather utilized an online storefront, email, and phone calls to request courses from C2 Registration. In spite of the best efforts of excellent registration staff, the system was slow, cumbersome, and susceptible to error, creating significant frustration for students and draining advising resources.

For the past year, C2 and the Office of the University Registrar have been working together to bring students in fee-based programs into the fold. We are delighted and relieved to report that ISS students are now registering for most of their Spring 2018 courses in real time via MyUW. So far, the transition to the new system seems to have been smooth for the students. Students can now add and drop their own courses and follow the same registration calendar as all UW undergraduates. Another huge improvement is that students no longer pay for their courses at the point of registration,
something that has caused problematic delays in the past. They are now treated as all other UW students, paying for educational expenses by the end of the third week of each term.

A University Unprepared for Online Learners

The challenges that ISS has encountered in making the Husky experience a reality for our students point to the larger institutional difficulty that we continue to face. The simple fact is that the University of Washington wasn’t - and still isn’t - prepared for the reality of undergraduate online learners. The necessary infrastructure to support online undergraduate programs doesn’t exist yet. Our students, who understand their role as pioneers, have been good humored collaborators. However, they deserve to be well supported in their studies, as do future students in other online programs that will inevitably sprout up.

At a biannual all-advisers meeting in Autumn 2016, Mel Wensel had the opportunity to ask Interim Provost Gerald Baldasty what the University’s strategic plan for online education looks like. He paused uncomfortably for a moment, then honestly stated that the UW has no such plan. While the honesty is appreciated, this moment also revealed the deep flaw that dogs the heels of our two scrappy little online B.A. programs: ISS sees this as a problem, not just for us, but for a university that prides itself on innovation and leadership. ISS recommends in the strongest possible terms that strategic planning for online education be made a priority for the incoming Provost, and that the College of Arts & Sciences appoint an online learning task force. Growth of online education will happen, the only question is whether it will happen in a planful manner, or in a chaotic hodge podge.

Part VIII: Conclusion: ISS Sustainability and Growth

The Integrated Social Sciences program has created a strong foundation for growth, ongoing innovation, and campus leadership. The pedagogical practices we have implemented improve learning and have applications beyond the online environment.

The integrative approach, based on building teams to create learning communities of social science practice, generates transformative pedagogy. Faculty and student services staff together provide an education that demands student engagement and intentionality. ISS students are trained in social science information literacy, able to critically assess the information obtained. At the same time, they collaborate and negotiate meaning with peers and in intergroup relations, such as those with advisers and faculty. Through a carefully scaffolded process, they are schooled in both analytical and reflective practices that draw together the learning experience as a coherent whole. As some of us in the program are fond of saying, ISS graduates not only know things, they also know what they know, they know how they came to know it, and they can articulate that knowledge, and its importance, to others.

The processes of redesigning the core curriculum, and the collection and analysis of data that serves as the evidentiary basis of this 3rd year review have dramatically deepened our understanding of the irreducible components necessary for ISS success. The collaborative structure of ISS program management, which brings together Arts & Sciences academic leadership from both faculty and staff, and pairs it up with administrative leadership from C2, creates unique opportunities for innovation. We are demonstrating that excellent online education is possible with highly qualified faculty, a well-designed curriculum, and dedicated student services staff who work to recruit students and guide
them to degree completion. We have also learned that none of this is easy, and none of it is cheap. The original proposal’s notion of a large student body does not drive our vision of the future, but rather planned growth that will enable us to achieve fiscal sustainability first, then careful expansion of the access mission. In none of this can quality become the sacrificial lamb.

ISS sustainability and growth requires a long view on staffing decisions. Investing in our core faculty and staff is pedagogically and financially smart. As the program moves toward self-sustainability--once ISS fulfills its debt obligation to C2 for course development, projected for FY 2022--it is essential that we retain our excellent staff and core faculty, whose commitment to the integrative values of the program is its life force. ISS is about to launch a competitive search for a third core lecturer who will begin teaching in Autumn 2018, enabling us to sustain the core without additional support from temporary lecturers. The experience over the last three years also confirms the wisdom of the original budget's space for a dedicated recruitment specialist located in ISS Academic Services who could focus on cultivating leads and coordinating with C2 Enrollment Services, so that advisers can focus more on supporting enrolled students. Payroll, of course, is our largest expense, and so adding to that bill is not something to be done lightly. However, translating recruitment into financial terms, a position which can generate 10 new students who take just the two required core courses their first quarter yields $21,770. Our strong recommendation is that such a position be created.

ISS debt obligation to C2 curtails plans for updating thematic courses and expanding ISS offerings, but in the meantime, the ISS team has begun to conceptualize 2-credit course options, which will not only create exciting new learning opportunities, but will also help our students maintain financial eligibility while taking manageable course loads. Students have communicated that frequently they enroll in more credits than they can handle in order to maintain eligibility. If they aren't successful in those courses, they may end up withdrawing or being dismissed. In this way, the development of quality curriculum supports student success, and ultimately, retention.

ISS librarian Reed Garber-Pearson has conceptualized a 2-credit course that involves teaching ISS students digital citizenship skills. With specific focus on developing web and media literacy, the course will demonstrate how to use social science research skills to make impacts on their communities. Entitled “Engaging in Public Scholarship through Media,” the course will “focus on how students consume media in daily life and how social scientists engage with public scholarship, media and current events. Students will analyze their own news feeds and make connections between media topics and scholarly research through actively investigating questions of media consumption and production.”

Other ideas for 2-credit courses that have not yet reached the same level of development, include offering courses such as undergraduate research or special topics courses for focused investigation of particular issues. Since career readiness is also a significant concern for our students, ISS advisers are looking into the possibility of offering an online version the Internship Course, GEN ST 350, with the UW Center for Experiential Learning, and creating a career exploration course in cooperation with the Career and Internship Office.

ISS affirms that the strength of social sciences lies in its rich, reflexive analysis of values and power. From the intentional student learning plans, to the iterative reflexive analysis and discussion of social values and interests that occurs throughout the curriculum, ISS provides skills important to the development of an informed and enlightened society. The integrative framework of the program imparts social science as a practical intellectual activity aimed at clarifying challenges and risks to
societies, while encouraging the development of solutions that may be effectively applied to social praxis. The fact that these results are being achieved through online education after only three short years is a source of considerable pride to everybody who has contributed to the success of the Integrated Social Sciences program.
APPENDIX 1: ISS Proposal
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.

ISS is limited admission program. Students admitted to the ISS online program are not allowed to transfer to another onsite or online major/degree program or complete a minor without reapplying to the UW through the regular admission review process.

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.

7) A total of 180 quarter credits.
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.

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
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
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 both 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

<table>
<thead>
<tr>
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<th>Course name</th>
<th>Credits</th>
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<tr>
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<td>Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media</td>
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<td>Race, Gender &amp; Sexuality in the Media</td>
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<td>201</td>
<td>Introduction to Macroeconomics</td>
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<td>Topics in Philosophy of Science</td>
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ii) Population dynamics and movements

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<td>GEOG</td>
<td>3xx</td>
<td>State, Migration, and Development in China</td>
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<td>380</td>
<td>Geographical Patterns of Health</td>
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<tr>
<td>GEOG</td>
<td>478</td>
<td>Social Justice and the City</td>
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<td>HIST</td>
<td>485</td>
<td>Comparative Colonialism</td>
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<tr>
<td>JSIS B</td>
<td>436</td>
<td>Ethnic Politics and Nationalism</td>
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<tr>
<td>SOC</td>
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<td>Foundations of Sociological Inquiry</td>
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iii) Conflict and cooperation

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<th>Course name</th>
<th>Credits</th>
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<td>GEOG</td>
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<td>Social Justice and the City</td>
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<td>Political Economy of Development</td>
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<td>JSIS B</td>
<td>310</td>
<td>State-Society Relations in Third World Countries: States, Social</td>
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<td>Movements, and Resource Politics</td>
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### Exhibit 1

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<td>Political Islam and Islamic Fundamentalism</td>
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iv) Diversity and global justice

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<td>Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media</td>
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<td>AES/GWSS/COM</td>
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<td>Race, Gender and Sexuality in the Media</td>
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<td>310</td>
<td>State-Society Relations in Third World Countries: States, Social Movements, and Resource Politics</td>
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<td>JSIS B</td>
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<td>Putting the World on a Couch</td>
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v) Societal inequalities and power relations

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<th>Course name</th>
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<tr>
<td>AFRAM</td>
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<td>Rock the Archive: Hip Hop, Indie Rock and the Social Science of Digital Media</td>
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<td>Race and Ethnicity in the US</td>
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vi) Social contexts of health and risk

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<tr>
<td>ANTH</td>
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</table>
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)

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<td>COM/POL S</td>
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<td>Mass Media Law</td>
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<td>World Regions</td>
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<td>Introduction to Human Geography</td>
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<td>Criminology</td>
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(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

<table>
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<td>Dance and the American Experience</td>
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<td>*DRAMA</td>
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<td>Theatre Appreciation</td>
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<td>*ESRM</td>
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<td>Introduction to Environmental Science</td>
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<td>Calculus with Analytic Geometry III</td>
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<td>*MUSIC</td>
<td>331</td>
<td>History of Jazz</td>
<td>5</td>
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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. Reflection and introspection, the research

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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
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.

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

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² http://www.bothell.washington.edu/ias/iasdegreeportfolio
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.
audience. The goals in this last component will be to prepare students for life 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:

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<thead>
<tr>
<th>ISS Integrative Core</th>
<th>20 credits</th>
<th><strong>Total credits = 105</strong></th>
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<tr>
<td>ISS Program Courses</td>
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<tr>
<td>ISS Electives</td>
<td>20 credits</td>
<td>(See &quot;Distribution Map&quot; for Course Descriptions and Mapping onto Themes of Inquiry)</td>
</tr>
<tr>
<td>General Electives</td>
<td>25 credits</td>
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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.

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<td>ISS 355 (2)</td>
<td>POLS 432 (5)</td>
<td>PSYCH 202 (5)</td>
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**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.

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**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 coursework 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 third year of the program, ISS will be required to present a progress report to FCAS. FCAS will determine what assessment data it will require and appoint a time for program directors to present to the council.

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. When review by the deans is completed, it will return to SCAP and FCAS for final 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](http://www.cis-ss.msu.edu/iss/index.php)
- Florida Atlantic University - BA Social Science [http://www.fau.edu/artsandletters/socscidegree.php](http://www.fau.edu/artsandletters/socscidegree.php)
- University of Wyoming - Social Sciences [http://www.uwwyo.edu/as/current-students/social-science-degree-program.html](http://www.uwwyo.edu/as/current-students/social-science-degree-program.html)
- University of Pittsburgh - Social Sciences (BA) [http://www.cgs.pitt.edu/node/358](http://www.cgs.pitt.edu/node/358)
- Florida State University - BA/BS Social Science [http://www.academie-guide.fsu.edu/social_science_interdisciplinary.htm](http://www.academie-guide.fsu.edu/social_science_interdisciplinary.htm)
- California State University San Bernardino - BA in Social Sciences [http://ssba.csbs.csusb.edu/](http://ssba.csbs.csusb.edu/)
- Washington State University - Social Sciences: General Studies [http://admission.wsu.edu/academics/fos/Public/field.castle?id=1637](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](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](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](http://distance.und.edu/degree/?id=socialscience2)
- Portland State - Social Science Degree
  [http://www.pdx.edu/extended-campus/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 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

Exhibit 1
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:**


**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**

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/GOAL</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to UW online</td>
<td>Assignment: Watch the welcome videos by the President, Provost, Dean and Director</td>
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<td>2</td>
<td>Opportunities and challenges in theoretically</td>
<td>Assignment: How does theoretical reflexivity distinguish and integrate the</td>
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<td>3</td>
<td>Archives and the importance of interpretation</td>
<td>Assignment: Study examples from the ISS faculty</td>
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<tr>
<td>4</td>
<td>Statistics and the significance of counting</td>
<td>Assignment: Study examples from the ISS faculty</td>
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<tr>
<td>5</td>
<td>Models and the implications of prediction</td>
<td>Assignment: Study examples from the ISS faculty</td>
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<td>6</td>
<td>Structure and the challenges of explanation</td>
<td>Assignment: Study examples from the faculty</td>
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<td>7</td>
<td>Power and the diversity of identification</td>
<td>Assignment: Study examples from the ISS faculty</td>
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<td>8</td>
<td>Discourse and the ethics of representation</td>
<td>Assignment: Study examples from the faculty</td>
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<td>9</td>
<td>Assemblage and the aftermath of deconstruction</td>
<td>Assignment: Study examples from the ISS faculty</td>
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<tr>
<td>10</td>
<td>Theory-building, keyword definitions and your-self</td>
<td>Assignment: Develop the reflective essay to begin the learning portfolio</td>
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**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:

- Beyer, Catharine, Gerald Gillmore, and Andrew Fisher. 2007. *Inside the Undergraduate*


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**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/GOAL</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Assignment: First reflections.</td>
</tr>
<tr>
<td></td>
<td>What is a portfolio?</td>
<td>What are your goals in this program? Why are you here?</td>
</tr>
<tr>
<td>2</td>
<td>Why are you here?</td>
<td>Assignment: What does it mean to learn? - after Paulo Freire</td>
</tr>
<tr>
<td></td>
<td>Individual learning goals</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What are the social sciences?</td>
<td>Assignment: Finding connections 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connecting individual interests and the material covered in ISS 301</td>
</tr>
</tbody>
</table>
| 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. |
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 - INTROSPECTION, SCAFFOLDING, & SHOWCASING - 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 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Portfolio assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Portfolio presentations</td>
<td>25%</td>
</tr>
<tr>
<td>Peer review on others’ presentations</td>
<td>25%</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/GOAL</th>
<th>READINGS/ASSIGNMENTS</th>
<th>Assessment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflection #1: Your portfolio as a work in process</td>
<td>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.</td>
<td>Completion of Portfolio assignment: 10%</td>
</tr>
<tr>
<td>Reflection #2: Why are you here?</td>
<td>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.</td>
<td>Completion of Portfolio assignment: 10%</td>
<td></td>
</tr>
<tr>
<td>Portfolio presentation #1: Reconnect with community</td>
<td>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.</td>
<td>Presentation: 5% Peer Feedback: 5%</td>
<td></td>
</tr>
<tr>
<td>Reflection #3 Negotiating public and private reflection</td>
<td>Assignment: Reflecting on others’ reflection of your work. Feedback to peers in your small group.</td>
<td>Completion of Portfolio assignment: 10% Peer Feedback: 5%</td>
<td></td>
</tr>
<tr>
<td>Reflection #4: Articulating connections</td>
<td>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.</td>
<td>Completion of Portfolio assignment: 10%</td>
<td></td>
</tr>
<tr>
<td>Reflection #5: Peer review (Presentation)</td>
<td>Assignment: Present your iteration of weekly reflection to small group. Provide peer feedback of weekly reflection to members of your group.</td>
<td>Presentation: 5% Peer Feedback: 5%</td>
<td></td>
</tr>
<tr>
<td>Reflection #6 Negotiating public and private reflection</td>
<td>Assignment: Reflecting on others’ reflection of your work. Feedback to peers in your small group.</td>
<td>Completion of Portfolio assignment: 10% Peer Feedback: 5%</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>Assignment: Present your portfolio and</td>
<td>Presentation: 5%</td>
<td></td>
</tr>
</tbody>
</table>
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 Learning Plan. 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 ISS Capstone Project. 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 Capstone Portfolio, 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 this 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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES/GWSS/COM</td>
<td>489</td>
<td>Black Cultural Studies</td>
<td>5</td>
</tr>
<tr>
<td>AFRAM</td>
<td>337</td>
<td>Rock the Archive: Hip Hop, Indie Rock and the Social</td>
<td>5</td>
</tr>
<tr>
<td>GWSS</td>
<td>454</td>
<td>Science of Digital Media</td>
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<tr>
<td>ANTH</td>
<td>3xx</td>
<td>History of Anthropology (and the Future of Social</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science)</td>
<td></td>
</tr>
<tr>
<td>ANTH</td>
<td>3xx</td>
<td>Sustainability, Culture and Society</td>
<td>5</td>
</tr>
<tr>
<td>COM</td>
<td>468</td>
<td>Communications Ethics</td>
<td>5</td>
</tr>
<tr>
<td>COM</td>
<td>220</td>
<td>Introduction to Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>COM/AES/GWSS</td>
<td>389</td>
<td>Race, Gender &amp; Sexuality in the Media</td>
<td>5</td>
</tr>
<tr>
<td>COM</td>
<td>4xx</td>
<td>Creative Advantage</td>
<td>5</td>
</tr>
<tr>
<td>ECON</td>
<td>200</td>
<td>Introduction to Microeconomics</td>
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<tr>
<td>ECON</td>
<td>201</td>
<td>Introduction to Macroeconomics</td>
<td>5</td>
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<tr>
<td>ECON</td>
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<td>Introduction to Econometrics</td>
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<tr>
<td>GEOG</td>
<td>3xx</td>
<td>State, Migration, and Development in China</td>
<td>5</td>
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<tr>
<td>GEOG/JSIS B</td>
<td>323</td>
<td>Globalization and You</td>
<td>5</td>
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<td>380</td>
<td>Geographical Patterns of Health</td>
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<td>381</td>
<td>Mapping Health</td>
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<td>GEOG</td>
<td>478</td>
<td>Social Justice and the City</td>
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<td>HIST</td>
<td>485</td>
<td>Comparative Colonialism</td>
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<td>JSIS B</td>
<td>416</td>
<td>Putting the World on a Couch</td>
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<tr>
<td>19</td>
<td>JSIS A/POL S</td>
<td>Japanese Government and Politics</td>
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<td>JSIS A/HSTAS</td>
<td>History of Modern China</td>
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<td>JSIS B</td>
<td>State-Society Relations in Third World Countries: States, Social Movements,</td>
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<td></td>
<td>POL S</td>
<td>and Resource Politics</td>
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<td>Political Economy of Development</td>
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<td>JSIS B</td>
<td>The Global Environment</td>
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<td>Failed States</td>
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<td>JSIS B/POL S</td>
<td>Ethnic Politics and Nationalism</td>
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<td>26</td>
<td>JSIS C/CHID</td>
<td>Theories In the Study of Religion</td>
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<td>27</td>
<td>LSJ/POL S</td>
<td>Women's Rights as Human Rights</td>
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<td>28</td>
<td>PHIL</td>
<td>Contemporary Moral Problems</td>
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<td>Environmental Ethics</td>
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<td>PHIL</td>
<td>Topics in Philosophy of Science</td>
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<td>31</td>
<td>PHIL</td>
<td>Advanced topics in animal welfare</td>
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<td>32</td>
<td>POL S</td>
<td>American Political Thought</td>
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<tr>
<td>33</td>
<td>POL S/JSIS B</td>
<td>Political Islam and Islamic Fundamentalism</td>
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<tr>
<td>34</td>
<td>SOC</td>
<td>Foundations of Sociological Inquiry</td>
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<tr>
<td>35</td>
<td>SOC</td>
<td>Race and Ethnicity in the US</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: Survey Data for Report
APPENDIX 2: Survey Data Sources for Report

- **Student Database Data (SDB)** — Some of the demographic data and all of the course offering and grade data was pulled from the UW Student Database Data using existing reports from the Enterprise Data Warehouse. In other cases we used MySQL to create custom reports to pull data from the SDB.

