Facility Curriculum Committee Cover Sheet

Curriculum Forms Submitted by the Department of Sociology and Anthropology:

- Change Course: ANTH 494: Field Work
  - Change range of credits from 4-8 credit hours from 3-8 credit hours.

- Change Courses (multiple courses submitted in one form; see below):
  - Change pre-requisites for following courses from “SOCY 101 or SOCY 102” to “SOCY 101 or HONS 167 or SOCY 102”
  - Affected Courses:
    - SOCY 271: Introduction to Social Research,
    - SOCY 272: Making Sense of Sociological Data,
    - SOCY 331: Society and the Individual,
    - SOCY 332: Collective Behavior,
    - SOCY 335: Aging and the Family
    - SOCY 336: Death and Dying,
    - SOCY 337: Prejudice,
    - SOCY 339: Special Topics in Social Psychology,
    - SOCY 340: Medical Sociology,
    - SOCY 341: Criminology,
    - SOCY 342: Juvenile Delinquency,
    - SOCY 344: Social Gerontology,
    - SOCY 345: Social Policy,
    - SOCY 346: Environmental Sociology,
    - SOCY 348: Sociology of Alcohol and Drugs,
    - SOCY 349: Special Topics in Social Problems,
    - SOCY 351: Urban Sociology,
    - SOCY 352: Population and Society,
    - SOCY 355: Science, Technology and Society,
    - SOCY 356: Sociological Perspectives on Religion,
    - SOCY 357: Political Sociology,
    - SOCY 358: Living in an Organizational World,
    - SOCY 359: Special Topics in Social Organization,
    - SOCY 360: Class, Power and Privilege,
    - SOCY 361: Child Welfare,
    - SOCY 362: Social and Cultural Change,
    - SOCY 364: Gender and Society,
    - SOCY 365: Sociology of Music,
    - SOCY 366: Race and Ethnic Relations,
    - SOCY 369: Special Topics in Social Inequality.

- Change SOCY Major:
  - Integrate HONS 167: Honors Introduction to Sociology into the major curriculum for SOCY

- Change SOCY Minor:
  - Integrate HONS 167: Honors Introduction to Sociology into the minor curriculum for SOCY
Contact Name: Heath Hoffmann  Email: hoffmannh@cofc.edu  Phone: 953-8182

Department or Program Name: Sociology and Anthropology  School name: Humanities and Social Sciences

Course Prefix, Number, and Title:
- SOCY 260: Development of Social Thought,
- SOCY 271: Introduction to Social Research,
- SOCY 272: Making Sense of Sociological Data,
- SOCY 331: Society and the Individual,
- SOCY 332: Collective Behavior,
- SOCY 335: Aging and the Family
- SOCY 336: Death and Dying,
- SOCY 337: Prejudice,
- SOCY 339: Special Topics in Social Psychology,
- SOCY 340: Medical Sociology,
- SOCY 341: Criminology,
- SOCY 342: Juvenile Delinquency,
- SOCY 344: Social Gerontology,
- SOCY 345: Social Policy,
- SOCY 346: Environmental Sociology,
- SOCY 348: Sociology of Alcohol and Drugs,
- SOCY 349: Special Topics in Social Problems,
- SOCY 351: Urban Sociology,
- SOCY 352: Population and Society,
- SOCY 355: Science, Technology and Society,
- SOCY 356: Sociological Perspectives on Religion,
- SOCY 357: Political Sociology,
- SOCY 358: Living in an Organizational World,
- SOCY 359: Special Topics in Social Organization,
- SOCY 360: Class, Power and Privilege,
- SOCY 361: Child Welfare,
- SOCY 362: Social and Cultural Change,
- SOCY 364: Gender and Society,
- SOCY 365: Sociology of Music,
- SOCY 366: Race and Ethnic Relations,
- SOCY 369: Special Topics in Social Inequality.

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Course (attach syllabus)</td>
<td>☐ Change Number</td>
<td>☐ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Title</td>
<td>☐ Delete Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☒ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must
also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Changes to the prerequisites will take effect with 2012-13 Undergraduate Catalog.

