



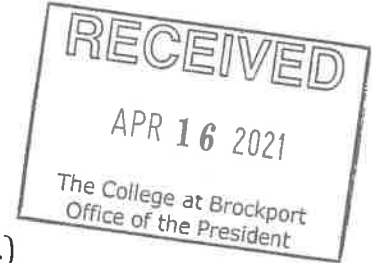
**SUNY
BROCKPORT**

350 New Campus Dr
Brockport, NY 14420
senate@brockport.edu

**Resolution #21 2019-20
College Senate**

Supersedes Resolution #24_2005-06

To: Dr. Heidi Macpherson, College President
From: Cathy Houston-Wilson, College Senate President
Re:



- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Adding a High-Impact Capstone to the Sociology Major (29_19-20UC)

Signed: Dr. James Zollweg Date: 4/16/2021
(Dr. James Zollweg, 2019-2020 College Senate President)

Implementation of resolution requires final approval from:

SUNY Yes No NYS Dept of Education Yes No

Signed: Eileen Daniel Date: 4-20-21
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

Decision and Action Taken on Formal Resolution (circle choice below)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate
- c. Unacceptable for the reasons contained in the attached explanation.

Signed: Heidi Macpherson Date: 6/2/2021
(Dr. Heidi Macpherson, College President, SUNY Brockport)

Implementation Effective Date: _____

DISTRIBUTION:

The College Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the College President. Upon approval, the College President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the Coordinator of Digital Commons where it will be posted to https://digitalcommons.brockport.edu/senate_resolutions/

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

See https://brockport.edu/support/college_senate/proposals.html for full details.

Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	29_19-2020
This Proposal Replaces Resolution	2005-2006_24
Revision Date(s)	November 25, 2019
Anticipated Effective Date:	August 1, 2020

Title of Proposal in Title Style

Adding a high-impact capstone to the Sociology major

Brief Description of Proposal

We propose to add a capstone requirement to the Sociology major, requiring students to take one of two high-impact capstone seminars. One will be focused on research experience and the other on professional experience. Both will require a major paper that integrates Sociology SLOs, and both will include reflective work to help students plan for careers. We propose to reduce the required number of electives (from 6 to 5), keeping the total major at 33 credit hours.

Budgetary Resources Needed

No additional budgetary resources are needed. We have sufficient personnel to offer the capstones in place of some electives.

Student Learning Outcomes Assessment Data

The most recent round of program assessment showed that our majors meet the benchmarks for domain knowledge but are generally weaker on connecting evidence drawn from data and published sources to theoretically derived claims. We also know from some recent focus groups with majors that they want to have more career-preparation activities built into the major program. The proposed capstone will strengthen students' ability to integrate their sociological knowledge and think concretely about their careers.

Effect on Transfer Students

With no change to the total major program credit-count (33), we do not anticipate any meaningful impact on transfer students' ability to successfully complete the major.

Proposer Information

Amy Gupthill, Department of Sociology, x5657, agupthill@brockport.edu

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	01/23/2020
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	
NOTES:		

**SOC 400 Capstone Career Seminar
Fall 2020**

Leads students to integrate their sociological knowledge and apply it to an off-campus, career-relevant experience totaling at least 30 hours in an internship, volunteer, or job-shadowing role. Focuses on connecting individual students' priorities to various career fields and the sociological insights that can inform professional work in those fields.

Required Materials:

American Sociological Association. 2014. *21st Century Careers with an Undergraduate Degree in Sociology (2nd edition)*. Washington DC: ASA.

Anders, George. 2017. *You Can do Anything: The Surprising Power of a "Useless" Liberal Arts Education*. Little, Brown, and Company.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Field Notes (2nd edition)*. Chicago: University of Chicago Press.

Course Student Learning Outcomes:

This course provides a capstone experience for the sociology major. As such students successfully completing the course will demonstrate the ability to:

1. apply sociological theories to understand social phenomena,
2. rigorously analyze social science data,
3. explain how culture and social structure shape individual experiences and opportunities, and
4. effectively communicate sociological concepts and empirical findings.

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

5. Apply sociological ideas to an experiential situation.
6. Demonstrate knowledge of career fields that use sociological insights and reflect your own skills and priorities.

