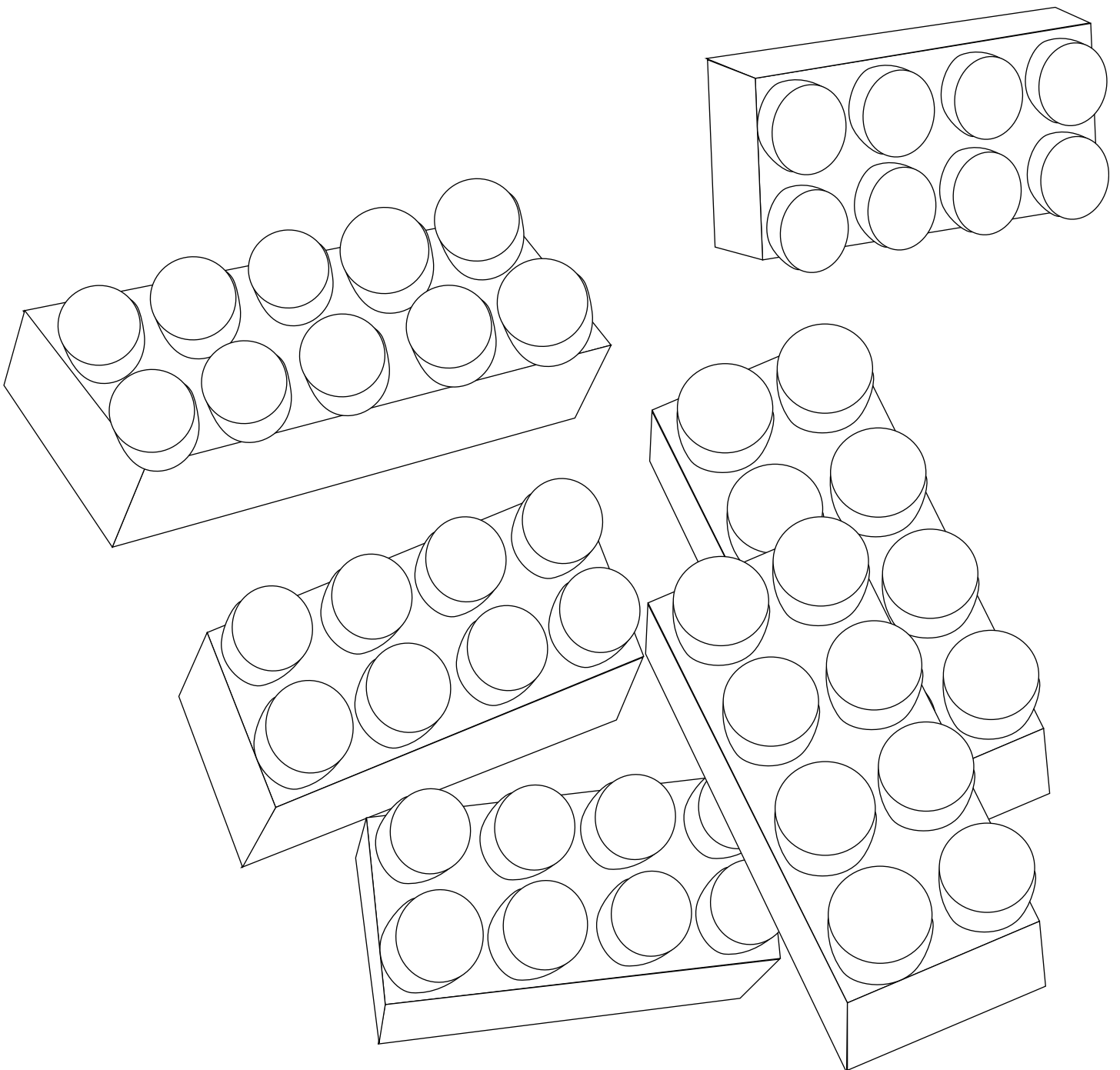


CLUSTER IV

Social and Behavioral Sociology

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Summary of Identified Issues

The major issues discussed at each of this year's five meetings included:

- ▶ The lack of participation by UC faculty, who were notably absent at each of the meetings.
- ▶ Articulation agreements and the requirements for transfer between the CCs and both the CSU and UC Systems are often difficult to understand for both faculty and students.
- ▶ Many students confuse transfer preparation with fulfillment of general education requirements.
- ▶ The differences in lower-division major preparation requirements among universities make it difficult and/or confusing for students to prepare for transfer to multiple institutions. This type of transfer preparation is especially challenging because admission to some universities is becoming more selective/competitive.
- ▶ Student enrollment in the Sociology major is lower than expected at some universities. There is a need for greater communication about both the field and career opportunities with prospective transfer students. Recruitment and retention are issues on which community college and university faculty should collaborate.
- ▶ CSU faculty expressed concern that many community college transfer students seem to arrive at the CSU campus with excessive elective units.
- ▶ Improved communication between community college and university faculty regarding curricular changes, trends in the field, perceptions regarding academic preparedness, and transfer student success outcomes is needed.
- ▶ There is concern that some of the Sociology courses taught at community colleges are comparable to those offered at four-year universities; however, the universities often offer the courses at the upper-division level, resulting in transfer students' belief that they are repeating coursework unnecessarily.
- ▶ Community college faculty must examine ways to offer courses on social statistics and social research methods even though enrollment in these courses may be limited. Sociology faculty should open a dialogue with colleagues in related disciplines (such as Psychology and Anthropology) in order to determine whether a collaborative effort could result in the creation of courses that effectively serve the needs of all three disciplines. CC faculty should also 1) consider whether receiving CSU GE and IGETC certification approval for these courses would promote enrollment and 2) examine this process with their local articulation officer.

