

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Winthrop University

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Adding a new concentration in Social Inequalities to the Bachelor of Arts in Sociology.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Arts in Sociology (no concentration)
Bachelor of Arts in Sociology with a Concentration in Anthropology
Bachelor of Arts in Sociology with a Concentration in Criminology

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Arts in Sociology (no concentration)
Bachelor of Arts in Sociology with a Concentration in Anthropology
Bachelor of Arts in Sociology with a Concentration in Criminology
Bachelor of Arts in Sociology with a Concentration in Social Inequalities

Program Designation:

- | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 45.1101

Current delivery site(s) and modes: Winthrop University Campus
Traditional/face-to-face

Proposed delivery site(s) and modes:
Traditional/face-to-face

ACAP
06/09/2020
Agenda Item 3d

Program Contact Information (name, title, telephone number, and email address):
Dr. Jeannie Haubert, Chair and Professor of Sociology, 803-323-4293, haubertj@winthrop.edu

Institutional Approvals and Dates of Approval:

Department of Sociology approval – 2/11/2019
College Curriculum Committee approval – 2/19/2019
College Faculty Assembly approval – 3/1/2019
College Dean approval – 3/1/2019
Committee on University Curriculum approval – 3/24/2019
Academic Council approval – 4/5/2019
Faculty Conference approval – 4/19/2019
Winthrop University Provost approval – 1/15/2020
Winthrop University President approval – 1/28/2020

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

This proposed modification will add a third concentration to the Bachelor of Arts in Sociology degree program. The concentration in Social Inequalities provides a clear academic focus in coursework surrounding race, class and gender inequalities.

This new concentration is targeted at undergraduates and is central to the following parts of the institutional mission: Winthrop is dedicated to public service to the nation and the state espousing values of service, excellence, diversity, community, and leadership. We are proud to have culturally diverse and socially responsible student body comprised of groups that are traditionally under-represented on many college campuses. This program will provides students the knowledge, skills, capabilities, to enrich their lives and prepare them to meet the needs and challenges of the contemporary world. They will learn to communicate effectively across areas of difference, appreciate diversity, work collaboratively with diverse peoples, synthesize knowledge and solve complex social problems. These students will be well prepared for graduate or professional schools if they so choose and to become leaders in their communities.

Part of Winthrop's strategic plan is to attract a diverse and talented student body and prepare them for future success and to make an impact. Winthrop's sociology program has a strong record of entrance into competitive graduate programs, promoting diversity and inclusion, and with community engagement. This new concentration will continue advancing these outcomes as it is designed to meet the emerging interests of diverse student populations and adapt to new social realities. Income and wealth inequality has been growing in the US since the 1970s. Gender and racial inequalities have spurred mass social movements like black lives matter, and the #Me Too movement. LGBTQ rights have been front and center for more than a decade, and America's population is aging bringing on a host of new social challenges. Current research shows that Generation Z (born 1997 or later) is particularly interested in social inequalities, equity and inclusion, and civic engagement.¹ This "Social Inequalities Concentration" should be particularly attractive to students in historically marginalized groups who context, knowledge, and problem solving tools that go beyond media soundbites on these pressing social issues. Black and Hispanic students in particular are an increasing share of the incoming college population; therefore this program positions the university well to welcome growth in these areas as we adapt to their interests.²

This concentration also serves the needs of the local, state, and national community. Sociologists are key to fixing our current social problems and fault lines. As a 2016 article in the Charlotte Observer put it when referring to race relations, "Economists don't know how to explain – or remedy – the biases in the policing and justice systems. They can model how racial discrimination might affect hiring, mobility or the economy, but have little to say on how it might be reduced. In fact, ethnic fault lines are probably a key factor holding back many national economies, so sociologists could give the economy a huge boost if they were to tell us how to reduce these divisions."³ The article goes on to cite problems with economic mobility and points to sociologists for finding solutions, "the percent of

