

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-426	Apr 4/5/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Kathryn Bonach	Email Address kbonach@iup.edu
Proposing Department/Unit Department of Sociology	Phone X71290

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input checked="" type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input checked="" type="checkbox"/> New Minor Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Track	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	<i>[Signature]</i> Date: <i>1/10/05</i>
Department Chair(s)	<i>Ally Beckert</i> <i>1-10-05</i>
College Curriculum Committee Chair	<i>Charles R. Wurf</i> <i>1-19-05</i>
College Dean	<i>[Signature]</i> <i>1-19-05</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Schmitt</i> <i>4-5-05</i>

* where applicable

JAN 24 2005

FEB 24 2005

2a. Rationale/Justification

This minor will be of interest to students in Special Education and Clinical Services, Child Development and Family Relations, Psychology, Educational Psychology, Education and Criminology students who wish to have an academic emphasis on disability services. The curriculum for this minor provides a strong knowledge base of the human services from a sociological perspective with an emphasis on a wide array of disabilities as well as the theoretical and clinical preparation for working with person/families within the social service system.

2b. Credit requirements, sequencing and restrictions

List of Courses and Credits for the new track minor

Minor: Sociology of Disability Services **18**

Required Courses:

SOC 151	Principles of Sociology	3cr
SOC 301	Foundations of Sociological Practice	3cr
SOC 302	Clinical Sociological Practice	3cr
SOC 342	Social and Cultural Aspects of Health and Medicine	3cr
SOC 452	Disability and Society	3cr

Controlled Electives: (1 of the following)

SOC 336	Sociology of the Family	3cr
SOC 357	Sociology of Aging	3cr

2c. Detailed Description of the Minor

The minor in Sociology of Disability Services will prepare students with an in-depth understanding of the human services and working with individuals with disabilities and their families within the system. In addition there will be an emphasis in this minor on the knowledge and skills for direct practice work using a sociological perspective.

Part II. Description of Curriculum Change

1a. Catalog Description of New Minor

Part II. Description of Curriculum Change

1. Addition to Catalog Description – New Minor: Sociology of Disability Services

Current Catalog Description Department of Sociology

Website: www.iup.edu/sociology

Chairperson: D. Alex Heckert

Faculty: Ackerman, Boser, Bonach, Chang, Crane,
Darling, Gondolf, Heasley, Holtz, Mabry,
Nowak, Sanderson, Snyder

Professor
emeritus: Hunter

The Department of Sociology seeks to develop both the scientific and humanistic foundations of sociology, to educate the wider community as to the significance of sociological knowledge, to apply sociological knowledge to current social problems, and to advance the profession by promoting the welfare of individuals and society. The discipline of sociology focuses primarily on the analysis of modern industrial societies by examining their basic patterns of social organization, the various changes that occur within these patterns, and the impact of the patterns on individual thought and action. Students are prepared for employment in human service fields or for graduate study in sociology or related fields.

Students majoring in Sociology may select one of three tracks: General Sociology, Human Services, and Applied Social Research. The general track attempts to broadly educate those students who may wish to pursue graduate training in sociology and make sociology a career and profession. Because of its flexibility, it is also appropriate for students who want to pursue double majors that would include such fields as psychology or criminology. The general track gives students the broadest possible training in sociology. Students graduating with majors in general sociology often find employment in business, industry, and government.

The Human Services track in sociology seeks to help students understand the causes of many of the problems that plague modern societies, such as poverty, racial discrimination, substance abuse, and domestic violence. It is designed to provide students with the knowledge and skills necessary to become practitioners in various human services areas (e.g., juvenile delinquency, medical sociology, gerontology, and interpersonal dynamics and family sociology).

The Applied Social Research track emphasizes the development of research and assessment skills in students. Such skills are important in carrying out program assessments, needs assessments, program development, and other activities that focus on gathering, analyzing, and interpreting data important for policymakers.

The department also prepares teachers for secondary school social studies with a concentration in sociology. The program leads to the degree Bachelor of Science in Education. With its emphasis on patterns of social organization in modern industrialized societies, sociology provides a solid foundation for teaching social science at the secondary level. Minors are available in sociology and in applied social research.

Proposed Catalog Description Department of Sociology

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Students majoring in Sociology may select one of four tracks: General Sociology, Human Services, Sociology of Disability Services and Applied Social Research. The general track attempts to broadly educate those students who may wish to pursue graduate training in sociology and make sociology a career and profession. Because of its flexibility, it is also appropriate for students who want to pursue double majors that would include such fields as psychology or criminology. The general track gives students the broadest possible training in sociology. Students graduating with majors in general sociology often find employment in business, industry, and government.

The Human Services track in sociology seeks to help students understand the causes of many of the problems that plague modern societies, such as poverty, racial discrimination, substance abuse, and domestic violence. It is designed to provide students with the knowledge and skills necessary to become practitioners in various human services areas (e.g., juvenile delinquency, medical sociology, gerontology, and interpersonal dynamics and family sociology).

