

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 22-23-06

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION


Name:	Julia Miller
Title:	Assistant Professor of Sociology
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College:	College of Liberal Arts
Department:	Behavioral Sciences
Program Level:	Undergraduate
Date Originally Submitted:	11/8/2022
Implementation Date Requested:	8/1/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	SOCY2222
2. Course Title: The title of the course as it will appear in the course catalog.	Careers in Sociology
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	1
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	None
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	SOCY1110
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	None
8. Course Restrictions (e.g., Seniors only)	None
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for Sociology Major
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Spring only
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

In our most recent 5-year review, student respondents highlighted the benefits of practicum experiences which have been, up to this point, optional and often completed close to graduation. Students have also expressed the need for a “bridge” between theory and practical experience. To address these student concerns, the faculty is proposing an avenue of response

This course (Careers in Sociology) is being proposed to provide students with first-hand exposure to the possibilities of linkage between their academic degree and application of that degree in a variety of career possibilities.

This course would be required for Sociology majors and would be completed in the Spring of the first or second year after or concurrently with SOCY1110. All Sociology majors will be required to take this course. This structure, alongside the service-learning component of the course, will ideally assist students in recognizing the vastness of career choices, create networking skills and a feeling of camaraderie among students.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

This one credit-hour service-learning course is designed to give first and second-year sociology students a first-hand experience within their field of study and begin the process of differentiating between the career paths offered with a sociology degree. Students will expand their knowledge of career possibilities, develop civic engagement, and identify examples of sociology in action by volunteering with community partner organizations in the local community.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with “Upon successful completion of this course, students should be able to...”

Upon successful completion of this course, students should be able to...

- Identify and appraise potential career paths available to sociology graduates
- Identify and describe how the sociological building blocks of society (rules/norms, culture, resources, statuses, roles, and/or groups) are applied by local partner organizations in their community work

Assessment: Describe generally how students’ achievement of the course learning outcomes will be assessed.

- Learning Objectives 1 and 2- Student Service-Learning Hours-
 - Students will be exposed to sociologists at work and the practical application of sociology through service learning.
 - Students will engage in service-learning experiences with local community partner organizations. These partner organizations will coordinate with faculty as to practicum format and requirements.
 - Students will engage as a class in weekly service-learning experiences totaling approximately 2 hours per week for a total of 24-28 hours.
- Learning Objective 1- Student Reflective journals-
 - A hallmark of service learning is reflection. In their reflective journals, students will be provided with readings about career options for sociology graduates.
 - Students will be asked to assess which aspects of the community partner organizations’ work they are interested in pursuing and connect these characteristics to similar career options described in readings.
- Learning Objective 2- Student Reflective journals-
 - In addition to reflection on career possibilities, students will be asked to identify how the community partner organizations leveraged central concepts in sociology to conduct their work. These concepts form the basis of sociological inquiry and include rules/norms, resources, culture, statuses, roles, and groups.

Course Outline: Attach a course content outline consisting of at least two levels.

- Module 1 (approximately 2 weeks): Building Blocks of Society
 - Review foundations of sociological inquiry and social structure
- Module 2 (4 weeks): Service-Learning Experience 1
 - Introduction to the Community Partner Organization’s Mission and Practice
 - Observing, participating, and reflecting on the Community Partner’s practice
 - Introduction to similar career possibilities and career reflections
- Module 3 (4 weeks): Service-Learning Experience 2
 - Introduction to the Community Partner Organization’s Mission and Practice

- Observing, participating, and reflecting on the Community Partner's practice
 - Introduction to similar career possibilities and career reflections
- Module 4 (4 weeks): Service-Learning Experience 3
 - Introduction to the Community Partner Organization's Mission and Practice
 - Observing, participating, and reflecting on the Community Partner's practice
 - Introduction to similar career possibilities and career reflections