¹ (Source) <https://www.pewsocialtrends.org/2019/01/17/generation-z-looks-a-lot-like-millennials-on-key-social-and-political-issues/>

² (Source) <https://www.pewsocialtrends.org/2018/11/15/early-benchmarks-show-post-millennials-on-track-to-be-most-diverse-best-educated-generation-yet/>

³ <https://www.charlotteobserver.com/opinion/op-ed/article99644532.html>

poor people raised in single-parent families has climbed. That threatens to reduce social mobility because kids who grow up with a single parent tend to earn less as adults. Why are the country's families disintegrating, and what could reverse it?" The potential for jobs is endless. Politicians could hire students from this concentration as advisors. Media publications could hire them as writers. Businesses could hire them as consultants or researchers or HR generalists. Students could start their own non-profits or work in city or state government to affect needed social change.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Need at the Institutional Level

This new concentration provides a clear academic focus for sociology majors rather than a simple default category (not a criminology concentration, not an anthropology concentration, "just a general sociology major"). The concentration in social inequalities will not only fit with Winthrop faculty expertise, but will attract students to the sociology major as national research and surveys of our incoming freshmen reveal a keen interest in social inequalities.

Winthrop is retaining the no concentration option so as to provide flexibility in programming for students who need to get through as quickly as possible (transfers, late major changers), but for other sociology majors, this track provides a unifying focus that was lacking in the general sociology major.

This new concentration came out of the Department of Sociology's self-study and external review team report which revealed that Sociology majors (except those with a concentration in ANTH or CRIM) lacked an identity, cohesiveness, and unifying focus. They found that some students were concentrating in Criminology because they thought a concentration was required or that it seemed inferior "not to have a concentration". Best practices from the discipline's national organization (American Sociological Association) suggests tiered topical courses (intro-level, mid-level, advanced-level), particularly coursework surrounding race, class, and gender inequalities. Further research revealed that the incoming generation of college students are fundamentally interested in social inequalities and creating positive social change. A keen understanding of the institutions and actors that produce and reproduce social inequalities then is an excellent fit with their passions and gives "general sociology majors" more of an affirmative identity and focus. This concentration helps them better sell their cultural competencies and problem solving skills on the job market.

A report from the American Sociological Association suggests that cultural competencies as related to diversity is the skill that sociology majors most use in their careers so it makes sense to further emphasize this skill in the curriculum and on transcripts (see charts below). Forbes also notes in an article on soft skills that the ability to form relationships, empathize, and actively listen, be self-aware, and communicate across areas of difference are essential job market skills in 2019.⁴

⁴ <https://www.forbes.com/sites/forbescoachescouncil/2019/01/22/15-soft-skills-you-need-to-succeed-when-entering-the-workforce/#e29f60410aeb>

TABLE 8. Concepts and Skills Learned as Sociology Majors and Used on the Job: Percentage Distributions

To help me with my job, I use what I've learned about ...	Strongly agree	Somewhat agree	Somewhat disagree	Strongly Disagree
Diversity	55.2	28.1	7.4	9.3
Social institutions and their impact on individuals	49.9	31.1	9.4	9.6
Groups and teams	49.6	37.0	6.9	6.5
Social problems	47.5	26.4	12.9	13.1
Alt. or critical perspectives	41.1	31.1	15.2	12.6
Sociological imagination	33.8	34.9	14.7	16.5
Soc. concepts and theories	26.2	38.4	15.9	19.4
Data analysis	22.3	34.8	18.0	25.0
Other aspects	19.5	39.8	20.3	20.5
Research design	13.6	27.1	26.4	32.9

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Wave III.*

Need at the State Level & Regional Level

Students completing this program will be prepared to enter a wide range of jobs. These jobs were found on Idealist.org and Indeed.com in March 2020 using the keywords listed and were restricted to those positions requiring at least 4-year degree. Regional was determined as within 100 miles of SC. The titles listed are examples of positions, organizations, and salaries that came up in SC or neighboring states using these keywords. The colors indicate which key words go with which jobs.