- **ISS Orientation Survey** – Students take survey at the end of our required self-paced Canvas Orientation, which we have offered each quarter since Autumn 2015. The survey asks about the student’s experience with online courses and about their experience in the online orientation. We also ask our students to comment on what they learned or found interesting about the orientation in an assignment in the core course ISS 301, which students take during their first quarter. Because students receive credit for completing the orientation, the response rate is impressively high.

- **Incoming Student Survey** – We also require new students to complete the Incoming Student Survey in ISS 301, which has been administered every quarter that we have enrolled new students since AQ 2014. The survey covers demographics, program interests, academic background, and technical experience. In Autumn 2015 we added sections on the student experience going through admissions, enrollment, and accessing financial aid and veteran benefits resources. To date, we have 472 student responses covering the eight quarters in which we have admitted new students.

- **End of the Year Student Survey** – At the end of each academic year we ask our students to complete our End of the Year Student Survey. The survey is sent to our major listserv, and any student regardless of enrollment status may complete it. The survey includes questions meant to assess student perception of our program goals, degree requirements, advising and faculty support. We also ask students to evaluate whether the program is meeting their expectations and how their experience in our online program compares to their experience in on campus courses. Students also provide feedback on successful courses in our program and identify areas that are of concern. To date, 71 of our students completed the survey.

- **Alumni Survey** – The ISS Alumni Survey was sent to 165 students at the start of Winter Quarter 2018. Forty-two graduates responded to the survey in time to be included for this report. The ISS alumni survey includes sixteen questions divided between four sections: Demographics, Academic Experience, Program Experience, and Personal/Professional Outcomes.

- **ISS Experience Survey** – We designed this survey to gather information from students on leave from the ISS program. This survey was sent to 134 students but due to the low response rate the results are not conducive to statistical analysis. Nonetheless, important anecdotal information was provided by students, which we draw upon. This survey included nine questions covering basic demographics, when the student was first and last enrolled, the reason for withdrawing, and plans for returning.
Orientation Survey – Delivered in self-paced Canvas Orientation

**Question 1**
Before you took this orientation, what was your experience with Canvas?
- I've completed a degree using Canvas courses.
- I've taken 2+ Canvas courses.
- I've taken 1 Canvas courses.
- I've not used Canvas, but I have used Blackboard, Angel, Moodle, or another online service.
- No online experience at all.

**Question 2**
If you've never used Canvas before, do you feel more comfortable now that you've had a chance to go through this orientation?
- Yes
- Somewhat, I think I'll need more practice
- No
- Not Applicable, I've taken online courses before.
- I wasn't really worried about it before.

**Question 3**
I felt like all parts of the orientation were relevant or useful.
- True
- False
- Somewhat True

**Question 4**
If you answered False or Somewhat True to the question above, what parts of the orientation could be removed or improved?
Question 5
As you know, we are having group advising and welcome meetings before classes start. This is where we cover program requirements and registration. Do you feel like you would prefer to learn about program requirements and registration:

☐ in this self-paced orientation.

☐ in a live Adobe Connect webinar.

☐ in an in-person meeting.

☐ both online in the self-paced orientation and in a live webinar.

☐ no preference.

Question 6
Is there anything else you think we should include in our Canvas orientation course?
Welcome to the ISS Online program!

Now that you’ve learned about the program, we want to learn about you! Below, you will find questions about your background, interests, concerns, and your comfort level with technology.

There are no right or wrong answers to this survey, so please answer honestly. Your candid responses will help us to provide you with support to help you succeed in this bachelor’s program. However, if there are any questions you do not feel comfortable answering you are not obligated to do so.

This survey will take about 15-30 minutes. If you want to think more about your responses, you can save what you’ve done so far and come back later to finish it.

To receive credit for completing this survey, please submit your responses by the due date in your course schedule.

Please note that your answers are confidential and any data that is shared will not be linked with personal identifiers.

Thank you in advance for your thoughtful responses. We look forward to working with you!

Mel Wensel
Director of Academic Services

Aimee Kelly
Assistant Director of Academic Services

Bridget Norquist
Senior Academic Adviser

Joe Hannah
Academic Adviser

Admission and Enrollment Experience

Question 1.
Please evaluate your experience with the following Admissions processes:

Rows
Application Process
Understanding Instructions
Speed and Efficiency
Communication with the Admissions Office
Communication with Pre-Admissions Advising
  ○ Extremely Positive
  ○ Somewhat Positive
  ○ Somewhat Negative
  ○ Extremely Negative

Question 2.
Please evaluate your experience with the following Enrollment activities and experiences:

Rows
Getting a student ID number and Private Access Code (PAC)
Getting a student NetID established
Registering for courses
Quality of interactions with the Registration office
Quality of interactions with ISS Advising during registration
Clarity of steps between admission and starting the first quarter
Question 3.
Please comment on your experience during application and enrollment to the ISS program.

Program Related Questions

Question 4.
One requirement of the ISS degree is that you take 40 credits of thematic areas coursework, with at least one class in five of the seven areas. Please choose the ones that interest you most.

- Information and Technology
- Population and Movement
- Conflict and Cooperation
- Diversity and Global Justice
- Inequalities and Power
- Health and Risk
- Societies and Environments

Question 5.
The Social Sciences include a broad range of disciplines. Please select the ones that interest you most. If you are not familiar with any of the disciplines and would like to learn more, please follow this link to the College of Arts and Sciences Division of Social Sciences:
http://www.artsci.washington.edu/socialsciences.asp

- American Ethnic Studies
- American Indian Studies
- Anthropology
- Communication
- Economics
- Geography
- Gender, Women, and Sexuality Studies
- History
- International Studies
- Law, Societies, and Justice
- Philosophy
- Political Science
- Sociology

Question 6.
Out of all the courses available in ISS this year, which one do you most want to take? This does not tie you down, and you can continue to change your choices, but we want a baseline understanding of where the demand will be strongest. Some classes on this list are not scheduled for this academic year, but that could change. Course descriptions are available here (https://integrated-social-sciences.washington.edu/programs-courses/courses) if you would like additional information.

- AES/COM/GWSS 389: Race, Gender & Sexuality in the Media
- AES/COM/GWSS 489: Black Cultural Studies
- ANTH 308: Anthropology of Gender, Women’s Health, and Reproduction
- ANTH 377: Anthropology and International Health
- ANTH 378: Sustainability, Resilience, and Society
- ANTH 460: History of Anthropology (and the Future of Social Science)
- CHID/HSTCMP 485: Comparative Colonialism
- CHID/JIS C 380: Theories in the Study of Religion
COM 220: Introduction to Public Speaking
COM 318: The Creative Advantage
COM 325: Communication, Cities, and Sustainability
COM 339: The Business of Media in the Digital Age
COM 420/ POL S 468/JSIS B 419: Comparative Media Systems
COM 468: Media Ethics
ECON 200: Introduction to Microeconomics
ECON 201: Introduction to Macroeconomics
ECON 282: Using Econometrics: A Practical Approach
GEOG 337: Migration and Development in China
GEOG 478: Social Justice & the City
GEOG/JSIS D 323: Globalization & You
HSTAS/JSIS A 454: History of Modern China
ISS 381: Advanced Research Writing in the Social Sciences
JSIS A/POL S 435: Japanese Government & Politics
JSIS B 310/POL S 320: State-Society Relations in Third World Countries
JSIS B 320: Yoga: History, Practice, and Health
JSIS B 331: Political Economy of Development
JSIS B 351: The Global Environment
JSIS B 406/POL S 432: Political Islam & Islamic Fundamentalism
JSIS B 416: Putting the World on a Couch: Psychoanalysis & International Studies
JSIS B 420: Failed States
LSJ/POL S 327: Women’s Rights as Human Rights
PHIL 102: Contemporary Moral Problems
PHIL 343: Ethics & the Environment
PHIL 362: Topics in the Philosophy of Science
POL S 312: Survey of American Political Thought
SOC 362: Race Relations
POL S 385: Political Ecology of the World Food System

Question 7.
What do you hope to get out of the ISS program?

Question 8.
How did you hear about the ISS Program?

- Press Release/News Article
- Bus Ad
- Internet Search
- Radio Ad
- Letter from UW
- An Adviser/Faculty Member
- A Friend/Family Member
- Facebook Ad
- LinkedIn Ad
- Other Internet Ad
- Other:

Personal Information

Question 9.
Age:

- Select one...
- 20-29
- 30-39
Question 10.
Race / Ethnicity. You may select as many boxes as you wish. (Categories come from the US Census Bureau. If you do not see yourself represented here, please use the write-in box):

☐ Black or African American
☐ American Indian or Alaska Native
☐ Asian or Asian American
☐ Native Hawaiian or Other Pacific Islander
☐ White or Caucasian
☐ Hispanic or Latino
☐ Other:

Question 11.
Gender:

☐ Select one...
☐ Female
☐ Male
☐ Transgender
☐ Other

Question 12.
Our identities are complex and multifaceted. If there are any other groups that you identify with that you would like us to know about, please share.

Question 13.
Please tell us a bit more about yourself. What are your hobbies and interests? What kinds of extracurricular, sports, or volunteer activities are you involved in?

Question 14.
Are you the first in your family to complete a degree from a college or university?

☐ Yes
☐ No

Question 15.
Are you affiliated with the military?

☐ Not Affiliated
☐ Active Duty
☐ Military Dependent/Spouse
☐ Reserve or National Guard
☐ Veteran
☐ Other:

Question 16.
Is English your first language?

☐ Yes
☐ No
Question 17.
If you answered no to question 16, what is your native language?

Question 18.
What city do you live in?

Question 19.
If you live in the United States, what state do you live in?

Question 20.
What country do you live in?

Question 21.
Do you have child or dependent care responsibilities?

☐ Yes
☐ No

Question 22.
What is your current employment status?

☐ Full Time
☐ Part Time
☐ Not Employed Outside the Home and Seeking Work
☐ Not Employed Outside the Home and Not Seeking Work

Question 23.
What is your current occupation? If you feel your occupation spans multiple fields, please select more than one. For more information on the categories of occupations please see the Bureau of Labor Statistics page on Occupational Employment Profiles.

☐ 11 Management occupations
☐ 13 Business and financial operations occupations
☐ 15 Computer and mathematical science occupations
☐ 17 Architecture and engineering occupations
☐ 19 Life, physical, and social science occupations
☐ 21 Community and social service occupations
☐ 23 Legal occupations
☐ 25 Education, training, and library occupations
☐ 27 Arts, design, entertainment, sports, and media occupations
☐ 29 Healthcare practitioner and technical occupations
☐ 31 Healthcare support occupations
☐ 33 Protective service occupations (police, firefighter, etc.)
☐ 35 Food preparation and serving related occupations
☐ 37 Building and grounds cleaning and maintenance occupations
☐ 39 Personal care and service occupations
☐ 41 Sales and related occupations
☐ 43 Office and administrative support occupations
☐ 45 Farming, fishing, and forestry occupations
☐ 47 Construction and extraction occupations
☐ 49 Installation, maintenance, and repair occupations
☐ 51 Production occupations
☐ 53 Transportation and material moving occupations
☐ Armed Forces
Question 24.
What is your current household income?

☐ Select one...
☐ Less than $25,000
☐ 25,001-45,000
☐ 45,001-65,000
☐ 65,001-85,000
☐ Greater than 85,000

Question 25.
What best describes your living situation?

☐ I live with my parents or other relatives, and they pay all living expenses.
☐ I share a home and pay a portion of the mortgage/rent and living expenses.
☐ I live in my own home and pay the mortgage/rent.
☐ I live in student housing on the UW campus.
☐ Other:

Question 26.
What are your career goals and aspirations?


Academic Information

Question 27.
Do you plan to take classes during the summer quarter?

☐ Yes
☐ No
☐ Not Sure

Question 28.
If you answered yes to the question above, how many classes do you intend to take at UW?

☐ 1
☐ 2
☐ 3
☐ 4
☐ Other:

Question 29.
During this year, do you plan on traveling while the academic quarter is in session?

☐ Yes
☐ No
☐ Maybe

Question 30.
If you answered yes to the question above, what will be the purpose of your travel? Check all that apply.

☐ Fun
☐ Work
☐ Other:
Question 31.
Please select the statement that best fits your situation. I completed high school with:

- a diploma.
- a GED.
- other high school completion certificate.

Question 32.
Did you participate in Running Start in high school?

- Yes
- No
- Can't remember
- Not sure

Question 33.
Please select the statement that best describes you:

- I am a new transfer student to the University of Washington.
- I am a returning University of Washington - Seattle student.
- I was a University of Washington - Bothell student.
- I was a University of Washington - Tacoma student.
- I was a University of Washington - Evening Degree student.
- I was a current University of Washington - Seattle student that changed majors.

Question 34.
When were you last enrolled anywhere in college?

- Select one...
- Less than one year ago
- 1-5 years ago
- 6-10 years ago
- 11-15 years ago
- 16-20 years ago
- 20 + years ago

Question 35.
Have you attended a four-year college?

- Yes
- No

Question 36.
What is the name of the last postsecondary institution you attended?

Question 37.
What was your major prior to entering the ISS program?

Question 38.
During your prior college experience, what services did you utilize on your campus?

- Academic Advising
- Academic Writing Support
- Career Counseling
- Disability Services
- Financial Aid
- Libraries
- Personal Counseling
Question 39.
How concerning are the following topics/issues to you?

- Access to Financial Aid
- Work / Life Balance
- Time Management
- Troubleshooting Technology
- Understanding Course Material
- Transfer Credit Evaluation
- Understanding Graduation Requirements
- Academic Advising
- Access to Faculty
- Career Planning
- Building Connections with Classmates
- Planning for Graduate School
  - Extremely Concerning
  - Moderately Concerning
  - A Little Concerning
  - Not Concerning

Question 40.
Please share any other concerns you have about continuing your academic career.

Question 41.
Please rate the following statements.

- I know how to skim readings for the main point.
- I feel confident in my writing abilities.
- I feel that I have been successful academically in the past.
- I use a calendar regularly, blocking out time for work, leisure, and important people.
- I consider myself to be a perfectionist.
- I consider myself to be an anxious person.
- When I have a problem, I ask for help.
- I experience work stress regularly.
- I have a strong support system - both at work and outside of work.
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

Question 42.
What does academic support mean to you?

Question 43.
What skills or strengths do you have that you think will help you be successful in this program?

Financial Aid Questions
If you are not receiving financial aid through the Office of Student Financial Aid, you can skip this section.
Question 44.
How are you funding your education?

☐ Federal Student Loans
☐ Private Loans
☐ Scholarships or Grants
☐ Employee Benefit
☐ Out of Pocket
☐ VA or other military benefits
☐ Other

Question 45.
If you are receiving financial aid, is your financial aid award:

☐ more than what you needed?
☐ less than what you needed?
☐ exactly what you needed?

Question 46.
If you filed an appeal, did you get an increase in your financial aid award?

☐ Yes, and the increase was sufficient to meet my needs.
☐ Yes, but the increase did not meet my needs.
☐ No, I did not get any increase in my financial aid award.

Question 47.
Please describe your experience working with the Office of Student Financial Aid.

Question 48.
If you are receiving military benefits of some kind for financial aid, was your award:

☐ more than what you needed?
☐ less than what you needed?
☐ exactly what you needed?

Question 49.
If you received less financial aid than you needed, did you file an appeal?

☐ Yes, and the increase was sufficient to meet my needs.
☐ Yes, but the increase did not meet my needs.
☐ No, I did not get any increase in my award.

Question 50.
Please describe your experience working with the UW Veteran’s Center.

Technical Resources and Preparation

Question 51.
Have you taken an online class before?

☐ Yes
☐ No

Question 52.
What operating system are you using?
Question 53.
Please select the computer applications you are comfortable using.

☐ Microsoft Powerpoint
☐ Microsoft Word or another word processor
☐ Google Apps (email, calendar, docs)
☐ Canvas

Question 54.
What internet browser do you plan to use for your coursework? Check all that apply.

☐ Google Chrome
☐ Firefox
☐ Safari
☐ Internet Explorer
☐ I don’t know what this is
☐ Other:

Question 55.
How do you plan to access course content? Check all that apply.

☐ Desktop/Laptop
☐ Smartphone
☐ Tablet
☐ All of the above

Question 56.
If you use a mobile device as part of your academic work, in what ways do you anticipate using it? Check all that apply.

☐ Accessing course content (readings, videos, podcasts, etc.)
☐ Contacting faculty and advisers
☐ Finding campus resources
☐ Using MyUW
☐ Accessing library resources
☐ Accessing course management tools (calendar, grades, etc.)
☐ Other:

Question 57.
Indicate how much you agree with this statement: I have people in my life who I can go to for help with technology.

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

Question 58.
If your Internet service crashes, do you have a place you can go to to access the Internet?

☐ Yes
☐ No
Question 59.

What social media platforms do you use? Check all that apply.

- Facebook
- Twitter
- LinkedIn
- Other:
- None

We greatly appreciate the time you took to respond to this survey. The information provided will assist our efforts in meeting your needs. To make sure your survey is submitted, click the Review button, and then be sure to click the Submit button that appears.
Dear ISS Students,

We would love to hear your thoughts about your experiences in ISS whether you have been enrolled one quarter, one year, or even longer! This survey will ask a few demographic questions so that we can see if there are any patterns in the results, but our focus is collecting feedback on the ISS program. We’d love to know what worked well, what could be improved, and whether you feel that this program is supporting your efforts to complete your BA at UW.

