

PROGRAM REVIEW

NSU DEPARTMENT OF SOCIOLOGY

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1. DESCRIPTION

1.1 Exact Designation: Major in Sociology

1.2 Department: History, Sociology, Political Science, and Geography

1.3 School: College of Arts and Sciences (CAS)

1.4 Unit: Northern State University

1.5 Description of How the Sociology Program Fits into the Organizational Organizational Structure of the Campus:

Sociology is a program in the History, Sociology, Political Science and Geography Department, which in turn is one of three departments in the College of Arts and Sciences (*see the organizational chart in Appendix A*). Dr. Stephen Usitalo, a professor in the History program, chairs the department. Department chairs, in the College of Arts and Sciences, are selected, with input from department faculty, by the dean of the CAS, Dr. Celestino Mendez.

1.6 Current Areas of Concentration:

Our students earn a Bachelors of Arts in Sociology, with specializations in criminal justice, gerontology, and/or human services. We designed the curricula of the human services and criminal justice specializations with some overlap because many of the same skills are required for professions associated with both specializations. This allows students to earn both specializations with their sociology degree without having to exceed the university required 120 credits for graduation.

Our most popular specialization, criminal justice, prepares graduates to serve in a variety of law enforcement, corrections, and human service-related professions by providing educational opportunities in the areas of deviance, juvenile justice, criminal law, and corrections.

Our human service concentration, the second most designated specialization, equips graduates with the knowledge and skill-set to assist vulnerable people, both as individuals and as members of groups, in the areas of case management, child welfare, public policy analysis, advocacy, and community outreach.

Our Gerontology specialization, established in 2007, prepares graduates to serve an increasingly elderly population in the areas of health care, fitness, service administration, case management, and activities coordination.

1.7 Program Changes Planned:

The Sociology department has, as of 10/05/2015, began implementing substantial changes to our curriculum through NSU's Academic Affairs committee. These changes include updating our course offerings through additions and deletions, and broadening the scope of the electives offered in our criminal justice and human service specializations. We have also proposed a restructuring of our core classes, or classes that all Sociology majors are required to take regardless of their specialization, by rearranging the order of those courses to provide a more clear pedagogical progression and to provide a deeper experience in the discipline through the inclusion of a new Capstone (SOC 489). Finally, this

proposal will also reduce the required number of credit hours for the Sociology major to 36 for the criminal justice and human service specializations; 18 of those credit hours will be in the Sociology core and 18 of the credit hours will be completed within the specialization. At this time, we have proposed no changes to the Gerontology specialization. These proposed changes will be covered more fully under section 7.1 (Curriculum: Course Listings).

We have also proposed an Associates of Arts in Criminal Justice Degree, which will be available to for students to complete in the online format. The general purpose is to provide an associate degree (60 credit hours) with a specialization in criminal justice. This degree will make an applicant more competitive for, but will not guarantee, employment in local, county and state law enforcement agencies in South Dakota. While a candidate for employment in this field within South Dakota requires only a high school diploma or GED, more agencies are requiring a minimum of 60 hours of post high school education as a condition of employment. Currently, 16% of South Dakota's full time sworn police personnel (excluding Sioux Falls) and 41% of full time Sheriff's Office sworn personnel have only a high school diploma or GED¹. Demand for this program would come primarily from non-traditional students and people actively employed in the field who do not have a post-secondary degree. Another track of enrollment would come from seeking an Associate of Arts degree to then transfer into a Bachelor's program in a regental institution. There is no Associate of Arts program offered by a regental institution.

We are also conducting a search for a tenure-track Assistant Professor of Criminal Justice with a specialization in Criminal Law and/or experience teaching Criminal Justice courses such as Criminal Procedure, Criminal Law, and Law and Society to replace current faculty who are retiring.

¹ The 2014 Police Management Study and 2013 Sheriff Management Study conducted by the South Dakota Attorney General's Office indicates that 54% of full time sworn police personnel (excluding Sioux Falls) and 57% of Sheriff's, Office sworn personnel have either two years of college, Vo-Tech training, a four year degree or graduate work or a graduate degree.
<http://dci.sd.gov/LinkClick.aspx?fileticket=dgmMCylwhqs%3d&tabid=505&mid=934> (Police Management Study) and
<http://dci.sd.gov/LinkClick.aspx?fileticket=Fe-XR3wycxs%3d&tabid=507&mid=936> (Sheriff's Management Study).

2. PROGRAM OBJECTIVES

2.1 Statement of Program Mission:

The Sociology program primarily serves the students of Northern State University. Many NSU students take SOC 100 (Introduction to Sociology). We are also planning to offer SOC 150 (Social Problems), our other foundational survey course, on a regular semester rotation beginning in Fall 2017. This will afford our students another path to enter and engage with the program at both a disciplinary level (i.e., required as part of the major) and at an institutional level (i.e., SOC 150 is listed as a Social Science general education requirement).

To make our program more available to non-traditional students, faculty have begun to make traditional classroom courses available online. The program currently offers 14 courses online (SOC 100, 205, 250, 288, 289, 305, 380, 458, 459, 492 and CJUS 201, 431, 433, and 492) providing alternate means for students to access courses.

We seek to provide our students with the basic academic skills and the understanding necessary to ensure that they reach their full potential as well-rounded citizens, and valuable employees in criminal justice, human services, gerontology, and sociological professions. We also work to provide our students with sufficient academic preparation to qualify for, and be successful in, graduate programs throughout the nation.

2.2 Statement of Program Goals:

Student Learning Outcome 1: Identify and explain basic concepts, terminology, and theories of the selected social science discipline (Sociology) from different spatial, temporal, cultural, and/or institutional contexts.

