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**MEMORANDUM**

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FINAL FACULTY SENATE APPROVAL ON APRIL 8, 2014

TO: Faculty Senate  
FROM: Jack Kirby   
DATE: March 4, 2014  
SUBJECT: Curriculum Proposal #13-14-08, REVISION #2

College of Liberal Arts/Behavioral Sciences/Sociology: New courses, core credit hour changes, minor requirements, pre-requisite, class name, description and course number changes.

I recommend approval of the attached REVISION #2 Curriculum Proposal 13-14-08. This proposal requests creating new required courses for the degree of B.S. in Sociology. Additionally, this proposal will change the number of core hours from 30 to 42 credit hours, will remove the minor requirements from the population studies concentration, as well as address multiple pre-requisite, class name, description, and course number changes.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Clarence Rohrbaugh  
Dr. Christopher Kast  
Ms. Evie Brantmayer  
Ms. Leslie Lovett





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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby *JK*

DATE: February 11, 2014

SUBJECT: Curriculum Proposal #13-14-08, REVISION #1

College of Liberal Arts/Behavioral Sciences/Sociology: New courses, core credit hour changes, minor requirements, pre-requisite, class name, description and course number changes.

I recommend approval of the attached REVISION #1 Curriculum Proposal 13-14-08. This proposal requests creating new required courses for the degree of B.S. in Sociology. Additionally, this proposal will change the number of core hours from 30 to 42 credit hours, will remove the minor requirements from the population studies concentration, as well as address multiple pre-requisite, class name, description, and course number changes.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Clarence Rohrbaugh  
Dr. Christopher Kast  
Ms. Evie Brantmayer





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**MEMORANDUM**

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TO: Curriculum Committee

FROM:

Jack Kirby

A handwritten signature in black ink, appearing to read "JKR", written over the printed name "Jack Kirby".

DATE:

January 17, 2014

SUBJECT:

Curriculum Proposal #13-14-08

College of Liberal Arts/Behavioral Sciences/Sociology: New courses, core credit hour changes, minor requirements, pre-requisite, class name, description and course number changes.

I recommend approval of the attached Curriculum Proposal 13-14-08. This proposal requests creating new required courses for the degree of B.S. in Sociology. Additionally, this proposal will change the number of core hours from 30 to 42 credit hours, will remove the minor requirements from the population studies concentration, as well as address multiple pre-requisite, class name, description, and course number changes.

C:

Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Clarence Rohrbaugh  
Dr. Christopher Kast  
Ms. Evie Brantmayer



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** \_\_\_\_\_  
**School/Department/Program:** Liberal Arts/ Behavioral Sciences/Sociology  
**Preparer/Contact Person:** Chris Kast  
**Telephone Extension:** 4236  
**Date Originally Submitted:** 1-16-14  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** 2-28-14 Revision #2  
**Implementation Date Requested:** August, 2014

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

II.

Create new required courses SOCY-2205 Principles of race, class, and gender 3cr.; SOCY-3370 Concepts of Survey Design 3cr.; and SOCY-4480 Senior Capstone 3cr.. Change total hours for Major (general emphasis) and population studies concentration core from 30cr to 42cr by adding SOCY-2205, SOCY-3370, SOCY-4480, and requiring 3cr additional elective. Specify that classes satisfying elective hours include at least one class from each new course cluster. Remove the minor requirement from the population studies concentration. Multiple pre-requisite, class name, description, and course number changes. Designate that SOCY-1199 and SOCY-4998 will satisfy elective cluster as designated by current instructor.

III. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)  
PSYCH 2240 will be removed from the Sociology population studies emphasis program since, with the new changes; it will be interchangeable with SOCY 2240.

Total hours deleted. 3 (Population studies  
emphasis only)

B. Addition of course(s) or credit(s) from program(s)

Add newly created SOCY 2205 Principles of Race, Class, and Gender, SOCY 3370 Concepts of Survey Design, and SOCY 4480 Senior Capstone to core requirements. In addition require an additional 3 cr. hr. of electives bringing the total elective requirements to 15 cr. hr. Finally, to satisfy the elective requirements at least one class must be completed from each of the following clusters. The remaining 6 cr. hr. may be fulfilled by any sociology classes not in the core requirements at the 2000 level or above with the inclusion of SOCY 1199.