Social Inequality Related Jobs in South Carolina			
Title	Organization	Salary Range (when available)	Keyword and number of hits
Examples of Jobs under this keyword search			
Human Resources Generalist	Cumming Corporaration	N/A	"Social Justice" = 74 Jobs
Nonprofit Executive Coordinator	Sustaining Way	~\$25,000	
Intercultural Student Engagement Coordinator	College of Charleston	\$33,500-45,000	
Downtown Ambassador	City of Charleston	\$41,000-43,000	
NACA Counselor	Neighborhood Assistance Corp. of America	\$45,000 - 60,000	"Diversity and Inclusion:= 73

Economic Services Trainer	University of South Carolina	\$40,759	
Coordinator for Diversity and Inclusion Recruitment	University of South Carolina	\$35,000-40,000	
Senior Consultant/Advisor for Diversity and Inclusion	LPL Financial	N/A	
Site Administrator	Catholic Charities, Charleston SC	N/A	
Community Impact Director	American Heart Association, Cayce SC		
Regional Field Director	Conservation Voters of South Carolina	\$35,000 - \$40,000	
Chief Diversity Officer	Roper Healthcare, Charleston SC	N/A	
Statistician III	State of South Carolina	\$40,759	

<u>Social Inequality Related Jobs Regionally</u>			
Title	Organization	Salary (when available)	Keyword and number of hits
Examples of Jobs under this keyword search			
Licensed Human Services Professional	AMIkids (NC)	N/A	"Diversity and Inclusion" = 619 Jobs
Director of Diversity, Equity, and Inclusion	Charlotte Latin School (NC)	N/A	
Director of Discharge Planning/Social Services	Medical Facilities of America, Inc. (NC)	N/A	
Substance Abuse Program Coordinator	North Carolina Department of Public Safety	\$38,611 - \$67,060	
Program Director	Center for Employment Opportunities (NC)	\$65,000 - \$70,000	
High Fidelity Wraparound Supervisor	Mecklenburg County (NC)	\$45,000 - \$54,000	
Program Associate, Managed Organizations	Arabella Advisors (NC)	N/A	"Social Justice"= 74 Jobs
Grant Writer	Deep Center (GA)	N/A	
Senior Technical Advisor for Proposal Development	CARE (GA)	N/A	"Marginalized"= 4
Campaign Organizer	ACLU (GA)	N/A	"LGBTQ"= 8
Administrator	Freedom for All Americans (GA)	N/A	
Field Manager	People's Action Institute (GA)	N/A	

Grants Administrator	Mothers out Front (GA)	\$40,000-\$55,000	"Women"=19
Move to End Violence Director of Operations	NoVo Foundation (GA)	N/A	
Durham Chapter Organizer	BYP100 (NC)	26.37 per hour	
Campaign Leadership Fellow: Social Justice Campaigns	Grassroots Campaigns, Inc. (NC)	\$35,500	"Immigrant"=5
Paralegal	Legal Aid of NC Farmworker Unit	N/A	

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements for this program.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020 -21	8	129	8	119	8	89
2021-22	10	131	10	120	10	91
2022-23	15	133	15	122	15	98
2023-24	18	136	16	126	12	100

Explain how the enrollment projections were calculated.

The NEW represents the projected headcounts in the new concentration. Fall is always highest with incoming freshmen, some students graduate in December lowering spring headcount slightly, more graduate in May decreasing the summer headcount further. At a minimum, from Fall 2020 to Fall 2024 we expect total enrollment in the major to continue on its current upward trend (increase by 7% as it did from 2014-18).