Outline and Sequence of Course Content:

Week	Topics/readings	Due dates
1	Introduction to the course; Career fields for sociology majors <u>Read: ASA (2014)</u>	Short reflection paper
2	Library research refresher Reaching out to field sites <u>Read: Anders ch 1</u>	Research question

3	Taking field notes <u>Read:</u> Emerson et al chs 1 & 2	Annotated bibliography
4	Understanding your strengths and priorities <u>Read:</u> Anders chs 2 & 3	First field notes
5	Culture and social structure in the workplace <u>Read:</u> Emerson et al ch 3	Literature review
6	LinkedIn exercise: thinking 3 moves ahead <u>Read:</u> Emerson et al chs 5 & 7	Second field notes
7	Solving social problems in professional roles <u>Read:</u> Anders chs 5 & 6	Analytical memo 1
8	Presentation of self in the workplace <u>Read:</u> Anders ch 12	Third field notes
9	Effective professional communication <u>Read:</u> posted articles on effective resumes	Resume
10	Social capital for early-career professionals <u>Read:</u> Anders: chs 9 & 10	Fourth field notes
11	Writing an ethnographic paper <u>Read:</u> Posted articles	Analytical memo 2
12	Peer-review workshop for final papers	Draft: final paper
13	Final paper presentations	Final paper
14	Final paper presentations	Reflective paper

Learning Experiences/Assignments:

Students in the course will be required to complete at least 30 hours of volunteer work, internship work, or an approved alternative, which will provide both exposure to a number of professional roles and an opportunity to synthesize sociological knowledge in analyzing their experiences.

To build toward a final paper, based on their field experiences, students will first submit a research question, then an annotated bibliography and literature review, four sets of field-notes, and then two analytical memos, all of which contribute to the final product. In addition, they will write resumes and complete other career development exercises and complete a reflective paper on their experience.

Methods for Evaluation: (include whether a certain grade is needed to pass the class)

Sociology majors are only required to earn a passing grade in this course; that is 60 percent or better, based on the following grading breakdown:

Final-paper related deliverables: (80%)

1. Research question 5%
2. Annotated bibliography 5%
3. Literature review 10%

- 4. Four field-notes 20% (5% each)
- 5. Two analytical memos 10% (5% each)
- 6. Final paper presentation 10%
- 7. Final paper 20%

Career-related deliverables: (20%)

- 8. Resume 5%
- 9. LinkedIn profile 5%
- 10. Reflective paper 10%

SOC 410 Capstone Research Seminar Spring 2021

Leads students to integrate their social-science knowledge and apply it to the process of designing and executing an original data collection and analysis project in the quantitative and/or qualitative traditions, as determined by the instructor. Also focuses on connecting social research skills and social science insights to various career fields and professional roles therein.

Required Materials:

American Sociological Association. 2014. *21st Century Careers with an Undergraduate Degree in Sociology (2nd edition)*. Washington DC: ASA.

Green, Kyle and Sarah Lageson. 2018. *Give Methods a Chance*. W.W. Norton & Company.

Guptill, Amy. 2016. *Writing In College: From Competence to Excellence*. Available (free) at <http://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>.

Course Student Learning Outcomes:

This course provides a capstone experience for the sociology major. As such students successfully completing the course will demonstrate the ability to:

1. apply sociological theories to understand social phenomena,
2. rigorously analyze social science data,
3. explain how culture and social structure shape individual experiences and opportunities, and
4. effectively communicate sociological concepts and empirical findings.

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

5. Work collaboratively to support one another's efforts.
6. Demonstrate knowledge of transferrable skills practiced in the course.

Outline and Sequence of Course Content:

Week	Topics/readings	Due dates
1	Introduction to the course; Sociological touchstones <u>Read: ASA (2014)</u>	Short reflection paper
2	Library research refresher <u>Read: Guptill chs 1 & 2</u>	Research question
3	Understanding scholarly communication <u>Read: Guptill chs 3 & 4</u>	Annotated bibliography

4	Qualitative and interpretive methods <u>Read:</u> Two chapters from Section 1 of Green & Lageson (your choice)	First progress report
5	Responding to sources <u>Read:</u> Guptill ch 5	Literature review
6	Quantitative and mixed methods <u>Read:</u> Two more chapters from sections 2 and 3 of Green & Lageson (your choice)	Analytical memo 1
7	Innovative methods <u>Read:</u> One chapter from section 4 of Green & Lageson (your choice)	
8	Research and transferrable skills <u>Read:</u> Posted article on recent employer surveys and desired job skills	Second progress report
9	Effective professional communication <u>Read:</u> posted articles on effective resumes	Resume
10	Aligning theory and evidence <u>Read:</u> posted articles	
11	Clear, concise writing <u>Read:</u> Guptill chs 8 & 9	Analytical memo 2
12	Peer-review workshop for final papers	Draft: final paper
13	Final paper presentations	Final paper
14	Final paper presentations	Reflective paper

Learning Experiences/Assignments:

Students in the course will be required to complete an individual or team-based research project which will provide them an opportunity to build confidence in their research skills and to synthesize their sociological knowledge.