**Elective Clusters**

**Organizations and Institutions**

SOCY 3310 Sociology of the Family

SOCY 4410 Industrial Sociology

**Stratification and Diversity**

SOCY 2230 Social Psychology

SOCY 3325 Social Stratification

SOCY 4450 Minority Groups

**Social Problems and Collective Behavior**

SOCY 2220 Introduction to Population Studies

SOCY 3340 Juvenile Delinquency

SOCY 3390 Social Movement

Total hours added. 12

C. Provision for interchangeable use of course(s) with program(s)

Either SOCY 2240 Non-parametric Statistics (Behavioral Statistics) or Psych 2240 Statistics (Behavioral Statistics) may be used to fulfill the core major requirement and as a prerequisite for SOCY 3360

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

SOCY 2240 Non-parametric Statistics (Behavioral Statistics) will be modified to focus on a combination of parametric and non-parametric procedures to better prepare students for diverse data analysis situations. Content, description, and assessment outcomes as revised in the concurrent psychology proposal, will become identical with Psychology 2240. (See appendix B)

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

<b>Prerequisite changes</b>		
<b>From</b>		<b>To</b>
None	SOCY 2220 Introduction to Population studies ->	SOCY 1110
C or higher in MATH 1100 or higher	SOCY 2240 Non-parametric Statistics ->	MATH 1107 or higher
SOCY1110	SOCY 3325 Social Stratification ->	SOCY 1110 and SOCY 2205
	SOCY 3360 Methods of Social Research	

SOCY 2240	->	SOCY 2240 or PSYCH 2240
SOCY 2200	SOCY 4450 Minority Group ->	SOCY 1110 and SOCY 2205
ENGL 1108, SOCY 3360	SOCY 4470 Sociological Theory ->	ENGL 1108 and SOCY 1110 Junior or Senior Standing

**Name and number changes  
(No content will be changed)**

From		To
<b>CORE COURSES</b>		
SOCY 2240 Non-parametric Statistics	->	SOCY 2240 Behavioral Statistics
SOCY 3301 Ethnology	->	SOCY 3301 Cultural Anthropology
SOCY 4470 Sociological Theory	->	SOCY 3395 Sociological Theory
<b>ELECTIVE COURSES</b>		
SOCY 2220 Introduction to Population Studies	->	SOCY 2220 Population Studies
SOCY 3325 Social Stratification	->	SOCY 3325 Stratification and Class
SOCY 3390 Social Movement	->	SOCY 3390 Social Change
SOCY 4410 Industrial Sociology	->	SOCY 4410 Sociology of Work
SOCY 4450 Minority Groups	->	SOCY 4450 Race and Ethnicity

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

SOCY 2205 Principles of Race, Class, and Gender -- 3 credit hours  
Prerequisites -- None  
FSU owned course  
Required by the Sociology program

SOCY 3370 Concepts of Survey Design -- 3 credit hours  
Prerequisites -- SOCY 3360 Methods of Social Research  
FSU owned course  
Required by the Sociology program

SOCY 4480 Senior Capstone -- 3 credit hours  
Prerequisites -- SOCY 3370 Concepts of Survey Design and SOCY 4470 Sociological Theory  
(SOCY 3395 Sociological Theory)  
FSU owned course  
Required by the Sociology program

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix D

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

See Appendix A

#### IV. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

See Appendix E.1 for the learning goals and relevant recommendations from the American Sociological Association's Task force report on liberal learning and the undergraduate sociology major. The currently proposed changes expand the programs ability to meet goals 3, 4, 5, and 10. SOCY 2210 Principles of Race, Class, and Gender refines our ability to communicate one of the fundamental theoretical interrelations as indicated in goals 5 and 10. The addition of SOCY 3305 Concepts of Survey Design and SOCY 4480 Senior Capstone expand on the opportunities for our students to perform original research maintaining their competitiveness in the job market as per goals 3, and 4. The additional electives requirement along with their restructuring into categories are based upon a recommendation in the ASA report that "departments should structure the curriculum to ensure that students are exposed to the breadth of the field (Appendix E.2: recommendations 5 and 7).

The senior capstone is especially important given its or a similar class's presence in many other sociology programs across the state as noted in the table below. In addition it is stressed in the aforementioned ASA report as an important final experience for successful sociology students. This suggested course progression also supports the change in level of Sociological theory from the 4000 level to the 3000 level. This change better fits the suggested flow of classes as proposed by the ASA taskforce, and better represents the relative difficulty between this course and the other 4000 level courses as they are currently taught. As such no changes to the content are being proposed for this course. (Appendix E.3).

Concord University	SOC 450 Seminar in Sociology
Marshall University	SOC 492 Senior Seminar (Capstone)
West Virginia State University	SOC 420 Senior Seminar
West Virginia University	SOC 488 The Capstone Experience

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

The rational for these changes comes from a variety of factors.

1. The numerous name, number, and prerequisite changes are a much needed revision designed to streamline the program for students. In addition these provide a meaningful structure to aid the program

- in clearly communicating to students the program's strengths and how it is distinct from other programs of study in the social sciences. These changes do not in and of themselves indicate any changes to content.
2. The additional courses are based upon the recognition that many programs across the state offer such courses and the recommendations of the professional sociological association's report strongly support their inclusion in an undergraduate sociology program.
  3. Changes to SOCY 2240 are designed to realign this class with the knowledge of the statistical procedures that will be most beneficial to our students in their subsequent endeavors. While non-parametric procedures are an important component of contemporary analysis shifting the focus to include parametric procedures will give students greater flexibility and make them more attractive to businesses and graduate programs.
  4. Current staffing levels should be sufficient to absorb changes to the curriculum with some reshuffling of teaching loads. At this point no additional costs are necessary to implement these changes.
  5. These changes should have a minimal effect on legacy students' ability to complete. No classes are being removed with Sociology 2240 only undergoing a change in content. All previous courses completed by the student will count under the new system. Students who return after a hiatus will be expected to complete the new coursework listed in the most recent catalog.

