

## Request for Approval of a Subdivision of a Degree

1.     **Institution:** Illinois State University
  
2.     **Responsible Department or Administrative Unit:** Department of Sociology & Anthropology
  
3.     **Proposed Program Title:** Applied Community and Economic Development Sequence
  
4.     **Previous Program Title:** Applied Community and Economic Development Concentration
  
5.     **CIPS Classification:**
  
6.     **Proposed Date of Initiation:** August, 2002
  
7.     **Description of Proposed or Name Change:**

This is a proposal to take the existing concentration in Applied Community and Economic Development (ACED) and make it a formal sequence. The curriculum of the sequence will be essentially the same as for the concentration, though there are several proposals for changes in courses also being submitted at this time. The substantive nature and importance of this program is presented in item 8 (Rationale for Proposal), below.

### **Required Courses (hours):**

ECO 490.04 Community & Economic Development – Tools I and II (2 + 2)

\*POL/SOC 470 (POL 471 is being changed to POL 470 in order to be cross-listed with new, proposed SOC 470)

Seminar in Community Development (3)

POL 473 Community Project Design and Management (3)

SOC 498 Professional Practice in Sociology (internship in community work) (5)

To meet the general requirements for the Sociology Master's program, all Applied Community and Economic Development students must complete the following:

SOC 466 Sociological Theory (3)

SOC 471 Quantitative Research Design & Analysis (3)

Either SOC 472 Qualitative Research Design & Analysis or  
       SOC 473 Advanced Qualitative Research Methods (3)

SOC 440 Intermediate Social Statistics (3)

Two Sociology substantive seminars (or one seminar plus Readings in Sociology) (6)

SOC 499 Master's Thesis Credits (4)

Sociology ACED students need a total of 37 hours to complete the Sociology Master's degree.

\*Indicates changes currently in the curricular review process that will allow the Sociology program to teach in the ACED core with the Departments of Economics and Politics and Government, without increasing the number of courses in the core. The new numbering will allow cross-listing the course, and Sociology and Politics & Government faculty will alternate years teaching the course to the ACED students.

These are described in item 10 (Curricular Change Including New Courses), below.

## 8. **Rationale for Proposal:**

The core courses in Applied Community and Economic Development (ACED) began in 1994 at Illinois State University, when the Departments of Political Science and Economics negotiated with the Peace Corps Fellows/USA Program to join a group of approximately 30 universities nationwide to offer returning Peace Corps volunteers opportunities to work toward Master's degrees. The ACED program is designed to build off of the community-building experiences abroad of the Peace Corps Volunteers and their desire to help community efforts in the U.S. after their service. In 1997 the ACED programs at Illinois State began including a second group of students in a Master's International program. The U.S. Peace Corps created the Master's International program in order to recruit students with scarce skills that are necessary for overseas placements. ISU provides students a concentration in Not-for-Profit Management and Community Development—areas of increased demand according to the Peace Corps. Finally, the ACED core serves a third group of students, known as ACED Fellows, who have completed at least one year of full-time community development work with other organizations, such as the Jesuit Volunteer Corps, Americorps, etc. All three groups of students complete a curricula in applied social science, focusing on community issues and research, alongside their academic degree programs. The second year of the program allows students to serve applied internships in community and economic development in Illinois and nationwide. Students have served in internships with rural economic development organizations, at community colleges, Indian reservations, and in urban settings such as the Chicago Housing Authority. Approximately 80 students have participated as Peace Corps Fellows, Master's International students, and ACED Fellows at Illinois State University.

The Sociology program at Illinois State University joined the Peace Corps Fellows and ACED Fellows programs in 1999. Our first cohort of two former Peace Corps Volunteers entered in Fall of 2000. We currently offer the ACED core as a concentration. Given the previous successful development of this concentration at Illinois State University and its new importance to the graduate program in Sociology, conversion to a formal sequence would be appropriate and advantageous. As a sequence, Applied Community and Economic Development would have greater recognition, commensurate with the other two academic programs, which should assist in recruitment of new students. Graduates of the Sociology program would then receive recognition of their ACED specialization on their transcripts. Administratively, making Applied Community and Economic Development into a sequence makes it possible to establish definitively the curricular requirements which students must complete, rather than have them listed only as recommendations.

