

CCN Subcommittee Recommendation Report

Sociology Subcommittee

Subcommittee Members

Kelsy Kretschmer (OSU)

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Matthew Norton (U of O)

Amanda Cortez (Clatsop)

Becky Phillips (WOU)

Cochairs Amanda Cortez (Clatsop) and Matthew Norton (U of O)

May 29, 2024

Date of last meeting

Wednesday, June 12, 2024

Plans for next meeting

This is a final recommendation report. The committee only plans to meet again if revisions or further work is requested.

Overview

Note: This subcommittee has 14 members, which means that 8 of 14 members ($\frac{3}{5}$'s or 60%) are needed to pass a vote.

The Sociology Subcommittee met every two weeks beginning in February, 2024 through June, 2024. Our first task involved collecting information on the three courses we were asked to review, SOC 204, SOC 205, and SOC 206. Following that review we delegated drafting course descriptions and learning outcomes to a smaller group of subcommittee members. Their work was then reviewed by the whole committee. The smaller writing group then implemented that information into a new draft of the course description and learning outcomes. The subcommittee would review that during the next meeting, sending it back to the writing group for further work if necessary or advancing it for a vote. Prior to voting one of the co-chairs of the subcommittee provided a draft of the proposed course description and learning outcomes to a mailing list of institutions that teach these and related classes in Oregon but who were not represented directly on the subcommittee.

RECOMMENDATION	STATUS
<p>Course Prefix: SOC or SOAN</p> <p>Rationale: While most higher education institutions in Oregon use SOC, some have combined Sociology and Anthropology departments and prefer the SOAN prefix. This applies to all three courses we aligned.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Number: 204Z</p> <p>Rationale: This is the number that most institutions use for this course.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC/SOAN 204Z Course Title: Introduction to Sociology</p> <p>Rationale: This is the most widely used description for this course and is the simplest and clearest description of the content and purpose of the course.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC/SOAN 204Z Credits:</p> <p>In the case that transfer council does not allow for credit variation the subcommittee recommends 4 credits for both SOC/SOAN 204Z.</p> <p>In the case that transfer council does allow for credit variation, the subcommittee recommends a standard of 4 credits for both SOC/SOAN 204Z and recommends institutions be able to offer 5 credits.</p> <p>Rationale: Most institutions teach SOC 204Z as a 4 credit class. However, recognizing that there are many ways to successfully introduce students to sociology, the sub-committee recommends that both 4 and 5 credit versions of the class be treated as equivalent for transfer purposes as a matter of course requirements (though of course they would remain distinct as a matter of credit hours).</p>	<p>Vote: Yes: 9 No: 0 Abstain: 1</p> <p>Passed</p>
<p>SOC/SOAN 204Z Course Description:</p> <p>Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>

<p>social structure, culture, socialization, race, class, gender, sexuality, and inequality.</p> <p>Rationale: The subcommittee worked on developing a course description that is clear about the core elements of an introduction to sociology and that also provides flexibility for institutions and teachers to pursue the many different ways that students can be successfully introduced to this material. Sentence two provides examples of some of the specific concepts that SOC 204Z will introduce. These examples are drawn from our review of the course descriptions and learning objectives from the institutions represented on the subcommittee as well as from non-represented institutions that replied to our solicitation of information on how they teach this course.</p>	
<p>SOC/SOAN 204Z Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry. 2. Analyze social life using sociological concepts and theories. 3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals. 4. Identify how social factors contribute to inequalities in society. 5. Explain the role of theory and evidence in building sociological knowledge. <p>Rationale: Objective one introduces sociology as a social science discipline through a focus on its distinctive disciplinary approaches to the scientific study of social life. Objective two emphasizes the importance of preparing students to use the concepts taught under objective one to make sense of their everyday lives and the broader social world around them. Objective three involves an important perspective in sociological research. Objective four specifically focuses on inequality, a major theme of sociology. Objective five focuses on sociology as a social science through a focus on theory and evidence.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>

<p>Course Number: 205Z</p> <p>Rationale: This is the number that most institutions use for this course.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC/SOAN 205Z Course Title: Social Change and Institutions</p> <p>Rationale: Accurately and concisely conveys the focus of the course; variations on this are in common use across the state</p>	<p>Vote: Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC 205Z Credits:</p> <p>In the case that transfer council does not allow for credit variation the subcommittee recommends 4 credits for both SOC/SOAN 205Z.</p> <p>In the case that transfer council does allow for credit variation, the subcommittee recommends a standard of 4 credits for both SOC/SOAN 205Z and recommends institutions be able to offer 5 credits.</p> <p>Rationale: Most institutions teach SOC 205Z as a 4 credit class. However, recognizing that there are many ways to successfully introduce students to the study of social institutions, the sub-committee recommends that both 4 and 5 credit versions of the class be treated as equivalent for transfer purposes as a matter of course requirements.</p>	<p>Vote: Yes: 9 No: 0 Abstain: 1</p> <p>Passed</p>
<p>SOC 205Z Course Description:</p> <p>Sociological analysis of social institutions, such as family, education, health care, the economy, and the state. Includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. Examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment.</p> <p>Rationale: The description concisely and accurately conveys the focus on the course on social institutions and social change.</p>	<p>Vote: Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>