- V. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Dr. Deanna Shields	<i>Deanna Shields</i>
School of Nursing and Allied Health Administration	Dr. Mary Boni	<i>Mary Sharon Boni</i>
School of Education, Health, and Human Performance	Dr. Carolyn Cristlip-Tacy	<i>Carolyn Cristlip-Tacy</i>
School of Business	Dr. Richard Harvey	<i>Richard Harvey</i>

VI.

should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

- VII. ADDITIONAL COMMENTS.





*Department of Behavioral Sciences*

125 Hardway Hall • Fairmont State University

Phone: (304) 367-4236

ckast@fairmontstate.edu • www.fairmontstate.edu

Hello,

This memo is to certify that course numbers for all new courses as well as changes to existing courses have been certified by the registrar as valid. The relevant emails from staff have been reproduced below.

Hi!

I'm sorry about the delayed response to your email...suggestions are below. :)

SOCY 2205 and 3370 are open and available for use for the two new courses, and SOCY 4480 and 3395 are good for the course number changes. The request to update the course number of the new Cultural Anthropology course came from Evie, I have emailed her your concerns about updating the course number and will get back to you as soon as she responds.

Thanks for getting back to us so quickly!

Meredith

Evie and I met today, and she's ok with keeping the same course number and updating the title only.

Thanks for your patience! Have a good weekend.

M

Thank you,

Chris Kast Ph.D  
Temporary Assistant Professor of Sociology  
Department of Behavioral Sciences  
Fairmont State University



**APPENDIX A**  
 B.S. Degree in Sociology general Emphasis  
 Current Program

Required Major Courses	HRS
SOCY 1110 Introductory Sociology	3
SOCY 2200 Social Problems	3
SOCY 2240 Non-Parametric Statistics	3
SOCY 3301 Ethnology	3
SOCY 3360 Methods of Social Research	3
SOCY 4470 Sociological Theory	3
<b>TOTAL Required Major Courses</b>	<b>18</b>
Major Electives	12
Minor Requirements/Electives (if minor is required)	18
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>48</b>

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	3
ENGL 3332 OR PHIL 2275	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	3
COMM 2201	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
BISM 1200	
Attribute IG – Oral Communication	X
COMM 2201 (Satisfied in Attribute 1D)	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	X
SOCY 2200 (Satisfied in Major)	
Attribute V - Health	2
PHED 1100	
Attribute VI - Interdisciplinary	X

	SOCY 2200 (Satisfied in Major)	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	SOCY 1110 (Satisfied in Major)	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		X
	SOCY 3301 (Satisfied in Major)	
Additional General Studies hours		X
	SOCY 4470 (writing intensive course)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>39</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A**  
 B.S. Degree in Sociology general Emphasis  
 Proposed Program

Required Major Courses	HRS
SOCY 1110 Introductory Sociology	3
SOCY 2200 Social Problems	3
SOCY 2205 Principles of Race, Class, and Gender	3
SOCY 2240 Behavioral Statistics	3
SOCY 3301 Cultural Anthropology	3
SOCY 3360 Research Methods	3
SOCY 3370 Concepts of Survey Design	3
SOCY 3395 Sociological Theory	3
SOCY 4480 Senior Capstone	3
<b>TOTAL Required Major Courses</b>	<b>27</b>
Major Electives	15
Minor Requirements/Electives (if minor is required)	18
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>60</b>

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	3
ENGL 3332 OR PHIL 2275	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	3
COMM 2201	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
BISM 1200	
Attribute IG – Oral Communication	X
COMM 2201 (Satisfied in Attribute 1D)	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	X
SOCY 2200 (Satisfied in Major)	
Attribute V - Health	2

	PHED 1100	
Attribute VI - Interdisciplinary		X
	SOCY 2200 (Satisfied in Major)	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	SOCY 1110 (Satisfied in Major)	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		X
	SOCY 3301 (Satisfied in Major)	
Additional General Studies hours		X
	SOCY 3395 (writing intensive course)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>27</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A**  
 B.S. Degree in Population Studies Emphasis  
 Current Program

Required Major Courses	HRS
SOCY 1110 Introductory Sociology	3
SOCY 2200 Social Problems	3
SOCY 2240 Non-Parametric Statistics	3
SOCY 3301 Ethnology	3
SOCY 3360 Methods of Social Research	3
SOCY 4470 Sociological Theory	3
SOCY 2220 Introduction to Population Studies	3
SOCY 3390 Social Movement	3
PSYC 2240 Statistics	3
SCIE 1107 Intro To Geographic Information Systems	4
<b>TOTAL Required Major Courses</b>	<b>31</b>
Major Electives	6
Minor Requirements/Electives (if minor is required)	18
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>55</b>