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Currently, the prerequisite for the above courses is either SOCY 101: Introduction to Sociology or SOCY 102: Contemporary Social Issues. We are proposing to add a third “or”: HONS 167: Introduction to Sociology.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Sociology Major and Sociology Minor (CHANGE DEGREE REQUIREMENT FORM for change to major and change to minor are being submitted).

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

The course description for the above courses will remain the same. The only change will be to the prerequisites which should read as the following:

"Prerequisite: SOCY 101 or HONS 167 or SOCY 102"

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

In the fall of 2010, we proposed a new Introduction to Sociology class to be taught in the Honors College (HONS 167). This class was first offered in Fall 2011. HONS 167 is a more rigorous seminar style version of our SOCY 101: Introduction to Sociology class but it covers the same foundational materials. HONS 167 should have the same status as SOCY 101 in terms of fulfilling the degree requirements for the Sociology major and minor, as well as serve as a pre-requisite to our 200-level and higher courses, just as SOCY 101 currently does. By adding HONS 167 as a pre-requisite to each of the above courses (alongside
V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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</table>

1. Am leaving this section blank under the advice of the FCC Chair.

2.  

3.  

4.  

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

This change will not have any impact on existing programs and courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.
IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]
Date: 2/14/12

2. Signature of Academic Dean:

[Signature]
Date: 2/16/12

3. Signature of Provost:

[Signature]
Date: 3/18/12

4. Signature of Curriculum Committee Chair:

[Signature]
Date: 

5. Signature of Faculty Senate Secretary:

[Signature]
Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Heath Hoffmann  Email: hoffmannh@cofc.edu  Phone: 953-8182

Department or Program Name: Sociology and Anthropology  School name: Humanities and Social Sciences

Course Prefix, Number, and Title: ANTH 494: Field Work

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
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</table>

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall '11 (change goes into effect Fall '12)

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Permission of instructor.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) □ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
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<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3-8

Is this course repeatable? □ yes  □ no  If so, how many credit hours may the student earn in this course? 8 total
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course offers students a hands-on fieldwork opportunity in one of the four fields of anthropology: archaeology, biological, cultural or linguistic anthropology. Course credits reflect number of hours in the field (minimum 200 hours).

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Change credits from “4-8” to “3-8.”

ANTH 494 first appeared in the college’s catalog in Fall ’11. We developed the course to 1) provide a means through which Anthropology faculty could offer field work experiences that fell outside of the purview of ANTH 493: Archaeological Field School and 2) to have an organizational tool for approving transfer credits for students who complete Anthropological field schools sponsored by other institutions. When we initially developed ANTH 494, we equated 50 hours of work in the field per credit hour with a minimum of 200 hours of field work, which is the minimum number of hours for field schools recommended by the Society of Professional Archaeologists. However, when College of Charleston students complete a field school at other institutions, they often only receive 3 credit hours for the experience which prohibits us from transferring the course into the college as ANTH 494. By changing the credit hour range from 3-8, we will be able to accommodate these students without any sacrifice to the duration or quality of ANTH 494 when taught by our own Anthropology faculty.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will learn the research methods appropriate to the Anthropological field that is the subject of the field work course (e.g., Archaeology, Cultural Anthropology, Biological Anthropology, Linguistic Anthropology)</td>
<td>Students complete projects as a part of the field work experience. When this learning competency becomes a focus of our assessment plan, these projects will be sampled and students’ methodological competence will be assessed (using a rubric that has not yet been created) to assess students’ practice of appropriate methodological techniques. Having no baseline data to set a normative bar for how well students should perform in this assessment, we estimate that 70% of students will perform at the level of “Developing” (2) or “Mastery” (3) (on a 3 point scale—1 = “Unsatisfactory”).</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The Anthropology curriculum integrates research methodology into its 200-level classes that reflect the four sub-fields of the discipline (e.g., Archaeology, Biological Anthropology, Cultural Anthropology, and
Cultural Linguistics). Anthropology also requires majors to complete an upper-level research methods course (ANTH 491 or ANTH 493 or ANTH 494). ANTH 494 satisfies the research methods requirement in Anthropology so it supports and is consistent with the methodological-related student learning outcomes developed by the ANTH faculty, which include:

- Demonstrate ethical and responsible practice of anthropological research
- Demonstrate competence in using methods of anthropological inquiry (i.e., from informant interviews to material culture studies) that are appropriate to the research question
- Demonstrate the ability to communicate anthropological knowledge through writing, oral presentation, and/or data presentation

ANTH 494 helps students develop these skills, practice skills learned in other classes, and gain firsthand experiences in the professional practice of Anthropological research.

This course does not count toward the General Education curriculum.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

There will be no effect on existing programs or courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

There are no new costs or savings associated with this change.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature] Date: 2/17/12

2. Signature of Academic Dean:

   [Signature] Date: 2/17/12

3. Signature of Provost:

   [Signature] Date: 3/18/12

4. Signature of Curriculum Committee Chair:

   [Signature] Date: 

5. Signature of Faculty Senate Secretary:

   [Signature] Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE CHANGE/DELETE PROGRAM FORM

Contact Name: Heath Hoffmann  
Email: hoffmannh@cofc.edu  
Phone: 953-8182

Department and School Name: Sociology & Anthropology  
Name and Acronym of Program: Sociology (SOCY)

Date (Semester/Year) changed/deleted program will take effect: Fall 2012

I. CATEGORY OF REVIEW (Check all that apply)

☐ Terminate Program (check one): ☐ Degree  ☑ Major  ☐ Emphasis (concentration/track)
(if checked, skip section II, IV, V, and VII below)

☐ Change Request (attach details):
☑ Add existing course or courses to requirements or electives
☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
☐ Delete courses from requirements or electives
☐ Add new emphasis (check one): ☐ concentration  ☐ track  Total # of hours:
(note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant
departments. Guidelines can be found: http://currcomm.cofc.edu/guidelines-interdisc/index.php)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes here; if a new emphasis—please provide the details here.

1) Currently, students are required to complete SOCY 101: Introduction to Sociology or SOCY 102: Contemporary Social Issues for the Major. We are proposing to add HONS 167: Introduction to Sociology as a third option for students completing the SOCY major.
2) Remove FYSM 163 from the list of approved electives for the SOCY major.

III. RATIONALE or JUSTIFICATION For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

1) In the fall of 2010, our proposal to regularize an Honors Introduction to Sociology class was approved (HONS 167). This class was first offered in Fall 2011. HONS 167 is a more rigorous seminar style version of our SOCY 101: Introduction to Sociology class but it covers the same foundational materials. Thus, HONS 167 should have the same status as SOCY 101 and SOCY 102 in terms of fulfilling the degree requirements for the Sociology major, as well serve as a pre-requisite to our 200-level and higher courses, just as SOCY 101 or SOCY 102 currently do. By integrating HONS 167 into the major we will eliminate the scheduling problems our Honors students have experienced when registering for upper-level SOCY classes as Banner currently does not recognize HONS 167 as fulfilling the same function as SOCY 101 and SOCY 102.
2) In spring ’10, the FCC approved our proposal to change the electives for the SOCY major by allowing students to count 3 credits from FYSM 162 or FYSM 163 (FYSM numbers assigned to the Department of Sociology and Anthropology) taught by a Sociologist toward their electives in the SOCY minor. However, what we did not recognize at that time is that a student might take FYSM 162
or 163 by an Anthropologist and that should not count toward the SOCY major electives. So, we would like to delete FYSM 163 from the electives options and, in the future, SOCY faculty teaching the FYSM will be assigned to FYSM 162 and ANTH faculty teaching an FYSM will be assigned to FYSM 163.

IV. CURRICULUM

A. Provide the complete curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program.

B. Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog. Attach the completed COURSE FORM and a sample syllabus for each new course.