Identified Trends/Future Directions

The key issues facing this discipline are: the challenge of informing prospective transfer students about the field of Sociology, promoting increased communication between and collaborative efforts among university and community college Sociology faculty, modifying the CAN descriptors, and establishing a common lower-division major preparation pattern. Future discussions are needed. Several veteran CSU faculty offered advice and encouragement to the community college faculty. Plans were made to continue conversations that began at regional meetings at future state and regional sociological association events.

Comments from Statewide Meetings and the General Field

Because this was the first year that the Sociology discipline was included in IMPAC, a portion of the time at regional meetings was devoted to discussing the mission and goal of the IMPAC project. The groups typically discussed a brief history of IMPAC as well as parallel system-wide projects. They also reviewed the history of the California legislative concerns about improving transfer of CC students to the UC and CSU and the participants were referred to both the Memorandum of Understanding (MOU) between the CC and UC, and the MOU between the CC and CSU. See website listed below for information about these MOUs.

<http://www.cccco.edu/divisions/ss/transfer/attachments/uc%5Fmou.doc> and

<http://www.calstate.edu/PA/oldnews/2000/CCCMOU.shtml> .

Additionally, since many of the participants were unfamiliar with the articulation process, considerable discussion about articulation procedures ensued. Topics covered included:

- › Developing community college courses that are comparable to university courses
- › Articulation of elective courses in the field
- › CSU Core Alignment Project
- › Rationale for lack of CAN descriptors for other Sociology courses (i.e., Sociology of Marriage and Family)
- › Examining which courses community colleges can realistically offer
- › Preparing students for success after transfer
- › Ensuring that students do not transfer with excessive units
- › The critical importance of including a writing component in sociology courses

CSU representatives mentioned at each regional meeting that it would be helpful for university discipline faculty to meet with faculty from local community colleges to discuss curriculum changes. CSU attendees noted that while it is difficult to obtain course-to-course articulation for lower-division sociological theory courses, students benefit tremendously when they arrive at the university having some theoretical background.

Other topics explored at the regional meetings included UC-CSU-CC Sociology major preparation and the California Articulation Number System (CAN). For more information about CAN, access <http://www.can.csus.edu/>. Last year, a few CC faculty joined CSU faculty from the Core Alignment Project to revise the existing CAN descriptors and develop two new CAN course descriptors. At the central region meeting, the CSU faculty member responsible for leading this CAN descriptor revision shared her insight regarding the process. One goal of IMPAC and parallel initiatives (such as the CSU sponsored Alignment of Core Lower-Division Major Requirements Project) is that, upon entry to the four-year university's Sociology major, the CC-transfer student is "guaranteed" that s/he can immediately begin upper-division course work in the major. The better the advising information on particular lower-division major preparation articulation, the better preparation of CC-transfer students.

At regional meetings, there was typically discussion on whether including Sociology courses on general education certification lists such as the CSU General Education/Breadth and Intersegmental General Education Transfer Curriculum (IGETC) might promote student enrollment in courses that are not required as lower-division major preparation. Potential general education areas for Sociology courses include: quantitative reasoning, critical thinking,

social science, and lifelong understanding. At each meeting, participants agreed that although there is reason to explore such possibilities, it is beneficial to complete courses in a broad cross-representation of disciplines.

Recommendations for the Discipline

- ▶ Submit the proposed CAN descriptor changes to IMPAC and CAN.
- ▶ Request that IMPAC increase efforts to promote involvement from UC faculty.
- ▶ Encourage local institutions to use IMPAC resources to increase dialogue between Sociology faculty at CSU/UC campuses and their local community colleges.
- ▶ Promote increased community college faculty membership in both the California Sociological Association and the Pacific Sociological Association. This should result in increased dialogue about pedagogy and teaching methods and may lead to collaborative efforts across the three higher education systems.
- ▶ Meet with Psychology and Anthropology faculty to explore the possibility of developing cross-discipline research methods and statistics courses.
- ▶ Sociology faculty should make reference materials regarding the major and careers available to prospective students.
- ▶ Encourage faculty to include their courses on appropriate general education lists to promote student exploration of the field.
- ▶ Urge faculty to work closely with the articulation officer at their institution.

Recommendations for Support Courses

There were no official recommendations for Sociology support courses; however, some faculty stressed the need for students to possess effective English writing skills to be successful in Sociology. As is stated elsewhere in this report, there was concern regarding how to promote transfer students' enrollment in supporting courses despite the fact that such courses might not fulfill either general education or lower-division major preparation requirements.

