

To: Sociology Faculty

Fm: Ad Hoc Curriculum Committee (Ken Bechtel & David Yamane)

Dt: 21 August 2006

Re: Curriculum Committee Report

Although we can tinker with the department's requirements, we cannot develop a true "curriculum" until we have some systematic view of what the intended result of majoring in sociology means. That is, we cannot specify the *means* until we determine the *ends*. The May 1999 report of the external review committee noted the following: "Despite the Department's good efforts, we came away from our visit with no clear understanding of the Department's sense of its own curricular mission." We think they might say the same today.

Clearly an important element in any curricular assessment is how best to serve the needs of our majors with regard to preparing them for their post-graduate careers. Therefore, the department's curricular mission ought to be determined by combining what we as a faculty *ideally* want to achieve and what students *realistically* do (or hope to do) with their majors. The former we can do as a regular component of our annual "faculty retreat," and the latter we should definitely be determining through some sort of exit interview or survey of sociology majors. We have a relatively small group of graduating seniors each year per faculty member (about a 2:1 and certainly no more than 3:1 ratio), and if each faculty member took responsibility for getting information from their graduating advisees each spring, we would better understand student's needs and preferences. This information could also be used for promotional purposes within the department and to create/maintain a connection with our graduates. As a way to provide a foundation and starting point for this aspect of curricular assessment, data on post-graduate placement of 135 majors from 2000 to 2005 were obtained from the Office of Career Services. A summary of that data, sorted by type of position, is attached as Appendix A. One obvious area of activity for our graduated majors is some type of post-graduate professional training. Forty (29.6%) of the majors who have graduated since 2000 are currently enrolled or have completed a professional degree program: 52.5% Law School; 40% Graduate School & 7.5% Medical or Dental School. A few of our majors have become teachers (5%) either in public or independent schools, and another group (5%) are currently listed as professional athletes. The remaining group of majors (60%) are involved in a diverse and eclectic range of jobs and occupations. By compiling this data on an annual basis, we can begin to develop a sense of where are students are going and how we might develop/refine our curriculum to better prepare our majors for their post-graduate experiences.

Another important factor in considering the curriculum is knowing where we have been and why we have made certain curricular changes in the past (e.g., creating and then eliminating concentrations; requiring, then not requiring 151 as a pre-requisite for all sociology courses). Although some individual faculty members act as a living institutional memory for this, it would be better to have a permanent, accessible record of these decisions. This could be done through a "curricular history binder." The binder would contain any major document pertaining to the curriculum (e.g., curriculum committee reports, external review reports, and pertinent department minutes) and note any changes that have been made to the curriculum and the justifications for the change. This would allow new faculty members to get up to speed quickly on curricular issues and would prevent

us from reinventing the wheel or simply changing the curriculum for the sake of change without regard to how the current curriculum came into being.

Beyond these general curricular issues, we believe there are some specific issues the department should consider within the broader discussion of our curriculum. Some of these issues are a concern to us and some have emerged from conversations with other faculty members in the department.

First, it is not clear why statistics is a prerequisite for research methods. Without attempting to dictate to any individual faculty member how they teach research methods, to better serve our majors, we ought to teach a research methods course that considers all of the major methods of research (survey, interviews, ethnography, historical, content analysis, experiments, etc.). Why would a student need to take statistics before learning about these various methods of research? We suggest that the department consider de-linking these two courses. Not only is this intellectually justifiable, it would also create flexibility in helping our majors complete their required courses by the end of their junior year. For example, this fall the statistics lab is only offered from 3-4 P.M., a time when some of our majors (especially student-athletes) cannot take courses. Having to take stats before methods leaves these students with only one option; taking stats in the spring of their junior year and methods in the fall of their senior year and hope that nothing prevents them from doing so as the department requires them to complete these courses by the fall of their senior year. Regardless of the sequence of statistics and methods, we should consider making statistics a 3-credit course. Statistics is no more important within our curriculum than Principles, Theory, or Methods, all of which are 3-credit courses. Making statistics the only 4 credit course may not be the best use of department resources.