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	3
ENGL 3332 OR PHIL 2275	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	3
COMM 2201	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
BISM 1200	
Attribute IG – Oral Communication	X
COMM 2201 (Satisfied in Attribute 1D)	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	X
SOCY 2200 (Satisfied in Major)	
Attribute V - Health	2
PHED 1100	
Attribute VI - Interdisciplinary	X

	SOCY 2200 (Satisfied in Major)	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	SOCY 1110 (Satisfied in Major)	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		X
	SOCY 3301 (Satisfied in Major)	
Additional General Studies hours		X
	SOCY 4470 (writing intensive course)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>32</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A**  
 B.S. Degree In Population Studies Emphasis  
 Proposed Program

Required Major Courses	HRS
SOCY 1110 Introductory Sociology	3
SOCY 2200 Social Problems	3
SOCY 2205 Principles of Race, Class, and Gender	3
SOCY 2240 Behavioral Statistics	3
SOCY 3301 Cultural Anthropology	3
SOCY 3360 Research Methods	3
SOCY 3370 Concepts of Survey Design	3
SOCY 3395 Sociological Theory	3
SOCY 4480 Senior Capstone	3
SOCY 2220 Population Studies	3
SOCY 3390 Social Change	3
SCIE 1107 Intro To Geographic Information Systems	4
<b>TOTAL Required Major Courses</b>	<b>37</b>
Major Electives	9
Minor Requirements/Electives (if minor is required)	0
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>46</b>

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	3
ENGL 3332 OR PHIL 2275	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	3
COMM 2201	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
BISM 1200	
Attribute IG – Oral Communication	X
COMM 2201 (Satisfied in Attribute 1D)	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	X
SOCY 2200 (Satisfied in Major)	
Attribute V - Health	2
PHED 1100	



Attribute VI - Interdisciplinary		X
	SOCY 2200 (Satisfied in Major)	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	SOCY 1110 (Satisfied in Major)	
Attribute VIID - Natural Science		4
	Any course in VIID	
Attribute VIII – Cultural Awareness		X
	SOCY 3301 (Satisfied in Major)	
Additional General Studies hours		X
	SOCY 3395 (writing intensive course)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>41</b>
<b>TOTAL HOURS</b>		<b>120</b>

**Appendix B**  
Catalog course description

SOCY 2205 Principles of Race, Class, and Gender.....3hrs.

This course is an introduction to the sociological analysis of race, class, and gender in contemporary society. This course explores how race, class, and gender are constructed, reinforced, and maintained in society. Students will critically analyze how systems of power and inequality affect cultural norms, social interactions, and institutional structures. Over the course of the semester, students will develop an appreciation for the multidimensional and complex nature of the issues underlying the construction and intersection of race, class, and gender.

SOCY 2240 Behavioral Statistics..... 3 hrs.

This course covers elementary statistical description and analysis, as employed particularly in the behavioral sciences. PR: MATH 1107 or higher. Same course as PSYCH 2240 Behavioral Statistics. Credit may be received for either SOCY 2240 or PSYCH 2240, but not both.

SOCY 3370 Concepts of Survey Design.....3hrs.

This course is a project-centered introduction to survey methods. The role and mechanics of developing a survey instrument in the context of an overall research project will be discussed. Topics discussed will include translating research goals into a research design, probability sampling, questionnaire construction, data collection (including interviewing techniques), data processing, and ethical considerations. PR: SOCY 2240 Behavioral Statistics or PSYCH 2240 Behavioral Statistics

SOCY 4480 Senior Capstone.....3hrs.

This course serves as a culminating experience for the undergraduate study in sociology. It is designed to help students synthesize what they have learned in sociology and make the transition to the next stages of their lives. This will be achieved through two related activities. First, students will build on previous coursework in theory and research methods to create an original, article-length research paper analyzing sociological data. Second, students will investigate recent

trends in the economy and labor market, collect data on an occupation they are planning to pursue after graduation, and interview people working in that field. Students should end this senior seminar with a sense of pride in what they have accomplished as sociology majors and a clearer vision for their future career. PR: SOCY 3370 Concepts of Survey Design and SOCY 3395 Sociological Theory.