Students who complete the specialized major track for Sociology of Disability Services will be prepared for employment in the human services/social services as Therapeutic Staff Support personnel, or in a wide variety of career services such as Mental Health/Mental Retardation programs, community based residential/employment/training programs, early intervention programs, residential treatment programs, aging programs and other agency service providers for individuals with disabilities. Additionally, students in this track are encouraged to complement their studies by adding a second major in Disability Services Program or a minor in Education of Exceptional Persons offered by the Special Education and Clinical Services Department to better prepare them in a multidisciplinary curriculum. Minors are also recommended in Psychology, Educational Psychology and Child Development and Family Relations.

The Applied Social Research track emphasizes the development of research and assessment skills in students. Such skills are important in carrying out program assessments, needs assessments, program development, and other activities that focus on gathering, analyzing, and interpreting data important for policymakers.

The department also prepares teachers for secondary school social studies with a concentration in sociology. The program leads to the degree Bachelor of Science in Education. With its emphasis on patterns of social organization in modern industrialized societies, sociology provides a solid foundation for teaching social science at the secondary level. Minors are available in sociology, sociology of disability services and in applied social research.

Part III. Implementation

1. How will the proposed new minor affect students already in the existing program?

There will be no effect on students already in the existing programs, other than students will have an additional option for a new minor in Sociology of Disability Services and sociology students will have the option of a new minor in Education of Exceptional Persons because of the collaborative process for the new minor proposals from both Sociology and Special Education and Clinical Services in disability services.

2. Are faculty resources adequate? If you are not requesting or have been authorized to hire additional faculty, demonstrate how these courses will fit into the schedule(s) of current faculty? What will be taught less frequently or in fewer sections to make this possible?

Faculty resources are currently adequate. Courses offered within this program are courses that are routinely scheduled in the existing sociology program. There should be no need to change or modify existing course offering patterns for courses in the new minor. The frequency or number of sections of courses in programs to be offered will not be immediately impacted by the new minor.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Currently, other resources are adequate.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

It is anticipated that this minor will be a popular curricular option for students specifically interested in disability services that are currently students in special education and clinical services department, child development and family relations, educational psychology majors, psychology majors, education and criminology majors. Therefore, it is possible that after a few semesters of existence the revised program could have enough interest to warrant additional sections or larger sections of particular courses such as SOC 301 and SOC 302, typically filled with sociology majors in the human services track. This could result in the need for current faculty to offer larger sections or additional sections to meet the increased demand.

5. Intended implementation date (Semester and year)

The department would ideally like the new track major to go into effect with the fall semester 2005, but if it does not get through the approval process in time, then fall 2006 would be the implementation date.

Part IV. Periodic Assessment

Departments are responsible for an ongoing review of curriculum. Include information about the plan for program evaluation.

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation.

There is no accrediting body for Sociology; however, one evaluation is the university's five year review. Also, we have formed an Outcomes Assessment Committee to plan for and develop a departmental capstone assignment for students to complete in a senior course. We are in the initial

stages of determining how best to implement this evaluation and therefore, the new minor will be included in our development of assessing for student outcomes.

2. Specify the frequency of the evaluations.

Evaluations will occur a minimum of every five years for the Department Five Year Review. A formal plan for more frequent evaluations for a capstone assignment is not in place yet but under discussion by the department's Outcomes Assessment Committee.

3. Identify the evaluating entity.

The Outcomes Assessment Committee, the Sociology Department on an ongoing basis and then also an outside reviewer for the Department Five Year.

Part V. Course Proposals

There are no new courses proposed for the new minor in Sociology of Disability Services.

Part VI. Letters of Support or Acknowledgement

Attached is a letter of support from the Special Education and Clinical Services Department.

Kathryn Bonach

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
To: <aheckert@iup.edu>; "Kathryn Bonach" <kbonach@iup.edu>
Sent: Tuesday, February 08, 2005 11:58 AM
Subject: Support Letter

Drs. Heckert & Bonach,

I write in wholehearted support of the Sociology Departments curriculum proposal to create a Sociology - Disability Services Track. The department of Special Education and Clinical Services welcomes your Sociology-Disabilities Services track students into required courses and as dual majors and minor studies students should they so choose those options. The potential of students from two colleges blending together in parallel programs to intertwine their disciplinary studies is an exciting and progressive concept. We are excited by the oportunities for our students and yours created through such collaborative curricular offerings.

Department management and EDEX faculty will do everything possible to facilitate a smooth enrollment process in our departmental courses for your students. Course pre-requisite statements are being adjusted to accomodate the needs of students from your department and others who will require our courses. Additonally, permission slips/overerides will be easily avialble for students should there be registration glitches. Once again, we offer our support to your proposal and look forward to the success of your new track.

Joseph Daomaracki

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Joseph W. Domaracki, Ph.D.
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