SOCY 101 or HONS 167 or SOCY 102 (1 of those three courses is required)
SOCY 260 (required)
SOCY 271 (required)
SOCY 272 (required)
SOCY 390 (required)

NOTE: SOCY 260, 271 and 272 must be taken within the first 18 hours of the major.

One course from each of the four areas of concentration in sociology: Social Psychology (330s), Social Problems (340s), Social Organization (350s), and Social Inequality (360s).

Elective Requirement (6 hrs): Six hours from SOCY 103-499, or FYSM 162. A maximum of 3 credit hours from SOCY 103, SOCY 109, or FYSM 162 can count toward the electives and GPA for the sociology major.

NOTES: (the notes are the same as the current catalog except that Note 4 has been deleted)
1. Sociology majors are strongly encouraged to take Math 104.
2. Sociology majors are encouraged to included courses in anthropology, history, political science, international studies, philosophy, psychology, economics, statistics and computer programming in their program of study.
3. Sociology majors may wish to pursue an interdisciplinary minor in African American Studies; Crime, Law and Society; or Women's and Gender Studies.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

**Program-Level Student Learning Outcomes**

What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can construct a testable research question.</td>
<td>The written research project from a random sample of five students in SOCY 390: Senior Seminar (Fall '11) will be assessed using the rubric below. Since this is our first round of assessing this learning outcome we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of &quot;Developing&quot; or &quot;Mastering&quot;</td>
</tr>
<tr>
<td>2. Comprehend, summarized and critique a sociological research article.</td>
<td>Students in SOCY 271 will read &quot;Predictors of Fear of Criminal Victimization at School Among Adolescents&quot; (by David May and R. Gregory Dunaway) and answer the following questions about this article in preparation for class discussion: 1. What is the goal of this research? What hypothesis did they test and what led them to test those hypotheses? 2. How did the authors test the hypotheses? What method of data</td>
</tr>
</tbody>
</table>
3. Identify and distinguish quantitative research from qualitative research

- Approximately 60 students enrolled in two sections of SOCY 271 will be asked to answer the two questions below as part of a regularly scheduled exam:
- Julie Bettie's study of upwardly mobile Mexican American and White girls is an example of:
  a. quantitative research
  b. repeated measures
  c. research design
  d. qualitative research
  e. unobtrusive research
- May and Dunaway's study of fear of criminal victimization at school is an example of:
  a. quantitative research
  b. repeated measures
  c. research design
  d. qualitative research
  e. unobtrusive research

Students will record their answers to all questions on a Scantron sheet. The professor in these two sections of SOCY 271 will provide to the SOCY assessment sub-committee the respective question numbers and correct answers.

Since this is our first round of assessing this learning outcome, we have no baseline data to use as a comparison. However, we estimate that 70% of students will get each question correct.

4. Determine the appropriateness of statistical tests, and correctly interpret statistical information.

- Students enrolled in two sections of SOCY 272 will complete a quiz in class assessing this competency. The ungraded quizzes from a random sample of five students drawn from both sections will be assessed using the rubric below.

Since this is our first round of assessing this learning outcome, we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of "Developing" or "Mastering".

5. Design a strategy of analysis for a Research Project.

- The written research project from a random sample of five students in SOCY 390; Senior Seminar (Fall '11)—the same 5 students selected for assessment in learning outcome #1—will be assessed using the rubric below.

Since this is our first round of assessing this learning outcome, we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of "Developing" or "Mastering".

Additional Outcomes or Comments:

**Future Assessment Plan A**

Learning Outcome: Demonstration of Competency in the following areas of Sociological Theory

- Students can articulate the general theoretical orientations prevalent in sociology.
- Students can describe the policy implications (i.e., practical applications) of sociological theories.
- Students can identify the basic elements involved in the construction of scientific theories.
- Students can engage in theoretical thinking by conceptualizing research questions, hypotheses and social issues from a theoretical framework.
- Students can read, summarize, and critique a journal article focusing on either classical or contemporary theoretical issues.
- Students can identify and describe the noteworthy contributions made by classical sociologists to the development of the discipline.