There are no right or wrong answers to this survey, so please answer honestly. Your candid responses will help us to provide you with support to help you succeed in this bachelor’s program and can improve the experience for future students. However, if there are any questions you do not feel comfortable answering you are not obligated to do so.

This survey will take approximately 30 minutes depending on how much you would like to share. If you want think more about your responses, you can save what you’ve done so far and come back later to finish it. Remember to click the gray "Submit Responses" button at the end when you are done!

Please submit your responses by Friday, September 1st at 11:59 pm PST.

Please note that your answers are confidential, but we do ask if we can contact you about your answers. Thank you in advance for your thoughtful responses. We take your feedback seriously!

Mel, Aimee, Bridget and Joe
Your ISS Advising Team

Demographic Questions

Question 1.
What was your official first quarter of enrollment in ISS?

- Autumn 2014
- Autumn 2015
- Winter 2016
- Spring 2016
- Summer 2016
- Autumn 2016
- Winter 2017
- Spring 2017

Question 2.
When you are taking classes, how would you define your typical enrollment status?

- Full time student (12+ credits per quarter)
- Part time (less than 12 credits per quarter)
- Full time or part time student, depending on the quarter

Question 3.
Please select the employment status that best describes your situation:

- Full time
- Part time
- Not employed outside the home and seeking work
- Not employed outside the home and not seeking work
**Question 4.**
Please select the age range that applies to you.

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

**Question 5.**
How do you define your gender?

- Female
- Male
- Transgender
- Other:

**Question 6.**
Are you taking classes to meet your Bachelor's degree requirements at other institutions while enrolled with ISS?

- Yes
- No
- Not Sure

**Question 7.**
When do you expect to be done with your Bachelor's degree?

- Summer 2017
- Autumn 2017
- Winter 2018
- Spring 2018
- Summer 2018
- After Summer 2018
- Already done!
- Not Sure

**Question 8.**
What are your current career goals? Has this changed at all from the beginning of your first quarter?

**Program Level Questions**

**Question 9.**
For each question below, please select the response that applies to you.

**Rows**
I understand the overall program goals for Integrated Social Sciences.
I understand the degree requirements (what I need to graduate) for a Bachelor’s degree in Integrated Social Sciences.
I understand the connection between the different core classes (ISS 301, ISS 350, ISS 355, ISS 302, and ISS 401).
I feel well-supported by ISS staff, advisers, and instructors.
- Strongly Agree
Question 10.
Please feel free to share any thoughts related to your answers in number 9.

Question 11.
How does the quality of the ISS program compare to face-to-face learning experiences that you’ve had?

☐ Better quality
☐ Same quality
☐ Lower quality
☐ Not even comparable--totally different
☐ Other:

Question 12.
How does the rigor of the ISS program compare to face-to-face learning experiences that you’ve had?

☐ More difficult
☐ About the same level of difficulty
☐ Less difficult
☐ Totally different--not even comparable
☐ Other:

Question 13.
Do you feel that the ISS program is meeting your expectations?

☐ Yes
☐ No
☐ Somewhat
☐ Undecided

Question 14.
We’d love to hear your thoughts on your answer to number 13.

Question 15.
ISS includes seven thematic areas. Choose five of the seven that interest you most after taking courses this year.

☐ Information and Technology
☐ Population and Movements
☐ Conflict and Cooperation
☐ Diversity and Global Justice
☐ Inequality and Power Relations
☐ Health and Risk
☐ Societies and Environments

Question 16.
The Social Sciences include a broad range of disciplines. Please select the ones that interest you most now that you are more familiar with them. If you would like to review disciplines, please follow this link to the College of Arts and Sciences Division of Social Sciences:
Question 17.
What skills have you developed or improved upon over this year as a result of this program?

- Writing
- Library research
- Time management
- Communication
- Technical adaptability
- Critical thinking
- Ability to synthesize different sources of information
- Peer review
- Cultural literacy and/or global awareness
- Social science research methods
- Evaluating information sources
- Evaluating arguments and evidence
- Group project collaboration
- Resilience
- Ability to see and articulate connections

Other:

Question 18.
Please select the most appropriate answer to the questions below.

Rows
I feel connected to other students in the program.
The ability to connect to other students in the program is important to me.

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Question 19.
We are considering new opportunities for building community within ISS. Of the opportunities below, which are you most likely to participate in?

- Local meet up with geographically close students
- Video chat sessions with fellow students/instructors
- Small group discussion forums
- Student-organized events
- Smaller Facebook groups based on location/common interest
Student-to-student mentoring program

Other:

Question 20.
What specific change(s) can we implement to better serve your needs in the short term?

Question 21.
What specific changes could this program make over the long term to improve the student experience?

Course Content and Interaction Questions

Question 22.
Think back to a class that you think was very well run by the instructor. What made the instructor effective?

Question 23.
For classes that could be improved, what types of improvements do you think the instructor could make?

Question 24.
Overall, were you able to contact your instructors and receive help in a timely manner (within 48 hours)?

☐ Yes
☐ No
☐ Sometimes
☐ I never asked for help

Question 25.
Out of all the courses offered in ISS this year, which were your favorites? Course descriptions are available here (https://integrated-social-sciences.washington.edu/programs-courses/courses) if you would like additional information. Select three max.

☐ ISS 301: Social Science Theory in Context
☐ ISS 302: Survey of Social Science Methods
☐ ISS 350: Introduction to Portfolio in the Social Sciences
☐ ISS 355: Portfolio Seminar in ISS
☐ ISS 401: ISS Capstone
☐ AES/COM/GWSS 389: Race, Gender & Sexuality in the Media
☐ AES/COM/GWSS 489: Black Cultural Studies
☐ ANTH 308: Anthropology of Gender, Women’s Health, and Reproduction
☐ ANTH 377: Anthropology and International Health
☐ ANTH 378: Sustainability, Resilience, and Society
☐ ANTH 460: History of Anthropology (and the Future of Social Science)
☐ CHID/HSTCMP 485: Comparative Colonialism
☐ CHID/RELG 380: Theories in the Study of Religion
☐ COM 220: Introduction to Public Speaking
☐ COM 318: The Creative Advantage
☐ COM 420/ POL S 468/JSIS B 419: Comparative Media Systems
☐ COM 468: Media Ethics
☐ ECON 200: Introduction to Microeconomics
☐ ECON 201: Introduction to Macroeconomics
Question 26.

What were your least favorite classes? Course descriptions are available here (https://integrated-social-sciences.washington.edu/programs-courses/courses) if you would like additional information. Select three max.

- ISS 301: Social Science Theory in Context
- ISS 302: Survey of Social Science Methods
- ISS 350: Introduction to Portfolio in the Social Sciences
- ISS 355: Portfolio Seminar in ISS
- ISS 401: ISS Capstone
- AES/COM/GWSS 389: Race, Gender & Sexuality in the Media
- AES/COM/GWSS 489: Black Cultural Studies
- ANTH 308: Anthropology of Gender, Women’s Health, and Reproduction
- ANTH 377: Anthropology and International Health
- ANTH 378: Sustainability, Resilience, and Society
- ANTH 460: History of Anthropology (and the Future of Social Science)
- CHID/HSTCMP 485: Comparative Colonialism
- CHID/RELIG 380: Theories in the Study of Religion
- COM 220: Introduction to Public Speaking
- COM 318: The Creative Advantage
- COM 420/POL S 468/JSIS B 419: Comparative Media Systems
- COM 468: Media Ethics
- ECON 200: Introduction to Microeconomics
- ECON 201: Introduction to Macroeconomics
- ENVIR/POL S 385: Political Ecology of the World Food System
- GEOG 337: Migration and Development in China
- GEOG 478: Social Justice & the City
- GEOG/JSIS D 323: Globalization & You
- ISS 381: Advanced Research Writing in the Social Sciences
- JSIS B 310/POL S 320: State-Society Relations in Third World Countries
- JSIS B 320: Yoga: History, Practice, and Health
- JSIS B 331: Political Economy of Development
- JSIS B 351: The Global Environment
- JSIS B 416: Putting the World on a Couch: Psychoanalysis & International Studies
- JSIS B 420: Failed States
- PHIL 102: Contemporary Moral Problems
- PHIL 343: Ethics & the Environment
- PHIL 362: Topics in the Philosophy of Science
- POL S 312: Survey of American Political Thought
- SOC 362: Race Relations
Question 27.
What class are you most excited about taking next year? Course descriptions are available here [here](https://integrated-social-sciences.washington.edu/programs-courses/courses) if you would like additional information. Select one.

- ISS 301: Social Science Theory in Context
- ISS 302: Survey of Social Science Methods
- ISS 350: Introduction to Portfolio in the Social Sciences
- ISS 355: Portfolio Seminar in ISS
- ISS 401: ISS Capstone
- AES/COM/GWSS 489: Black Cultural Studies
- ANTH 308: Anthropology of Gender, Women’s Health, and Reproduction
- ANTH 308: Anthropology of Gender, Women’s Health, and Reproduction
- ANTH 377: Anthropology and International Health
- ANTH 378: Sustainability, Resilience, and Society
- ANTH 460: History of Anthropology (and the Future of Social Science)
- CHID/HSTCMP 485: Comparative Colonialism
- CHID/RELIG 380: Theories in the Study of Religion
- COM 220: Introduction to Public Speaking
- COM 318: The Creative Advantage
- COM 325: Communication, Cities, and Sustainability
- COM 325: Communication, Cities, and Sustainability
- COM 420/ POL S 468/JISIS B 419: Comparative Media Systems
- ECON 200: Introduction to Microeconomics
- ENVIR/POL S 385: Political Ecology of the World Food System
- GEOG/JISIS D 323: Globalization & You
- HSTAS/JISIS A 454: History of Modern China
- HSTCMP/JISIS A 205: Filipino Histories
- ISS 381: Advanced Research Writing in the Social Sciences
- JISIS A/POL S 435: Japanese Government & Politics
- JISIS B 310/POL S 320: State-Society Relations in Third World Countries
- JISIS B 331: Political Economy of Development
- JISIS B 351: The Global Environment
- PHIL 362: Topics in the Philosophy of Science
- POL S 312: Survey of American Political Thought

Question 28.
What kinds of classes or topics would you like to see added to our curriculum?

Technology Questions

Question 29.
What kinds of technological devices did you use to access course content this year? Check all that apply.

- Mac
- PC
- Smartphone
- Tablet (IPAD, for example)

Other:

Question 30.
When you had technological problems this quarter, who did you typically go to for help?
Question 31.
Overall, were you able to get your technology questions resolved quickly?

- Most of the time
- More than half of the time
- Less than half of the time
- Never

Question 32.
Describe your experience getting help with technology issues. Please include who you went to for help.

Question 33.
What technical questions, if any, do you still have regarding the program?

Question 34.
Have you visited the ISS website: https://integrated-social-sciences.washington.edu/?

- Yes
- No
- Didn't know about it!

Question 35.
How often do you visit our website?

- Daily
- Weekly
- Monthly
- As needed
- Today was the first time I saw it!

Question 36.
How would you rate our website in terms of the following?

Rows
Coverage of information
Organization of information
Design
Ease of navigation
- Excellent
- Very good
- Good
- Fair
- Poor
Question 37.
What information would you like to see added to our website?

Advising Questions

Question 38.
What about the program is going well for you so far?

Question 39.
Have you faced any challenges in the program so far? If so, please explain.

Question 40.
For each question below, please select the response that applies to you.

Rows
I feel good about my academic performance in the program so far.
I am able to successfully balance my time - including work, coursework, and personal commitments.
When I have a setback in my classes, I feel comfortable asking for help.
When I have a setback in my classes, I am able to bounce back and move forward.

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Question 41.
For each question below, please select the response that applies to you.

Rows
I feel like I receive timely feedback from my academic adviser.
I feel confident in the advice I receive from my adviser.
I feel comfortable asking my adviser for help.

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Question 42.
How often did you seek out academic support from your adviser?

- More than 3 times a quarter
- 1-2 times a quarter
- Never

Question 43.
What types of support did you seek from your adviser? Check all that apply.

- Course selection
Registration information
Learning plan questions
Financial aid/costs questions
Referrals to other UW offices
Policy information
Grades
Career goals
General interests
Faculty concerns
Non-academic concerns
Academic success support
Study skills
Transfer credit issues
Graduation planning
Dropping/adding courses
Petition information
work-life-school balance issues; social/family stressors
Other:

Question 44.
After your first year with ISS, are you more or less concerned about the following topics/issues?

Rows
Access to financial aid
Work / Life Balance
Time Management
Troubleshooting Technology
Understanding Graduation Requirements
Academic Advising
Access to Faculty
Career Planning
Building Connections with Classmates
Planning for Graduate School
Academic Success
Future planning
Understanding course material
Motivation
Dealing with Setbacks
  More concerned than at the beginning of the year
  No change from the beginning of the year
  Less concerned than at the beginning of the year
  Not sure

Question 45.
How can academic advising better support you?

Question 46.
Which of the following UW services have you used this past year?

Library
Counseling Center
Career Center
Office of Minority Affairs and Diversity
Writing Center
Academic Advising
Question 47.
Do you want/need help accessing any of these services? If so, please contact your adviser if you need help finding specific resources.

Library
Counseling Center
Career Center
Office of Minority Affairs and Diversity
Writing Center
Academic Advising
Disability Services
Financial Aid
Veteran's Affairs
Scholarship Office
UW IT
UW DL Tech Support

Other:

Question 48.
We are considering adding additional online advising resources. Would you have any interest in attending any webinars on student success or support? If yes, please check all that apply.

Career planning
Degree planning
How to write my learning plan
Writing workshops, research skills workshops
Planning for graduate school
Note-taking skills
Time-management skills
Work-life balance skills
Technology help
Managing perfectionism
Dealing with set-backs

Other:

Library Support

Question 49.
How useful are the following UW Library resources and services to you as a student:

Phone research help from a UW librarian
Email research help from a UW librarian
24/7 online chat help from a librarian
Interlibrary Loan or article scan services
Library online research guides
Online article databases (Academic Search Complete, JSTOR, etc)
Online tutorials on the UW Libraries website

Useful
Question 50.
How confident do you feel with the following research skills?

- Evaluating sources
- Advanced search techniques
- Formatting citations
- Finding background information

  - Not at all confident
  - Ambivalent, but managed to get by
  - Confident

Question 51.
Are there other research skills you would like more support in learning?

Question 52.
What would be the most helpful way of learning from the UW Libraries about topics of interest to you?

- Video tutorials
- Social media
- A webpage with text-based instructions
- Blog or listserv
- Tutorials built into ISS Canvas courses
- Synchronous online “events” to learn a skill
- Other:

Question 53.
Is there anything else you would like to share about the UW Libraries and research?

Closing Questions

Question 54.
What advice would you give new students entering the program next quarter?

Question 55.
Can we contact you for more information about your survey response?

  - Yes
  - No

We greatly appreciate the time you took to respond to this survey. If you indicated that you would like to be contacted, we will reach out to you! Have a wonderful summer!

Please remember to click the gray “Submit Responses” button to complete the survey! Many thanks!
Dear ISS Alumni,

We are seeking your feedback about your experience in the Integrated Social Sciences Bachelor Degree Completion Program. We would also like to hear about any professional and personal outcomes connected with earning your BA. This survey should take less than 10 minutes to complete.

We will use this information to complete a routine three-year report for the Faculty Committee on Academic Standards (FCAS). This report is a self-study, an opportunity to identify program successes and areas for improvement. To this end, your responses will enable us to communicate details about the student experience to the larger campus as well as prioritize the areas that need improvement.

Please be aware that your responses will be kept confidential--identifying information will not be presented alongside your responses.

Thank you for your time,

Mel Wensel
Program Co-Director and Director of Academic Services
Integrated Social Sciences

Demographic Questions

Question 1.
When did you graduate from ISS?

- Autumn 2015
- Winter 2016
- Spring 2016
- Summer 2016
- Autumn 2016
- Winter 2017
- Spring 2017
- Summer 2017
- Autumn 2017

Question 2.
How do you define your gender?

- Female
- Male
- Transgender
- Other:

Question 3.
How do you define your race/ethnicity? You may select as many boxes as you wish. (Categories come from the US Census Bureau. If you do not see yourself represented here, please use the write-in box.):

- Black or African American
- American Indian or Alaska Native
- Asian or Asian American
- Native Hawaiian or Other Pacific Islander
Question 4.
Please select the age range that applies to you.

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

Question 5.
Are you the first in your family to graduate from college?

- Yes
- No
- Unsure

Academic Experience

Question 6.
Please select the response that best represents your perspective.

Rows
The organization of the ISS major is conducive to timely degree completion.
The core course sequence equips students with necessary conceptual tools and skills to engage with the thematic courses.
The thematic courses offered opportunities to refine your understanding of key social science concepts and research.
The capstone course is an effective means for students to assess what they know and to understand their own growth over time in the ISS major.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Question 7.
Please select the response that best represents your perspective.

Rows
The ISS BA improved my understanding of social science research.
The ISS BA improved my ability to construct and communicate arguments about social phenomena.
The ISS BA improved my ability to evaluate and integrate information.
The ISS BA improved my understand and collaborate with diverse communities.

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Question 8.
Please select the response that best represents your perspective.
How did the quality of the ISS courses compare to face-to-face learning experiences that you've had?

- Better quality
- Same quality
- Lower quality
- Not even comparable--totally different
- Other

Question 9.
Please select the response that best represents your perspective.

On average, how did the rigor of ISS courses compare to face-to-face learning experiences you've had?

- More difficult
- About the same level of difficulty
- Less difficult
- Totally different -- not even comparable

Program Experience

Question 10.
What UW campus resources did you access as an ISS student? Check all that apply.

- Library
- Counseling Center
- Career Center
- Writing Center (including online writing tutoring)
- CLUE Center tutoring
- Academic Advising
- Disability Services
- Financial Aid
- Veterans Education Benefits Office
- UW Student Veteran Life
- Scholarship Office
- Student Organizations/Community
- UW IT Support
- UW DL Technology Support (through UW PCE/C2)
- Other

Question 11.
If you used any of the services below, please comment on how critical the service was to your success.
Student Organizations/Community
UW IT Support
UW DL Technology Support (through UW PCE/C2)
Other
  ☐ Absolutely critical
  ☐ Somewhat critical
  ☐ Didn't make a difference

Question 12.
For each campus resource you DID NOT access, please clarify why you did not use it.