To meet Outcome 1, students in this course will:

- a. identify and explain basic sociological concepts on exams;
- b. apply basic sociological terminology in relationship to social phenomena on exams and in class discussions;
- c. employ appropriate theories of sociology in explaining social phenomena on exams, in papers, and in class discussions

Student Learning Outcome 2: Apply selected social science (Sociology) concepts and theories to contemporary issues.

To meet Outcome 2, students in this course will:

- a. apply sociological concepts to contemporary issues on exams and in class discussions and papers;
- b. apply social science theories to contemporary issues on exams and in class discussions and papers

Student Learning Outcome 3: Identify and explain the social or aesthetic values of different cultures.

To meet Outcome 3, students in this course will:

- a. demonstrate knowledge of human behavior in contemporary ethnic groups as presented in lecture and films;
- b. examine human behavior as it relates to the six basic social institutions of government, religion, economics, family, education, and medicine

Student Learning Outcome 6: The impact of diverse philosophical, ethical, or religious views.

To meet Outcome 6, students in this course will:

- a. Compare and contrast religious views among selected contemporary cultures and/or subcultures through readings, class discussion, and lecture.

- b. Explore the value systems of selected contemporary cultures and/or subcultures through readings, class discussion, lecture, and a written course project.

2.21 Education of the Whole Person:

- a) Develop a perspective that considers the effect of different spatial, temporal, cultural and institutional contexts on human attitudes and behaviors.
- b) Recognize the social or aesthetic values of different cultures.
- c) Explain the effect ethnic group membership on human attitudes and behaviors.
- d) Explain the effect of the six basic social institutions (government, religion, economics, family, education, and medicine) on human attitudes and behaviors.
- e) Understand the impact of diverse philosophical, ethical, and religious views on human attitudes and behaviors.

2.22 Undergraduate Programs:

- a) Provide upper-level undergraduate courses leading to a BA degree in Sociology within the CAS.
- b) Offer classes for the following additional programs at NSU:
 - i. Forensic Science specialization within the Chemistry major
 - ii. Minor in Criminal Justice
 - iii. Minor in Gerontology
 - iv. Minor in Sociology
 - v. Associates in Gerontology
 - vi. Certificate in Gerontology
- c) Produce graduates qualified for entrance in sociology and criminal justice graduate programs, law school, and other related professional programs.
- d) Produce graduates capable of competing for professional positions relative to their program concentrations.

2.23 Graduate Programs:

While the Sociology program does not offer a graduate degree, sociology faculty members hold Graduate Faculty status and serve as outside members of graduate committees for students in other departments at NSU.

2.24 Institutional Support:

Our program continues to rely heavily on technology in teaching and research. Many of our courses contain significant Internet components through Desire 2 Learn/BrightSpace.

2.25 Scholarship

- a) Maintain our level of involvement in regional sociological and criminological/criminal justice associations, mock trial, area meetings, and regional publications.
- b) Increase our level of involvement in national and international sociological and criminological/criminal justice associations, meetings, and publications.
- c) Increase the level of student involvement in research activities.

2.26 Community Service

- a) Continue faculty involvement in university and surrounding community activities. The sociology faculty vitas in Appendix B demonstrate the program's dedication to community service.
- b) Encourage our students' involvement in community service activities.
- c) Regionally promote faculty and student expertise in the areas of grant writing, program evaluation, and community assessment.

2.3 Relationship to Institutional Mission:

Through our scholarship and community service, students and members of the sociology faculty provide service to local, state, and national communities. More specifically, are able to assist local agencies in grant writing activities, data gathering, needs assessments, and program development.

2.31 Northern State University Mission Statement:

The legislature established **Northern State University** to meet the needs of the state, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. (SDCL 13-59-1)

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Curriculum

Degrees are authorized at the associate, baccalaureate, and master's levels. The following curriculum is approved for the university.

A. Undergraduate Programs

Associate degree programs in arts and sciences, business, education and fine arts. Baccalaureate degree programs in arts and sciences, business, education, and fine arts.

B. Graduate Programs

Masters degrees in education and E-learning.

VISION AND VALUES STATEMENT

Vision

Northern State University is an historic, public institution of higher education established on an attractive campus in Aberdeen, South Dakota. The NSU community takes pride in the institution and in providing an advanced teaching and learning environment. Integrating technology across the curriculum, NSU offers excellence in liberal and professional education with programs in Arts and Sciences, Business, Education and Fine Arts.

Values

NSU's students, faculty, and staff are drawn together by the following values:

Community: With strong ties to our city and region, we are a welcoming community of scholars and learners, with a focus on a student-centered environment.

Scholarship: We engage in research and creative activities in an innovative atmosphere of intellectual rigor, with academic freedom and integrity.

Citizenship: We educate individuals for a lifetime of learning and service to their ever-changing communities, nations, and world.

DIVERSITY STATEMENT

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

2.32 Interconnection of University and Departmental Missions:

The Sociology program primarily serves the students at Northern State University, providing students with the skills and knowledge necessary to reach their full potential, both within their professional and personal lives. Additionally, Sociology faculty serve students and local communities, by making available their professional expertise and knowledge.

In relationship to Northern State University's mission as a comprehensive institution, the Sociology program prepares graduates for many different fields of employment (including criminal justice, human services, and gerontology) and for further professional advancement in graduate school.

2.4 Closely Related Unit Programs and Areas of Strength:

The Sociology program provides significant support for the Forensic Science Specialization of the Chemistry Major – courses pertaining to the legal, procedural, investigative, and criminalistics aspects of this specialization are taught by our Criminal Justice faculty.