Appendix C  
Detailed Course Outlines

**SOCY 2210: Principles of Race, Class, and Gender**

Example Course Materials:

Race, Gender, Sexuality, & Social Class: Dimension of Inequality (2013) Susan J. Ferguson Sage

Race, Class, & Gender: An Anthology (2012) Margaret L. Andersen and Patricia Hill Collins Cengage

Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework (2009) Lynn Weber Oxford University Press

1. Introduction
  - 1.1. Why race, class, and gender matter
  - 1.2. Defining contested concepts
  - 1.3. The history of how we got here
  - 1.4. Theories of difference
2. Systems of power and inequality
  - 2.1. Race and racism
  - 2.2. Class and inequality
  - 2.3. Gender and sexism
  - 2.4. Ethnicity and nationalism
  - 2.5. Sexuality and heterosexism
3. Empowerment and social change
  - 3.1. Pulling it all together
  - 3.2. Building a diverse community
  - 3.3. Reframing political debates
  - 3.4. Public policy and closing the gap

**SOCY 3310: Concepts of Survey Design**

Example Course Materials

Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method (2008) Don. A. Dillman, Jolene D. Smyth, and Leah Melani Christian. Wiley

Survey Research Methods (Applied Social Research Methods Series, No. 1) (2008) Floyd J. Fowler Jr. Sage

Introduction to Survey Sampling (Quantitative Applications in the Social Sciences) Graham Kalton (1983) Sage

Survey Methodology (Wiley Series in Survey Methodology) (2009) Robert M. Groves, Floyd J. Fowler Jr. Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. Wiley

1. An introduction to survey methodology
  - 1.1. Methods of data collection
  - 1.2. The history of survey research
  - 1.3. Contemporary examples of large scale surveys
  - 1.4. The challenge of survey methodology
2. Coverage, sampling and error in surveys
  - 2.1. Types of error in surveys
  - 2.2. Sampling
  - 2.3. Non-response
3. Designing and implementing good questions
  - 3.1. Types of questions

- 3.2. Increasing the reliability of answers
- 3.3. Problems in answering survey questions
- 3.4. Evaluating survey question and instruments
- 3.5. Survey interviewing
- 4. Preparing and analyzing survey data
  - 4.1. Cleaning and formatting data
  - 4.2. Coping with all the problems
  - 4.3. Ethical issues in analyzing and reporting survey data

## **SOCY 4480 Senior Capstone**

### Example Course Materials

#### Collected instructor materials:

- American Sociological Association Research briefs
- Job application preparation materials
- Graduate school preparation materials.
- Original research and publication materials.

- 1. Step one
  - 1.1. Picking a research topic
  - 1.2. Graduate school versus the job market
- 2. Step two
  - 2.1. Performing a literature search
  - 2.2. Finding interesting areas/programs or identifying interesting career paths
- 3. Step three
  - 3.1. Designing your research project and choosing your sample population.
  - 3.2. Researching specific programs or researching specific career paths
- 4. Step five
  - 4.1. Writing an IRB
  - 4.2. Matching future plans with life
- 5. Step six
  - 5.1. Collecting data
  - 5.2. Strategizing to build a winning application/resume
- 6. Step seven
  - 6.1. Analyzing data
  - 6.2. Organizing materials and applying
- 7. Step eight
  - 7.1. Presenting and discussing results
  - 7.2. More applying or what to do if your plans fail.

Appendix D  
Course Outcomes

Course: SOCY 2205 Principles of Race, Class, and Gender

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Discuss familiarity with the history of systems of stratification and analyze the theories leading to their creation	Four quizzes, one exam, one or more assignments.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Discuss the features of the major systems of power and inequality	Four quizzes, one exam, one or more assignments.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Discuss the responsibilities of a citizen living in a diverse political, social, and economic community	Four quizzes, one exam, one or more assignments.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

Course: SOCY 2240 Behavioral Statistics

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Analyze a set of data	Test 1	Satisfactory student performance will be indicated by 70% minimum on test 1. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Construct frequency distributions and graphs from data	Test 1	Satisfactory student performance will be indicated by 70% minimum on test 1. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Work with probability distributions	Test 2	Satisfactory student performance will be indicated by 70% minimum on Test 2. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Conduct one- and two-tailed t-tests on data	Test 3	Satisfactory student performance will be indicated by 70% minimum on test 3. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
5. Set up and test a null hypothesis	Test 3	Satisfactory student performance will be indicated by 70% minimum on test 3. Satisfactory class performance will

		be indicated by 70% of the class meeting this threshold.
6. Perform an analysis of variance	Test 4	Satisfactory student performance will be indicated by 70% minimum on test 4. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
7. Perform simple correlation analysis	Test 5	Satisfactory student performance will be indicated by 70% minimum on test 5. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
8. Perform Chi-Square tests	Test 5	Satisfactory student performance will be indicated by 70% minimum on test 5. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