Rather than attracting a wealth of new majors, we expect that this new concentration will better serve our current sociology majors. It has the potential to attract some new majors which is reflected in the projected growth, but that is not the primary intention of the program redesign. As of Fall semester 2018, there were 27 (of 127) sociology majors at Winthrop without a concentration (21%). These majors have expressed that they feel a lack of identity and focus as compared to others in their cohort who have a concentration; therefore, by the third year, we

expect that most of these “general sociology” majors will have switched over to this concentration and that there may also be some new growth in the major due to the concentration. While the numbers in the new concentration may be higher as new students are drawn to the major, this chart represents a conservative estimate that is in line with the enrollment in Coastal Carolina’s social justice concentration (13% of their majors in Fall 2019 had a SJ concentration). Thus the “new” fall headcount represents 13% of the total projected enrollment in the major in Fall 2024. The “general sociology” or no concentration option will remain as a degree option along with the existing concentrations in Anthropology and Criminology.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
Sociology of Contemporary Africa	Sociology of Gender and Sexuality	Introduction to Social Inequalities
	Global Migration and Immigration Policy	
	Masculinities	
	Class, Status, Power	

New Courses

List and provide course descriptions for new courses.

SOCL 312: Sociology of Gender and Sexuality

An examination of gender as socially constructed and the ways in which we engage in its re-creation in our daily lives.

SOCL 508: Global Migration and Immigration Policy

The study of human migration across international borders with particular focus on U.S. immigration policy.

SOCL 509: Masculinities

An in depth examination of men, the male gender role, and masculinity. Students will examine how masculinity is socially constructed, performed, utilized, and understood in diverse cultures.

SOCL 311: Class, Status, Power

This course examines sociological approaches to social class analysis and related theories of power. Drawing from both empirical and theoretical work, it focuses on the institutional, cultural, and everyday dimensions of social class.

Modified Course

SOCL 213: Introduction to Social Inequalities

Study of systemic inequalities in societies, especially the U.S., and its effect on opportunities, style-of-life, and interaction. Taught from an intersectional perspective with a particular focus on race, class, and gender.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

State and regional research concluded that there was no comparable program for students in South Carolina, and only a few in the region. The closest in SC is Coastal Carolina’s concentration in social justice. Regionally, the closest matches are Appalachian State University’s concentration in Social Inequalities, James Madison’s concentration in Social Inequalities and Public Policy, George Mason’s concentration in Inequality and Social Change, and University of South Florida’s Inequalities and Social Justice Concentration. NC State offers this as a graduate area of specialization, but not at the undergraduate level.

Looking nationally, other undergraduate sociology programs with a concentration in social inequalities include: Texas Women’s University, Penn State, University of Pennsylvania, California State, Johns Hopkins, Northwestern University, Boston University, and University of Montana.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.A. in Sociology with a concentration in Social Justice	38-41	Coastal Carolina	<p>The core courses in the major are similar (intro, stats, methods, theory, qualitative methods option, senior seminar), but there is variation in electives.</p> <p>Within the concentration similar courses include: Gender and Society Race and Ethnicity Sociology of the Environment Social Demography Social Inequality Sociology of Poverty</p>	<p>CCU has an applied social justice/social welfare focus in their curriculum that we do not have. For students interested in that, we would suggest a minor in social welfare, peace, justice and conflict resolution, or in civic and public engagement. Winthrop’s program covers a broader range of inequalities than CCU including those related to migrants, individuals with disabilities, LGBTQ, and aging populations. Our core courses are similar, but our major requires only 34 credit hours total.</p>

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty, staff, or administrative personnel are required to implement the program modification. Winthrop's sociology faculty already have expertise in these areas and the courses have already been offered as electives in the current degree program and are enrolling well.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: No new library resources are required.

Equipment: No new equipment is required.