Our program also provides support for both the Social Science major in Secondary Education and the General Studies bachelor's degree. In addition to the Introductory Sociology class, these students may take other sociology classes. We also provide a Sociology of the Family (SOC 382) class for the Social Science minor for Elementary Education majors.

2.5 Changes in Program Objectives:

Program objectives are now stated in terms of student outcomes (see Section 2.2).

2.6 Anticipated Changes in Program Objectives:

If our program grows, we will need to consider adding an adjunct faculty member to teach the Social Work practice classes on a continuous basis to provide some continuity in these courses. If the number of human service students increases, we may consider hiring a tenure-track faculty member to teach these courses.

3. PROGRAM STRUCTURE

3.1 Rationale:

The program curriculum enhances students' understanding of the workings of society, their relations with society, as well as preparing them for employment and graduate education.

Students entering Northern State University with a typical high school background have little or no knowledge of the discipline of sociology. Thus, the first course in the program would be Introduction to Sociology (SOC 100) or Social Problems (SOC 150). At this point, students generally choose a specialization of criminal justice, human services, or gerontology and take the associated introductory courses (i.e., CJUS 201 for criminal justice and SOC 270 for human services).

Additionally, all students, regardless of specialization, take three required core courses (Statistical Reasoning for Social Sciences, Research Methods, and Social Theory), which are the foundational courses of the discipline. Currently, students must complete three elective courses (9 hours) from a list to complete the sociology core. Once our revised curriculum is in place, students will only be required to complete one elective course (3 hours). Lastly, students complete their sociology degrees by completing the required specialization courses and choosing three additional elective courses (9 credit hours) for criminal justice or human service and two additional courses for Gerontology from their specific areas of specialization.

Each student is assigned a professional advisor and a program area advisor who are responsible for guiding and monitoring the student's educational progress. The student and professional advisor meet a minimum of once a semester to prepare registration materials; students follow up with their program area advisors after they meet with the professional advisor prior to registration. Students typically meet more frequently with their advisors, scheduling conferences throughout the semester. To facilitate advising, the office of the registrar maintains student transcripts and program evaluations.

Because of the breadth of the required courses, students majoring in sociology take classes from each of the four sociology faculty, allowing all staff to evaluate the progress of every student in the program, while broadening the perspectives of students.

See Section 1.7 for the proposed changes to the sociology curricula.

3.2 Breadth of Coverage:

Faculty vitas are included in Appendix B

The areas of the four full-time faculty include criminal and juvenile justice, criminal law, criminal procedure, criminology, culture, gender, internet studies, media, policing, research methods, statistical analysis, and victimology. This enables the full-time faculty to give broad coverage to courses within the core sociology curriculum, sociology-specific electives, and our criminal justice specialization. Currently, Dr. Courtney Waid-Lindberg, with her interests and research on juvenile justice, fear of crime, and victimology, is the only full-time faculty member with an area of interest that fits nominally within both the criminal justice and human service specializations. The human service and gerontology specializations are largely supported through the use of both on- and off-campus adjunct faculty. Consistent enrollment in courses within the human service specialization means that the core classes within that specialization (SOC 270, SOC 315, SOC 320, SOC 400) are not regularly taught by full-time faculty, whom neither have

expertise in these areas nor would be able to easily fit these courses into faculty rotations. This could potentially lead to discontinuity in teaching materials as the instructors change from semester to semester; this could be especially problematic in the two sequential courses of SOC 315 and SOC 320 (Social Work Practice I and II).

3.3 External Relationships:

Departmental faculty endeavor to utilize community resources in their traditional courses. Use of these resources provides a unique perspective to students by their interaction with working professionals. Examples of this include: presentations by law enforcement officers, court services (probation), correctional professionals and judges and attorneys in Introduction to Criminal Justice, Policing in a Free Society, Juvenile Delinquency and other courses where the expertise of local resources will enhance the educational experience for students. Additionally, social workers and counselors have made presentations in the human service courses. Over the last seven years, many community professionals spoke in research methods, statistics, death and dying, and complex organizations classes. Additionally, there were “field trips” during which students traveled to community sites to observe and interact with professionals (state & local government trips to Pierre to meet legislators and observe the legislative process; introductory sociology class trips to the local Salvation Army to meet human service professionals and learn about their jobs; and research methods class trips to gatherings of community professionals to assist in the planning of a community needs assessment; research methods students collaborations with community members in the planning and execution of community research projects). Our students are given ample opportunities to meet and observe professionals in varying fields connected to their specializations.

Fieldwork in Community Services (SS396) provides students with experience in organizations associated with their career objectives. The fieldwork course, which can be taken for up to 12 hours of credit, involves individually-arranged internships with organizations such as the Aberdeen Police Department, South Dakota Highway Patrol, Court Services (Probation) for the Fifth Judicial Circuit, state parole, the Brown County Juvenile Detention Center, Lutheran Social Services, the Salvation Army, SD Department of Human Services, Safe Harbor, Mother Joseph Manor Retirement Community, Volunteers of America, and many other local, regional, and national agencies.

Traveling Classroom (SS360) is offered annually and includes visitation at and interaction with the clients and staff of juvenile treatment facilities for sex offenders and substance abusers, the South Dakota Women’s Prison, the South Dakota Penitentiary, the South Dakota Human Service Center (state hospital), the South Dakota Parole Board and the Federal Prison Camp at Yankton and other criminal justice and human service facilities within the state.