Rows
Library
Counseling Center
Career Center
Writing Center (including online writing tutoring)
CLUE Center tutoring
Academic Advising
Disability Services
Financial Aid
Veterans Education Benefits Office
UW Student Veteran Life
Scholarship Office
Student Organizations/Community
UW IT Support
UW DL Technology Support (through UW PCE/C2)
Other
  ☐ I didn’t need it.
  ☐ I didn’t know about it.
  ☐ I knew about it AND wanted to use it, but it wasn’t accessible to me as an online student.

Question 13.
In general, did your experience in ISS meet your expectations?

☐ Yes
  ➔ Question 15: What was the best part of y...
☐ No
  ➔ Don’t skip (default)
☐ Somewhat
  ➔ Don’t skip (default)

No response
  ➔ Don’t skip (default)

Question 14.
If you answered ‘No’ or ‘Somewhat’ in the previous question, please share your thoughts.

Question 15.
What was the best part of your experience as a student in ISS?

Question 16.
What detracted from your experience as a student in ISS? What needs to be improved?

Personal/Professional Outcomes

Question 17.
Have you pursued a graduate degree?
Question 18.
If so, where have you pursued your graduate studies?

Question 19.
What type of degree?

Question 20.
Has your BA in Integrated Social Sciences impacted your job/career in a positive way?

- Allowed you to develop or improve skills relevant to your job
- Helped you earn a promotion
- Helped you earn a raise
- Other:

Question 21.
Anything else you want us to know?

Thank you for your time! We appreciate knowing your thoughts about our program. Keep in touch with us—we love to know how you are doing!

Please submit your responses by clicking the "Submit Responses" box below.
Dear student,

You are receiving this survey if you have withdrawn or did not register for classes in the ISS program for the past two quarters (or more). If you were dismissed from ISS based on our Continuation Policy, we are also interested in hearing from you. Our goal is to learn more about your experience as a student in ISS, and the reason(s) why students decide to leave the program, in the hopes that we can improve the experience for all our students. This survey should take approximately 5-10 minutes of your time.

Your responses are confidential. Responses will not be presented with any identifying information.

Thank you for your participation--we greatly appreciate your insights!

Your ISS Advising Team

Demographic Questions

Question 1.
How do you define your gender?

- Female
- Male
- Transgender
- Other:

Question 2.
How do you define your race/ethnicity? You may select as many boxes as you wish. (Categories come from the US Census Bureau. If you do not see yourself represented here, please use the write-in box):

- Black or African American
- American Indian or Alaska Native
- Asian or Asian American
- Native Hawaiian or Other Pacific Islander
- White or Caucasian
- Hispanic or Latino
- Other:

Question 3.
Please select the age range that applies to you:

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

Question 4.
Were you dismissed from ISS? We are interested to hear what factors impacted your success whether you’ve decided not to attend courses or struggled academically.

- Yes
Question 5.
Program Experience

Question 6.
When did you first enroll in ISS? If you’ve left ISS and returned use your originally start date. If you are not sure, select the one that you think is most accurate.

- Autumn 2014
- Autumn 2015
- Winter 2016
- Spring 2016
- Autumn 2016
- Winter 2017
- Spring 2017

Question 7.
When was the last quarter you registered for a class (or classes) in ISS, whether you completed the class or not? If you are not sure, select the one that you think is most accurate.

- Autumn 2014
- Winter 2015
- Spring 2015
- Summer 2015
- Autumn 2015
- Winter 2016
- Spring 2016
- Summer 2016
- Autumn 2016
- Winter 2017
- Spring 2017
- Summer 2017

Question 8.
Why did you decide to discontinue the program if you are no longer enrolled with us? If you were dismissed from the program, we are interested in hearing what factors may have impacted your success. Check all that apply.

- Family concerns (conflict with dependent care responsibilities, school/life balance, etc.)
- Health reasons (your own physical or mental health)
- Employment (work/school balance, lack of support from employer, etc.)
- Just not the right time
- Felt isolated
- General feeling of not being academically prepared
- Career prospect concerns (after graduation)
- Difficulty finding the funding to pay for courses
- It was hard to find courses you needed (general education, electives, ISS)
- ISS did not match your interests or goals
- Online format wasn't a good fit
- ISS courses felt out of date
- ISS courses were too hard
- Didn't like the structure of the curriculum (core and thematic courses)
- Didn't feel supported by the instructors
- Didn't feel supported by the ISS advisers
- Was not able to access campus support services (counseling, career services, etc.)
- Decided to transfer to another institution or program
Question 9.
If you were not dismissed from the program, do you plan to return to the ISS program to complete your BA degree?

- Yes, I plan to return to ISS and have a return date in mind.
- Yes, I plan to return to ISS, but am not sure when.
- I do not know at this time.
- I do not plan to return to ISS.
- I was dismissed.
- No response

Logic destinations

Question 10.
If so, when?

- In the next six months
- Within a year
- Within the next two years
- Other:

Question 11.
Anything else you would like us to know about your reasons for not continuing with ISS at this time?

Question 12.
What would have to change for you to re-join the program in the future? Do you think this might be a possibility for you?

Thank you for completing this survey—your thoughts are important to us! Please submit your responses by clicking on the "Submit Responses" box below.

We would love to help you complete your UW BA when you are ready. When and if that time comes, please reach out to your adviser or to issadv@uw.edu.

Questions or comments?
Contact us or email catalysthelp@uw.edu
APPENDIX 3: Current ISS Courses
Appendix 3: Current ISS Courses

Courses added to the curriculum after the ISS Proposal approval are indicated with an asterisk.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS 301</td>
<td>Social Science Theory in Context</td>
<td>5</td>
<td>Core</td>
</tr>
<tr>
<td>ISS 350</td>
<td>Introduction to Portfolio in the Social Sciences</td>
<td>2</td>
<td>Core</td>
</tr>
<tr>
<td>ISS 302*</td>
<td>Survey of Social Science Methods</td>
<td>5</td>
<td>Core</td>
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<tr>
<td>ISS 355</td>
<td>Portfolio Seminar in ISS</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>ISS 401</td>
<td>ISS Capstone</td>
<td>5</td>
<td>Core</td>
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<tr>
<td>ISS 381*</td>
<td>Advanced Research Writing in the Social Sciences</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>AES/COM/GWSS 389</td>
<td>Race, Gender &amp; Sexuality in the Media</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>AES/COM/GWSS 489</td>
<td>Black Cultural Studies</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>ANTH 308*</td>
<td>Anthropology of Gender, Women’s Health, and Reproduction</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>ANTH 377*</td>
<td>Anthropology and International Health</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>ANTH 378</td>
<td>Sustainability, Resilience, and Society</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>ANTH 460</td>
<td>History of Anthropology (and the Future of Social Science)</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>CHID/HSTCMP 485</td>
<td>Comparative Colonialism</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>CHID/RELIG 380</td>
<td>Theories in the Study of Religion</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>COM 220</td>
<td>Introduction to Public Speaking</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>COM 318</td>
<td>The Creative Advantage</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>COM 325*</td>
<td>Communication, Cities, and Sustainability</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>COM 339</td>
<td>The Business of Media in the Digital Age</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>COM 420/ POL S 468/JSIS B 419</td>
<td>Comparative Media Systems</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>COM 468</td>
<td>Media Ethics</td>
<td>5</td>
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<td>ECON 200</td>
<td>Introduction to Microeconomics</td>
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<td>ECON 201</td>
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<td>ECON 282</td>
<td>Using Econometrics: A Practical Approach</td>
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<tr>
<td>GEOG 337</td>
<td>Migration and Development in China</td>
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<td>Theme</td>
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<tr>
<td>GEOG 478</td>
<td>Social Justice &amp; the City</td>
<td>5</td>
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<tr>
<td>GEOG/JSIS D 323</td>
<td>Globalization &amp; You</td>
<td>5</td>
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<tr>
<td>HSTAS/JSIS A 454</td>
<td>History of Modern China</td>
<td>5</td>
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</tr>
<tr>
<td>HSTCMP/JSIS A 205*</td>
<td>Filipino Histories</td>
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<td>Theme</td>
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<tr>
<td>JSIS A/POL S 435</td>
<td>Japanese Government &amp; Politics</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>JSIS B 310/POL S 320</td>
<td>State-Society Relations in Third World Countries</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>JSIS B 320*</td>
<td>Yoga: History, Practice, and Health</td>
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<td>Theme</td>
</tr>
<tr>
<td>JSIS B 331</td>
<td>Political Economy of Development</td>
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<td>Theme</td>
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<tr>
<td>JSIS B 351</td>
<td>The Global Environment</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>JSIS B 406/POL S 432</td>
<td>Political Islam &amp; Islamic Fundamentalism</td>
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<td>Theme</td>
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<td>JSIS B 416</td>
<td>Putting the World on a Couch: Psychoanalysis &amp; International Studies</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>JSIS B 420</td>
<td>Failed States</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>LSJ/POL S 327</td>
<td>Women's Rights as Human Rights</td>
<td>5</td>
<td>Theme</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Contemporary Moral Problems</td>
<td>5</td>
<td>Theme</td>
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<tr>
<td>PHIL 343</td>
<td>Ethics &amp; the Environment</td>
<td>5</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
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<tr>
<td>PHIL 362</td>
<td>Topics in the Philosophy of Science</td>
<td>5</td>
<td></td>
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<tr>
<td>POL S 312</td>
<td>Survey of American Political Thought</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENVIR/POL S 385*</td>
<td>Political Ecology of the World Food System</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SOC 362</td>
<td>Race Relations</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4: Core Course Syllabi
Syllabus — ISS 301: Social Science Theory in Context

**Time and Location:** Online
Course Website: [https://canvas.uw.edu/](https://canvas.uw.edu/)  
5 credits

**Instructor**
See the Course Resources section of the Canvas course for information on your instructor and methods of contacting your instructional staff.

**Course Goal**
This course offers an introduction to social science theory and interdisciplinarity, as well as an in-depth exploration of the seven thematic areas in the ISS major. First, we will begin by defining the term “interdisciplinarity” within the context of the social sciences and other academic disciplines. Second, we will introduce you to the concept of social science theory, what it is, and how it is utilized by social scientists to not only predict patterns and behaviors, but to gain a deeper understanding of various aspects of social life.

**Objectives:**
Upon successful completion of this course, you will be able to:

- explain the concepts of interdisciplinarity and social theory, and how each is applied to seven different thematic areas in Integrated Social Sciences;
- read, analyze, and accurately summarize social science articles more thoroughly and more quickly;
- describe the seven thematic areas in ISS and the different perspectives offered by various theorists and academic disciplines on each one;
- create an annotated bibliography that begins to integrate your learning in and about social sciences with your personalized portfolio development work for ISS 350.

**Required Texts**
There are no textbooks you must purchase for this course. All required and recommended readings, videos, and other resources may be accessed online within the course lessons.

**The Online Environment**

**Online Communication**
In addition to e-mail, your course offers the following tools for communication:

- profiles, where you can post information about yourself—your instructor may have specific instructions about what to post; and
- discussion forums, where you can post your opinions, research results, or structured responses to a question, and carry on a conversation with your classmates, at any time.
UW Library Services

As an ISS student, you have access to a wealth of Web resources compiled to provide fast, easy access to information that supports your online learning experience. The dedicated ISS librarian has put together a page of resources and links especially for our students: http://guides.lib.uw.edu/research/iss. These links are designed to help all ISS students with writing and research, study skills, language learning, and library reference materials. You are also encouraged to contact the ISS librarian directly to get answers to your research and study questions. Their contact information can be found at the above URL.

About the Lessons

There are ten lessons in this course.

Lesson 01: Introduction to Interdisciplinarity and Theory
In Lesson 1, we introduce what it means to study social science theory in an interdisciplinary manner. What you start to learn here about studying, decoding and using theoretical concepts will help you navigate all the way to degree completion, becoming an integrative element of your personal pathway through ISS.

Lesson 02: How to Read an Academic Article
This week will give you the tools to read social science theory effectively, a skill that will be useful to you throughout ISS.

Lesson 03: Diversity and Global Justice (DGJ)
This week begins our exploration of the seven thematic areas. Based on Lessons 1 and 2, you should already by now have a sense of how to approach and understand theory in the social sciences, and you'll put that to use this week as you examine interdisciplinary and theory in the context of social construction of difference in a global context. Theory: Orientalism.

Lesson 04: Inequality and Power Relations (IP)
This module continues to examine how inequities and perceptions of power are constructed in local and national contexts, particularly through popular culture and news. We’ll consider how both media and audiences encode and decode messages about race, ethnicity and equality. Theories: Reception Theory; Framing.

Lesson 05: Societies and Environments (SE)
Although the environment and nature are commonly assumed to be the foci of natural sciences such as biology and geology, this week we consider the ways in which human-environment relations create significant areas for research and teaching in the social sciences too. Theory: Actor-Network Theory.

Lesson 06: Health and Risk (HR)
Health and risk are often seen as the subjects of medicine, but social scientists contribute considerably to our knowledge of these topics through research and theory about what are commonly called the 'social determinants of health’. In this module, we’ll examine social influences and forces shaping health outcomes and health. Theories: Structural violence; neoliberalism.

Lesson 07: Information and Technology
This week, we will consider concepts of information and knowledge society, socio-economic development, digital divide, and information and communication technologies for development (ICT4D). Theory: Network society.
Lesson 08: Population and Movements
In week 8, we’ll continue to investigate theories of social structure and social construction, with a focus on concepts of governmentality, sovereignty, borders, illegality, and deportability. Theory: Population and movement.

Lesson 09: Conflict and Cooperation
As we complete the thematic modules, we’ll explore conflict and cooperation -- important foci for social science research and knowledge production. They also play a role in shaping research and the social construction of knowledge, with some scholars producing area studies as part of geopolitical conflict, and other scholars contributing studies about the bases of cooperation. This module is designed to help you explore these complex entanglements. In doing so, it also provides a theoretical doorway through which to approach some of the courses in ISS that offer you the lessons of international studies, communication, politics, anthropology and geography regarding conflict and cooperation in particular world regions or 'areas'. Theories: Situated Knowledges.

Lesson 10: Your Annotated Bibliography
Your Annotated Bibliography serves as a record of the sources, theories, and keywords, that speak to you as a student of Integrated Social Sciences. This week you will begin the process of creating a record of your learning and interests that you will continue to develop and work on throughout ISS.

Grades
The course as a whole is graded on a 1000-point scale. So a 20-point quiz, for example, is worth 2% of your total grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS Orientation Completion</td>
<td>40 points</td>
<td>4%</td>
</tr>
<tr>
<td>Discussions</td>
<td>300 points</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>160 points</td>
<td>16%</td>
</tr>
<tr>
<td>Short Essays</td>
<td>380 points</td>
<td>38%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>120 points</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

UW grades on a 4.0 scale. We use the following to convert from percentages to the 4.0 scale. So, someone who earns a total of 842 points will earn a grade of 84.2% or 2.9. For reference we also list how these percentages would be graded on a standard letter-grade scale (which implies a 2.9 is in the B range).
Discussion Forum Participation

Most of our online interaction in this course will occur in the Discussion Forums. All students are expected to actively participate in class discussions. This is an essential part of the learning experience; investing time and thought into your posts will not only help you learn the material, it will help prepare you to successfully complete other assignments. For each discussion forum there will be discussion prompt questions. You need to respond to both the initial prompt, and also take an active part in the discussion with responses to other students. Responses should not be limited to “I agree,” or “That is a great post,” but should instead think about key themes, points of debate, how you can use the information. Read each discussion prompt carefully for instructions and deadlines.

_The discussion forums require that we collaborate and work as a class to give ourselves enough material to work with and enough time to really digest the material. This will allow us to come up with critical and analytical talking points in our peer responses._

Grading for Discussion Forum Participation

Most of the discussion forums in this course are worth 30 points Your initial posts are worth a maximum of 15 points. Responses to other students are worth the remaining 15 points. For a more detailed breakdown of discussion forum grading, please refer to the grading rubric in the lesson.

Grading for Short Assignments

Your short assignments will be graded on clarity, writing, organization, critical thinking, and demonstrated understanding of course concepts. The rubrics on each assignment page identify how many points the assignment is worth and show grading criteria.

The following describe general criteria of assignments ranging from excellent to those needing improvement:

**Excellent:** Assignment is complete and submitted on time; posting is clear, appropriate, relevant, and displays clarity and attention to detail.
Good: Component from the assignment may be missing; an aspect of the assignment may be unclear or need further development in relation to the lesson, though overall the student displays a solid understanding of the lesson.

Fair: One or more components of the assignment is missing or unclear; student needs to clarify content and/or writing.

No score: Student does not submit assignment or there are significant problems with the content.

Policies and Tips

Study Tips:

Below are suggestions for maximizing your learning and enjoyment in this course:

● Contact your instructor if you have questions about the material in the readings or lectures, the learning objectives, and/or other course content. We encourage you to post your questions in the course’s General Discussion Forum (HUB). That way, you will receive your instructor’s feedback, and possibly the feedback of your classmates. Chances are another student will have the same question, so posting here is extremely helpful for everyone.
● Plan your time carefully. Read and review the materials, and ask questions. Use all available resources.

Contacting the Instructor: Please check the Course Resource page for contact information and preferred communication methods. Unless circumstances beyond our control prevent it, we will typically respond to emails or Canvas messages within 48 hours.

Your written work: It is helpful to first compose your work and discussion responses (at least the textual parts and research citations) in a word processing program, save it and, then cut and paste it onto Canvas and/or your portfolio. This will save you from losing your work and it will also provide you with a nice set of notes from which you can work from as you do your coursework. It can be helpful to start a separate work folder on your computer.

Accessing the Canvas Learning Management System (LMS): You should plan to log on to Canvas at least 4-5 times per week. Be sure to read through the Course Announcements at the beginning of every week; the Announcements page is where instructors will post all course information and updates as well as helpful course resources and tips on upcoming assignments.

Late Work: Please check the schedule for all due dates and plan your schedule accordingly. In this seminar we will be doing a lot of group work through the online discussions, so it is especially important that you adhere to the due dates so that your classmates are not waiting on you. All work is submitted via Canvas and will record the time of submission. Assignments that are late will be marked down 3 points for each day (1 min - 24 hours) that it is late unless prior arrangements have been made with me. Because the assignments build on one another and are based on helping you revise work to integrate into your portfolio, is important to stay current with the coursework. PLEASE NOTE: Discussion posts that are more than one week late will not be accepted for credit unless prior arrangements have been made with me.