Second, we offer students some opportunities for advanced work beyond the classroom, but we might offer them more and make that work better integrated into the curriculum. For example, we offer both AKD and an honors program, but what is the relationship between the two? Also, we ought to consider the possibility of offering our students internship opportunities that would allow them to “do sociology.” Both WAGS and Political Science offer credit for internships, and those programs could provide a model on how to implement such a program in our own department. Along these lines we might discuss the creation of a selective “practicum seminar” for a small group of majors doing internships. This seminar would involve the interns meeting weekly with their instructor to discuss common readings about organizations and to exchange perceptions of their internship experiences. Such a seminar would increase the academic rigor of the internships, making them more useful as both an academic and a practical experience activity.

Third, in comparing the sociology department curriculum to those of other social sciences at Wake Forest, we note some interesting “conditions” that some departments apply to their students which create some additional structure in their curricula (See Appendices B & C). Political Science, for example, has a limitation on the number of transfer credits students can apply to their major, limits to six hours the number of 100-level courses that can be applied to the major, disallows 100-level courses in the senior year, and requires students to take a senior seminar. Communications requires 12 of the 30 credits required for their major to be taken at the 300-level. Psychology makes their introductory course a prerequisite for all higher numbered courses and places limits on transfer credits. We think many of these conditions make good sense and raise some important questions for discussion within the context of a general consideration of the curriculum. For example, what does it mean to major in sociology at Wake Forest if there is no limit on the number of courses students can take at other colleges/universities? Does it make sense to distinguish between 100 and

300 level courses if our majors can use 100 level courses to fulfill major requirements during the last semester of their senior year? Do we have a progressively more challenging curriculum?

Fourth, we should have a serious discussion of the role of adjuncts in the department. Appendix B shows that, according to the 2005-2006 bulletin, sociology does a much better job than other social science departments in not using adjuncts. Still, there are important questions over whom the department hires as adjuncts and what courses part-time faculty should be teaching in the department. For example, should adjuncts be required to have a Ph.D. or not? Should adjuncts be allowed to teach upper division courses or just lower division courses? Might course assignments for adjuncts be determined by having completed the Ph.D.? Should one semester/one year appointments be treated that same as a three year appointment? We would do well as a department to discuss these issues and develop some clear guidelines so current and future department chairs would have some parameters within which to make hiring decisions with respects to adjuncts.

Summary of Recommendations:

- (1) Assemble a “curricular history binder” as a record of how the current and future department curriculum came into being
- (2) At the faculty retreats, consider what the faculty wants students to achieve when they major in sociology as a precondition of any major curriculum change.
- (3) Retain both statistics and research methods as requirements, but remove statistics as a prerequisite for methods, and make statistics credit hours the same as other core courses.
- (4) Discuss as a department the connection between AKD and the Honors Program and consider ways of raising the profile of both within the department
- (5) Discuss the desirability and feasibility of an internship option in the department
- (6) Discuss the desirability and feasibility of adding various conditions to the sociology major
- (7) Discuss creating more sequence in the major, permitting students to take increasingly demanding and sophisticated courses.
- (8) Discuss as a department requirements and/or parameters for hiring adjunct faculty

APPENDIX A
2000-2005 SOCIOLOGY MAJORS POST-GRADUATION PLACEMENT (N=135)