Other Sociology classes provide service learning and/or “hands-on” opportunities with outside agencies. For example, students enrolled in Policing in a Free Society (CJUS 203) have the opportunity to participate in a “ride along” with the Aberdeen Police Department. Students enrolled in the Social Research Methods (SOC 410) class, as well as independent study students, regularly collect and analyze data for various local agencies. This past spring, Dr. Teresa Stalling’s methods students completed a survey for the Aberdeen police Department.

Additionally, members of the Sociology faculty maintain many formal and informal relationships with community and governmental organizations. Please refer to the vitas in Appendix B for detailed examples of faculty involvement in external organizations.

4. NEED

4.1 Outside Interest in the Program:

Opportunities for Sociology graduates with a specialization in criminal justice remains stable. In 2015, the phenomenal growth in the public criminal justice field has stabilized. Based on data from the Bureau of Labor Statistics (BLS), jobs in policing, corrections, and probation will increase between 1-5% over the next 10 years. The demand for private security officers and parks/game surveillance officers will increase by 12%. As states and local governments recover from the recent recession, it is expected that hiring of state and local law enforcement officers will increase. A realignment of correctional policies has contributed to fewer persons being incarcerated or placed on probation. Bureau of Justice Statistics reflect prison populations have declined since 2009, and declined almost 1% between 2013 and 2014.

Criminal Justice is a broad field, encompassing such areas as Law, Criminology, and Public Policy. Since Criminal Justice professionals must understand the motivations and needs of those who come into contact with the criminal justice system, our curricula includes courses in related fields such as Sociology, Human Services, and Political Science. Thus, graduates of our program are qualified to work in a variety of fields. Below is a list of some of the areas of demand for graduates with a criminal justice specialization.

LAW ENFORCEMENT

Police Officer	Canine Officer	Mounted Officer
Harbor Police Launch Officer	County Sheriff/Deputy	Bailiff
Detective	State Trooper	Vice Squad Officer
Fraud Investigator	Security Analyst	Corporate Criminal Investigation
Property Officer	Loss Prevention Manager	Loss Control Manager
Director of Airport Security	Animal Cruelty Investigator	Security Operations Manager
Insurance Investigator	Director of Campus Security	Public Safety Officer
Accident Prevention Squad Officer	Conservation Officer	Private Investigator

FEDERAL LAW ENFORCEMENT

FBI Officer	ATF	CIA
U.S. Customs	ICE/CBP	Border Patrol
DEA	Secret Service	U.S. Postal Service
		Homeland Security
OSHA	US Marshals	

LAW AND COURTS

Juvenile Court Judge	Probate Judge	Defense attorney
Pre-trial Officer	Paralegal	Juvenile Court Register

Prosecuting Attorney

Court Clerk

Legal Assistant/Researcher

CORRECTIONS, PROBATION AND PAROLE

Corrections Officer

Federal Correction Officer

Corrections Counselor

Adult Probation Officer

Federal Probation Officer

Parole Officer

Juvenile Probation Officer

Classification Supervisor

Community Corrections Officer

Diversion Services Officer

Victim Witness Assistant

Hispanic/Latino Outreach
Coordinator

OTHER POSITIONS

Forensic Anthropologist

Criminal Justice Researcher

Evaluation Assistant

Assistant Professor of
Criminology

Crime Scene Investigator

Criminal Justice Data Archivist

Case Manager/Worker

Substance Abuse
Counselor/Therapist

Chemical Dependency
Counselor/Clinician

The demand for graduates with a Human Services specialization remains steady. BLS data projects a 22% increase in the number of jobs for health and human service majors from 2012 to 2022 Human Service professionals are in demand for programs that:

- Meet and protect the individual needs of the elderly
- Promote and implement services to ensure the safety and protection of children and families
- Administer treatment programs for mental health clients
- Provide for the confinement and rehabilitation of juvenile and adult offenders
- Determine eligibility in a variety of financial and medical services
- Involve the rehabilitation of persons with disabilities and the prevention and treatment of alcoholism/drug addiction

The Pew Charitable Trust reports that 10,000 Americans will turn 65 every day until 2031, reflecting a continued growth in careers aimed at that age cohort. Graduates in our gerontology specialization are expected to be in high demand. Graduates can work in a variety of settings, including health facilities, mental health centers, social service agencies, residential facilities, government agencies, community agencies, and advocacy groups. Graduates from Gerontology programs can work in areas such as:

- Leisure, recreation, and travel services
- Job placement
- Case work
- Educational programs
- Volunteer and intergenerational activities
- Retirement housing for independent seniors
- Health promotion and fitness programs
- Adult day care
- Specialized housing for seniors with functional impairments
- Long-term health care in skilled nursing facilities

- Home and community-based health services
- Adult protection services
- Senior advocacy
- Senior center activities and services

4.2 Justification for the Program Need:

The market demand for graduates of the various specialties of our Sociology program is covered in section 4.1. With the coming retirement of many Baby Boomers and the increasing demand for professionals in the criminal justice, human services, and gerontology fields, job prospects for our majors should remain strong for quite some time. While there are other Human Services, Criminal Justice, and Gerontology majors or minors in the state system, demand should be strong enough to support all state system graduates in these programs. Also, ours is the only program with specializations in each of these areas. This allows students to graduate with multiple specializations without taking additional credits for graduation. Given the overlapping natures of the fields, this diversification makes our students even more marketable. It also gives students more choices in selecting graduate programs.

4.3 Relationship with Other Programs:

The Introduction to Sociology course may be used to fulfill the social science general education requirements for all baccalaureate degrees. Also, other Sociology courses may be used to fulfill general elective requirements in all baccalaureate programs. A description of programs requiring other sociology courses is provided in section 2.4 above.

