**New Undergraduate Program (Majors, Minors, Sequences, Certificates) Proposal  
Illinois State University - University Curriculum Committee**

**Program Department**   Sociology

**Submission Date**  Friday, April 12, 2024

**Initiator**   Natalie Schaad

**Email**   naschaa@ilstu.edu

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**Campus Address**   4660 Sociology and Anthropology

**Initiator Department**   Sociology

**Coauthor(s)**   Joan Brehm (jmbrehm@ilstu.edu)

**Version**   3   **ID**   497

**Title of New Program**   Sociology: Social Inquiry

**Proposed Starting Catalog Year**   2025-2026

**1.**

**Proposed Action**

New Major

New Minor

✓

New Sequence

New Certificate

More than 50% of courses in this program are Distance Education

**Sequence Major**

Sociology

**2.**

**Provide *Undergraduate Catalog* copy for new program.**

Major in Sociology

Social Inquiry Sequence

Sociology majors at Illinois State explore a diverse range of topics and learn to think critically about the social world. Our distinguished faculty members are committed to helping students develop the analytical skills they need to gain a deeper understanding of the world in which we live. Sociologists look under the surface of social life. They analyze data and develop theories in order to understand and explain social patterns, issues, and problems. Sociology not only helps us understand the roots of these issues and problems, but can also help inform policies that contribute to their solutions.

The Social Inquiry Sequence places an emphasis on tailoring electives to support the unique interests and aspirations of our students across a broad spectrum of areas of specialization within the discipline.

Major in Sociology, Social Inquiry Sequence

Minimum required credit hours: 40

* SOC 106
* SOC 270
* SOC 271
* SOC 275
* SOC/ANT 292

Take nine (27 credit hours) additional Sociology electives

No more than 9 credit hours of 100-level electives will count in the major. At least 12 credit hours of Sociology electives must be at the 300-level (exclusive of SOC 398axx)

**3.**

**Provide a description for the proposed program.**

The two sequences for the Sociology BA/BS degree program supports students to pursue course content that more directly aligns with and prepares them for their unique career aspirations after graduating from ISU. The Social Research Sequence places an emphasis on advanced research and analytical skills that will prepare students for graduate program work or career paths that focus on policy, analyses, or data management. The Social Inquiry Sequence places an emphasis on tailoring electives to support the unique interests and aspirations of our students across a broad spectrum of areas of specialization within the discipline.

Both sequences maintain a required core curriculum that supports the central learning goals of the sociology program, including an understanding of sociology and how it contributes to people’s understanding of social reality and social life; an understanding of the role of theory and a variety of research methods; an understanding of basic social processes and dynamics in national and global contexts; and professional norms and expectations of the discipline.

Students in the Social Research Sequence must complete the following:

1. Take SOC 106 (or equivalent if transfer student)
2. Take SOC 270, 271, and 275 and earn a grade of B or better\*
3. Take SOC 300, senior research capstone course.
4. Take at least one additional research, data analysis, or writing intensive elective\*\* at the 300-level (not SOC 300). Options for this course will change each semester depending on course offerings.

\*A student may appeal the minimum grade requirement for any core class(es) based on extenuating life circumstances that may have resulted in a lower grade in that course.

\*\*See description of Research, Data Analysis, or Writing Intensive Elective at the end of this document.

Students in the Social Inquiry Sequence must complete the following:

1. Take SOC 106 (or equivalent if transfer)
2. Take SOC 270, 271, and 275
3. Take any additional 300-level elective in place of SOC 300.

**\*\*Research, Data Analysis, or Writing Intensive Elective Definition**

This will be used to help designate those courses in any given semester so that students in the Social Research Sequence can be directed to one of these electives. However, these courses are not exclusive to students in the Social Research Sequence. Any student in SOC may enroll in those electives.

The Social Research Sequence within the Sociology baccalaureate program at Illinois State University is intended to serve students that display a particular affinity for, interest in, or capability with respect to social research. These may be students who intend to pursue an advanced degree after graduation, students with professional research ambitions, or high-performing students who want additional challenge in their coursework.

With this in mind, each student enrolled in this sequence must complete at least one 300-level elective specifically designated for this sequence. Senior sociology elective courses may count toward the elective requirement for students in the Social Research Sequence if the course features one of more of the following attributes, broadly construed:

* Requires students to write a minimum of 5,000 words of text over the course of the semester.
* Involves the manipulation of numerical or GIS data (e.g., analyzing quantitative/GIS datasets, using data to make graphs, maps, etc.)
* Involves the qualitative analysis of text or other data (e.g., identifying themes within interview transcripts, systematically analyzing or interpreting text, etc.)
* Involves the collection of original data (e.g., conducting an interview, administering a survey)
* Involves conducting library research (e.g., searching article databases, compiling an annotated bibliography, researching a particular person, issue, period, etc.)
* Requires students to give a public presentation of original work.