Course: SOCY 3310 Concepts of Survey Design

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
9. Describe major applied areas and characterize the nature of an intrapersonal and/or interpersonal science discipline by setting up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning assumptions then defining the problem and stating the question.	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
10. Recognize overarching themes, persistent questions and conflicts, identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions within a discipline then gather or select evidence relevant to a problem or question.	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
11. Use discipline-relevant theories (i.e., sociological theories) to explain and predict behavior and estimate answers or make conjectures about the problem.	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
12. Make linkages or connections between diverse facts, theories, and observations then analyze evidence through conventions appropriate to the discipline (i.e., statistical procedures)	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
13. Devise appropriate solutions to the problem or conceive	The creation of an original research manuscript reporting an independent	Satisfactory student performance will be indicated by 70% minimum on

alternatives.	survey research project.	survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
14. Apply a variety of tools for effective problem solving	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
15. Recognize the role of counter-examples, counter-evidence or outliers.	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
16. Evaluate the solution(s) and draw conclusions.	The creation of an original research manuscript reporting an independent survey research project.	Satisfactory student performance will be indicated by 70% minimum on survey research project. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

Course: SOCY 4480 Senior Capstone

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Discuss and apply the skills and knowledge acquired from their college coursework.	The creation of an original research manuscript reporting an independent research project.	Satisfactory student performance will be indicated by 70% minimum on research manuscript. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Analyze the current job market by compiling information to create a plan to select the next step in their career.	The creation of a binder containing research on current career options best suited to their interests and skills.	Satisfactory student performance will be indicated by 70% minimum on career binder. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Apply the ability to work with colleagues by engaging in a discussion and revision process during each stage of the course.	The creation of a journal used to record feedback given and received on both the research manuscript and career binder	Satisfactory student performance will be indicated by 70% minimum on feedback journal. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

## Appendix E Supporting Materials

### E.1

#### ASA taskforce learning goals for the Sociology major

1. The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to: (a) describe how sociology differs from and is similar to other social sciences and to give examples of these differences; (b) describe how sociology contributes to a liberal arts understanding of social reality; and (c) apply the sociological imagination, sociological principles, and concepts to her/his own life.
2. The role of theory in sociology, such that the student will be able to: (a) define theory and describe its role in building sociological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of the times and cultures in which they were developed; and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to: (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; (b) compare and contrast the basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various decisions were made; and (d) critically assess a published research report and explain how the study could have been improved.
4. The technical skills involved in retrieving information and data from the Internet and using computers appropriately for data analysis. The major should also be able to do (social) scientific technical writing that accurately conveys data findings and to show an understanding and application of principles of ethical practice as a sociologist.
5. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.
6. How culture and social structure operate, such that the student will be able to: (a) show how institutions interlink in their effects on each other and on individuals; (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals; (c) demonstrate how culture and social structure vary across time and place and the effect is of such variations; and (d) identify examples of specific policy implications using reasoning about social-structural effects.
7. Reciprocal relationships between individuals and society, such that the student will be able to: (a) explain how the self develops sociologically; (b) demonstrate how societal and structural factors influence individual behavior and the self's development; (c) demonstrate how social interaction and the self influences society and social structure; and (d) distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.
8. The macro/micro distinction, such that the student will be able to: (a) compare and contrast theories at one level with those at another; (b) summarize some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the



connections between the two.

9. In depth at least two specialty areas within sociology, such that the student will be able to: (a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; and (e) develop specific policy implications of research and theories in the areas.

10. The internal diversity of American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups.

Two more generic goals that should be pursued in sociology are:

11. To think critically, such that the student will be able to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political-economic social structures; (e) present opposing viewpoints and alternative hypotheses on various issues; and (f) engage in teamwork where many or different viewpoints are presented.

12. To develop values, such that the student will see: (a) the utility of the sociological perspective as one of several perspectives on social reality; and (b) the importance of reducing the negative effects of social inequality.

## E.2

### ASA taskforce general recommendations for the Sociology major

Recommendation 1: Departments should develop a mission statement, goals, and learning objectives for their sociology program and make them public, especially to students.

Recommendation 2: Departments should gauge the needs and interests of their students, and department goals and practices should, in part, reflect and respond to these needs and interests as well as to the mission of the institution.

Recommendation 3: Departments should require introductory sociology and a capstone course in sociology as well as coursework in sociological theory, research methods, and statistics for the sociology major.

Recommendation 4: Departments should infuse the empirical base of sociology throughout the curriculum, giving students exposure to research opportunities across several methodological traditions, providing repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them.

Recommendation 5: Departments should structure the curriculum of required major courses and substantive elective courses to have at least four levels with appropriate prerequisites. At each succeeding level, courses should increase in both depth and integration in the major while providing multiple opportunities for students to develop higher order thinking skills and to improve their written and oral communication skills.

Recommendation 6: Within this four-level model, departments should also structure the curriculum to include one (or more) content area or substantive sequences which cut across two or more levels of the curriculum. Departments should design sequences to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.

Recommendation 7: Departments should structure the curriculum to develop students' sociological literacy by ensuring that they take substantive courses at the heart of the discipline as well as across the breadth of the field.

Recommendation 8: Departments should structure the curriculum to underscore the centrality of race, class, and gender in society and in sociological analysis.

Recommendation 9: Departments should structure the curriculum to increase students' exposure to multicultural, cross-cultural, and cross-national content relevant to sociology.