5. STUDENT DEMAND

5.1 Enrollment Statistics:

Enrollment Statistics and Degrees Granted 2008-2015 for Sociology Majors by Options

Academic Majors and Degrees

Academic Year Granted	Number of Enrolled Majors			Degrees Granted		
	Undergraduate	Master's	Doctoral	Bachelor's	Master's	Doctoral
2014-2015	101			13	N/A	N/A
2013-2014	137			23	N/A	N/A
2012-2013	145			33	N/A	N/A
2011-2012	183			27	N/A	N/A
2010-2011	189			36	N/A	N/A
2009-2010	163			21	N/A	N/A
2008-2009	163			26	N/A	N/A

**Enrolled Majors Source: Administrative Services; October, 2015.*

**Degrees Granted Source: WebWizard Reports (XN.W.GRAD.DATA.E; October, 2015)*

Since the fall of 2008, sociology has seen a decrease in the number of enrolled majors. While the program saw an increase in students during AY 2010-2011, the number of enrolled majors has dropped in recent academic years. While this decrease in sociology enrolled majors and degrees granted is discouraging, perhaps this negative trend can be reversed in the short term with the hiring of a new faculty member, Dr. Kristi Brownfield, for AY 2015-2016, the proposed curricular update, and the increase of psychology majors declaring sociology as a second major. Students double majoring in psychology and sociology may benefit the human service specialization the most, due to the attractive nature of the human service coursework to psychology majors. Furthermore, we may see more degrees granted for students specializing in both criminal justice and human service due to the close teaching and research relationships that have been established between Dr. Courtney Waid-Lindberg and Dr. Kristi Brownfield.

5.2 Degrees Granted by Program Options

Row Labels	Count of ACAD_PROGRAM: Degrees Granted
2009 TOTAL:	26
N.BA.SOC-CJUS	17
N.BA.SOC- HSERV	8
N.BA.SOC-PSOC	1
2010 TOTAL	21
N.BA.SOC-CJUS	13
N.BA.SOC- HSERV	7
N.BA.SOC-PSOC	1
2011 TOTAL	36
N.BA.SOC-CJUS	27
N.BA.SOC- HSERV	9
2012 TOTAL	27
N.BA.SOC-CJUS	20
N.BA.SOC- HSERV	7
2013 TOTAL	33
N.BA.SOC-CJUS	19
N.BA.SOC-GER	1
N.BA.SOC- HSERV	13
2014 TOTAL	23
N.BA.SOC-CJUS	18
N.BA.SOC- HSERV	5
2015 TOTAL	13
N.BA.SOC-CJUS	8
N.BA.SOC-GER	1
N.BA.SOC- HSERV	4
Grand Total	179

5.3 Follow-Up and Student Placement:

**Sociology
Placement Data Fall, 2007 – Spring, 2014
Bachelor's Degree Recipients**

Year	In Field	Out of Field	Not Employed	Graduate School (even if working)	# Graduates
2013-2014	7	3	0	2	23
2012-2013	13	5	0	0	33
2011-2012	6	1	2	5	27
2010-2011	11	0	2	6	36
2009-2010	0	1	0	0	21
2008-2009	3	2	0	0	26
2007-2008	2	0	0	0	29

The number of unknown post-graduation placements is troubling; we have little information as to what our graduates are doing with respect to their degree. Ms. Britt Lorenz, Director of Career Services at NSU, is currently working on ways to improve the tracking of our graduates. Furthermore, perhaps we need to do our own survey to get a clearer picture of graduates' work placements. The development of an on-line graduate survey might yield better results than the data that currently exists; for example, we could use results to maintain prolonged contact with our degree recipients, as well as make recommendations and connections for current students who are seeking jobs in the field.

5.4 Enrollment Capacity:

The Sociology program has been recovering from the downward trend in majors and as of Fall 2015 has 64 registered majors. Our capacity to handle the number of majors with our current staffing is good, particularly in the criminal justice specialization. The fields of our full-time tenured and tenure-track faculty are particularly suited for engaging students in the broader Sociology curriculum and within our criminal justice specialization. However, our second specialization, human services, is largely supported through the use of adjuncts with full-time tenure or tenure-track faculty occasionally teaching electives that are cross-listed with the criminal justice or gerontology specializations. Our gerontology specialization is likewise unsupported and consistently has low enrollment from students. Currently, no full-time tenured or tenure-track faculty have expertise in this area and courses are largely taught through the use of adjuncts.

With our new curriculum and the inclusion of SOC 150 (Social Problems) as a foundational course in the major, we believe this may also lead to an increase of majors. SOC 150, like SOC 100 (Introduction to Sociology), is a course that fulfills general education requirements at the university level and beginning Fall 2017 we plan to offer SOC 150 each semester. The course will likely appeal to students interested in both criminal justice and human service. If the number of majors, particularly in human services, rises our capacity to provide instruction will see an additional reliance on adjunct instructors.

5.5 Anticipated Changes:

We project the number of students majoring in sociology will increase, rebounding from the recent downward trend that has been discouraging. As stated in Section 5.1, while the decrease in sociology majors and degrees granted is discouraging, perhaps this negative trend can be reversed in the short term with the hiring of our newest faculty member, Dr. Kristi Brownfield, for AY 2015-2016, the proposed curricular update which serves to modernize the curriculum.