Facilities: No new facilities are required.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	122,448	153,060	229,590	275,508	275,508	1,056,114
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
Total	122,448	153,060	229,590	275,508	275,508	1,056,114
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	0	0	0	0	0	0
Facilities, Equipment, Supplies, and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Institutional Overhead	48,979	61,224	91,836	110,203	110,203	422,445
Total	48,979	61,224	91,836	110,203	110,203	422,445
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	73,469	91,836	137,754	165,305	165,305	633,669

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

There are no new costs for this concentration as it takes currently offered or planned courses and packages them into a new concentration. The new tuition funds come from the small increase in majors who choose the new concentration.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Students develop knowledge about the dynamics of social relationships, the nature of power, and the roles of age, class, race, ethnicity, gender, sexuality, religion, national origin, and other social locations that affect life chances and lived experiences.	SLO #1. : Our graduates are strong critical thinkers	#1. Sociology majors will be evaluated in their ability to think critically (competency in evaluating evidence, problem solving and analysis of key information) using a rubric designed for this purposed to evaluate final research paper (SOCL516 and SOCL519). #2. Sociology majors will be evaluated in their ability to think critically, using a rubric for a senior seminar project (SOCL 598). The students apply competing social science perspectives in an analysis of a text or film. #3. Participating majors will be surveyed as to their "confidence in ability to apply critical thinking skills to the intellectual work of sociology."
Our majors are prepared to "make a difference" in the quality of others' lives as well as their own, equipped to contribute to the improvement of their communities, nation, and world.	SLO #2. Our graduates are social problem-solvers interested in contributing to the greater good.	#1. Graduating Sociology Majors are asked the following question on the graduating major inventory complete in SOCL598. Senior Seminar: - If the department has helped them to take seriously the perspectives of others, develop practical ethical reasoning and contribute to the greater good. Students will be asked the following question on the senior survey: How many times in the past year have you: -volunteered in the community/campus -Taken a service learning class - Voted or other political involvements - Engaged in activism, advocacy, or protest - Worked to address a social problem in ways other than those listed above
Students gain a broad range of employable skills such as: research design, data analysis, critical thinking, problem-solving, written and oral communication, and teamwork. Importantly, students also acquire	SLO #4 Our graduates have developed the ability to communicate effectively in speech and writing	#1. Participating majors will be evaluated using the established matrix for theory papers (social theory is our intensive writing course), "an ability to express sociological ideas in a clear,

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<p>cultural competency skills that enable them to work effectively with people from diverse backgrounds.</p>		<p>coherent and professional manner in writing." #2. The participating majors will complete an oral presentation in SOCL 598. Faculty-established criteria including knowledge, organization, professionalism and engagement. #3. Participating majors will indicate their "confidence to communicate basic concepts and theoretical premises of sociology" on the graduating sociology major senior survey.</p>
	<p>SLO #5. Our graduates can analyze data and interpret results</p>	<p>#1: Ability to accurately describe data sources and the research methods used (rubric for data & methods section of final paper in 516/519). #2: Application of data analysis principles and techniques to produce accurate findings and appropriately interpret results (rubric for results section of final paper in 516/519) #3: Participating majors will indicate their "confidence analyzing data and interpreting results" on the graduating sociology major senior survey</p>

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes
 No

Course titles in the Sociology core and new concentration:

Core classes in the major (16 credit hours):

- Principles of Sociology (SOCL201) or Social Problems (SOCL101)
- Career Development in Sociology (SOCL298)
- Social Theory (SOCL302)
- Social Research Methods I: Statistics (SOCL316)
- Social Research Methods II: Quantitative (SOCL516) and/or Qualitative (SOCL 519)
- Senior Seminar (SOCL598)

Concentration in Social Inequalities (18 credit hours)

12 hours from among the following electives:

- Intro to Social Inequalities (SOCL213)
- Urban Sociology (SOCL309)
- Class, Status, Power (SOCL311)
- Sociology of Gender and Sexuality (SOCL312)
- Race and Ethnic Relations (SOCL314)
- Population and the Environment (SOCL 319)
- Sociology of Health and Illness (SOCL339)

*special topics course or courses outside the department that fit with the concentration may be considered, subject to chair approval.

3 additional hours from an advanced-level elective listed below:

- Service Learning in Sociology (SOCL503A & SOCL503B)
- Sociology of Aging (SOCL504)
- Global Migration and Immigration Policy (SOCL508)
- Masculinities (SOCL509)

3 elective hours from any Sociology or Anthropology course not listed above