

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number SOCI 498 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The faculty believe that SOCI 498 makes a better capstone course than SOCI 495, which we propose to close. We are therefore requesting that "A Capstone Course" be added to the end of the current course description. Because the addition of a capstone designation is a rather significant alteration of a course, we are also submitting a substantive content change, even though the learning outcomes and assignments remain mostly unchanged from previous iterations of the course. The syllabus is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A			I	
✓ 2.	Description (not affecting content)	A	A	A			I	
3.	Course term(s)	A	I	A			I	
✓ 4.	Content (substantive change)	A	A	A			I	
5.	Number of hours (lecture, lab, contact)	A	A	A			A	
6.	Course number within the hundred	A	A	I			I	
7.	Course number beyond the hundred	A	A	A			A	
8.	Prerequisites	A	A	A			I	
9.	Course fee(s)	A	--	A			--	
10.	From U to G or G to U	A	A	A			A	
11.	Cross list with another department: U or G level	A	A	A			A	
12.	Department of record	A	A	A			A	
13.	Open or close a course	A	A	A			A	
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A			A	

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										President	Faculty	Provost	GRAD	UAC	UGECC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A			--	A	--									
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A			A	A	A	--								
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A			A			A	--	A	--								
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A			A	A	A	--								
5.	Major — Revision of major ^{4,5}	A	A	A	A			A			--	A	--									
6.	Major — Adopt or change admission requirements	A	A	A	A			A			--	A	--									
7.	Major — Add ^{4,5}	A	A	A	A			A			A	A	A	I								
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A			A	A	A	I								
9.	Major – Discontinue (proposed by the Provost)	See below.																				
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A			A	A	A	--								
11.	Minor — Revise course selection	A	A	A	I			I			--	I	--									
12.	Minor — Add	A	A	A	A			A			--	A	--									
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A			--	A	--									
14.	Minor – Discontinue (proposed by the Provost)	See below.																				
15.	Degree — Add	A	A	A	A			A			A	A	A	I								
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A			A	A	A	I								
17.	Degree – Discontinue (proposed by the Provost)	See below.																				
18.	Any change to a graduate degree program	A	A	A	A			A			--	A	--									

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Lauran Lamley</i>	<i>24 Jan 2020</i>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<i>Jonathan Camp</i>	<i>03/06/2020</i>
Signature	Approval date
Signature	Approval date

Dean(s)	
<i>Greg Straughm</i>	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Capstone Designation for an Existing Course

Course Subject and Number SOCI 498

Course Name Sociological Practice

Contact Person Dr. Dan Morrison, Program Director, Sociology

Program(s)/Major(s) for which this course will serve as capstone if approved:

Sociology

List the course currently fulfilling this capstone requirement: 495

If this application is approved, the capstone designation will be removed from the previous course and added to this new capstone course, beginning with the next catalog.

Please see attached memo and course syllabus.

Include the following information in your application:

Explain how your course or courses will meet the learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

Explain how your course or courses will meet the required assignments:

- Research assignment
- Faith and vocation assignment
- Comprehensive skills and accomplishments inventory

Attachments:

- Attach a course syllabus
- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics.

April 1, 2020

To: UUAC

From: Dan Morrison, PhD, Program Director, Sociology

Re: Capstone Course Application for SOCI 498

Dear Colleagues,

It is my pleasure to review how SOCI 498, Sociological Practice, fulfills the capstone course requirements at Abilene Christian University.

The requirements state:

Students who complete their senior-year integrative capstone should have demonstrated the following student learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The Course Syllabus features learning outcomes that mirror these well. This course offers students the opportunity to integrate their liberal arts education within and beyond sociology with practical experience in the workplace. Students carry out a significant written work project. In addition, they thoughtfully engage the question of faith and vocation, demonstrating their ability to place their sociological perspective in Christian context. .