POSITION	EMPLOYER	TYPE OF BUSINESS or SCHOOL	LOCATION	YEAR GRAD
?	National Security Council		Washington, DC	2002
Lieutenant	U S Army		?	2005
Lieutenant	U.S. Army		?	2002
Academic Counselor	Wake Forest University		Winston-Salem, NC	2002
Academic Counselor for Athletes	UNC-CH		Chapel Hill, NC	2000
Account Manager	Bergman Group	Advertising	Richmond, VA	2000
Actuarial Trainee	Virginia Farm Bureau		Richmond, VA	2001
Administrative Assistant	Careers Through Culinary Arts	Scholarship provider	New York, NY	2004
Analyst	Center for Missing & Exploited Children		Alexandria, VA	2000
Assistant Soccer Coach	University of Northern Colorado		Greely, CO	2003
Associate Director-EMS	American Red Cross		Winston-Salem, NC	2000
Associate Project Manager	Forbes Consulting Group		Cambridge, MA	2002
Asst Men's Basketball Coach	Elon Univ		Burlington, NC	2000
Attorney - Family Law	White & Crumpler		Winston-Salem, NC	2001
Attorney - Financial Services	Moore and Van Allen		Charlotte, NC	2001
Case Manager	Salvation Army		Winston-Salem, NC	2000
Case Manager	Big Brothers Big Sisters		Winston-Salem, NC	2001
Caseworker	Rogers & Hardin	Law firm	Atlanta, GA	2004
Child Life Specialist	Lucile Packard's Children Hospital		California	2001
Client Executive	Palmer & Cay	Insurance	New York, NY	2003
Client Service Representative	Strategic Employee Benefits		Charlotte, NC	2004
Clinical Social Worker	Carolinas Medical Center		Charlotte, NC	2000
Coach	Forsyth Country Day School		Winston-Salem, NC	2002
Community Development	City of Laurinburg, NC		Laurinburg, NC	2000
Consultant	Wachovia/Educaid		Winston-Salem, NC	2005
Corporate Sponsorship Manager	Franklin Institute	Museum	Philadelphia	2001
Curriculum Development	Center of Teaching International Relations		Denver, CO	2001
Customer Service Rep	Whole Foods Market		Winston-Salem, NC	2004
Dental Student		University of Pennsylvania	Philadelphia, PA	2005
Director of Basketball Operations	Georgia Institute of Technology		Atlanta, GA	2002
Director of Christian Education	St. Andrews Episcopal Church		Richmond, VA	2004
Director of Technical Services	Security Company		Ft. Lauderdale, FL	2005
Director-Human Resources	Timber Ridge Treatment Center		Gold Hill, NC	2000
eMarketing Strategist	CommonHealth	Health care maketing	Parsippany, NJ	2002
Employment Associate	Forsyth Medical Care		Winston-Salem, NC	2003
Event Planner	Vanderbilt University		Nashville, TN	2000

Executive Vice President	American PPO Inc	Managed care company	Irving, TX	2002
Family Therapist	Gateway Counseling Agency		Birmingham, AL	2000
Financial Services Rep	Northwestern Mutual Life	Insurance	Winston-Salem, NC	2001
Fundraising/Event Planning	Judge Duke, NC Supreme Court		Raleigh, NC	2001
Golf Club	Palm Beach Golf and Racquet Club		Palm Beach, FL	2003
Grad School	Social Work	University of Michigan	Ann Arbor, MI	2000
Grad School	MS Degree	Georgia Tech	Atlanta, GA	2002
Grad School	Teaching Assistant	University of Texas	Austin, TX	2002
Grad School	Public Health (PhD)	University of Texas	Austin, TX	2001
Grad School	Social Work (MSW)	University of Texas	Austin, TX	2000
Grad School	Research Assistant	Indiana University	Bloomington, IN	2000
Grad School	Special Needs Children	Boston College	Boston, MA	2003
Grad School		Masters-UNC-CH	Chapel Hill, NC	2000
Grad School	Education	Wingate University	Charlotte, NC	2005
Grad School	UMD Center for Substance Abuse Research	University of Maryland-CP	College Park, MD	2001
Grad School	Criminal Justice	University of South Carolina	Columbia, SC	2004
Grad School	Sociology	University of South Carolina	Columbia, SC	2003
Grad School	Counseling	Lenor-Rhyne College	Hickory, NC	2004
Grad School	Sports Studies	High Point University	High Point, NC	2004
Grad School	Criminal Justice	George Washington Univ	Washington, DC	2004
Grad School	Liberal Studies (MA)	Wake Forest University	Winston-Salem, NC	2002
Human Resources Assistant	Morgan, Lewis & Bockius	Law firm	Washington, DC	2004
Human Resources Associate	Bank One	Credit card bank	Chicago, IL	2004
Independent Consultant	Maersk, Inc.	Container shipping company	Arlington, VA	2004
Intranet Developer	Wake Forest University IS		Winston-Salem, NC	2005
IT Specialist	IBM		Huntersville, NC	2004
Junior Mortgage Consultant	National Mortgage Access		Wilmington, NC	2003
Law Clerk	Superior Court, Massachusetts		Boston, MA	2001
Law Clerk	Kentucky Circuit Court		Lexington, KY	2001
Law Clerk	Hon Judge Dunnaway		South Carolina	2000
Law Clerk, Federal	Hon. Lowell A. Reed Jr.		Philadelphia, PA	2000
Law School		?	?	2002
Law School		?	?	2000
Law School		University of Georgia	Athens, GA	2002
Law School		Campbell	Buies Creek, NC	2001
Law School		Rutgers University	Camden, NJ	2005
Law School		Ohio State University	Columbus, OH	2002
Law School		North Carolina Central	Durham, NC	2003
Law School		University of Florida	Gainsville, FL	2001
Law School		University of Kansas	Lawrence, KS	2003
Law School		Tulane University	New Orleans, LA	2005
Law School		New York Law School	New York, NY	2002