In just her first semester on campus, Dr. Kristi Brownfield was appointed by Dean Mendez as the marketing director for the sociology program. She has noted that we need to “brand” our department; specifically, we must understand what our students need and want out of the major, and what can we as NSU sociology offer our students that is unique and attractive (i.e., small classes, more contact with faculty on a day-to-day basis, connections with the Aberdeen and surrounding community, and internships that often lead to permanent job placements), and offer ways for our students to be involved on campus (i.e., sociology club, discipline-specific honor societies, such as Alpha Kappa Delta for sociology and Alpha Phi Sigma for criminal justice). Mr. Daryl Kosiak has spearheaded an effort to develop contemporary promotional materials that best highlight our program for prospective students, parents, and guidance counselors in the region’s high schools. These materials can be used at Northern Bound Days and when prospective students visit campus, and faculty can follow up with interested students within a week of their visit.

Recently, we have begun using social media in an attempt to engage our students and keep them informed of things occurring in the department, on campus, and in the local Aberdeen community. Julie Pitel, our professional advisor, maintains a Twitter account for all social science disciplines, and Dr. Kristi Brownfield has worked to build a Facebook page that our students can “Like” and thus follow. Professors can use these social media accounts with the students in various ways. It has also been proposed that we can highlight current students and alumni on the Facebook page.

6. PERSONNEL

6.1 Faculty Who are Direct Participants in the Program:

The following is a list of the faculty directly involved in the program in Sociology. A brief vita for each is included in APPENDIX B.

Full-time faculty members:

Dr. Kristi Brownfield, Assistant Professor of Sociology. BA, English, Eastern Illinois University; BA, Sociology, Eastern Illinois University; MA, Sociology, Southern Illinois University; Ph.D., Sociology, Southern Illinois University. Joined faculty: 2015.

Mr. Daryl Kosiak, Esq., Instructor of Criminal Justice. BA, History and Political Science, Concordia College; JD, University of North Dakota; ABD, Criminal Justice, University of North Dakota. Joined faculty: 2012.

Dr. Teresa Stallings, Associate Professor of Sociology. BA, Sociology and MA, Economics, Clemson University; Ph.D., Sociology, Texas A&M University. Joined faculty: 1995.

Dr. Courtney Waid-Lindberg, Assistant Professor of Sociology. BA, Psychology, University of Kentucky; MSCJ, Criminal Justice, University of Alabama; Ph.D., Criminology, Florida State University. Joined faculty: 2013.

6.2 Current Support Staff:

Secretary

Ms. Julie Backous, Senior Secretary, is the principal support staff for the Department of History, Sociology, Political Science, and Geography. She received her BA in psychology from NSU in 1986. She is half-time secretary to Dr. Celestino Mendez, the Dean of Arts and Sciences, leaving half-time for coverage the department.

Professional Advisor

Ms. Julie Pitel is the professional advisor for our program. She also serves as the professional advisor for history, political science, and general studies majors. She received her BA in English from University of Wisconsin-La Crosse in 2009, and her MS Ed from University of Wisconsin-La Crosse in Student Affairs Administration in Higher Education in 2012. She regularly meets with each student enrolled in the sociology program to ensure they have finalized their degree plans and have registered for classes.

Part-time Adjunct Faculty

Mr. Brodie Mueller is currently teaching our social work classes. He received his bachelor's in communication studies from the University of St. Thomas in 2006, and his MSW from Washington University in St. Louis in 2011.

Ms. Amy Serfling is currently teaching our classes on aging. She received her BSW from Minnesota State University Moorhead in 1997, and her MSW from the University of Minnesota (Twin Cities) in 2004.

Other Areas

Other support staff would include very small portions of the staff in the Media Center, the Library staff, the Computer Center, and the NSU Research Office.

6.3 Special Competencies of Existing Faculty:

All the faculty members are considered “generalists” in that they teach several of the courses required by the degree. To the extent that they have special competencies, these are related to the courses that they teach.

Dr. Brownfield is a general sociologist, with broad experience teaching courses that are currently within our core curriculum (e.g., SOC 100, SOC 150) but also many of the general sociology electives (e.g., Race and Ethnicity, Gender Roles, Social Psychology). Working with the department, she has proposed two new electives, Popular Culture and Society and Human Sexuality, to broaden the course offerings within the program to appeal to contemporary students. As the newest faculty member and a recent transplant to South Dakota, Dr. Brownfield does not have the community connections the other faculty have. However, her research specifically on the use of Social Media and the Internet provides opportunities for new teaching ideas within the classroom and research opportunities for students.

Professor Kosiak is our criminal justice practitioner. His education and vast professional experience in the area of law and corrections enables him to teach courses in introduction to criminal justice, criminal law, criminal procedure, and corrections. He has advised our department’s mock court, and leads the Traveling Classroom course (SS 360) every summer term. As a former attorney for the United States Bureau of Prisons (BOP), he brings a wealth of knowledge and experience to his courses. He has also engaged in corrections related research with Drs. Brownfield and Waid-Lindberg.

Dr. Stallings provides research, statistical, and computer expertise to the program. Her research projects allow students to experience the research process first-hand. As part of this experience, students present at professional meetings and contribute to the publication submission process. She also provides expertise in social psychology. Lastly, her experience in the corporate world of software development enables her to bring real-world, corporate experiences into the classroom. Additionally, she brings expertise in the fields of disaster planning and management.

Dr. Waid-Lindberg is our criminologist and certified victim advocate. As such, she teaches a wide range of courses in the criminal justice and human service specializations, including criminology, juvenile delinquency and justice, child abuse and neglect, victimology, and corrections. Additionally, drawing upon her experience as a student-athlete in college, she has developed a course in sport sociology for the program. Her research interests predominately lie in juvenile justice policy analysis, evaluation of correctional programming, and perceptions of justice issues (i.e., fear of crime and the punitive attitudes of the public). Her current projects with Dr. Brownfield and Professor Kosiak have focused on correctional issues.