Sociology Student Learning Outcome
SLO 1.1: Demonstrate an understanding of the historical development of sociology and the meaning of "The Sociological Imagination."
SLO 1.2: Demonstrate an ability to apply micro- and macro-level perspective to the study of social structure and social change.
Capstone Learning Outcome
Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

Further, the Capstone Requirements Document features this language and list of required student work products:

The student learning outcomes for the senior-year integrative capstone may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone and will contribute to the calculation of grades:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

SOCI 498: Sociological Practice includes all three of these assignments. Here is the relevant language from the syllabus:

SOCI 498:01 Student Internship Requirements, Expectations, and Assignments

1. Final Report Paper

Upon completion of the required hours for the practicum experience, the student will write and submit a final report paper. In addition to the final report the Student Intern will submit the following on or before the date set for the final exam:

1. Student Intern Final Internship Report Paper.
2. Student Intern's Evaluation of Internship Experience.
3. Field Supervisor's Evaluation of Student Intern.
4. Copy of Thank You letter to Field Supervisor.
5. Any other supporting documentation relevant to the Student Intern's performance and/or internship experience.

This paper follows capstone guidelines: Minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research.

This assignment fulfills item 1, above.

2. Sociology as Vocation Essay

This essay is an assignment that demonstrates your ability to think critically about faith and vocation as it is expressed in sociology. You will read the assigned article posted on Canvas about vocation and mission and then write about your future and how you will integrate the things that you have learned in your sociology major into your daily life in the paid or unpaid workforce. Your essay should be 500 to 600 words and should be personal and specific to your goals.

This assignment fulfills item 2, above.

3. Resume

Student Interns will construct a professional resume that is current and can be used for interviews with potential Field Organizations.

This assignment fulfills item 3, above.

Taken together, these assignments capture the intentions of ACU's capstone experience.

Abilene Christian University
SOCI 498-01
Sociological Practice
Spring 2020

Instructor: Dr. Suzie Macaluso, PhD

Office Hours: MWF 9-11 am and 1-2 pm

Office: Sherrod 129

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-2350 or 765-430-9050

Mission of Abilene Christian University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a Liberal Arts education with professional and career education.

Catalog Description of SOCI 498

A supervised on-the-job learning experience within an approved work setting relevant to academic and career goals and designed to provide constructive sociological assistance to community organizations. A capstone course.

Additional Course Information

The Sociology program at Abilene Christian University requires each undergraduate student to complete SOCI 498: Sociological Practice in an effort to enhance the sociological education of students and provide them with experiences and skills that will improve their employment opportunities after graduation. The Department expects that our internship program will demonstrate to community organizations and agencies that the skills and knowledge our students have acquired through their academic coursework will showcase their potential value as future employees.

The 120-hour internship is a three (3) credit hour course at the 400 level. The internship is a practical, community-based educational experience that provides seniors the opportunity to apply knowledge and skills that they have learned in their other sociology courses. The internship also serves as the capstone experience for sociology majors.

Student Learner Outcomes (SLOs) and Measurements

Sociology Student Learning Outcome	Measurement Instrument	Performance Indicator
SLO 1.1: Demonstrate an understanding of the historical development of sociology and the meaning of "The Sociological Imagination."	1. Weekly log 2. Final Report Paper	1. Active participation 2. Score of 80% or better
SLO 1.2: Demonstrate an ability to apply micro- and macro-level perspective to the study of social structure and social change.	1. Final Report Paper	1. Active participation 2. Score of 80% or better
Capstone Learning Outcome	Measurement Instrument	Performance Indicator
Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.	1. Weekly Log 2. Final Report Paper	1. Active participation 2. Score of 80% or better

Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.	1. Final Report Paper	1. Score of 80% or better
Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.	1. Sociology as Vocation Essay	Score of 80% or better

Role of the Faculty Internship Advisor

The role of the Faculty Internship Advisor is defined as follows, with the understanding that circumstances may warrant a change in this role when deemed appropriate.

1. The Faculty Internship Advisor will work with the student to have a meaningful experience that relates to the sociological concepts she/he has learned in previous courses. The Faculty Internship Advisor will also grade all course assignments and assign the intern's final course grade.
2. Should problems arise between the field supervisor and the student intern, or within the field organization in general, the Faculty Internship Advisor will attempt to resolve them.

Class Format

The practicum is taught as a guided study. Students enrolled in the practicum class will not meet physically but will be required to meet with the faculty internship advisor at various points throughout the semester.