To build toward a final paper students will first submit a research question, then an annotated bibliography and literature review, two progress reports, and two analytical memos, all of which contribute to the final product. In addition, they will write a reflective paper on their experience, which connects their research skills to career skills.

Methods for Evaluation: (include whether a certain grade is needed to pass the class)

Sociology majors are only required to earn a passing grade in this course; that is 60 percent or better, based on the following grading breakdown:

Final-paper related deliverables: (85%)

1. Research question 5%
2. Annotated bibliography 5%

- 3. Literature review 15%
- 4. Two progress reports 10% (5% each)
- 5. Two analytical memos 20% (10% each)
- 6. Final paper presentation 10%
- 7. Final paper 20%

Career-related deliverables: (15%)

- 8. Resume 5%
- 9. Reflective paper 10%

Proposal: Adding a high-impact capstone to the Sociology major

RATIONALE

One of the strong recommendations emerging from our 2018-19 Periodic Program Review is to implement a high-impact capstone experience for the sociology major. Both the Association of American Colleges and Universities (AAC&U) and the American Sociological Association (ASA) strongly encourage capstone experiences to help students integrate their knowledge and become reflective, skilled life-long learners.

Our own recent program assessments, as well as focus groups conducted with our majors, suggest that our students stand to benefit from a well designed capstone experience. Program assessments showed that, while our majors generally meet the benchmarks, they are relatively weaker in making clear, nuanced connections between theoretically derived ideas and concrete evidence from either data or published findings. Thus, an experience that helps students integrate their domain knowledge will boost these advanced skills. In addition, recent focus groups with students in the major revealed a strong desire for more career-relevant experiences built into the major curriculum.

Thus we propose adding a high-impact capstone requirement to our major, replacing one of the required electives with a choice of two capstone seminars: one option that enables students to further develop their research skills and one option that focuses on applying sociological knowledge to professional situations.

The research capstone exists as SOC 414: Advanced Research Methods. We have taught it as an optional pilot capstone twice now (spring 2018 and spring 2019) and found it to be a valuable experience for students. It will be renamed to Capstone Research Seminar and renumbered (we will request 410) to better communicate its role in the major program. The other option, Capstone Career Seminar (requesting the course number SOC 400), would be an entirely new course.

SIDE-BY-SIDE COMPARISON

The table below shows a side-by-side comparison of the current requirements and the proposed requirements. The only changes are that (1) the number of elective credits is reduced from 18 to 15 and (2) the requirement that students take at least one of the capstone seminars is added.

Students will be allowed to take both capstone seminars; in that case, the later course will count as a sociology elective.

Proposal: Adding a high-impact capstone to the Sociology major

Current requirements (33 cr)	Proposed requirements (33 cr)
<p><u>Required core courses:</u></p> <p>SOC 100 Introduction to Sociology SOC 200 Social Statistics (or equivalent) SOC 200 Sociological Theory SOC 310 Methods of Sociological Research</p>	<p><u>Required core courses:</u></p> <p>SOC 100 Introduction to Sociology SOC 200 Social Statistics (or equivalent) SOC 200 Sociological Theory SOC 310 Methods of Sociological Research</p>
<p><u>One of the following courses, taken at Brockport:</u></p> <p>SOC 210 Social Problems SOC 220 Social Psychology SOC 230 Social Institutions SOC 240 Social Inequalities</p>	<p><u>One of the following courses, taken at Brockport:</u></p> <p>SOC 210 Social Problems SOC 220 Social Psychology SOC 230 Social Institutions SOC 240 Social Inequalities</p>
<p><u>Electives:</u></p> <p>18 credits of electives in undergraduate sociology courses; students who meet the statistics requirement with a course other than SOC 200 are required to take 21 credits of electives</p>	<p><u>Electives:</u></p> <p>15 credits of electives in undergraduate sociology courses; students who meet the statistics requirement with a course other than SOC 200 are required to take 18 credits of electives</p>
<p><u>Required capstone:</u></p> <p>(None)</p>	<p><u>Required capstone:</u></p> <p>SOC 400 Capstone Career Seminar <u>or</u> SOC 410 Capstone Research Seminar</p> <p>If a student takes both courses, one would count as an elective.</p>

PREREQUISITES

Both capstone seminars will have as prerequisites 15 credit hours in Sociology and two core courses: SOC 300 Sociological Theory and SOC 310 Methods of Sociological Research. SOC 300 has a prerequisite of SOC 100 Introduction to Sociology, and SOC 310 has a prerequisite of SOC 200 Social Statistics. Thus, under the proposed change, students face at least a three-semester sequence of SOC 100/SOC 200 → SOC 300/SOC 310 → Capstone.