Assessment Methodology:

- Randomly select appropriate test questions and/or assignments for 5-10 students in SOCY 260: Development of Sociological Thought.
- A rubric for evaluating each of the above competencies has been developed.
Future Assessment Plan B

Learning Outcome #3: Demonstration of Competency in the following areas of the Sociological Perspective:
- Students can clearly define the “sociological perspective.”
- Students can distinguish the sociological perspective from viewpoints of other social sciences (e.g., political science, psychology and/or economics).
- Students can delineate the key concepts constituting the sociological perspective.
- Students can communicate orally and/or in writing about sociological concepts.

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

The proposed change will have no impact on existing programs and courses. However, a letter of support of Dr. John Newell, Dean of the Honors College, is enclosed.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

There are no associated costs of the requested action.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:  
   [Signature]  
   Date: 2/14/12

2. Signature of Academic Dean:  
   [Signature]  
   Date: 2-16-12

3. Signature of Provost:  
   [Signature]  
   Date: 3-8-12

4. Signature of Curriculum Committee Chair:  
   [Signature]  
   Date:

5. Signature of Budget Committee Chair:  
   [Signature]  
   Date:

6. Signature of Academic Planning Committee Chair:  
   [Signature]  
   Date:

7. Signature of Faculty Senate Secretary:
Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Hoffmann, Heath C

From: Newell, John H
Sent: Thursday, February 02, 2012 10:09 AM
To: Hoffmann, Heath C
Subject: RE: Support for Curriculum Change

I fully support this curriculum change. We should have done that when we got HONS 167 approved last year; I'm sorry we didn't realize that.

Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
Honors College
10 Green Way
College of Charleston
Charleston, SC 29424
Phone: 843.953.7154
Fax: 843.953.7135
E-mail: newell@cofc.edu
Website: honors.cofc.edu

The Honors College at the College of Charleston:
A Tradition of Academic Excellence, a Culture of Collaboration, a Vision of Global Impact

From: Hoffmann, Heath C
Sent: Thu 2/2/2012 10:04 AM
To: Newell, John H
Subject: Support for Curriculum Change

Good morning, John.

With HONS 167: Introduction to Sociology on the books, I am submitting forms to the Faculty Curriculum Committee that will include this course as fulfilling a requirement for the major and a pre-requisite for our upper level classes. This is necessary because students who take HONS 167 encounter problems registering for other SOCY classes because, as of right now, SOCY 101 (an equivalent of HONS 167) or SOCY 102 are required for the major and are prereqs for most other SOCY classes. Adding HONS 167 will eliminate the problem faced by Honors students who take that class.

I am writing to get confirmation from you that you are aware of these changes and are in support of these changes. Would you mind responding to confirm and/or ask any questions?

Thank you in advance.

Heath

Heath C. Hoffmann
Chair, Department of Sociology and Anthropology
Associate Professor of Sociology

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FACULTY CURRICULUM COMMITTEE MINOR FORM

Contact Name: Heath Hoffmann    Email: hoffmannh@cofc.edu    Phone: 953-8182

Department or Program Name: Sociology & Anthropology    Name and Acronym of Minor Sociology (SOCY)

Date (Semester/Year) new minor first available to students or change will take effect: Fall 2012

I. CATEGORY OF REVIEW (Check all that apply)

☐ New (attach details)    Total # of hours:

☐ Terminate Minor (if checked, skip sections III, IV, and VIII below)

☐ Change Request (attach details; if checked, skip sections below that do not apply)
  ☒ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
  ☐ Delete courses from requirements or electives

☐ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant departments. Guidelines can be found: http://currcomm.cofc.edu/guidelines-interdisc/index.php)

II. DESCRIPTION OF MINOR: If change of minor, please list the specific changes here.

1) Currently, students are required to complete SOCY 101: Introduction to Sociology or SOCY 102: Contemporary Social Issues for the Minor. We are proposing to add HONS 167: Introduction to Sociology as a third option for students completing the SOCY minor.

2) Remove FYSM 163 from the list of approved electives for the SOCY minor.