Required Texts

None, articles will be posted to Canvas

SOCI 498:01 Student Internship Requirements, Expectations, and Assignments

I. Resume

Student Interns will construct a professional resume that is current and can be used for interviews with potential Field Organizations.

II. Memorandum of Understanding between Field Organization and Abilene Christian University

Each Student will get the memo of understanding completed and signed by their Field Supervisor. The memo will need to be completed prior to beginning the internship. A copy of the memo can be found on Canvas.

III. Intern Learning Contract and Learning Goals

At the outset of the internship, the Field Supervisor and Student Intern shall agree upon the specific nature of the internship experience, including learning goals; the obligations of the Field Supervisor to the Student Intern; and the obligations and expectations of the Student Intern to the Field Organization. The Student will submit the learning contract and goals before completing 5 hours in their internship. A copy of the contract and learning goals will be found on Canvas.

IV. Personal appointments with faculty advisor

The Faculty Advisor and student intern will set individual meeting times during the semester. During these meetings, the student will report on progress toward learning goals. Any problem identified by the student or Agency Supervisor will be discussed during these meetings.

V. Weekly Activity Reports

The Student Intern must work a total of **120 hours**. Student Interns are to record the number of hours worked each week using the **Weekly Activity Report**. The student will find the reporting form on Canvas that they can use to report their hours and report on their experiences so far. The student should save copies of their reports to use in the final report paper described below.

A large part of the report should include a description of how sociological knowledge and skills were applied during the practice. The weekly report is more than a time sheet, it is an opportunity for students to reflect on their experience and how their degree has prepared them for the job.

Failure to apply sociological concepts/theories in Weekly Activity Reports will adversely affect the Student Intern's final grade.

VI. Sociology as Vocation Essay

This essay is an assignment that demonstrates your ability to think critically about faith and vocation as it is expressed in sociology. You will read the assigned article posted on Canvas about vocation and mission and then write about your future and how you will integrate the things that you have learned in your sociology major into your daily life in the paid or unpaid workforce. Your essay should be 500 to 600 words and should be personal and specific to your goals.

VII. Evaluations

There are two evaluations that will need to be completed. The evaluation forms can be found on Canvas.

- a. *Student Intern's Evaluation of Internship Experience*. The Student Intern will complete an evaluation form related to his or her internship experience.
- b. *Field Supervisor's Evaluation of Student Intern*. The Field Supervisor will complete an evaluation of the Student Intern's performance and completion of initial expected goals.

VIII. Final Report Paper

Upon completion of the required hours for the practicum experience, the student will write and submit a final report paper. In addition to the final report the Student Intern will submit the following on or before the date set for the final exam:

1. Student Intern Final Internship Report Paper.
2. Student Intern's Evaluation of Internship Experience.
3. Field Supervisor's Evaluation of Student Intern.
4. Copy of Thank You letter to Field Supervisor.
5. Any other supporting documentation relevant to the Student Intern's performance and/or internship experience.

This paper follows capstone guidelines: Minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy

skills, including the proper citation of a minimum of 5 appropriate sources that support their research.

Further instructions for the final report may be found on Canvas.

Grading Breakdown and Course Schedule

The Student Intern's final course grade will be based on completing, on time, all course requirements listed below.

Assignment	Percent of Final Grade	Due
Intern Resume	5%	January 21
1) Memorandum of Understanding 2) Intern Contact Information Form	5%	Before Beginning your Internship
Weekly Activity Reports	25%	Every Friday
Student Intern Final Report Paper	25%	May 8
Student Intern's Evaluation of Internship Experience	10%	May 8
Field Supervisor's Evaluation of Student Intern	10%	May 8
Thank You Letter to Field Supervisor	5%	May 8
Scheduled Intern Progress Assessment Meetings with Faculty Internship Advisor	5%	As needed
Sociology as Vocation Essay	10%	March 27

IMPORTANT:

It is expected that all required work be completed by the end of the semester in which the student is enrolled in the class. In the event that work must be completed due to an "incomplete" grade, a grade no higher than "B" will be earned. Exceptions to this policy must be approved by Department Chair.

General Classroom Policies and Guidelines

Grade Book

Grades will be posted to Canvas.

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be awarded half credit.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Blackboard. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the

submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/academics/provost/policies/index.html>.

Accommodations

Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.