There are typically one or two Sociology majors each year who either transfer to Brockport with more than 80 credits or declare the SOC major as second-semester juniors or first-semester seniors. These students have had SOC 100 Introduction to Sociology and, typically, SOC 200 Social Statistics (or equivalent) and one or more electives. They hope to complete the Sociology major in two semesters at Brockport. We will allow students in this situation to register for SOC 300 Sociological Theory and a capstone seminar concurrently, or

Proposal: Adding a high-impact capstone to the Sociology major

SOC 310 Methods of Sociological Research and SOC 400 Capstone Career Seminar concurrently (but not SOC 310 and SOC 410 concurrently). These accommodations are doable, but we plan to put the prerequisites in place to direct our majors to the three-semester sequence, whenever possible.

We opted not to specify a class-standing requirement because a sizable proportion of our majors complete SOC major requirements in their junior year, as over 40% of Sociology majors have another major. Also, students who complete the capstone in their junior year would also be well positioned to find internships or further research practicums with a clearer and more confident focus on desired career fields.

The current SOC 414 (future SOC 410) also serves the Interdisciplinary Minor in Social Research Methods, and thus we grant permission to take the course to students in the minor who have already met the introductory methods course requirement for the minor, including SOC 310 and similar courses in other disciplines. We will continue that practice to ensure that any student can successfully complete the minor.

STAFFING AND RESOURCES

In the last 8 years we have graduated between 30 and 40 majors. Considering that pattern and the additional demand from the Interdisciplinary Social Research minors, we anticipate offering two sections of the Capstone Career Seminar and one section of the Capstone Research Seminar each year by the time that the majority of our majors will be subject to the new requirements. Each section will be capped at 15 students, in line with AAC&U and ASA recommendations.

We have sufficient faculty FTE to offer three sections of the Capstone courses per year while maintaining our core offerings and Gen Ed contributions, just by shifting some faculty course loads from electives toward the capstones. Thus, this proposal requires no additional resources.

COURSE DESCRIPTIONS

The catalog descriptions for the two Capstone courses are below. The SOC 410 description, below, is slightly revised from the current description of SOC 414. Please see attached course outlines for more details.

SOC 400 Capstone Career Seminar (A)

Prerequisites: 15 credit hours in Sociology, SOC 300, and SOC 310 or departmental permission

Leads students to integrate their sociological knowledge and apply it to an off-campus, career-relevant experience totaling at least 30 hours in an internship, volunteer, or job-shadowing



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Arts and Sciences

September 18, 2019

Dr. James Zollweg,
President, College Senate
The College at Brockport
Brockport, NY 14420

Dear Dr. Zollweg:

I write to endorse and support the proposal that the Department of Sociology is submitting to the College Senate to modify the curriculum of the Sociology major. Specifically, the proposal calls for reducing the number of elective credits in the major from 18 to 15 and adding a new three-credit capstone seminar course with one of two options. One option would enable students to further develop their research skills, whereas the second option would allow them to apply sociological knowledge to professional situations.

This curriculum revision is informed by the results of the Department's programmatic student learning outcome assessment and one of the recommendations of the Periodic Program Review. I thank my colleagues in the Department of Sociology for their efforts that led to this proposal.

Sincerely,

Jose Maliekal
Dean

Proposal: Adding a high-impact capstone to the Sociology major

role. Focuses on connecting individual students' priorities to various career fields and the sociological insights that can inform professional work in those fields.

SOC 410 Capstone Research Seminar (A)

Prerequisites: 15 credit hours in Sociology, SOC 300, and SOC 310 or departmental permission

Leads students to integrate their social-science knowledge and apply it to the process of designing and executing an original data collection and analysis project in the quantitative and/or qualitative traditions, as determined by the instructor. Also focuses on connecting social research skills and social science insights to various career fields and professional roles therein.

SEQUENCING COURSE OFFERINGS

We plan to offer SOC 400 for the first time in Fall 2020, and then repeat SOC 410 (currently numbered SOC 414) in Spring 2021. We will continue that pattern until there is sufficient demand to offer SOC 400 both semesters (and SOC 410 only in spring).