Law School		University of Pennsylvania	Philadelphia, PA	2000
Law School		University of Notre Dame	South Bend, IN	2003
Law School		Georgia State University	Stone Mountain, GA	2001
Law School		Louisiana State University	Tulsa, LA	2001
Law School		American University	Washington, DC	2004
Law School		?	Wisconsin	2001
Legal Assistant	Davis & Hamrick	Law firm	Winston-Salem, NC	2003
Load Planner/Router	Ruan Transportation	Carriage/warehouse Mgt	Chicago, IL	2004
Marketing Analyst	Valley National Bank		Woodcliff Lake, NJ	2002
Marketing Coordinator	Eagle Bank		Boston, MA	2003
Marketing Manager	Cancer Consultants	Cancer program website producer/manager	Hailey, ID	2001
Marriage/Family Counselor	Friend to Friend		Carthage, NC	2002
Math Teacher	Springside School		Philadelphia, PA	2001
MED Counseling Program		Wake Forest University	Winston-Salem, NC	2005
Medical School		Wake Forest University	Winston-Salem, NC	2001
Missionary	United Methodist Church		Ukiah, CA	2005
National Accounts Executive	SALES, Inc	Property management	Alpharetta, GA	2002
No Title	Wake Forest University Baptist Medical Center		Winston-Salem, NC	2001
NovaNet Teacher	The Dubois Center		Wake Forest, NC	2005
Peace Corps Member	Peace Corps		?	2004
Policy & Planning Manager	The Urban League		Greenville, SC	2003
President (?) BA 01/MBA 06	Global West Communications		California	2001
Private Teacher/Nanny			Wilmington, NC	2001
Pro Athlete	U.S. National Track Team		?	2001
Pro Athlete	New England Patriots		Boston, MA	2002
Pro Athlete	Kansas City Chiefs		Kansas City, KS	2003
Pro Athlete	Kansas City Wizards		Kansas City, KS	2005
Pro Athlete	Memphis Grizzlies		Memphis, TN	2001
Pro Athlete	Arizona Cardinals		Phoenix, AZ	2003
Pro Athlete	Washington Freedom Soccer		Washington, DC	2003
Program Development Manager	Atlanta Arrangements, Inc	Destination management	Atlanta, GA	2004
Program Specialist	Massachusetts Children's Trust Fund	Child/family support agency	Boston, MA	2001
Program Specialist & Admin	Camp Chestnut Ridge	Methodist camp & retreat	Durham, NC	2003
Provider Relations, Mgd. Care		MA Devry Univ in 2004	Huntersville, NC	2001
Regional Account Manager	AIM Healthcare Services, Inc	Bill recovery service	Nashville, TN	2004
Regional Director	American Heart Association		Augusta, GA	2002
Retail Manager	Elizabeth Williams	Women's clothing	Winston-Salem, NC	2002
Sales Coordinator	Hertz Equipment Rental Group		Liverpool, NY	2003
Sales Professional	Tiffany and Co		Jacksonville, FL	2001
Senior Pastor	Pleasant View Missionary Baptist Church		College Park, GA	2001