**4.**

**Provide a rationale of proposed program.**

In recent years we have experienced a significant increase in the number of students that either struggle to be successful in our current curriculum, especially with the senior research capstone, or who generally do not see the value of this course for their own aspirations. These trends are creating increasing challenges for student success and retention. In addition, a reduction in overall tenure track faculty has created staffing challenges for our curriculum in its current format. In response to these challenges, the Sociology Curriculum Committee has spent considerable time researching other models at peer and aspirational institutions for successful curriculum models that better support the changing needs and interests of our students. The two-sequence model was proposed and presented to all faculty for discussion, where it received unanimous support from all TT faculty. There are several advantages to this new curricular approach:

* Allows students to have more control over their direction and their future trajectory by selecting their desired ‘sequence’.
* Both sequences have the same number of credit hours, and both require our existing core curriculum, intro to soc, theory, methods, and stats as foundational knowledge.
* The Social Research Sequence places an emphasis on preparing students for advanced study/graduate school or a research-oriented career path. This sequence provides specialized training in professional sociological research through SOC 300. Participating students will have the opportunity to earn a sequence designation on their transcripts.
* The Social Inquiry Sequence allows students more flexibility in pursuing an additional elective (in place of SOC 300) and maintains the same overall credit hour requirement.

**5.**

**Describe the expected effects of the proposed program on existing campus programs (if applicable).**

None.

**6.**

**Provide a sample four-year plan of study that fulfills the following requirements:** 120 hours, 42 senior college hours (200 and 300 level courses) for 2023-2024 and earlier catalog years; 40 senior college hours for 2024-2025 and later catalog years, and 39 General Education Program hours or 36 hours with exemption. If the program is a BS program, show the BS-SMT degree requirement. If the program is from CAS, show Foreign Language Requirement (LAN 111/LAN 112). IDEAS and AMALI graduation requirements. Confirm General Education requirement exemptions on the General Education page of the current Academic Catalog.*4-year plans are not required for minor or certificate program proposals.*

**First Year - Fall Semester (14-16 credit hours)**

ENG 101 or COM 110 (General Education) (3)

SOC 106 (General Education/IDEAS) (3)

Foreign language course 111-level or University-wide elective (3-4)

General Education course (3-4)

University-wide elective (2)

**First Year - Spring Semester (15-16 credit hours)**

ENG 101 or COM 110 (General Education) (3)

Foreign language course 112-level or University-wide elective (3-4)

Sociology major elective (3)

General Education course (3)

General Education course (3)

**Second Year - Fall Semester (15 credit hours)**

Sociology major elective (3)

General Education course (3)

General Education course (3)

General Education course (3)

General Education course (3)

**Second Year - Spring Semester (15 credit hours)**

Sociology major elective (3)

AMALI course or University-wide elective (3)

General Education course (3)

General Education course (3)

General Education course (3)

**Third Year - Fall Semester (16 credit hours)**

SOC 270 (3)

SOC/ANT 292 (1)

Senior level Sociology major elective (3)

Senior level University wide elective (3)

University-wide elective (3)

University-wide elective (3)

**Third Year - Spring Semester (15 credit hours)**

SOC 275 (BS-SMT) (3)

Senior level Sociology major elective (3)

Senior level University-wide elective (3)

University-wide elective (3)

University-wide elective (3)

**Fourth Year - Fall Semester (15 credit hours)**

SOC 271 (3)

300-level Sociology major elective (3)

300-level Sociology major elective (3)

Senior level University-wide elective (3)

University-wide elective (3)

**Fourth Year - Spring Semester (15 credit hours)**

300-level Sociology major elective (3)

300-level Sociology major elective (3)

Senior level University-wide elective (3)

University-wide elective (3)

University-wide elective (3)

**7.**

**Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:**

None.

**8.**

**Anticipated funding needs and source of funds.**

None. FIF is approved in Kuali.

**9.**

**No**

**Does this program count for teacher education?**

**10.**

**No**

**Is this an Interdisciplinary Studies program?**

**11.**

**The following questions must be answered.**

**No**

Have you confirmed that Milner Library has sufficient resources for the proposed program?

Explain why Milner Library has not been contacted.

This doesn't change any resources that Milner doesn't already provide.

**No**

Are more than 120 hours required to complete a degree with this major?

**No**

Beyond General Education, does the major require more than 66 semester hours?

**No**

Does this sequence (if in a major) require more than 55 semester hours of courses in the major department/school?

**Yes**

Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major?

Explain why specific general education courses are required.

SOC 106 - Introduction to Sociology. SOC 106 is the introductory course to the major.

**No**

Does this program stipulate specific course requirements (majors/sequences only) that also satisfy general education and/or IAI requirements?