Recommendation 10: Departments should structure the curriculum to recognize explicitly the intellectual connections between sociology and other fields by designing activities to help students integrate their educational experiences across disciplines.

Recommendation 11: Departments should encourage diverse pedagogies, including active learning experiences, to increase student engagement in the discipline.

Recommendation 12: Departments should offer community and classroom-based learning experiences that develop students' critical thinking skills and prepare them for lives of civic engagement.

Recommendation 13: Departments should offer and encourage student involvement in out-of-class (co- and extra-curricular) learning opportunities.

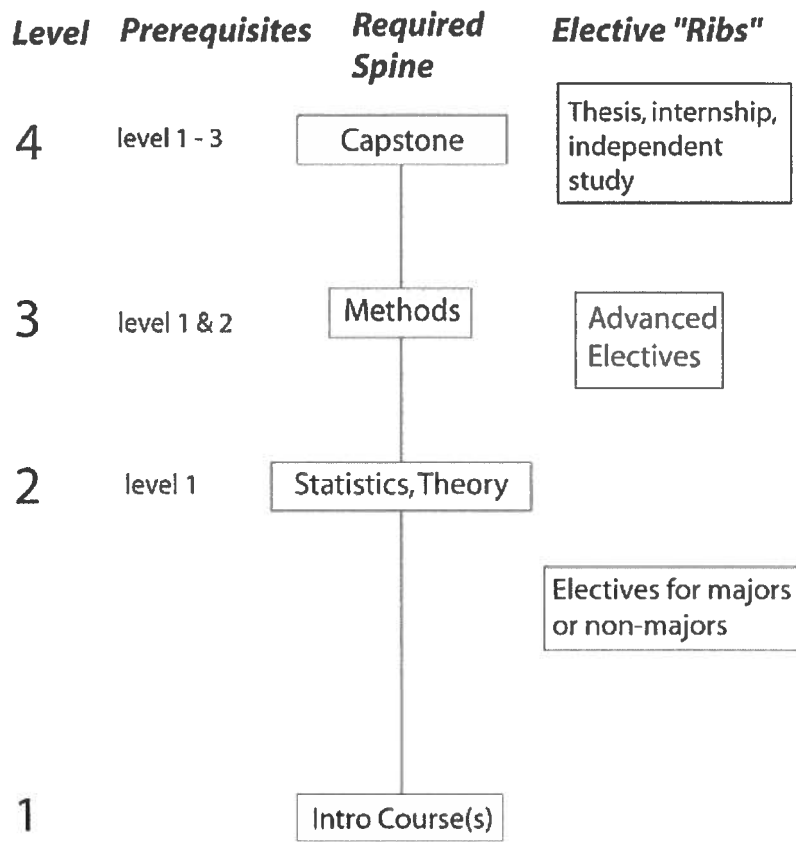
Recommendation 14: Departments should develop effective advising and mentoring programs for majors.

Recommendation 15: Departments should promote faculty development and an institutional culture that rewards scholarly teaching and the scholarship of teaching and learning.

Recommendation 16: Departments should assess the sociology program on a regular basis using multiple sources of data, including data on student learning.

E.3

Suggested course progression for sociology major with statistics and methods sequence





*Department of Behavioral Sciences*

HB 125 1201 Locust Avenue • Fairmont, WV 26554

Phone: (304) 367-4236

Ckast@fairmontstate.edu • www.fairmontstate.edu

This is notification of proposed changes to the Sociology program and its related classes that we believe affect programs within your college. These changes and the program they affect are summarized below. In addition, I have attached a list with the descriptions of new courses that will be offered within the sociology program, contingent upon approval, for your general interest.

<b>School of Nursing and Allied Health Administration</b>	
Program	Change
Nursing	The content of SOCY 2240 Non-parametric Statistics will broaden to include a mixture of parametric and non-parametric procedures making it interchangeable with PSYCH 2240. In addition the name will change to SOCY 2240 Behavioral Statistics

Thank you,

Chris Kast Ph.D.  
 Temporary Assistant Professor of Sociology  
 Department of Behavioral Sciences  
 Fairmont State University

**Description of potentially new and changed courses**

SOCY 2210 Principles of Race, Class, and Gender.....3hrs.

This course is an introduction to the sociological analysis of race, class, and gender in contemporary society. This course explores how race, class, and gender are constructed, reinforced, and maintained in society. Students will critically analyze how systems of power and inequality affect cultural norms, social interactions, and institutional structures. Over the course of the semester, students will develop an appreciation for the multidimensional and complex nature of the issues underlying the construction and intersection of race, class, and gender.

SOCY 2240 Behavioral Statistics..... 3 hrs.

This course covers elementary statistical description and analysis, as employed particularly in the behavioral sciences. PR: MATH 1107 or higher

SOCY 3310 Concepts of Survey Design.....3hrs.

