New Course Proposal

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

COURSE PROPOSAL NUMBER: 22-23-07

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	Chris Kast

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	SOCY3320
2. **Course Title:** The title of the course as it will appear in the course catalog.	Sociology of Education
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.	3
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 or SOCY2200
6. **Course Co-requisites:** Include subject prefix and course number.	None
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).	One of 3 options available to fulfil the Organizations and Institutions elective requirement for Sociology majors. Can fulfill SOCY elective requirement for Sociology minors
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall 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.

The Sociology major requires, at minimum, one elective focusing on a central institution in society. This course selection should be informed by the students' career aspirations, which frequently involve human and social services. The inclusion of the study of education expands the coverage of our institutions and organizations offerings and will be useful in careers that are common choices for our graduates, including working as a social worker, foster care agent, and counseling roles with young people. We also anticipate this course being useful for majors and minors that rely on sociology and behavioral sciences courses, including Psychology, Criminal Justice, Community Health Promotion, and Social Studies Education.

The course is designed for second- and third-year students who have already had an introduction to Sociology through SOCY1110 or SOCY2200. This course can fulfill the Institutions and Collective Behavior elective required of Sociology majors and a Sociology elective for Sociology minors or Criminal Justice majors.

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.

Sociology of Education studies the institution of education and its interconnections with individuals, other social institutions, and broader society. This course examines sociological perspectives on how individual, school, and social factors influence students and teachers. Attention is paid to the roles of gender, race, ethnicity, class, and place in shaping educational attainment, achievement, and opportunity. We also examine the role of schools in their local and national context, as well as the recent policy changes and challenges affecting those roles.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> 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…

- Describe existing patterns of educational stratification related to common axes of inequality, including race, class, gender, and place
- Evaluate and contrast common theoretical explanations for persistent inequalities of attainment, achievement, and opportunity in schools
- Research, evaluate, and integrate evidence related to educational policy issues and popular challenges to schools/schooling

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

Learning Objective 1- Students will use publicly available data to examine patterns in educational attainment in an in-class lab activity, then write a reflection paper connecting their findings to course readings on inequality in educational attainment and achievement

Learning Objective 2- Students will volunteer to serve as Discussion Leaders charged with presenting their chosen theoretical perspective, common criticisms of the perspective, and providing 3-5 discussion questions to lead the class through discussion

Learning Objective 3- Students will work in teams to prepare for a class debate around relevant educational policy questions. The debate will include a presentation of relevant evidence, evaluation of common counter arguments, and responding to opposing teams' questions and criticisms

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

- Theory and Method in the Sociology of Education
    - Key Concepts in Studying Education
    - Theoretical Approaches to the Purpose of Schooling
    - Functionalist and Conflict Approaches to Educational Organization
- Stratification of Achievement and Opportunity in Schools
    - Stratification of Academic Attainment and Achievement
    - Tracking, Vertical Segregation, and Horizontal Segregation
    - The Opportunity Gap and School Resources
- Schooling and Identity
    - Oppositional Culture and School Performance
    - Identity Development and Schooling
- Family-School Relations and The Transmission of Social Class Advantages
    - Intergenerational Education Mobility
    - Cultural Capital, Social Capital, and Parent-School Relations

- o Family Experience and College-Going for First Generation and Continuing Generation College Students
- Education Reform, Policy Changes, and Political Challenges
  - o Schools, Socialization, and Curriculum- What Should Schools Teach?
  - o Schools and Class/Race Segregation- How is School Access Determined?
  - o School Closure and School Choice- Who Do Schools Serve?