**No**

Is the proposed program intended to be longer than four years (as indicated by the plan of study)?

**N.A.**

Have letter(s) of concurrence from affected departments/schools been obtained?  
*A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.*

**Financial Implications Form**

*If new window does not appear after clicking the View Financial Implications button,  
please disable the "pop-up blocker" feature of your internet browser.*

**12.**

**Routing and action summary for New Program:**

[**Proposal Routing**](https://registrarforms.illinoisstate.edu/CurriculumForms/Support/Routing.aspx)

**1. Sociology Department Curriculum Committee Chair**

*Winfred Avogo (website)*

Winfred Avogo

2/24/2024 12:15:20 PM

Signature

Print

Date

**2. Sociology Department Chair/School Director**

*Joan Brehm (website)*

Joan Brehm

2/24/2024 12:22:51 PM

Signature

Print

Date

**3. College of Arts & Science College Curriculum Committee Chair**

*Todd Stewart (website)*

Todd Stewart

4/12/2024 3:42:45 PM

Signature

Print

Date

**4. College of Arts & Science College Dean**

*Rocio Rivadeneyra (website)*

Rocio Rivadeneyra

4/16/2024 1:32:26 PM

Signature

Print

Date

**5. University Curriculum Committee Chair**

*Joshua Newport (website)*

Joshua Newport

10/2/2024 4:45:51 PM

Signature

Print

Date

All new programs (majors, minors, sequences, certificates) are routed by the U.C.C. to the Academic Senate

**Comments**

**Comments from Version 1 from Winfred Avogo (Sociology Department Curriculum Committee Chair):**  
Thanks!  
**Comments from Version 1 from Todd Stewart ( College Curriculum Committee Chair):**  
Hi. We voted to approve this proposal pending some updates. So, while I'm hitting the revise button now to allow changes in the system, I am empowered to approve a suitably updated proposal without seeking another vote. The issues we identified are:  
  
(1) All new program proposals must include a FIF approved up to our level. We'll need to see that before we can approve this proposal.  
(2) Under question 3, you have "\*\*See description of Research, Data Analysis, or Writing Intensive Elective at the end of this document." But, this information is not included it anywhere in this proposal. Please include it.  
(3) Plan of study, first-year spring, the hours add to 15-16, not 15. Adjust the plan of study accordingly.  
**Comments from Version 2 from Winfred Avogo (Sociology Department Curriculum Committee Chair):**  
Thanks!  
**Comments from Version 2 from Todd Stewart ( College Curriculum Committee Chair):**  
Hi. We see that issues (1) and (3) have been resolved. But, you didn't do anything in relation to (2). In the Social Research proposal, you included the text that is missing here. The problem is that you have a \*\* that is never resolved or explained in this proposal. The missing text (although the formatting has been lost in pasting it in this box )is:  
  
\*\*Research, Data Analysis, or Writing Intensive Elective Definition  
  
This will be used to help designate those courses in any given semester so that students in the Social Research Sequence can be directed to one of these electives. However, these courses are not exclusive to students in the Social Research Sequence. Any student in SOC may enroll in those electives.  
  
The Social Research Sequence within the Sociology baccalaureate program at Illinois State University is intended to serve students that display a particular affinity for, interest in, or capability with respect to social research. These may be students who intend to pursue an advanced degree after graduation, students with professional research ambitions, or high-performing students who want additional challenge in their coursework.  
  
With this in mind, each student enrolled in this sequence must complete at least one 300-level elective specifically designated for this sequence. Senior sociology elective courses may count toward the elective requirement for students in the Social Research Sequence if the course features one of more of the following attributes, broadly construed:  
  
Requires students to write a minimum of 5,000 words of text over the course of the semester.  
Involves the manipulation of numerical or GIS data (e.g., analyzing quantitative/GIS datasets, using data to make graphs, maps, etc.)  
Involves the qualitative analysis of text or other data (e.g., identifying themes within interview transcripts, systematically analyzing or interpreting text, etc.)  
Involves the collection of original data (e.g., conducting an interview, administering a survey)  
Involves conducting library research (e.g., searching article databases, compiling an annotated bibliography, researching a particular person, issue, period, etc.)  
Requires students to give a public presentation of original work.  
  
  
  
If the reason you haven't included this as part of your answer to 3 is that you don't want this appearing in the catalog copy twice, 3 isn't the copy. It's a description of the program. If some of the content of 3 is meant to appear in the catalog copy, then whatever text that included should be moved into question 2.  
  
I'm hitting the revise button again to allow you to address the final issue.  
  
Todd Stewart, Chair, CAS CC  
**Comments from Version 3 from Winfred Avogo (Sociology Department Curriculum Committee Chair):**  
Thanks!