Student Conduct: All students and the instructors are collaboratively responsible for maintaining order and a positive learning environment in the classroom. The instructor may ask students whose behavior is disruptive either to the instructor or to other students to leave the course and/or a discussion or assignment.
For further information, please see the ISS Communication Guidelines (https://integrated-social-sciences.washington.edu/online-communication-guidelines) and the UW Student Conduct Code (http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct).

**Diversity and Respect:** Discrimination of any kind will not be tolerated. In this class we will embrace diversity and seek to learn from diverse perspectives of all kinds. To find out more about diversity at UW, see: http://www.washington.edu/diversity/.

**Academic Dishonesty:** Academic dishonesty will not be tolerated. Academic dishonesty means, among other things, plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting someone else’s work as your own; submitting your own work in more than one course (without both instructors' permission) or fabricating or falsifying data, research procedures, or data analysis.

*Your work may be checked for plagiarism using VeriCite, an electronic plagiarism tool.* Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. For more information, visit UW IT’s VeriCite FAQ page: https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/

**If you are found to have plagiarized, you will automatically fail the assignment.** If you plagiarize, you could be removed from the course or even expelled from the University. See the Student Conduct Code for further information: http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/.

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For more general student information for UW students, policies and tis, please see the UW Student Guide: http://www.washington.edu/students/#POLICIES.

For more information about the ISS program, please see https://integrated-social-sciences.washington.edu.

*Enjoy the course!*
Syllabus—ISS 350: An Introduction to Portfolios in Social Science

2 credits

Time and Location

Online

Course Website

https://canvas.uw.edu/

Instructor

See the Course Resources section of the Canvas course for information on your instructor and methods of contacting your instructional staff.

Course Goal

To prepare you for creating a successful personal pathway to degree completion in Integrated Social Sciences.

Learning Objectives

After successfully completing this course, students will be able to:

1. Demonstrate adequate proficiency in technical skills and communication practices.
2. Describe your intellectual journey to an external audience and define your goals.
3. Identify and define a “keyword” that represents your intellectual interests.
4. Gather and evaluate academic and online resources.
5. Synthesize information from multiple sources as part of the research process.
6. Collaborate with your colleagues and instructors to evaluate and critique academic writing.

Required Texts

There are no textbooks you must purchase for this course. All required and recommended readings, videos, and other resources may be accessed online within the course lessons.

The Online Environment

Online Communication

In addition to e-mail, your course offers the following tools for communication:

- profiles, where you can post information about yourself—your instructor may have specific instructions about what to post; and
• discussion forums, where you can post your opinions, research results, or structured responses to a question, and carry on a conversation with your classmates, at any time.

UW Library Services
As an online student, you have access to a wealth of Web resources compiled to provide fast, easy access to information that supports your online learning experience. Organized by subjects, UW Library Services links you to sites with help for writing and research, study skills, language learning, and library reference materials.

About the Lessons
There are ten lessons in this course.

Lesson 01: Setting Up Your Portfolio
In this lesson, you will be guided to set-up your own portfolio and learn how to make basic changes to it. Most importantly, you will be introduced to the purpose that your portfolio will have in your ISS journey and its role in the wider online environment. Your portfolio is a sort of (private) website that you will use to showcase your projects, keep track of your progress in ISS, make connections to integrate your learning and your personal life experience, discoveries made in different classes, and reflect on your next steps.
You will work on your portfolio throughout your ISS core classes, which are all connected to its development. Your thematic classes will not necessarily require you to work on your portfolio, but you will want to use the materials and ideas you develop while taking your thematic areas courses to keep your portfolio updated.

Lesson 02: Discover Library Resources
In this lesson, we will introduce you to some of the basic resources available to you through the UW Libraries. We'll also discuss tricks for evaluating information found on the web. While you won't be doing any research this week, this module will serve as a primer to prepare you for your keyword research starting in week 5. Getting familiar with these resources now, and knowing where to go for help, will make the process of doing research much smoother in the coming weeks and in your other courses.

Lesson 03: Writing Your Intellectual Biography
In this lesson, we will start creating some content for your portfolio. And you will start by learning how to present yourself, your intellectual self. Most of us don't think that often about writing our own biographies, per se, but in fact in many scenarios we are called upon to write about ourselves. In this lesson, we will examine the process of building our own biographies—autobiographies—for different audiences. As in other forms of writing, audience is critical in determining our style and tone. As in other forms of writing, reading, first is also critical to developing a "voice." Building our biographies is an iterative exercise that extends beyond the immediate task of writing a few lines about our lives and identity; it will help us think at a deeper level about ourselves, where we want to go, and how our lives reflect some of the questions and themes that social scientists think about.
Lesson 04: Your ISS Learning Plan

This week we will focus on your ISS Learning Plan. You will reflect on your ISS journey so far, and think about where you want to go for the rest of the program. Your thoughts at this point may have shifted since you applied to the ISS program. In this lesson you consider your experiences thus far in the coursework as well as the opportunities ahead of you.

Lesson 05: Introduction to Keywords

In this lesson we introduce the concept of keywords. Social scientists compile knowledge about peoples' lives and institutions using a variety of concepts, ideas, and words. In ISS, we want you to think about the interdisciplinary nature of the social sciences in its broadest conception, and thinking about keywords provides a means both for personalizing your learning to your own interests and experiences as well as discovering a wide range of approaches and interpretations of social science themes, debates, and questions.

What you start to learn here about studying, decoding and using theoretical keywords will help you navigate all the way to degree completion in ISS, becoming an integrative element of your personal portfolio. With this keyword work in 350 you will be personalizing some of the social science concepts introduced in ISS 301 by writing your own scholarly definition of a theoretical keyword that especially interests you. This keyword definition will be graded as the main part of your written work for 350, and will also serve as the first entry in the glossary for your portfolio. As such it will also later become a "benchmark" for indexing and integrating your ongoing learning in subsequent quarters.

Lesson 06: Studying Keywords Using Library Search Terms

This module is will help you link library research to the work of keyword definition. The ISS 350 lesson this week enables you to build your skills at using indexes, catalogues and databases to conduct research on scholarship related to keywords. Critical to this work is developing ways to break down your keyword into useful search terms.

Lesson 07: Creating Your First Keyword Concept-map and Draft Definition

This week you will take your keyword research further in order to develop your first keyword definition. To help you make the leap from conducting library research to developing a keyword definition, you will create a keyword 'concept map'. By connecting the two activities of concept-mapping to definition-drafting into one process, the relationships between your sources, social theories, and theorists will become apparent.

Lesson 08: Peer Review, Images and Meta-reflection

This week, you will be asked to complete three tasks. The first task peer review work, which will involve careful reading and evaluation of the draft keyword definitions developed by two of your fellow students. The second task is about locating a set of images and reflecting on their relationship to your research to augment and improve your keyword definition. Finally, we will ask you to read and respond to a fascinating article about online peer reviews.

Lesson 09: Revise your Keywords Based on Peer Review

This week is dedicated to revising your keyword definition based on the feedback you received last week. Based on the feedback you received from others it is possible to engage in various forms of re-thinking about your research at the same time as you look for new resources for your keyword definition. This is a vital form of meta-reflection and a great way to open up new perspectives on your chosen topic based on suggestions from others. By connecting this revision work with prompts to do more research, we also encourage you to engage in these forms of meta-reflective re-search at the same time.
Lesson 10: Showcasing Your Revised Keyword, Bibliography and ISS Plans

Last week of your first portfolio course! At this point, you are getting ready to embark on the rest of your ISS journey, equipped with a beginning intellectual narrative, a portfolio, and your first keyword. In this lesson we will reflect on what you have learnt this quarter and what your goals for future quarters. You've completed one keyword definition, but you'll be choosing more keywords and building your keyword glossary in ISS 355 and ISS 401. Your portfolio will continue to be the instrument that you will use to collect, reflect and showcase your work, and it should tell the story of your ISS journey.

Grades

The course as a whole is graded on a 1000 point scale. So a 60-point assignment, for example, is worth 6% of your total grade. The grading breakdown will be:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>630 points</td>
<td>63%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>70 points</td>
<td>7%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

UW grades on a 4.0 scale. We use the following to convert from percentages to the 4.0 scale. So, someone who earns a total of 842 points will earn a grade of 84.2% or 2.9. For reference we also list how these percentages would be graded on a standard letter-grade scale (which implies a 2.9 is in the B range).

<table>
<thead>
<tr>
<th>Grade Points/Percentages</th>
<th>4.0 = 95-100%</th>
<th>3.9 = 94%</th>
<th>3.8 = 93%</th>
<th>3.7 = 92%</th>
<th>3.6 = 91%</th>
<th>3.5 = 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9 = 84%</td>
<td>3.4 = 89%</td>
<td>3.3 = 88%</td>
<td>3.2 = 87%</td>
<td>3.1 = 86%</td>
<td>3.0 = 85%</td>
<td>2.6 = 81%</td>
</tr>
<tr>
<td>2.8 = 83%</td>
<td>2.7 = 82%</td>
<td>2.6 = 81%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>0.7 = 62%</td>
<td>0.0 = &lt;62%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grades/Percentages</th>
<th>A = 93%+</th>
<th>B+ = 87-89%</th>
<th>B = 83-86%</th>
<th>C+ = 77-79%</th>
<th>C = 73-76%</th>
<th>D+ = 67-69%</th>
<th>D = 62-66%</th>
<th>F = 61% and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 90-92%</td>
<td>B = 80-82%</td>
<td>C = 70-72%</td>
<td>D = 62-66%</td>
<td>F = 61% and below</td>
<td></td>
<td></td>
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</tbody>
</table>

Discussion Forum Participation

Most of our online interaction in this course will occur on the Discussion Forums. All students are expected to actively participate in class discussions. This is an essential part of the learning experience; investing time and thought into your posts will not only help you learn the material, it will help prepare...
you to write on the topics.

**NOTE:** It is helpful to first compose your response in a word processing program, save it and, the cut and paste it onto Canvas. This will save you from losing your work and it will also provide you with a nice set of notes from which you can work from as you do your coursework. It can be helpful to start a separate work folder on your computer.

You should plan to log on to Canvas at least 3-4 times per week. You also need to keep up with the reading schedule. Due dates for postings are listed on the course schedule. For each discussion forum I will put up discussion prompt questions. You need to respond to at least one of those questions per forum and also respond to at least one other student. Responses should not be limited to “I agree,” or “That is a great post,” but should instead think about key themes, points of debate, how you can use the information. Both posts are due by 11:59 p.m. on the due date.

**NOTE:** Because both postings and responses are due by 11:59 of the due date, this means you need to post well before the deadline to give yourselves time to generate a back and forth discussion. This requires that we really collaborate and work as a class to give ourselves enough material to work with and enough time to really digest the material and come up with critical and analytical talking points. So help out your fellow students! I will also be jumping into the conversation at various points. I really look forward to hearing all of your thoughts!

**Grading for Discussion Forum Participation**

Most of the discussion forums are worth 20 points, and will be graded on this basic rubric. For forums worth fewer total points, the rubric scores will be adjusted proportionally.

1. Main post follows instructions, respectful of others, demonstrates critical thinking and engagement. (10 pts)
2. Follow-up response to other student(s) are in line with instructions (10 pts).

The following describe general criteria of posts ranging from excellent to those needing improvement:

**Excellent:** Student actively participates in class discussion and is respectful of other students and instructor; student refers to course material; he or she may draw connections with other course material and make strong comparisons between readings and videos, your experiences, and with course themes & objectives; student may raise questions and take the initiative to direct the discussion and lead the conversation into new areas. Posts are thoughtful, show critical thinking, and demonstrate high engagement with the class.

**Good:** Student actively participates in class discussion and is respectful of other students and instructor; student may not refer to course readings or demonstrate a complete knowledge of the reading material; some points could be pushed further or made clearer; students posts and/or response are brief, the post may benefit from more engagement or attention to detail and from a more comprehensive viewpoint (i.e. making stronger connections w/ course themes).

**Fair:** Student posts, but demonstrates a lack of engagement or does not display a careful consideration; it may not be clear that the student understood all of the lesson and/or reading as the student does not demonstrate full knowledge of the assignment instructions.

**Needs Improvement:** Student is disrespectful of other students and/or instructor; or student does not
respond to another student or does not demonstrate knowledge of the assignment; or assignment is late, or does not demonstrate an engagement with either the material or the class.

No credit: Student did not submit the assignment.

Grading for Portfolio Assignments

These are the activities conducted in your Portfolio space. You will be graded on various points on content (clarity, writing, organization, critical thinking, etc.), and on media effort/presentation (use of the Portfolio tools). The rubrics on each assignment page identify how many points the assignment is worth and show specific grading criteria.

The following describe general criteria of assignments ranging from excellent to those needing improvement:

Excellent: Assignment is complete and submitted on time; posting is clear, appropriate, relevant, and displays clarity and attention to detail; student displays knowledge of portfolio tools and lesson goals in relation to advancing students’ familiarity and comfort with portfolios.

Good: Component from the assignment may be missing; an aspect of the assignment may be unclear or need further development in relation to the lesson, though overall the student displays a solid understanding of the lesson and portfolio tools.

Fair: One or more components of the assignment is missing or unclear; student needs to clarify content and/or writing and display greater awareness and understanding of portfolio tools.

Needs Improvement: Student does not submit assignment or there are significant problems with the content and the use of the portfolio tools.

Policies and Tips

Study Tips:
Below are suggestions for maximizing your learning and enjoyment in this course:

- Contact your instructor if you have questions about the material in the readings or lectures, the learning objectives, and/or other course content. I encourage you to post your questions in the
course’s General Discussion Forum (HUB). That way, you will receive my feedback, and possibly the feedback of your classmates.

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your instructor suspects plagiarism, through the use of TurnItIn or other means, the assignment will go ungraded (receiving zero points) until the suspected plagiarism problems are resolved. Late penalties will also apply when the time you take to resolve plagiarism leads to late submission. If TurnItIn detects plagiarism, you may fail the assignment. If you plagiarize, you may be removed from the course. See the Student Conduct Code for further information: http://www.washington.edu/csse/student-conduct-overview/student-code-of-conduct/

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For more general student information for UW students, policies and tips, please see the UW Student Guide: http://www.washington.edu/students/#POLICIES

For ISS program specifics, please see: http://www.onlinedegreecompletion.uw.edu/degrees/integrated-social-sciences/courses.asp

*Enjoy the course!*
ISS 302: Survey of Social Science Methods

**Time and Location:** Online

Course Website: [https://canvas.uw.edu/](https://canvas.uw.edu/)

5 credits

**Instructor**

See the Course Resources section of the Canvas course for information on your instructor and methods of contacting your instructional staff.

**Course Description**

This course offers an inclusive survey of methods used across the social sciences from the most mathematical and quantitatively analytical to the most humanistic and qualitatively interpretative. A series of 10 modules contributed collaboratively by 12 social science faculty provide for interdisciplinary inclusion as well as diverse research experiences and perspectives. In this way, statistics, survey research, and data visualization techniques are all introduced, as too are qualitative research methods ranging from participant observation to archival and textual analysis. Integrative concerns with critical thinking, research ethics, research framing and inductive versus deductive reasoning, are introduced at the outset, and represent a continuing focus for student reflection through all the modules. Further integrating all the modules, weekly assignments will share a focus on data sets dealing with social inequalities and disparities, social challenges and questions, the responsibility of the researcher toward data and research standards, as well as the benefits of interdisciplinary research.

The course is organized into 4 distinct sections or themes. Lessons 1-3 provide a broad introductory overview of the issues relating to social science research, including different types of approaches, how research is conducted, and the main issues and debates that can and do arise in social science research. Lessons 4-6 then cover quantitative methods, Lessons 7-9 cover qualitative methods, and Lesson 10 provides an overview of how qualitative and quantitative methods work together in an approach called mixed methods.

Overall, the course provides a shared intellectual experience and common methodological training for all ISS students, further enabling interdisciplinary engagement across the degree’s 7 thematic areas. The diverse perspectives, research experiences, and methods expertise of the contributing faculty open opportunities for student reflection on how mixed methods can be brought together in addition to comparisons of all the different disciplinary perspectives. At the end of the course, students will have developed skills in both quantitative and qualitative reasoning, as well as in the fundamental challenges of working with evidence to create and evaluate research questions about social life in all its global and historical complexity.
Course Learning Goals
The course learning goals are for students to attain the following skills and knowledge:

1. Develop quantitative reasoning skills.
2. Develop qualitative reasoning skills.
3. Comprehend what is at stake and what can be claimed on the basis of statistics, surveys and diverse data visualizations in social science debates and commentary.
4. Comprehend what is at stake and what can be claimed on the basis of participant observation, interviews and archival and textual analysis in social science debates and commentary.
5. Know about basic research ethics challenges, questions and concerns.

More generally, because ISS 302 serves as a core course in the ISS degree, it also introduces and contributes to the four overall degree learning goals.

1. Explain social scientific research in terms of questions, theories, methods & 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 following ISS 301 and ISS 350 and before ISS 401. It is highly recommended that you take it early in your program, since the research skills you’ll develop in this course can greatly enhance your ability to evaluate and incorporate research in your other ISS courses.

Course Requirements

Prerequisites
The course should be taken in a series following ISS 301 and ISS 350, and sometimes (but not necessarily) in conjunction with ISS 355 or ISS 401.

Technology Requirements

- Some portions of the course rely on streaming media. You should have access to a computer with strong Internet capabilities and a high-speed internet connection.
- The Lesson on Data Visualization requires that you download and install software called Tableau (public version). The technical requirements for Tableau can be found here: [https://www.tableau.com/products/techspecs](https://www.tableau.com/products/techspecs). (You will need to scroll down a ways to find the specifications.) If you are using an older machine – especially an older Mac – please make arrangements to complete this lesson on a more up-to-date computer.

Completion Requirements
As well as going through all the modules, watching all the faculty videos and completing the online assignments each week, you must do the readings and finish all the exercises described in Canvas course.
Grades

The course as a whole is graded on a 1000-point scale. So, a 20-point quiz, for example, is worth 2% of your total grade. UW grades on a 4.0 scale. We use the following to convert from percentages to the 4.0 scale. So, someone who earns a total of 842 points will earn a grade of 84.2% or 2.9. For reference we also list how these percentages would be graded on a standard letter-grade scale (which implies a 2.9 is in the B range).