6.4 Strengths or Specialties not Present in Existing Faculty:

The Human Services specialization would be greatly enhanced by the hiring of an adjunct instructor with a Masters of Social Work to teach the social work practice courses (SOC 315 and SOC 320). The faculty member currently teaching these courses does not have the specific academic and practical expertise to provide students with the credentials needed to pursue graduate work or out-of-state jobs in the social work area.

6.5 Anticipated Changes:

In an effort to support the Gerontology program, we hope that adjunct faculty will be hired to teach the social work practice courses.

7. CURRICULUM

7.1 Course Listing:

The following is a list of all Sociology courses (does not include titles of variable title courses such as independent study, seminars, Fieldwork in Community Services, and traveling classroom) under our new proposed curriculum. This curriculum is slated to begin August 2017, pending Board of Regents approval. This listing is organized around, first, the core sociology courses and then, second, each specialization.

Sociology Core Classes (all course required of all majors):

SOC 100 Introduction to Sociology OR SOC 150 Social Problem 3 credit hours

SOC 209 Statistical Reasoning for Social Science 3 credit hours

SOC 281 Socio-Cultural Theory 3 credit hours

SOC 410 Methods of Social Research 3 credit hours

SOC 489 Capstone 3 credit hours or SS 396 Field Experience 3 credit hours

Total credits: 15

SOC 100 and SOC 150 will be offered every semester. Both courses serve as the foundation survey courses for the department and are part of the universities general education curriculum. SOC 209, 281, 410, and 489 are offered on an annual basis.

Sociology Core Electives (1 course required of all majors):

SOC 260 Popular Culture and Society 3 credit hours

SOC 261 Human Sexuality 3 credit hours

SOC 330 Self and Society 3 credit hours

SOC 350 Race and Ethnic Relations 3 credit hours

SOC 383 Sport and Society 3 credit hours

SOC 403 Sociological Theory 3 credit hours

SOC 423 Social Stratification 3 credit hours

SOC 483 Sociology of Gender Roles 3 credit hours

Total credits: 3

Total credits within the Sociology core: 18

SOC 260, 261, and 383 are new electives within our curriculum, designed to appeal more broadly to student interests. We anticipate offering these electives on a bi-annual rotation though we are prepared to offer popular electives more frequently.

Criminal Justice Specialization:

Criminal Justice Specialization Core Classes (all courses required for the Criminal Justice specialization):

CJUS 201 Introduction to Criminal Justice 3 credit hours

SOC 351 Criminology 3 credit hours

CJUS 433 Criminal Procedure 3 credit hours

Total credits: 9

CJUS 201 is offered on a semester basis while SOC 351 and CJUS 433 are offered on a yearly rotation.

Criminal Justice Specialization Electives (3 classes required for the specialization):

CJUS 203 Policing in a Free Society 3 credit hours

POLS 210 State and Local Governments 3 credit hours

POLS 320 Public Administration 3 credit hours

SOC 354 Victimology 3 credit hours

SS 360 The Traveling Classroom 1-4 credit hours

SS 396 Field Experience 1-12 credit hours
CJUS 401 OR SOC 401 Law and Society 3 credit hours
SOC 402 Social Deviance 3 credit hours
POLS 430 Constitutional Policy 3 credit hours
SOC 452 Prisons and Penology 3 credit hours
SOC 455 Juvenile Delinquency 3 credit hours
SOC 456 Community Corrections 3 credit hours
SOC 459 - Sociology of Death and Dying 3 credits
Total credits: 9
Total credits within the specialization: 18

These electives are offered on a bi-annual rotation or on a case-by-case basis (e.g., SS 396).

Gerontology Specialization:

Gerontology Specialization Core Classes (all courses required for the Gerontology specialization):

SOC 205 - Introduction to Aging 3 credit hours
BIOL 288 Health and Physiological Aspects of Aging OR HLTH 240 Health and Fitness for Older Adults 3 credit hours
SOC 288 - Gerontology Issues on Aged Care and Community Services 3 credit hours
PSYC 328 - Psychology of Adulthood and Aging 2 credit hours
SS 396 - Field Experience 1-3 credit hours
SOC 458 - Sociology of Aging 3 credit hours
Total credits: 15 to 17 credit hours

Gerontology Specialization Electives (2 classes required for the specialization):

BIOL 288 Health and Physiological Aspects of Aging OR HLTH 240 Health and Fitness for Older Adults 3 credit hours
PSYC 221 Lifespan Developmental Psychology 3 credit hours
HLTH 251 First Aid and CPR 1 credit hour
SOC 305 Aging and the Humanities 3 credit hours
SOC 459 Sociology of Death and Dying 3 credit hours
Total credits: 4 to 6 credits
Total credits in the specialization: 21

Human Services Specialization:

Human Services Specialization Core Classes (all course required for the Human Services specialization):

SOC 270 Introduction to Social Work 3 credit hours
SOC 315 Social Work Practice I 3 credit hours
SOC 320 Social Work Practice II 3 credit hours
Total credits: 9

SOC 270 is offered on a semester basis and SOC 315 and SOC 320 are offered annually.