Topics for Further Discussion

Group participants overwhelmingly expressed appreciation for the opportunity to engage in dialogue about pedagogy, course content, textbooks selection, teaching methods, etc. Other topics for future discussion include:

- ▶ The need to establish trust at the CSU/UC level regarding the quality and content of courses taught at the community college.
- ▶ How to accomplish the goal of helping students arrive at the university expediently without requiring community college instructors to limit their course offerings to only "the basics".
- ▶ Opportunities for enhanced dialogue between CSU and UC Sociology faculty and feeder community college faculty.
- ▶ The need to provide lower-division major prep for courses where low enrollment is anticipated (i.e. Social Statistics, Social Theory) in the CCs.

- ▶ The need for ASSIST reports to identify recommended courses and supplemental background information regarding the major. It was suggested that this issue be raised with university articulation officers, who assume responsibility for publishing the ASSIST reports.
- ▶ Shared experiences regarding teaching styles.
- ▶ Ethical and stylistic issues related to online teaching.
- ▶ Challenges regarding the validation of prerequisites (i.e. English) for Sociology courses.
- ▶ Academic preparedness of transfer students. CSU instructors noted very little difference in graduation rates between transfer students and students beginning study at the CSU.
- ▶ Educate high school and community college students about the discipline of Sociology and career opportunities in the field. The American Sociological Association has such literature available. Access the following web page for some helpful information <http://www.asanet.org/pubs/brochures/majorhome.html>.
- ▶ To increase dialogue among colleagues, participants were encouraged to join the California Sociological Association (CSA). For more information, access the following web page: <http://www.californiasociologists.com/about>.
- ▶ Developing a Social Research course that could satisfy the CSU GE Area A3 Critical Thinking requirement.

Recommendations Forwarded/to be forwarded to:

ASSIST

Participants suggested that universities include recommended preparatory courses, most notably English and statistics/research courses, even if the courses are not required as preparation for the major.

CIAC

Participants suggested that articulation officers convey the benefits of including recommended preparatory coursework to their respective sociology faculty.

CAN

Several changes to the existing CAN sociology descriptors were determined by consensus at the statewide meeting held on April 25-26. The agreed-upon changes are included in Sociology Appendix 1:

Outreach presentations made by members of this group

Organization	Date/Place	Presenter's Name	Number Present
Curriculum Committee	Foothill College Spring 2003	Bernie Day	20

Presentation Proposed for 2003-2004

Pacific Sociological Association (PSA): "The IMPAC Project and California Higher Education"

Panelists plan to discuss the following:

- ▶ J. Vern Cromartie (Contra Costa College) “California Higher Education: The Mission and Structure of the UC, CSU and CCC Systems”
- ▶ Bernie Seyboldt Day (Foothill College) “The Mission and Function of the IMPAC Project”
- ▶ Victor N. Shaw (CSU Northridge) “IMPAC and the CSU: A Conflict Perspective”
- ▶ Obed Vazquez (Diablo Valley College) “IMPAC and the CCC: A Social Constructionist Perspective”

Related resources for further study

- ▶ American Sociological Association <http://www.asanet.org/>
- ▶ International Sociological Association <http://www.ucm.es/info/isa/>
- ▶ Pacific Sociological Association <http://www.csus.edu/psa/>

MODIFICATIONS OF CAN DESCRIPTORS

Italics: new proposed language

~~Strikethrough:~~ deletion of existing CAN description

CAN: SOC 2

Title: Introduction to Sociology

Description: An introductory study of the basic concepts, theoretical approaches and methods of sociology. Topics ~~typically usually~~ include the analysis and explanation of *culture*, social structures systems, socialization and self, social institutions, and social stratification (including *class, race, ethnicity, and gender*), inter- and intra-group dynamics, multi and cross-cultural relations, demography, deviance, collective behavior, social change, *group* and global *dynamics*, *self and socialization trends*.

CAN: SOC 4

Title: Social Problems

Description: An identification and analysis of *the basic concepts, theoretical approaches (conflict, functionalist, and interactionist) and methods of contemporary social problems* including: (1) *the role of power and ideology in the definition of social problems*, (2) their causes and consequences of *social problems evaluations of proposed solutions*, and (3) methods of intervention. Topics will vary, but may include illness, environmental issues, abuse, migration, poverty, crime, unemployment, and labor force conditions.

CAN: SOC 6

Current Descriptor

Title: Introduction to Statistics in Sociology

Description/Prerequisite: Competency in intermediate algebra or satisfaction of ELM. Students apply statistical methods to sociological data. Topics drawn from both descriptive and inferential statistics usually include levels and types of measurement; measures of central tendency and dispersion; normal and chi-square distributions and hypothesis testing. *Computer applications may be included.*

CAN: SOC 8

Current Descriptor

Title: Introduction to Research Methods

Description: Students examine fundamental elements of empirical research and the ways sociologists think critically. Includes attention to the nature of theory, hypothesis, and variables. Application of *qualitative and quantitative* analytical tools ~~may including~~ *survey, observation, experimental, case study, comparative, and informal logic and research design, such as survey methods, participant observations and comparative historical research methods*. *Computer applications may be included.*