<table>
<thead>
<tr>
<th>Grade Points/Percentages</th>
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<tbody>
<tr>
<td>4.0 = 95-100%</td>
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<tr>
<td>3.9 = 94%</td>
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<td>3.8 = 93%</td>
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<td>3.7 = 92%</td>
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<td>3.6 = 91%</td>
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<td>3.5 = 90%</td>
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<tr>
<th>Letter Grades/Percentages</th>
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<tbody>
<tr>
<td>A = 93% +</td>
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<tr>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>B+ = 87-89%</td>
</tr>
<tr>
<td>B = 83-86%</td>
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<tr>
<td>B- = 80-82%</td>
</tr>
<tr>
<td>C + = 77-79%</td>
</tr>
<tr>
<td>C = 73-76%</td>
</tr>
<tr>
<td>C- = 70-72%</td>
</tr>
<tr>
<td>D+ = 67-69%</td>
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<tr>
<td>D = 62-66%</td>
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<tr>
<td>F = 61% and below</td>
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Grading/Assessment:

There are a total of 1000 points for graded assessments. Most assignments include a grading rubric to identify how student submissions will be assessed. Your overall course grade will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>209 points</td>
<td>20.9%</td>
</tr>
<tr>
<td>Assignments</td>
<td>345 points</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
## Course Materials
There are no textbooks you must purchase for this course. All required and recommended readings, videos, and other resources may be accessed online within the course lessons in Canvas.

## The Online Environment

### Online Communication
In addition to e-mail (“Canvas Inbox”), your course offers the following tools for communication:

- **Profiles**, where you can post information about yourself—your instructor may have specific instructions about what to post; and
- **Discussion forums**, where you can post your opinions, research results, or structured responses to a question, and carry on a conversation with your classmates, at any time.

### UW Library Services
As an online student, you have access to a wealth of Web resources compiled to provide fast, easy access to information that supports your online learning experience. Organized by subjects, UW Library Services links you to sites with help for writing and research, study skills, language learning, and library reference materials.

### About the Lessons
This 10-week course has been developed by educators from several disciplines at the University of Washington who have used social science research methods in their work. Together the lessons work to provide you an overview of the major research methods and approaches in the social sciences, including qualitative and quantitative approaches, as well as mixed-methods approaches.
<table>
<thead>
<tr>
<th>Lesson Overview</th>
<th>Faculty Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 01: Introduction: Interpretation, Description, Prediction, and Explanation</strong></td>
<td>Haideh Salehi-Esfahani &amp; Polly Myers</td>
</tr>
<tr>
<td>This lesson provides an overview of the basic terms, concepts, and approaches in social science research. In this lesson you will learn how qualitative and quantitative methods are similar or different, as well as how social scientists approach their research from different standpoints. While the assumptions and approaches of qualitative and quantitative research are different, researchers often use these in overlapping ways. In this week's Lesson, therefore, as well as in Lessons 2-10, you will learn not only about how qualitative and quantitative research differ, but also how researchers utilize a range of methods and approaches.</td>
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<tr>
<td><strong>Lesson 02: Integrating Methods and Research Questions</strong></td>
<td>Rachel Cichowski</td>
</tr>
<tr>
<td>The lesson will provide an introduction to basic research terms, concepts and approaches that provide a foundation for developing and conducting research projects. We will discuss how to construct research questions and thesis statements. The lesson will also provide an introduction to qualitative and quantitative methods and provide a broad discussion of differences and application of these methods in social science analysis.</td>
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<tr>
<td><strong>Lesson 03: Research Ethics in Social Science</strong></td>
<td>Lauren Hartzell Nichols &amp; Alison Wylie</td>
</tr>
<tr>
<td>This module will introduce students to ethical issues that arise in social science research including research integrity and authorship, responsibilities to human subjects, questions about disclosure and deception, and broader social impacts. The module will take a case-based approach to introducing these issues in a thought-provoking way. The aims of the module are to raise students’ awareness of the kinds of ethical issues that can arise in social science research, to encourage them to anticipate these issues, and provide them basic tools for addressing them when they are encountered.</td>
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<tr>
<td>Lesson 04: Introduction to Statistical Analysis with Excel</td>
<td>Patricia Kramer &amp; Cecil Whitney</td>
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<td>----------------------------------------------------------</td>
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<td>In this lesson, you will learn how to use Microsoft Excel to build data sets, perform basic calculations, and create visuals. The purpose of this lesson is to demystify statistics, giving you the confidence to interpret basic statistics reported in journal and newspaper articles or by your uncle at family gatherings.</td>
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<tr>
<th>Lesson 05: Data Visualization for Spatial and Temporal Analysis</th>
<th>Suzanne Withers</th>
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<tbody>
<tr>
<td>In this module, students will learn how data visualization has become an important technique in the field of data exploration, description, and display. We will explore the use of data visualization for temporal (variation over time) and spatial (variation across space) analysis. Charts, graphs and maps can be powerful devices for communication, as well as tools for exploration of relationships at various scales. Attention is given to the effective communication of information. Data visualization enables social scientists to influence evidence-based decision making by conveying quantitative information in a meaningful way. These methods are very broadly used across the arts and sciences. In class, examples draw from the study of inequality, a matter of importance within all the social science.</td>
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<tr>
<th>Lesson 06: Quantitative Approaches to Disparities</th>
<th>Elizabeth Ackert</th>
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<tr>
<td>This week you will deepen your ability to understand, interpret, and summarize quantitative research on social disparities between groups. The lesson will reinforce quantitative concepts covered in prior lessons, while providing you with greater familiarity with concepts such as univariate and bivariate data. Using examples of real social science data, you will learn to identify potential disparities between groups by scrutinizing quantitative data visualizations (histograms, bar plots, scatter plots) and interpreting statistical output (correlation coefficients, regression coefficients). You will develop hypotheses regarding the causes of group-level disparities, and gain greater familiarity with univariate distributions and with bivariate and multivariate relationships.</td>
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<tr>
<td>Lesson 07: Survey Research Design and Collection</td>
<td>Megan Carney</td>
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<td>Building on skills you have learned in preceding weeks, you will now add survey research design to your toolkit. You will learn when to use surveys over other types of research instruments, how to design a survey questionnaire aimed at addressing specific research questions and potentially testable hypotheses, how to implement surveys, and how to analyze survey results.</td>
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<tr>
<th>Lesson 08: Archival Research and Analysis</th>
<th>Polly Myers</th>
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<tr>
<td>This module will introduce you to archival research. It will provide an opportunity for you to discover how primary source documents provide insight into social relations and institutions. By the end of the lesson you will be able to distinguish between primary and secondary sources, express how archives reflect power relations, conduct a close reading and analysis of documents and sources, and investigate how archival knowledge and documentation can inform social science research, including your own research for your developing portfolio.</td>
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<tr>
<th>Lesson 09: Participant Observation</th>
<th>Celia Lowe</th>
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<tbody>
<tr>
<td>This module focuses on participant-observation. Participant-observation is a qualitative research method that will allow you to actively engage with the lives of others in order to understand something about why people do what they do.</td>
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<thead>
<tr>
<th>Lesson 10: Conclusion: Integrating Mixed Methods in Social Science Research</th>
<th>Haideh Salehi-Esfahani &amp; Polly Myers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This lesson provides a brief overview of what you have learned this quarter and asks you to think comprehensively about social science research methods. In this lesson you will learn how these methods can be integrated by using both quantitative and qualitative approaches, or what social scientists call using mixed methods. This week will deepen your knowledge of social science research methods by asking you to identify and reflect upon the role that mixed methods and interdisciplinarity serve in social science research.</td>
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</table>
You will learn what it means to become a “pragmatic researcher” in the social sciences and combine quantitative and qualitative research methodologies to get at both the macro and the micro scales.

About the Assignments

Quizzes
Most lessons include one or more timed quizzes on the week’s readings and lectures; questions are multiple-choice or true/false, with some write-in questions as well for assignment-based quizzes.

Discussion Forums
Most lessons include at least one guided discussion forum in which students are asked to provide a thoughtful initial post and, typically, at least one follow-up post responding to another student’s post. Some forums are designed to prepare the student for the assignment for that week or serve as the main activity and assignment of the lesson.

Assignments
Each week, students are asked to demonstrate knowledge of lesson content through short-writing assignments or exercises. Please make sure you understand the requirements for these assignments early in the lesson and not leave them until too late in the week they are due.

Google Sites Portfolio Reflection Assignments
There are 3 reflection short papers that you will write and store on your portfolio over the course of the quarter. The assignments, which build upon each other into a single, final paper, ask students to reflect on what they have learned about social science research. You will store this paper in your portfolio to serve as material you can pull from when you work on other portfolio courses, including ISS 355 and ISS 401 (your capstone portfolio course). The directions for each portfolio assignment for each stage are:

1. **Portfolio Reflection Assignment 1 (Due end of Lesson 4):** Based on the knowledge you have gained in Lessons 1-3, write 250-300 words reflecting on the challenges and opportunities of social science research. What have you learned about how social science research is conducted? What are the specific challenges and opportunities and what do you think of these? Be sure to incorporate at least one specific example (i.e., a reference/citation to a course reading or lecture).

2. **Portfolio Reflection Assignment 2 (Due end of Lesson 7):** Based on the knowledge you have gained in Lessons 5-7, add a new section to your ongoing portfolio reflection. (Remember you will submit the final, polished draft of this in Lesson 10). For this draft, write 250-300 more words reflecting on the quantitative methods in social science research. What have you learned about how quantitative social science research is conducted? What insights are provided by using quantitative methods? Be sure to incorporate at least one specific example (i.e., a reference/citation to a course reading or lecture).
3. **Portfolio Reflection Assignment 3 (Due end of Lesson 10):** In this assignment you will complete that portfolio reflection assignment that you began earlier in the quarter. Add 250-350 words to your reflection on the role of mixed methods in the social sciences. How does employing mixed methods provide insight into the social sciences? Provide at least one specific example. Next, polish and revise your reflection piece so that it is ready for final submission in your portfolio. **Your final reflection should be 750-1000 words,** and should serve as a statement of what you have learned about social science research here in ISS 302. We are having you store it in your portfolio tab so that it can serve as material that you can pull from when you go to work on assignments in your other portfolio courses, including ISS 355 and ISS 401, your capstone course.

**Policies and Tips**

**Study Tips:**
Below are suggestions for maximizing your learning and enjoyment in this course:

- You should plan to log on to Canvas at least 4-5 times per week. Be sure to read through the Course Announcements at the beginning of every week; the Announcements page is where your instructor will post all course information and updates, changes in assignments or schedules, and helpful course resources and tips on upcoming assignments.
- Contact your instructor if you have questions about the material in the readings or lectures, the learning objectives, and/or other course content. I encourage you to post your questions in the course’s General Discussion Forum (HUB). That way, you will receive your instructor’s feedback, and possibly the feedback of your classmates.
- Plan your time carefully. Read and review the materials at the beginning of the week, and ask questions. Use all available resources. Plan your time carefully.

**About the Developers:** See the “Meet the Experts!” section in your course for short introductions to the UW faculty and recent PhD graduates who have developed this course.

**Contacting the Instructor:** Please check Canvas and the Course Resources page for Instructor’s preferred communication methods. Unless circumstances beyond our control prevent it, your instructor will typically respond to emails or Canvas messages within 48 hours.

**Your written work:** It is helpful to first compose your work and discussion responses (at least the textual parts and research citations) in a word processing program, save it and, then copy and paste it onto Canvas and/or your portfolio. This will save you from losing your work and it will also provide you with a nice set of notes from which you can work from as you do your coursework. It can be helpful to start a separate work folder on your computer.

**Late Work:** Please check the schedule for all due dates and plan your schedule accordingly. In this seminar we will be doing a lot of peer review and group work, so it is especially important that you adhere to the due dates so that your classmates are not waiting on you for the peer review.
portions of this class. All work is submitted via Canvas and will record the time of submission. **Late assignments will be marked down 10% of the assignment’s total value for each day (1 minute - 24 hours) that it is late unless prior arrangements have been made with your instructor.** E.g.: if the assignment’s total value is 100 points, it will be marked down 10 points per each day that it is late. Because the assignments build on one another, it is important to stay current with the coursework. **PLEASE NOTE:** Discussion posts that are more than one week late will not be accepted for credit unless prior arrangements have been made with your instructor.

**Student Conduct:** Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students may be asked to leave the course and/or a discussion or assignment. Serious cases of misconduct will be referred to the UW Community Standards and Student Conduct office: [https://www.washington.edu/cssc/](https://www.washington.edu/cssc/). See the Student Conduct Code for further information: [http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/](http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/)

**Diversity and Respect:** Discrimination of any kind will not be tolerated. In this class we will embrace diversity and seek to learn from diverse perspectives of all kinds. To find out more about diversity at UW, see: [http://www.washington.edu/diversity/](http://www.washington.edu/diversity/)

**Academic Dishonesty:** Academic dishonesty will not be tolerated. Academic dishonesty means, among other things, plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting someone else’s work as your own; submitting your own work in more than one course (without both instructors’ permission) or fabricating or falsifying data, research procedures, or data analysis.

Your work may be checked for plagiarism using [VeriCite](https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/), an electronic plagiarism tool. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. For more information, visit UW IT’s VeriCite FAQ page: [https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/](https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/)

If you are found to have plagiarized, you will automatically fail the assignment. If you plagiarize, you could be removed from the course or even expelled from the University. See the Student Conduct Code for further information: [http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/](http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/).
Disabilities Resources: Students with disabilities have the right to reasonable accommodation. Please inform instructor of any disabilities that create special needs and/or for more information see Disability Resources for Students: http://depts.washington.edu/uwdrs/

For more general student information for UW students, policies and tips, please see the UW Student Guide: http://www.washington.edu/students/#POLICIES

For ISS program specifics, please see:
http://www.onlinedegreecompletion.uw.edu/degrees/integrated-social-sciences/courses.asp

Enjoy the course!
Syllabus — ISS 355: Portfolio Seminar in Integrated Social Sciences

**Time and Location:** Online

**Course Website:** [https://canvas.uw.edu/](https://canvas.uw.edu/)
3 credits

**Course Goal**
To create a successful personal pathway to degree completion in Integrated Social Sciences by generating, sustaining, revising and presenting materials that will lead you to the development of your final portfolio in the ISS 401: Capstone course.

**Course-level learning objectives**
Upon successful completion of this module, you will be able to:
- define the audience and purpose of your portfolio;
- review your goals and implement changes to align your plans with your interests;
- revise and expand your existing research, integrating new insights and knowledge through the revision of your keyword definition(s)*;
- identify and define two new “keywords” that represent your intellectual interests*;
- apply effective peer review techniques to share your work and to review the work of others;
- assemble a digital collage of social science research and sources and reflections to communicate knowledge and reflections; and
- present portfolio materials to your colleagues and continue the portfolio revision process.

*The shape of your keyword work in ISS 355 will depend on when you took ISS 301 and ISS 350. If you took them prior to Autumn 2017, you'll be revisiting three of your original keywords. If you took them Autumn 2017 or after, you will be revisiting the definition you created in your first quarter, and creating two new definitions. Going back to The Keyword Project is critical to the learning process--it is an opportunity for you to integrate the knowledge you've gained since your first quarter. It is similarly an opportunity for you to identify and practice discussing the themes and interests you are uncovering through your coursework, so that you are able articulate what you've learned.

**Required Texts**
There are no textbooks you must purchase for this course. All required and recommended readings, videos, and other resources may be accessed online within the course lessons.

*Lesson 01 Overview: Your Portfolio in an Online World*

This lesson explores your portfolio as an instrument you can use to communicate your past experiences, achievements, and goals. You will rethink its structure, create an inventory of the material you have in it, and reflect on how to present and connect its content more clearly. Finally, you will identify your intended audience, which will enable you to develop a strategy for using your portfolio.
Lesson 02 Overview: Building On Your Annotated Bibliography

In this lesson you will continue to develop/create your annotated bibliography. You’ll also learn the value of building an annotated bibliography to better understand the connections across academic literature.

Lesson 03 Overview: Finding or Creating Visual Media

In ISS 350 you selected images to enhance your keyword research. This week, we expand on that concept of building stories through keyword research, and look at media more broadly. How does media aid in the construction of meaning? How might visualization impact and support your keyword research and narratives?

Lesson 04 Overview: Choosing or Refreshing Your Keywords

In this lesson, as well as in the next four, your will rework, revise, or create a total of three keyword(s) definition(s). Depending on when you took ISS 350 (before or after AUT 17), you currently have one, three or seven keywords. You will follow different path to either develop two new keywords and revising one, or select three of your current keywords, rework and improve them. In this lesson, we will start this process by understanding your main interests and goals in ISS, and planning for your keywords work.

Lesson 05 Overview: Keywords definitions drafts

In this lesson, you will revise/write your keywords definitions according to your plan, making use of your references and your concept map that you developed, as well as the feedback received from your peers.

Lesson 06 Overview: More Integration Work

This lesson pauses to do three things: a) review content on citation basics—essential learning for social science writers – to make sure you are citing correctly; b) choose images to represent your keywords and integrate them into your portfolio; and c) reflect on what kind of feedback you would like to receive from your peers on your keywords.

Lesson 07 Overview: Responsiveness—Envisioning Peer Review

The peer review process is at the heart of social science work, which is by its nature communal and responsive. For this process we are putting you, the writer, in charge of what you want to know about your work-in-progress. Here are a few things to keep in mind as you for your peer review.

Lesson 08 Overview: Revisions After Peer Review

This week is an opportunity to take the feedback from your peer review to help you execute your plans for revising and refining your keywords.

Lesson 09 Overview: Back to Your Learning Plan

This week it’s time to return to your learning plan! Hopefully you’ve revisited it to make updates as you have completed your courses and if your course plans changed. If not, this will be a great
opportunity to make those updates and double-check to make sure that you are still on track to graduate.

Lesson 10 Overview: Digital Collage

Onward and upward toward a very different yet integrative skill more and more necessary in the modern world - the ability to present ourselves digitally in an authentic matter which expands our work. Finally, you will polish and submit your revised portfolio - which is almost ready to go public!

Grades

The course as a whole is graded on a 700-point scale. So a 20-point discussion, for example, is worth 2.8% of your total grade.