III. RATIONALE or JUSTIFICATION: For changes or termination, please provide a detailed justification. For a new minor, briefly address the goals/objectives for the new minor, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the minor supports the liberal arts tradition and the mission of the institution.

1) In the fall of 2010, our proposal to regularize an Honors Introduction to Sociology class was approved (HONS 167). This class was first offered in Fall 2011. HONS 167 is a more rigorous seminar style version of our SOCY 101: Introduction to Sociology class but it covers the same foundational materials. Thus, HONS 167 should have the same status as SOCY 101 and SOCY 102 in terms of fulfilling the degree requirements for the Sociology minor, as well as serve as a pre-requisite to our 200-level and higher courses, just as SOCY 101 or SOCY 102 currently do. By integrating HONS 167 into the minor requirements we will eliminate the scheduling problems our Honors students have experienced when registering for upper-level SOCY classes as Banner currently does not recognize HONS 167 as fulfilling the same function as SOCY 101 and SOCY 102.

2) In spring ‘10, the FCC approved our proposal to change the electives for the SOCY minor by allowing students to count 3 credits from FYSM 162 or FYSM 163 (FYSM numbers assigned to Sociology and Anthropology) taught by a Sociologist toward their electives in the SOCY minor. However, what we did not recognize at that time is that a student might take FYSM 162 or 163 by an Anthropologist and that should not count toward the SOCY minor electives. So, we would like to delete FYSM 163 from the electives options and, in the future, SOCY faculty teaching the FYSM will be assigned to FYSM 162 and ANTH faculty teaching an FYSM will be assigned to FYSM 163,
IV. CURRICULUM

A. Provide the COMPLETE curriculum for the proposed minor, distinguishing between required and elective courses, and listed EXACTLY as it should appear in the catalog, including the catalog description to be included in the new minor. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program. Attach the completed COURSE FORM and a sample syllabus for each NEW course.

Required:

One from SOCY 101 or HONS 167 or SOCY 102
SOCY 260 (required)
SOCY 271 (required)

Electives:
Complete at least NINE hours from SOCY 103-499, or FYSM 162. A maximum of 3 credit hours from SOCY 103, 109, or FYSM 162 can count toward the electives and GPA for the Sociology minor.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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1. Can construct a testable research question.

The written research project from a random sample of five students in SOCY 390: Senior Seminar (Fall '11) will be assessed using the rubric below.

Since this is our first round of assessing this learning outcome we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of "Developing" or "Mastering."

2. Comprehend, summarized and critique a sociological research article.

Students in SOCY 271 will read "Predictors of Fear of Criminal Victimization at School Among Adolescents" (by David May and R. Gregory Dunaway) and answer the following questions about this article in preparation for class discussion:
1. What is the goal of this research? What hypotheses did they test and what led them to test those hypotheses?
2. How did the authors test the hypotheses? What method of data collection and analysis did they use? What were the independent and dependent variables?
3. What did the authors learn about fear of criminal victimization at school?
4. What are the primary strengths and weaknesses of this study?

An ungraded random sample of five students' responses to the above questions will be collected and assessed using the rubric below.

3. Identify and distinguish quantitative research from qualitative research

Approximately 60 students enrolled in two sections of SOCY 271 will be asked to answer the two questions below as part of a regularly scheduled exam:
1. Julie Bettie's study of upwardly mobile Mexican American and White girls is an example of:
   a. quantitative research
   b. repeated measures
   c. research design
   d. qualitative research
   e. unobtrusive research
2. May and Dunaway's study of fear of criminal victimization at school is an example of:
   a. quantitative research
   b. repeated measures
   c. research design
   d. qualitative research
   e. unobtrusive research

   Students will record their answers to all questions on a Scantron sheet. The professor in these two sections of SOCY 271 will provide to the SOCY assessment sub-committee the respective question numbers and correct answers.

   Since this is our first round of assessing this learning outcome we have no baseline data to use as a comparison. However, we estimate that 70% of students will get each question correct.

4. Determine the appropriateness of statistical tests, and correctly interpret statistical information.

   Students enrolled in two sections of SOCY 272 will complete a quiz in class assessing this competency. The ungraded quizzes from a random sample of five students drawn from both sections will be assessed using the rubric below.