In short, creation of the Applied Community and Economic Development sequence in Sociology will further strengthen our Master's program by drawing these highly motivated and talented students to our Department and to Illinois State University. In addition, it will add to the contribution already being made by the interdisciplinary ACED sequence to communities in Illinois and around the world in ways that have created a distinctive role for Illinois State University. Indeed, in recognition of the success of the ACED as a curricular innovation and a service-based program for graduate students at ISU, the Illinois Board of Higher Education has recently approved the administrative part of the program (formerly the Unit for Community and Economic Development) to be called the Adlai Stevenson Center for Community and Economic Development. The connection to the Stevenson family, as well as the designation as a "Center" in the state university system will increase the visibility and reputation of the program.

The Mission Statement of Illinois State University includes the following goals for the University: "engage in public service and economic development activities which complement the University's teaching and research functions," "expand and strengthen graduate programs in areas . . . which have a unique educational focus," and "increase understanding of global and national interdependence and expand knowledge and understanding of other cultures in the context of a multicultural society" (p. 4, *Illinois State University, Academic Plan 2001-2006*). The University's most recent Vision Statement concludes with the commitment that by the year 2007 the University will be recognized as "a partner engaged in outreach with business, industry, government, and education" (p. 3, *Illinois State University, Academic Plan 2001-2006*). *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University* details how to enhance the University's public service and outreach mission "through out-of-class experiences that connect and complement in-class curricula" (p. 12). The Sociology ACED sequence will involve 11 months of course work followed by 11 months of an internship out in the community, combined with

completion of a Master's thesis project. This connection of in-class with out-of-class experiences matches the *Educating Illinois* strategy for including public service and outreach in the education of Illinois State students. The extension of the Sociology into the ACED sequence will help substantiate the University's goals and vision for the future noted above. The Department of Sociology & Anthropology is pleased to be a part of these forward-looking developments.

## 9. **Expected Impact of Proposal on Existing Campus Programs:**

Approval and implementation of the Applied Community and Economic Development sequence should not only further strengthen this curriculum in Sociology, but the two other Departments as well. The Economics Department and Politics & Government Department have a similar sequence already in place. These sequences currently share interdisciplinary core courses with Sociology and will continue to do so under proposed changes. Indeed, the one major change noted below will allow Dr. Frank Beck of our Sociology faculty to teach alternate years in the core. Dr. Beck's special teaching and research interest area is in Community Sociology. Therefore, strengthening one program should strengthen the others as well in various ways, such as possibly increasing the frequency of course offerings should enrollments increase.

The ISU Center for Community and Economic Development provides support to help achieve the objectives of the Peace Corps Fellows, Master's International students, and ACED Fellows. The Director of the Center and the Director's staff provide assistance to all participating departments in the areas of recruitment, community relations, liaison with Peace Corps and other agencies, fund-raising, site recruitment and selection, and the organization of specialized training and supervision for students. Since the Politics and Government and Economics sequences and our proposed sequence share a common Director, enrollment increases will help provide economies of scale.

## 10. **Curricular Change Including New Courses:**

As this proposed sequence basically converts an existing concentration into a sequence, the existing curriculum will be used. However, there are few changes in course listings which could be made and it makes sense to do them at this time. Following are two changes which are being submitted:

- 1) SOC 470, Seminar in Community Development, is being proposed as a new course in our Sociology program, but with the same content as POL 471 (which will be re-numbered as POL 470 in order to facilitate cross-listing of the two courses). See letter attached from Jamal Nassar, Chair of Politics and Government, for the plans to have his department and Sociology teach the course in alternate years.
- 2) Catalog changes will specify the ACED core courses as required for the ACED Sequence, rather than as courses the students are "advised to complete," as currently listed in the catalog for the ACED Concentration. This clarity of requirements for courses will facilitate planning and advising of these students, strengthen the ACED core experience for our students, and provide credibility to the designation of this sequence on the student's transcript. See Attachment A: Current and Proposed Catalog Copy for the ACED Sequence in Sociology.

## 11. **Anticipated Staffing Arrangements:**

Since the courses included in this sequence are already being offered as the core of the ACED program staffed by the three programs involved, no additional instructional staff will be required. Since almost all of the courses required in the proposed sequence have enrollment limited to students enrolled in this concentration/sequence, some increase in enrollment can be accommodated with no additional class offerings. As noted before, administration of the program is already in place. Therefore, no staff increases should be needed.

## 12. **Anticipated Funding Needs and Sources of Funds:**

As no additional staff is needed, no additional funding needs are anticipated.