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<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage of Total</th>
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<tr>
<td>Assignments</td>
<td>420 points</td>
<td>60%</td>
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<tr>
<td>Discussions</td>
<td>200 points</td>
<td>28.5%</td>
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<tr>
<td>Peer reviews</td>
<td>80 points</td>
<td>11.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700 points</strong></td>
<td><strong>100%</strong></td>
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UW grades on a 4.0 scale. We use the following to convert from percentages to the 4.0 scale. So, someone who earns a total of 560 points will earn a grade of 80% or 2.5. For reference we also list how these percentages would be graded on a standard letter-grade scale (which implies a 2.9 is in the B range).
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Percentages</th>
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<tr>
<td>4.0 = 95-100%</td>
<td>3.4 = 89%</td>
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<tr>
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<td>3.3 = 88%</td>
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<td>3.8 = 93%</td>
<td>3.2 = 87%</td>
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<tr>
<td>3.7 = 92%</td>
<td>3.1 = 86%</td>
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<tr>
<td>3.6 = 91%</td>
<td>3.0 = 85%</td>
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<tr>
<td>3.5 = 90%</td>
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<tr>
<th>Letter Grades/Percentages</th>
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<tbody>
<tr>
<td>A = 93% +</td>
</tr>
<tr>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>B- = 80-82%</td>
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Discussion Forum Participation
Most of our online interaction in this course will occur in the Discussion Forums. All students are expected to actively participate in class discussions. This is an essential part of the learning experience; investing time and thought into your posts will not only help you learn the material; it will help prepare you to successfully complete other assignments. For each discussion forum there will be discussion prompt questions. You need to respond to both the initial prompt, and also take an active part in the discussion with responses to other students. Responses should not be limited to “I agree,” or “That is a great post,” but should instead think about key themes, points of debate, how you can use the information. Read each discussion prompt carefully for instructions and deadlines.

The discussion forums require that we collaborate and work as a class to give ourselves enough material to work with and enough time to really digest the material. This will allow us to come up with critical and analytical talking points in our peer responses.

Grading for Discussion Forum Participation
Discussion forums in this course varies from 20 to 40 points, depending on how much work they require. Your initial posts are usually worth 10 points. Responses to other students are usually worth the remaining 10 points. When discussions require more work and that you peer review the work of your peers, responses to your peers might be worth up to 30 points.

Contacting the Instructor
Please check the Course Resource page for contact information and preferred communication methods. Unless circumstances beyond our control prevent it, we will typically respond to emails or Canvas messages within 48 hours.

Your written work
It is helpful to first compose your work and discussion responses (at least the textual parts and research citations) in a word processing program, save it and, then cut and paste it onto Canvas and/or your portfolio. This will save you from losing your work and it will also provide you with a nice set of notes from which you can work from as you do your coursework. It can be helpful to start a separate work folder on your computer.

Accessing the Canvas Learning Management System (LMS)
You should plan to log on to Canvas at least 4-5 times per week. Be sure to read through the Course Announcements at the beginning of every week; the Announcements page is where instructors will post all course information and updates as well as helpful course resources and tips on upcoming assignments.

Late Work
Please check the schedule for all due dates and plan your schedule accordingly. In this seminar we will be doing a lot of group work through the online discussions, so it is especially important that you adhere to the due dates so that your classmates are not waiting on you. All work is submitted via Canvas and will record the time of submission. Late assignments will be marked down 10% of the assignment’s total value for each day (1 minute - 24 hours) that it is late unless prior arrangements have been made with your instructor. E.g.: if the assignment’s total value is 40 points, it will be marked down 4 points per each day that it is late. Because the assignments build on one another, it is important to stay current with the coursework. PLEASE NOTE: Discussion posts that are more than one week late will not be accepted for credit unless prior arrangements have been made with your instructor.

Student Conduct
All students and the instructors are collaboratively responsible for maintaining order and a positive learning environment in the classroom. The instructor may ask students whose behavior is disruptive either to the instructor or to other students to leave the course and/or a discussion or assignment. For further information, please see the ISS Communication Guidelines (https://integrated-social-sciences.washington.edu/online-communication-guidelines) and the
UW Student Conduct Code (http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/).

Diversity and Respect
Discrimination of any kind will not be tolerated. In this class we will embrace diversity and seek to learn from diverse perspectives of all kinds. To find out more about diversity at UW, see: http://www.washington.edu/diversity/.

Academic Dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty means, according to the Student Conduct Policy for Academic Misconduct and Behavioral Misconduct, many things including:

- Cheating, including but not limited to the use of unauthorized assistance on assignments and exams, turning in someone else’s work as your own, using online sources without instructor permission, and requesting or hiring someone to take a course, exam, test, or complete assignments on your behalf;
- Falsification, the intentional use of falsified data or records, or information about records of internships or other required academic events;
- Plagiarism, the presentation or submission of someone else’s work as your own, including but not limited to, the paraphrasing or direct quotation of published or unpublished work of another person without acknowledgement, and the unacknowledged use of materials prepared by another person or entity engaged in selling academic materials;
- Unauthorized collaboration;
- Engaging in behavior prohibited by an instructor or in a course syllabus;
- Submitting the same work in multiple classes without permission of both instructors;
- Damaging someone else’s academic work for the benefit of yourself or another;
- Recording instructional content without the permission of the instructor, unless approved through disability accommodations; and dissemination of those materials.

Your work may be checked for plagiarism using VeriCite, an electronic plagiarism tool. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. For more information, visit UW IT’s VeriCite FAQ page: https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/plagiarism-faqs/

If you are found to have plagiarized, you will be reported to the Dean’s Representative to the Community Standards and Student Conduct office for investigation and a possible conduct hearing. Penalties range from a failing grade on the assignment to expulsion from the University. See the Student Conduct Code for further information: http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/.

Disabilities Resources
Students with disabilities have the right to reasonable accommodation. Please inform instructor of any disabilities that create special needs and/or for more information see Disability Resources for Students: [http://depts.washington.edu/uwdrs/](http://depts.washington.edu/uwdrs/).

For more general student information for UW students, policies and tis, please see the UW Student Guide: [http://www.washington.edu/students/#POLICIES](http://www.washington.edu/students/#POLICIES).

For more information about the ISS program, please see [https://integrated-social-sciences.washington.edu](https://integrated-social-sciences.washington.edu).

*Enjoy the course!*
Syllabus —ISS 401: Integrated Social Sciences Capstone

(updated 12/26/17)

5 credits

**Time and Location**: Online

**Course Website**: [https://canvas.uw.edu/](https://canvas.uw.edu/)

**Instructor**

See the Course Resources section of the Canvas course for information on your instructor and methods of contacting your instructional staff.

**Course Goal**

Your final portfolio will demonstrate that you have substantive competence in the goals of the ISS degree. By the end of the Capstone you should be able to:

1. Explain social scientific research in terms of questions, theories, methods & findings;
2. Construct, debate, and communicate arguments about social phenomena;
3. Evaluate, integrate and critique information;

**Objectives**

1. Construct a portfolio that communicates your work to a self-defined academic and/or employer audience;
2. Showcase agency by positioning yourself as an expert in particular social science practices, diction and content material;
3. Reference your learning plan in a reflection and analysis of your experience in ISS;
4. Integrate keywords, artifacts and research that connects to “Real World Experiences”;
5. Present your educational journey to your peers.

**Required Texts**

There are no textbooks you must purchase for this course. All required and recommended readings, videos, and other resources may be accessed online within the course lessons.

**The Online Environment**

**Online Communication**

In addition to e-mail, your course offers the following tools for communication:
• profiles, where you can post information about yourself—your instructor may have specific instructions about what to post; and
• discussion forums, where you can post your opinions, research results, or structured responses to a question, and carry on a conversation with your classmates, at any time.

UW Library Services

As an online student, you have access to a wealth of Web resources compiled to provide fast, easy access to information that supports your online learning experience. Organized by subjects, UW Library Services links you to sites with help for writing and research, study skills, language learning, and library reference materials. The UW Library website offers a wide variety of guides on nearly all aspects of library research, and you are strongly encouraged to browse through the FAQ and other resources at that site.

Choosing Your Portfolio Platform

Google Sites is already the supported platform for the materials collected in ISS portfolios. However, we realize that there is a range of other good sites to use for your portfolio. Some students use WIX, WEEBLY, WORDPRESS and others. No matter the platform you choose to host your portfolio, please assure that you understand how it works. You’ll want to back up your information and be able to transfer it, if need be, to another platform. Our tech support team is not able to provide support for the hosting platform that you choose so please be informed and take precautions.

About the Lessons

Lesson 01: Defining Your Audience and the Purpose of Your Public Portfolio

In Week 1 you will review the grading rubric of the final capstone portfolio as a way to understand capstone expectations and requirements and what will be valued at the end of the course in terms of user experience, information architecture, clarity of linkages, and social science content. You will review a select set of other portfolios based on how these portfolios target particular audiences and tailor the material and presentation format accordingly. Finally, you will learn how to craft a target audience statement. In the Capstone, the audience will be an academic and/or employer one. Your statement will make clear a) who your audience is; and b) why.

Lesson 02: Taking Inventory of Your Materials and Choosing a Platform

After completing this unit, you will be able to create an inventory of materials and sort them into a portfolio template of requirements; describe material sand connect them to themes from ISS work; choose a portfolio platform.

Lesson 03: Creating New Keyword Connections

This week you will continue to build on and develop new social science keywords by adding two new keyword definitions based on your ISS courses, readings, and research.
Lesson 04: Peer Review of Keywords & Updated Bibliography

This week you will do a peer review of keywords and also update your bibliography to reflect your work in ISS.

Lesson 05: Revising and Polishing 5 Keywords

This week you will choose and polish 5 keywords to present in your portfolio. They will serve as a presentation of what you have learned in ISS.

Lesson 06: Learning the Language of Skills and Creating a Skills Demonstration

This week you will identify the major skillsets you have acquired, what practical and worldly competencies you have, and how you have overcome challenges. You'll discuss good learning experiences and develop a skills demonstration showcasing your transferable skills.

Lesson 07: Your Final ISS Reflection and Biography Update

Picking up from the reflections you made on your learning with your Learning Plan assignments in ISS 301 and 355, this week you will reflect on your educational journey. Students should be able to identify barriers they have overcome, thematic expertise, skills, job competencies, intellectual passions, and to explain their own positionality as an ISS student/graduate, citizen, and lifelong learner. You’ll also update your biography with insights gained from Lesson 06 and your reflection.

Lesson 08: Creating a Landing Page

After completing this unit you will be able to draft a landing page that includes your target audience and an introduction to you and your ISS experience.

Lesson 09: Finalizing Your Portfolio

This week will focus on finalizing your portfolio by making sure all the links work, the portfolio is polished, clear, and user-friendly, and that it meets the requirements of the final portfolio grading rubric. The final portfolio should demonstrate clarity and organization, rigor of research, integration of materials, interdisciplinarity and integration of personal views and experiences, appropriate content for the audience, and visual presentation. Your final portfolio must include, at a minimum: A 250 word minimum page that greets your audience (academic colleagues and professors and/or future or current employers) and introduces you, your interests and responds to the question, "I have an ISS degree, what does this mean"?; Five keywords that have been polished and revised and that reflect your educational journey in ISS and your social science knowledge; a highly-curated selection of your best papers and other items you have created during the ISS program; a written analysis of your educational journey; your biography and CV; and other evidence of your engagement with ISS.
Lesson 10: Presenting the Final Portfolio

For the final week, you will present your portfolio to your colleagues and an Instructor. Your portfolio will showcase connections within your learning, and moments of personal challenge and transformation in the ISS experience. You will also celebrate closure of the ISS journey.

Grades

The course as a whole is graded on a 1000-point scale. So a 20-point assignment, for example, is worth 2% of your total grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums (4 @ 30 points, 1 @ 20 points)</td>
<td>140 points</td>
<td>14%</td>
</tr>
<tr>
<td>Assignments (10 total; various points)</td>
<td>610 points</td>
<td>61%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>250 points</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

UW grades on a 4.0 scale. We use the following to convert from percentages to the 4.0 scale. So, someone who earns a total of 842 points will earn a grade of 84.2% or 2.9. For reference we also list how these percentages would be graded on a standard letter-grade scale (which implies a 2.9 is in the B range).

<table>
<thead>
<tr>
<th>Grade Points/Percentages</th>
<th>Letter Grades/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 = 95-100%</td>
<td>A = 93%-95%</td>
</tr>
<tr>
<td>3.9 = 94%</td>
<td>A+ = 97-99%</td>
</tr>
<tr>
<td>3.8 = 93%</td>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>3.7 = 92%</td>
<td>B+ = 87-89%</td>
</tr>
<tr>
<td>3.6 = 91%</td>
<td>B = 83-86%</td>
</tr>
<tr>
<td>3.5 = 90%</td>
<td>B- = 80-82%</td>
</tr>
<tr>
<td></td>
<td>C+ = 77-79%</td>
</tr>
<tr>
<td></td>
<td>C = 73-76%</td>
</tr>
<tr>
<td></td>
<td>C- = 70-72%</td>
</tr>
<tr>
<td></td>
<td>D+ = 67-69%</td>
</tr>
<tr>
<td></td>
<td>D = 62-66%</td>
</tr>
<tr>
<td></td>
<td>F = 61% and below</td>
</tr>
</tbody>
</table>
Discussion Forum Participation

Most of our online interaction in this course will occur in the Discussion Forums. All students are expected to actively participate in class discussions. This is an essential part of the learning experience; investing time and thought into your posts will not only help you learn the material, it will help prepare you to successfully complete other assignments. For each discussion forum there will be discussion prompt questions. You must post in response to the prompts as well as a follow-up response to others who have posted. Responses should not be limited to “I agree,” or “That is a great post,” but should instead think about key themes, points of debate, how you can use the information. NOTE: The Canvas deadline for discussions is for the initial post. Remember to post your responses by the due date specified in the discussion responses for full credit. The discussions require that we really collaborate and work as a class to give ourselves enough material to work with and enough time to really digest the material and come up with critical and analytical talking points.

Policies and Tips

Study Tips:

Below are suggestions for maximizing your learning and enjoyment in this course:

- Contact your instructor if you have questions about the material in the readings or lectures, the learning objectives, and/or other course content. I encourage you to post your questions in the course’s General Discussion Forum (HUB). That way, you will receive my feedback, and possibly the feedback of your classmates.
- Plan your time carefully. Read and review the materials, and ask questions. Use all available resources.

Contacting the Instructor: Please check the Course Resource’s Instructor page for contact information and preferred communication methods. Unless circumstances beyond our control prevent it, we will typically respond to emails or Canvas messages within 48 hours.

Your written work: It is helpful to first compose your work and discussion responses (at least the textual parts and research citations) in a word processing program, save it and, then cut and paste it onto Canvas and/or your portfolio. This will save you from losing your work and it will also provide you with a nice set of notes from which you can work from as you do your coursework. It can be helpful to start a separate work folder on your computer.

Accessing the Canvas Learning Management System (LMS): You should plan to log on to Canvas at least 4-5 times per week. Be sure to read through the Course Announcements at the beginning of every week; the Announcements page is where I will post all course information and updates as well as helpful course resources and tips on upcoming assignments.

Late Work: Please check the schedule for all due dates and plan your schedule accordingly. In this seminar we will be doing a lot of peer review and group work, so it is especially important that you adhere to the due dates so that your classmates are not waiting on you for the peer
review portions of this class. All work is submitted via Canvas and will record the time of submission. **Assignments that are late will be marked down 3 points for each day (1 min - 24 hours) that it is late unless prior arrangements have been made with me.** Because the assignments build on one another and are based on helping you revise work to integrate into your portfolio, is important to stay current with the coursework. **PLEASE NOTE:** Discussion posts that are more than one week late will not be accepted for credit unless prior arrangements have been made with me.

**Student Conduct:** Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students may be asked to leave the course and/or a discussion or assignment. See the Student Conduct Code for further information: [http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/](http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/)

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For ISS program specifics, please see: [http://www.onlinedegreecompletion.uw.edu/degrees/integrated-social-sciences/courses.asp](http://www.onlinedegreecompletion.uw.edu/degrees/integrated-social-sciences/courses.asp)

*Enjoy the course!*
APPENDIX 5: Learning Plan
# SAMPLE LEARNING PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Prior Courses Applied to ISS Thematic Areas</th>
<th>Earned credits</th>
<th>Spring 2017</th>
<th>Y/N</th>
<th>Summer 2017</th>
<th>Y/N</th>
<th>Autumn 2017</th>
<th>Y/N</th>
<th>Winter 2018</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you starting with?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits:</td>
<td>In-Progress Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Y/N</th>
<th>Summer 2018</th>
<th>Y/N</th>
<th>Autumn 2018</th>
<th>Y/N</th>
<th>Winter 2019</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
<td>Total Credits:</td>
</tr>
</tbody>
</table>

**Note:** Feel free to insert additional rows if you intend to take more than three classes in a quarter. You may also copy and paste a table so that you can add additional quarters. Contact issadv@uw.edu or your ISS adviser if you have questions.

**Credit Calculations:** Credit information can be found at the top of your DARS Report from your adviser. Make sure you pay attention to adviser notes about potential changes to credit information.

_____ Credits Earned + _____ Credits In-Progress + _____ Remaining Credits = _____ Total Credits (Minimum 180 credits)

Ask yourself...Do the remaining credits you have on your audit match what you’ve planned on your learning plan?

**Will you be taking any courses at another college?** If so, identify the community/other college(s) and be sure to include those courses on your learning plan. You can identify them by highlighting them. If they are from a semester school, multiply the credits by 1.5 to convert them to quarter credits.

Community/other college(s) you plan to take coursework at:
ISS 350 Reflection Prompt:

Your reflection should: Identify your overarching learning goals for the program (academic, personal, professional). For example, consider the following questions:

- What do you hope to accomplish by completing the ISS degree?
- What are some of your intellectual or academic interests?
- What types of social issues, problems, or questions do you find most compelling or urgent?
- What types of skills do you hope to develop?
- How do you see your academic plan relating to or building upon past experiences (academic, personal, professional)?
- How do you see yourself applying that knowledge out in the world?

ISS 355 Reflection Prompt:

In at least two substantial paragraphs (more if you’d like!) spend some time reflecting on your learning over the past two quarters. Your first paragraph should focus squarely on any new completed courses since your last update. You should address some of the following questions:

- What important social science concepts, terminology, methods, or other knowledge did you derive from each of your courses?
- What new skills or capacities did you acquire?
- Did the course align with your expectations, or did you learn unexpected things?
- Did any of the courses you took change the overall shape of your studies in any way?