   Since this is our first round of assessing this learning outcome we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of "Developing" or "Mastering".

5. Design a strategy of analysis for a Research Project.

   The written research project from a random sample of five students in SOCY 390: Senior Seminar (Fall '11)—the same 5 students selected for assessment in learning outcome #1—will be assessed using the rubric below.

   Since this is our first round of assessing this learning outcome we have no baseline data to use as a comparison. However, we hope that most students will be located within the assessment categories of "Developing" or "Mastering".

Additional Outcomes or Comments:

**Future Assessment Plan A**
Learning Outcome: Demonstration of Competency in the following areas of Sociological Theory
- Students can articulate the general theoretical orientations prevalent in sociology.
- Students can describe the policy implications (i.e., practical applications) of sociological theories.
- Students can identify the basic elements involved in the construction of scientific theories.
- Students can engage in theoretical thinking by conceptualizing research questions, hypotheses and social issues from a theoretical framework.
- Students can read, summarize and critique a journal article focusing on either classical or contemporary theoretical issues.
- Students can identify and describe the noteworthy contributions made by classical sociologists to the development of the discipline.

Assessment Methodology:
- Randomly select appropriate test questions and/or assignments for 5-10 students in SOCY 260: Development of Sociological Thought.
- A rubric for evaluating each of the above competencies has been developed.

**Future Assessment Plan B**
Learning Outcome #3: Demonstration of Competency in the following areas of the Sociological Perspective:
- Students can clearly define the "sociological perspective."
- Students can distinguish the sociological perspective from viewpoints of other social sciences (e.g., political science, psychology and/or economics).
- Students can delineate the key concepts constituting the sociological perspective.
- Students can communicate orally and/or in writing about sociological concepts.
VI. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted minor on other programs and courses; if deleting a minor—list all programs that will be impacted (and how); if adding or changing a minor—explain any overlap with existing programs in the same or different departments.

The proposed change will have no impact on existing programs and courses. However, a letter of support of Dr. John Newell, Dean of the Honors College, is enclosed.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

There are no associated costs of the requested action.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:
   
   [Signature]
   Date: 2/14/12

2. Signature of Academic Dean:
   
   [Signature]
   Date: 2/17/12

3. Signature of Provost:
   
   [Signature]
   Date: 3/8/12

4. Signature of Curriculum Committee Chair:
   
   [Signature]
   Date: ____________

5. Signature of Budget Committee Chair:
   
   [Signature]
   Date: ____________

6. Signature of Academic Planning Committee Chair:
   
   [Signature]
   Date: ____________

7. Signature of Faculty Senate Secretary:
   
   [Signature]
   Date: ____________

Date Approved by Faculty Senate: ____________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
I fully support this curriculum change. We should have done that when we got HONS 167 approved last year; I’m sorry we didn’t realize that.

Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
Honors College
10 Green Way
College of Charleston
Charleston, SC 29424
Phone: 843.953.7154
Fax: 843.953.7135
E-mail: newellj@cofc.edu
Website: honors.cofc.edu

From: Hoffmann, Heath C
Sent: Thu 2/2/2012 10:04 AM
To: Newell, John H
Subject: Support for Curriculum Change

Good morning, John.

With HONS 167: Introduction to Sociology on the books, I am submitting forms to the Faculty Curriculum Committee that will include this course as fulfilling a requirement for the major and a prerequisite for our upper level classes. This is necessary because students who take HONS 167 encounter problems registering for other SOCY classes because, as of right now, SOCY 101 (an equivalent of HONS 167) or SOCY 102 are required for the major and are prerequisites for most other SOCY classes. Adding HONS 167 will eliminate the problem faced by Honors students who take that class.

I am writing to get confirmation from you that you are aware of these changes and are in support of these changes. Would you mind responding to confirm and/or ask any questions?

Thank you in advance.

Heath

Heath C. Hoffmann

Chair, Department of Sociology and Anthropology
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