<p>SOC 205Z Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Discuss the history of key social institutions. 2. Analyze major social institutions and change using sociological concepts, theory, and research. 3. Describe how the structure of institutions shapes patterns of social inequality. 4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class. 5. Describe how and why societies change over time. <p>Rationale: Outcome one introduces the idea of social institutions and their change over time using an historical lens. Outcome two develops further the concept of social institutions in general and specifically examines several examples of major social institutions. One part of the sociological account of institutions is the concept that they should be analyzed as structures, the focus of outcome three. Outcome four introduces the diversity of ways that people experience institutions. Outcome five introduces the issue of change over time which is important for understanding institutions.</p>	<p>Vote: Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Number: 206Z</p> <p>Rationale: This is the number that most institutions use for this course.</p>	<p>Vote: Yes: 11 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC 206Z Course Title: Social Problems</p> <p>Rationale: The description accurately and concisely conveys the focus of the course; variations on this are in common use across the state.</p>	<p>Vote: Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC 206Z Credits:</p> <p>In the case that transfer council does not allow for credit variation the subcommittee recommends 4 credits for</p>	<p>Vote: Yes: 9 No: 0 Abstain: 1</p>

<p>both SOC/SOAN 206Z.</p> <p>In the case that transfer council does allow for credit variation, the subcommittee recommends a standard of 4 credits for both SOC/SOAN 206Z and recommends institutions be able to offer 5 credits.</p> <p>Rationale: Most institutions teach SOC 206Z as a 4 credit class. However, recognizing that there are many ways to successfully introduce students to the study of social problems, the sub-committee recommends that both 4 and 5 credit versions of the class be treated as equivalent for transfer purposes as a matter of course requirements.</p>	<p>Passed</p>
<p>SOC 206Z Course Description:</p> <p>Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, and health inequality.</p> <p>Rationale: The description concisely and accurately conveys the focus on the course on social institutions and social change; variations on this are in common use across the state.</p>	<p>Vote:</p> <p>Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>
<p>SOC 206Z Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the ways in which social problems are defined and constructed. 2. Apply the sociological perspective to identify and analyze social problems. 3. Distinguish between individual and structural explanations of social problems. 4. Assess the effects of social problems using empirical evidence. 5. Examine the structural, institutional, and cultural roots of social problems. 6. Assess solutions to address social problems. 	<p>Vote:</p> <p>Yes: 9 No: 0 Abstain: 0</p> <p>Passed</p>

<p>Rationale: Outcome one introduces the basic idea of social problems as an area for social scientific inquiry. Outcome two builds on that to include sociological perspectives on the definition and study of social problems. An especially important part of that perspective, captured in outcome three, involves a structural frame of reference that looks at larger patterns of social life in addition to the individual as a frame of reference. Outcome four brings in the empirical focus of sociological inquiry. Outcome five introduces students to the inquiry into the root causes of social problems, while outcome six examines how to adopt sociological concepts and modes of inquiry to understand how social problems can be addressed by various groups in society.</p>	
<p>Review Cycle Recommendation</p> <p>The subcommittee proposes that the annual review cycle of these courses serve a two-fold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the 24 two- and four-year schools in the state. We propose that the initial review takes place during Spring term 2027 under the assumption that the CCN approved outlines will go into effect no later than Fall 2025.</p> <p>The subcommittee recommends a deeper review of the alignment of these courses takes place every three years, with the first such review beginning in Fall 2029. This is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the available data since the last three-year review was concluded. The three-year review process will culminate in a recommendation to either affirm the existing alignment decisions or to revise a particular aspect of the alignment, as deemed appropriate by the subcommittee.</p> <p>The subcommittee recommends that as many members of the original subcommittee be invited to participate in these discussions as possible. Historical memory and original context will be useful in informing future decisions.</p>	<p>VOTE June 12, 2024</p> <p>Yes 8 No 0 Abstain 0</p>

Note on credits

- Currently these courses are offered at different credit levels by different institutions. A standardized number of credit hours will cause significant disruptions to the existing course offerings at institutions that currently offer courses at different credit levels. These include disruptions to existing curricula, to course syllabi and course sequences, to students in the midst of programs if a fixed number of credit hours is imposed, and to staffing levels and work requirements. The subcommittee notes that there is wide agreement that a variable number of credits does not pose significant challenges to students' ability to transfer and have the course count at their new institution because these courses are routinely recognized as meeting program requirements even if offered at a higher or lower number of credits. A flexible approach would minimize these disruptions while ensuring that these courses can be easily transferred between institutions.

Name Amanda Cortez

Signature Amanda Cortez

Name Matthew Norton

Signature Matthew Norton

Date: June 12, 2024

Provide copies to:

CCN Sociology Chair/Co-chairs

Matthew Norton, U of O
Amanda Cortez, Clatsop

Transfer Council Co-chairs

Jose Coll
Teresa Rivenes

HECC

Donna Lewelling, Director of Community Colleges and Workforce Development, HECC
Veronica Dujon, Director of Academic Policy and Authorization

— END OF REPORT—