This course is a project-centered introduction to survey methods. The role and mechanics of developing a survey instrument in the context of an overall research project will be discussed. Topics discussed will include translating research goals into a research design, probability sampling, questionnaire construction, data collection (including interviewing techniques), data processing, and ethical considerations. PR: SOCY 2240 Behavioral Statistics

SOCY 4480 Senior Capstone.....3hrs.

This course serves as a culminating experience for the undergraduate study in sociology. It is designed to help students synthesize what they have learned in sociology and make the transition to the next stages of their lives. This will be achieved through two related activities. First, students will build on previous coursework in theory and research methods to create an original, article-length research paper analyzing sociological data. Second, students will investigate recent trends in the economy and labor market, collect data on an occupation they are planning to pursue after graduation, and interview people working in that field. Students should end this senior seminar with a sense of pride in what they have accomplished as sociology majors and a clearer vision for their future career. PR: SOCY 3310 Concepts of Survey Design and SOCY 3395 Sociological Theory.





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<b>College of Liberal Arts</b>	
Program	Change
Minor in Geography	SOCY 2220 Introduction to Population Studies course title will change to SOCY 2220 Population Studies
History	The content of SOCY 2240 Non-parametric Statistics will broaden to include a mixture of parametric and non-parametric procedures making it interchangeable with PSYCH 2240. In addition the name will change to SOCY 2240 Behavioral Statistics  SOCY 3360 Methods of Social Research course title and number will change to SOCY 3305 Research Methods
Political Science	The content of SOCY 2240 Non-parametric Statistics will broaden to include a mixture of parametric and non-parametric procedures making it interchangeable with PSYCH 2240. In addition the name will change to SOCY 2240 Behavioral Statistics
Minor in international Studies	SOCY 3301 Ethnology course title will change to SOCY 3301 Cultural Anthropology
Education Social Studies Specialization	SOCY 3301 Ethnology course title will change to SOCY 3301 Cultural Anthropology  SOCY 3310 Sociology of the Family course number will change to SOCY 3320 Sociology of the Family  SOCY 4450 Minority Groups course title will change to SOCY 4450 Race and Ethnicity. In addition, the prerequisite will change to SOCY 1110 and SOCY 2210 (New course)
Minor Teaching English to speakers of other languages.	SOCY 3301 Ethnology course title will change to SOCY 3301 Cultural Anthropology
Minor in Public Administration	SOCY 3360 Methods of Social Research course title and number will change to SOCY 3305 Research Methods

Thank you,

Chris Kast Ph.D.  
 Temporary Assistant Professor of Sociology  
 Department of Behavioral Sciences  
 Fairmont State University

**Description of potentially new and changed courses**

SOCY 2210 Principles of Race, Class, and Gender.....3hrs.

This course is an introduction to the sociological analysis of race, class, and gender in contemporary society. This course explores how race, class, and gender are constructed, reinforced, and maintained in society. Students will critically analyze how systems of power and inequality affect cultural norms, social interactions, and institutional structures. Over the course of the semester, students will develop an appreciation for the multidimensional and complex nature of the issues underlying the construction and intersection of race, class, and gender.

SOCY 2240 Behavioral Statistics..... 3 hrs.

This course covers elementary statistical description and analysis, as employed particularly in the behavioral sciences. PR: MATH 1107 or higher

SOCY 3310 Concepts of Survey Design.....3hrs.

This course is a project-centered introduction to survey methods. The role and mechanics of developing a survey instrument in the context of an overall research project will be discussed. Topics discussed will include translating research goals into a research design, probability sampling, questionnaire construction, data collection (including interviewing techniques), data processing, and ethical considerations. PR: SOCY 2240 Behavioral Statistics

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School of Education, Health, and Human Performance	
Program	Change
Minor in Public administration	SOCY 3360 Methods of Social Research course title and number will change to SOCY 3305 Research Methods

Thank you,

Chris Kast Ph.D.  
Temporary Assistant Professor of Sociology  
Department of Behavioral Sciences  
Fairmont State University



### Description of potentially new and changed courses

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<b>School of Business</b>	
Program	Change
Educational Social Studies Specialization	SOCY 3301 Ethnology course title will change to SOCY 3301 Cultural Anthropology  SOCY 3310 Sociology of the Family course number will change to SOCY 3320 Sociology of the Family  SOCY 4450 Minority Groups course title will change to SOCY 4450 Race and Ethnicity. In addition, the prerequisite will change to SOCY 1110 and SOCY 2210 (New course)
Community Health Education Emphasis	SOCY 3310 Sociology of the Family course number will change to SOCY 3320 Sociology of the Family  SOCY 4450 Minority Groups course title will change to SOCY 4450 Race and Ethnicity. In addition, the prerequisite will change to SOCY 1110 and SOCY 2210 (New course)

Thank you,

Chris Kast Ph.D.  
 Temporary Assistant Professor of Sociology  
 Department of Behavioral Sciences  
 Fairmont State University

**Description of potentially new and changed courses**

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