Small Business Owner	Equability Yoga & Pilates		Forest Park, IL	2001
Social Worker	?		Detroit, MI	2002
Social Worker	U.S. Department of Veteran's Affairs		Durham, NC	2001
Special Events Coordinator	NC Museum of History		Raleigh, NC	2001
Special Products Manager	Roth Brothers Inc	Building services & Construction	Struthers, OH	2001
Teacher	Westminster School		Atlanta, GA	2000
Teacher	North Reading Public Schools		Everett, MA	2001
Teacher	Upson-Lee High School		Fayetteville, GA	2001
Teacher	Jesuit Volunteers International		Marshall Islands	2002
Teacher	Mt. Pleasant Public School		Mt Pleasant, SC	2002
Teacher	Parkway School District		St. Louis, MO	2004
Teacher (Spanish)	Blue Ridge School		St. George, VA	2004
Truman Scholarship	Office of Rural Health Policy		Washington, DC	2005
Vista Member	Americorps VISTA/Greensboro, College		Greensboro, NC	2004
Volunteer	The Urban Servant Corps		Carrboro, NC	2003
Volunteer Coordinator	Habitat for Humanity		Winston-Salem, NC	2005
Youth Director	Covenant Presbyterian Church		Atlanta, GA	2004

APPENDIX B
MAJOR REQUIREMENTS FOR SOCIAL SCIENCE MAJORS AT WAKE FOREST UNIVERSITY, 2005-2006

Department	Credits	Req 1	Req 2	Req 3	Req 4	Other
Sociology [11 reg faculty + 1 adjunct]	31 for majors 4 required courses [15 for minors]	Principles of Sociology (3)	Theory (3)	Stats (4)	Methods (3)	Optional honors seminar
Political Science [13 reg faculty + 6 adjuncts]	31 for majors 2 required courses plus 4 distribution requirements [18 for minors]	No single intro course required	Political Science Methods (3)	Senior Seminar in Pol Sci (4)	One non-seminar course in each of four fields (American, comparative, theory, and international) (12)	Limitations on transfer credit; no more than 6 hours from 100-level courses and those cannot be taken senior year
Economics [12 reg faculty + 2 adjuncts]	27 for majors 5 required courses plus 1 distribution requirement [18 for minors]	Intro to Economics (3)	Economic Data Analysis (1.5)	Intermediate Micro-Economics I (3) and II (3)	Intermediate Macroeconomics (3)	Plus one distribution course from a list of four advanced macroeconomics courses (3)
Anthropology [5 reg faculty + 5 adjuncts]	33 for majors 5 required courses plus 3 distribution requirements [18 for minors]	Intro to Archeology (3)	Intro to Biological Anthro (3)	Intro to Cultural Anthro (3)	Anthro Theory (3)	Plus a Student-Faculty Seminar (3), and three distribution course requirements (methods, topics, area) (9)
Psychology [17 reg faculty + 11 adjuncts]	35 for majors 5 required courses plus 3 distribution requirements [15 for minors]	Intro to Psychology (3)	Research Methods in Psychology (two 4 hour courses)	History and Systems of Psychology (3)	Contemporary Issues in Psychology (3)	Plus three distribution courses (9); Intro is a prereq to all higher numbered courses; Limitations exist on transfer credit
Communication [12 reg faculty + 9 adjuncts]	30 for majors 3 required courses [18 for minors]	Intro to Comm, Public Speaking, or Debate & Advocacy (3)	Empirical Research in Communication (3)	Historical/Critical Research in Communication (3)		12 hours must be at 300-level; optional concentrations which require five courses

*All information is from the 2005-2006 Bulletin of The Undergraduate Schools, Wake Forest University

APPENDIX C

**DISTRIBUTION OF CREDIT HOURS FOR SOCIAL SCIENCE MAJORS
WAKE FOREST UNIVERSITY, 2005-2006**

Department	Total Required Hours	Core Hours	Distribution Hours	Unallocated Hours
Sociology	31	13	0	18
Anthropology	33	15	9	9
Communication	30	9	0	21
Economics	27	13.5	3	10.5
Political Science	31	7	12	12
Psychology	35	17	9	9

*From the 2005-2006 Bulletin of The Undergraduate Schools, Wake Forest University

Under the current core curriculum, students have 67 non-core hours at Wake Forest. Of those, 37.5 hours is the maximum that can be required in a major, and a student can take no more than 50 hours within their major.