The second paragraph should focus more on integration. Consider the following questions to help you:

- That is, what connections do you now see between your various learning experiences? For example, do you see strong thematic patterns arising, or questions that seem particularly persistent, or ways of looking at things that are giving you a fresh perspective?
- What relationships are you seeing between your current and your past academic work?
- And what connections are emerging between your formal academic work and other parts of your life (professional, personal, etc.)?
- Have your overall goals been partly achieved in significant ways, or have those goals evolved or shifted as a result of your recent learning experiences?
# Jane Doe's ISS Learning Plan

## Prior Courses
- **Autumn 2015**: Y/N
- **Winter 2016**: Y/N
- **Spring 2016**: Y/N
- **Summer 2016**: Y/N

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Transfered Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 270 (5)(IT)</td>
<td>ISS 301(5)(Core)</td>
<td>Y</td>
<td>IST 302 (5)(Core)</td>
</tr>
<tr>
<td>PSYCH 101 (5)(HR)</td>
<td>ISS 350 (2)(Core)</td>
<td>Y</td>
<td>ISS 355 (2)(Core)</td>
</tr>
<tr>
<td>108 credits transferred</td>
<td>7 credits</td>
<td>115</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

## Autumn 2016
- **Y/N**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWSS 389 (5)(IP)</td>
<td>ANTH 377 (5)(HR)</td>
<td>Y</td>
</tr>
<tr>
<td>POLS 312 (5)(CC)(W)</td>
<td>ISS 355 (3)(Core)</td>
<td>Y</td>
</tr>
<tr>
<td>GEOG 323 (5)</td>
<td>STAT 311 (5)</td>
<td>Y</td>
</tr>
<tr>
<td>10 credits</td>
<td>147</td>
<td>13 credits (13)</td>
</tr>
</tbody>
</table>

## Winter 2017
- **Y/N**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 327 (5)(IP)</td>
<td>ISS 401 (5)</td>
<td>Y</td>
</tr>
<tr>
<td>ANTH 460 (5)(SE)</td>
<td>ISS 320 (5)(VLPA)</td>
<td>Y</td>
</tr>
<tr>
<td>10 credits</td>
<td>170</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

Tentative Graduation Date: Winter 2018

---

**AK [1]:** I hope the move back goes well!

**AK [2]:** After this Winter, you'll be done with the thematic courses. So, if you were inclined, you could take other classes if you want. Totally okay to keep these thematic courses, but if they aren't offered next year in this order, know that you have flexibility. In fact, after Spring 17 you only need 15 credits so you could drop one of the thematic courses for Autumn 17. If you are trying to maintain financial eligibility I can see why you are keeping part-time enrollment. Just check with the financial aid office if you are receiving aid and are considering pursuing change.

**AK [3]:** The VLPA is a key requirement that you have remaining!
Autumn 2015 Learning Plan Reflection

My goals in completing the Integrated Social Sciences degrees are multifactorial. I want to finally prove to myself that I can finish my undergraduate degree. I have put it off for many years as I took time out to raise my children. This fall my oldest daughter began her first year at university and we are in a race to see who can complete their degree first. I wish to return to the academic community to gain knowledge about global communities and society and return to skills such as critical thinking and problem solving that were so important when I worked as a nurse.

This assignment to complete my learning plan was very difficult and has gone through much iteration. Trying to decide between which classes sound interesting and which ones will get me to where I want to be has made me really stop and think about where it is I want to be. Which for me is such a difficult question because I am married to a government civilian employee who has job prospects literally all over the world, from S. Africa to London, Tokyo, or Washington DC. My main goal professionally is to be able to find employment anywhere in the world. No problem right? First thing first, I need an undergraduate degree. Social sciences for me seem to fit in with the need to be flexible both in location and scope of employment. Coming from healthcare I see many aspects of the social sciences in which I feel comfortable.

Before I was married and had two more children I was a single parent to my oldest daughter. She was about eight when I became a RN. At that time I had a five-year goal of completing my BS and then a ten-year goal to complete a graduate degree in either Midwifery or as a Nurse Practitioner. At that time my daughter would have been heading out on her own to college and I would then be free to give my time and education to help mothers and babies in African nations that have some of the worst birth/pregnancy survival rates in the world. I gave this goal up when I met my husband and decided to marry an active duty military member and have more children. I truly enjoyed working with this demographic and hope to take advantage of my previous knowledge. Recently I have become interested in nutrition and food security of those in war torn or third world countries. Hopefully I can morph these interests into something attainable for my current situation.

I have thought about working with a NGO or government agency in promoting global women’s health and/or food security issues after I complete my undergrad. I would also like to complete a graduate degree sometime in the next few years after I decide on a more targeted area of study. We have a possible opportunity to move in two years to S. Africa with my husband’s employment. He works currently as the Science and Technology advisor to AFRICOM (United States Africa Command) and they are working to
increase their presence in Africa. He also has many contacts with other government agencies such as USAID, which could be useful to help me network and gain employment. We could however just as easily end up in London or Washington DC. So I need to be flexible. I think that this ISS degree with the variety of courses available will help me to gain the insight and skills that I need to be flexible and successful beyond graduation.

Spring 2016 Learning Plan Update Reflection

Since the last reflection I have completed ISS 302 (Survey of Social Science Methods) and am in the process of two Philosophy courses, PHIL 102 (Contemporary Moral Issues) and PHIL 362 (Philosophy of Science) as well as ISS 355 (Portfolio Seminar). ISS 302 was informative to the ways of social science research. It answered a lot of questions I had about the similarities and differences between medical/nursing research and social science research. It clarified how the social sciences use quantitative and qualitative methods. It also refreshed some Excel skills and introduced data visualization tools, such as Tableau, that I had not used before. I also found the topic of ethics in research interesting and an important theme for all social science majors to study because everyone has a role in maintaining an environment of ethical practices. I have always wanted to do research and this class definitely sparked that interest again. I am hoping with this degree to continue into a Masters program and finally get into research. The current philosophy classes I am taking are really challenging. I have never taken philosophy classes before and the reading and writing is very different. PHIL 102 has been sparking many discussions at home with my husband and with my friends as I complete the readings and try to figure out my opinions on the moral issues we are covering. I find it interesting that to see how my peers feel about these topics and how they are communicating their opinions to others who hold opposite opinions. This class has been helpful in teaching me to present arguments backed up by premises that lead to a valid conclusion. I see this as a useful skill of persuasion to have. I am really enjoying PHIL 362 as it makes me really think about the process of science and look at it from a different perspective. I think it is especially useful to know what makes science legitimate, what the difference is between science and pseudoscience. I think the fields of social sciences should always strive to the highest levels of legitimacy through following standards set up by the natural sciences.

The courses I am taking are opening up the way I think about and look at the world around me. For instance just today I was listening to a podcast, totally unrelated to the topics I am going to relate it to, that interviewed some inmates in U.S. prisons. Two of the prisoners were young men who were tried as adults and sentenced to life for their involvement in murders at aged 15 and the other at aged 14. In PHIL 102 we recently talked about the death penalty and whether or not it is morally okay for us to kill another person for committing murder. This sparked a discussion between a friend and I about this subject and we were discussing the morality
of sentencing children under the age of 18 as adults. Research has shown that before the age of 20 the brain and particularly the prefrontal cortex is not yet fully developed which can “undermine judgment and decision making” (Johnson, Blum, Giedd. 2009) meaning that cognitive functioning of a 14 or 15 year old is far from on par with that of an adult brain. (Sidenote: I did some personal research, scholarly article reading, on the teenage brain when my daughter was around 15. I thought there was something wrong with me as a parent and I was going crazy trying everything I could to get through to her. After my research I felt much better in knowing that many of the issues she was having were simply developmental and we just had to give her brain more time. And now, at age 20, she is a wonderful and responsible young woman.) This also brings me back to my Keywords Glossary and my definition of Identity, “Professor Alexes Harris’s studies of how contact with institutions impact an individual’s life chances lead us also to think about the impact of these social institutions on a person’s identity. She describes in a 2012 Lecture The U.S. Criminal Justice System that there are more young African American men currently in prison than employed. This must have a considerable effect on the identity of young African American men. We can conjecture by applying Erving Goffman’s theory and Erikson’s work with social context that the role they see as available for them in society is that of prisoner.” (Anderson. 2015) This bringing together of ideas from medical and social science research is what really excites me about this ISS degree. I see great potential for the advancement of public policy through interdisciplinary research and I aspire to being a part of those achievements.

Citations:

that has tied all these courses together is that of inequalities and how inequalities are a result of social constructs. I took POLS 312 during the presidential campaign which I felt gave me a deeper understanding of the building blocks of our governmental system and resulted in some very interesting discussion forums. A sort of bleak realization I had came about through learning how patriarchal our system was and continues to be. The founding fathers, while fighting for freedom from British rule, were paradoxically imposing social restrictions over women and blacks maintaining hegemony for the white male ruling class. In ANTH 308 studying feminism was enlightening and helped me to clarify many of my own beliefs. The idea that the work of reproduction has and continues to be devalued by governments and societies constitutes an institutionalized act of gender violence was new to me. The theory of “primitive accumulation” (Silvia Federici) that goes along with this idea is a theory about how societies change and the feminist revision says that without the “free” labor of reproduction taken from women societies would not have been able to make great leaps forward. COM 389 helped me to better understand media and its power over societies. Ideology in media influences societies by getting people to regulate their own behavior through naturalizing beliefs, supporting the status quo so that people accept the world as it is and then demonizing behaviors considered “not normal.” The knowledge I gained in this class is especially useful today as I try to understand the motives behind the current presidential organization and their manipulation of the media. ANTH 377 has cemented my desire to find a master program in anthropology. I wish I were in the Seattle area so that I could study medical anthropology and work in a minor in women’s health. Having a biomedical background, it has been interesting to learn about health from the anthropological perspective. GEOG 323, building on the framework of knowledge I acquired in POLS 312, has given me a better understanding of how our government works today and the impacts of neoliberal policy; basically adding to the inequality that exists and on one hand freeing up global trade and finance while simultaneously restricting access to those things for the poorest of the world. All of the courses I took were exceptional in content and the professors well exceeded my expectations. I feel like this past year I had the most intellectual growth as I start to make more connections across a wide variety of interconnected subject matter.

I am beginning to see a world view different from how I previously saw. I feel that I am better able to read news and journal articles and see the underlying frameworks built into the arguments presented. This new view has been leaving me at times feeling depressed about the state of global inequality and the government policies in place that perpetuate and widen this divide. At the same time it has also inspired me to think about new ways to breach this divide and solidify my desire to work toward this goal. I am more able to see the interconnectedness of the different aspects of social science and have been working this quarter at integration. The best example I have of this is a paper I edited for ISS 355, it began life as an exercise in writing strong paragraphs for POLS 312. I wrote about political philosopher and theologian Reinhold Niebuhr and his theory of “innocency” and its dangers and effects on American...
policy. I took these paragraphs and made them into a cohesive paper describing the meaning of “innocency,” exploring the philosophical ramifications of neoliberalism and individualism and how these relate to “innocency,” the consequences to the balance of liberty and equality in our world and then I used that framework to discuss how American national and foreign policy has destructive effects on global health. I feel really good about this paper and sent it to my professors so they could see their influence on work done outside of their courses. Prof. Pfeiffer commented on the relevance of the paper saying Niebuhr is being heavily quoted right now and asked me where I was going to publish. I had not really thought about publishing it, but with his encouragement it is something I am thinking about. (Although I am not sure where or how to do that but that) I would like to take some more time to edit it and also look at some international development studies (as per a suggestion by Prof. Vannini) to see if I can clarify my thesis even more. I participated in a sister march to the Women’s March on Washington in Frankfurt, Germany. I conducted a survey to get some opinions on how international people thought US policy impacted them personally and women’s rights generally. I wasn’t able to get many responses at the march so I later posted the survey, via SurveyMonkey, to the Women’s March Frankfurt Facebook group as well as a few other German and international groups. I still need to analyze this data and write it up, I just have not had the time this quarter taking 13 credits. I do feel like this new integrated view is expanding my interests and options for future education and employment.

Here is a link to the paper if you are interested in looking at it.

Personally, my family is in a place of unknowing right now as we suffer the consequences of a presidential mandate to freeze government hiring. We were supposed to move back to the US this summer from Germany, after living here for seven years, but all that is now on hold with no idea as to when a solution will be determined. Right now it looks as though we will be staying for another year, but that could change at any moment so I am nervous about what the future will bring. I had talked to you previously about taking next quarter off to prepare for the move, however I am not going to do that now. I still need to take the German test here to get credit for language so I signed up for only one class, STAT 311, which I would need for some master programs and I feel would broaden my understanding and ability to conduct research. I need to revise for the language test, it has been a while since my formal classes and I have picked up some bad habits speaking with my Southern German neighbours. The uncertainty in our situation is a bit distressing and I feel one class is all I will be able to handle.
**Subcommittee on Admissions and Programs (SCAP) Report**
1:30-3:00 p.m.
March 2, 2018, Gerberding 026

**Routine Business:**

**Biochemistry** *(BIOC-20171226A)* Revised admission program requirements for the Bachelor of Arts degree in Biochemistry.

Background: The department is proposing changes to their program requirements to include a new accelerated General Chemistry sequence.

*Action taken 03/02/2018: Approved and forwarded to FCAS.*

**Chemistry** *(CHEM-20171226A)* Revised admission and program requirements for the Bachelor of Arts degree in Chemistry

Background: The department is proposing changes to their program requirements to include a new accelerated General Chemistry sequence.

*Action taken 03/02/2018: Approved and forwarded to FCAS.*

**French & Italian Studies** *(ITAL-20180205)* Revised program requirements for the Bachelor of Arts degree in Italian Studies.

Background: The department is proposing changes to their existing program requirements and wider range of electives.

*Action taken 03/02/2018: Approved and forwarded to FCAS.*

**Non-Routine Business:**

**Computer Science & Engineering** *(CSE-20180220)* Revised admission requirements for the Bachelor of Science degree in Computer Science.

Background: The department is proposing to change the admission model.

*Action taken 03/02/2018: Approved and forwarded to FCAS.*

**Statistics** *(STAT-20170117R)* Option in Data Science within the Bachelor of Science degree in Statistics.
Background: The Department is proposing a new option in Data Science; they have included signatures from potentially affected departments.

Action Taken 01/27/2017: SCAP requested additional justification and statistics supporting the 2.5 CUM GPA and 2.0 minimum grade requirement for all courses in the option. It was also asked if the different requirements within the Computing requirement was valuable to students since the only difference was CSE 160, and introductory data programming course, which was provided as an alternative to students pursuing the Data Science option. Electives were noted to be not easily accessible to students due to many prerequisites, it was suggested that the department provide alternative and interdisciplinary courses.

Update 9/29/2017: Department provided a justification for the 2.0 minimum grade requirement for all courses in the option, but did not overtly address the 2.5 CUM GPA. They have added more course options for the Data Science option (#2, CSE 163) and electives (#4, SOC 201 or 1-credit seminar, CSE 412), see p. 2-5.

Action Taken 11/03/2017: SCAP requested stronger justification for minimum 2.5 GPA and minimum 2.0 grade requirement for all courses in the option, and confirmation of availability of CSE 414 and INFO 340 for students pursuing this option.

Update 12/29/2017: SCAP will further discuss the justification provided for the minimum 2.5 GPA and minimum 2.0 grade requirement for all courses in the option. The department has responded regarding course availability, see p. 7-11.

Action Taken 01/05/2018: SCAP has requested the department explain why a graduate course (CS&SS 569) is listed as an elective course for an undergraduate program.

Update 01/11/2018: Dept has responded (p. 7) and updated 1503 (p. 3).

Action taken 01/19/2018: Approved and forwarded to FCAS.

Action taken 01/26/2018: Approved by FCAS.

Update 02/21/2018: Posted to Tri-Campus, 1 comment received (p. 29).

Action taken 03/02/2018: Approved and forwarded to FCAS.

Applied and Computational Mathematical Sciences (ACMS-20170801) Suspension of admission in Option in Operations Research within the Bachelor of Science degree in Applied and Computational Mathematical Sciences.

Background: The Department is proposing suspension of admission in the Operations Research Option.

Action Taken 01/05/2018: SCAP requested a timeline for completing the RCEP.

Update 02/07/2018: The department has responded (p. 5).

Action Taken 02/16/2018: SCAP requested a more specific timeline for completing the RCEP.
French and Italian Studies (FRENCH-20170210AR) Minor in French Language, Literature, and Culture

Background: The Department is proposing a new open admission 30 credit minor in French Language, Literature, and Culture.

Action taken 04/07/2017: Some discussion ensued, no official comments at this time.

Action taken 04/21/2017: Some discussion ensued, no official comments at this time.

Action taken 05/05/2017: Approved and forwarded to FCAS.

Action taken 05/12/2017: Returned to SCAP by FCAS. The College of Arts and Sciences requested the proposal be moved to held business until further notice.

Action taken 05/19/2017: Some discussion ensued, no official comments at this time.

Update 02/07/2018: The College requested SCAP consider this 1503 proposal again. The department has submitted a revised 1503.

Action taken 02/16/2018: Given the overlap in courses required by both the Minor in French and the proposed Minor in French Language, Literature, and Culture, SCAP has requested the department include language in the proposed catalog copy that students cannot earn both minors.

Action taken 03/02/2018: Approved and forwarded to FCAS.

French and Italian Studies (FRENCH-20170210BR) Revised Program Requirements and a change of name for the Minor in French

Background: The Department is restructuring the minor requirements with the objective of increasing student’s language competency, as well as changing the name of the Minor in French to Minor in French Language, Sociolinguistics, and Translation.

Action taken 04/07/2017: Some discussion ensued, no official comments at this time.

Action taken 04/21/2017: Some discussion ensued, no official comments at this time.

Action taken 05/05/2017: Approved and forwarded to FCAS.

Action taken 05/12/2017: Returned to SCAP by FCAS. The College of Arts and Sciences requested the proposal be moved to held business until further notice.

Action taken 05/19/2017: Some discussion ensued, no official comments at this time.
Update 02/07/2018: The College requested SCAP consider this 1503 proposal again. The department has submitted a revised 1503.

Action taken 02/16/2018: Given the overlap in courses required by both the Minor in French and the proposed Minor in French Language, Literature, and Culture, SCAP has requested the department include language in the proposed catalog copy that students cannot earn both minors.

Update 02/23/2018: The department has responded and updated their 1503 (p.2-3).

Action taken 03/02/2018: Approved and forwarded to FCAS.