Human Services Specialization Electives (3 classes required for the specialization):

SOC 150 Social Problems 3 credit hours
POLS 210 State and Local Government 3 credit hours
POLS 320 Public Administration 3 credit hours
SOC 354 Victimology 3 credit hours
SS 360 The Traveling Classroom 1-4 credit hours
SOC 382 The Family 3 credit hours

SS 396 Field Experience 1-12 credit hours
SOC 400 Social Policy 3 credit hours
CJUS 401 Law and Society OR SOC 401 (Law and Society) 3 credit hours
CJUS 452 Prisons and Penology 3 credit hours
SOC 455 Juvenile Delinquency 3 credit hours
SOC 456 Community Corrections 3 credit hours
SOC 458 Sociology of Aging 3 credit hours
SOC 459 Sociology of Death and Dying 3 credits
SOC 470 Child Abuse and Neglect 3 credit hours
SOC 471 Medical Sociology 3 credit hours
Any Sociology or Anthropology course 3 credit hours
Total credits: 9
Total credits within the specialization: 18

These electives are offered on a bi-annual rotation or on a case-by-case basis (e.g., SS 396).

7.2 Strengths/Unique Features:

The diverse educational and professional backgrounds of our faculty provide students with a wide array of career and educational opportunities. Accordingly, in addition to careers in human services, gerontology, and criminal justice, our students are able to pursue careers in human resources, program management, as well as pursue law degrees. Many of the elective courses our department offers fulfill requirements for multiple specializations and we often have students finishing both the criminal justice and human service specializations under our program.

7.3 Departmental Deficiencies and Planned Remedies:

Our greatest deficiency lies in our inability to adequately support the social work practice courses in the Human Service specialization. In previous years, we attempted to hire someone with both a PhD in sociology and an MSW, only to find individuals with both degrees and requisite social work practical experiences are rare. Budget constraints have prevented us from offering a salary attractive enough to entice qualified applicants to join our faculty. Hence, we have had a need to hire an adjunct faculty member from the local professional social work community to teach these practice courses.

7.4 Instructional Methods:

For our introductory courses, we largely rely on the lecture/exam format. Upper level classes, however, require students to be more participatory in their learning experiences. In a number of our classes, students must take part in course-related, community activities such as police ride-alongs, volunteering, and the surveying of local populations. Our “traveling classroom” (SS360: Exploration of South Dakota Corrections), in which students tour a variety of prisons, jails, half-way houses and juvenile correction facilities, allows students to learn through first-hand observation how correctional institutions work. The mock trial requires students, through the re-construction of real-life scenarios, to argue court cases and mediate conflicts.

Additionally, a large variety of other instructional methods are also used (though often limited due to class size): student oral reports, research papers, term papers, audio-visual media, videotaped presentations, speakers, hands-on research projects, guest lectures, small group discussion, field trips, mock scenarios, computer analysis, community interviews, and internships in community agencies.

7.5 Interrelationships with Other Curricula:

See section 4.3 of this report.

8. INFORMATIONAL RESOURCES/LITERATURE

8.1 Library Resources:

Interlibrary loan service is excellent. One can get nearly any book or article requested within one or two weeks.

The library provides on-line access to a large number of sociology and criminal justice-related journals.

8.2 Special Resources:

Faculty have access to a limited number of copies of SPSS software. Other software, such as SAS, may be available upon request.

8.3 Anticipated Changes:

It is assumed that support will remain available to fund acquisition of resources at similar levels.

9. FACILITIES/EQUIPMENT

9.1 Current Facilities:

Sociology classes are instructed in smart classrooms throughout campus. Additionally, faculty make use of the computer laboratory facilities on campus.

9.2 Capital Equipment:

All sociology faculty have access to a university computer in their offices. However, these are listed as the property of the computer center, not the sociology program.

9.3 Needed Additional Equipment:

None.

10. FINANCING OF PROGRAM

10.1 Financial Support Available to the Program:

The following funds are available to fund the program.

- a) From AY 2008-2009 to AY 2013-2014, five tenure-track positions were funded in sociology. Four tenure-track positions were funded during AY 2014-2015, and three tenure-track positions are funded for the current academic year (2015-2016). During the summer session, funding for teaching varies depending on student demand and university funding.
- b) The secretary, professional advisor, and work study students are shared with the political science and history programs, as well as the dean of CAS.
- c) Each faculty member is allotted \$700.00 annually for professional travel from the Office for Instructional Support (OIS). OIS, the Faculty Travel and Sabbatical Committee, and the CAS have additional travel funding available on a limited basis (usually for presenting papers at professional meetings).

DEPARTMENT BUDGET, 2015

Total Financial Support for the Budget Year: \$256, 515

Budget Category	Fund Source				
	Tuition	State Support	Student Fees	Grants	Other Funds
Personnel Services					
Salaries					
Faculty/Instructional Administration			\$192,419		
Professional					
Career Service					
Graduate Assistants					
Subtotal Salaries			\$192,419		
Benefits			62,196		
Labor					
Subtotal Personnel Services			\$254,615		
Operation and Maintenance					
Travel	\$1,200				
Contractual Services					
Supplies and Materials	700				
Capital Assets					
Subtotal O&M	\$1,900				
Grants					
Subsidies					
Other					
Total	\$1,900		\$254,615		

EXPENDITURES, 2015

Total Financial Support for the Budget Year: \$292,829

Budget Category	Fund Source				
	Tuition	State Support	Student Fees	Grants	Other(s)
Personnel Services					
Salaries					
Faculty			\$228,842		
Professional					
Career Service					
Graduate Assistants					
Subtotal Salaries			\$228,842		
Benefits			61,792		
Labor					
Subtotal Personnel Services			\$290,634		
Operation and Maintenance					
Travel	\$1,200				
Contractual Services	2		\$600		
Supplies and Materials	300		1		
Capital Assets	92				
Grants and Subsidies					
Subtotal O&M	\$1,594		\$601		
Scholarship					
Foundation (gifts)					
Other					
Total	\$1,594		\$291,235		

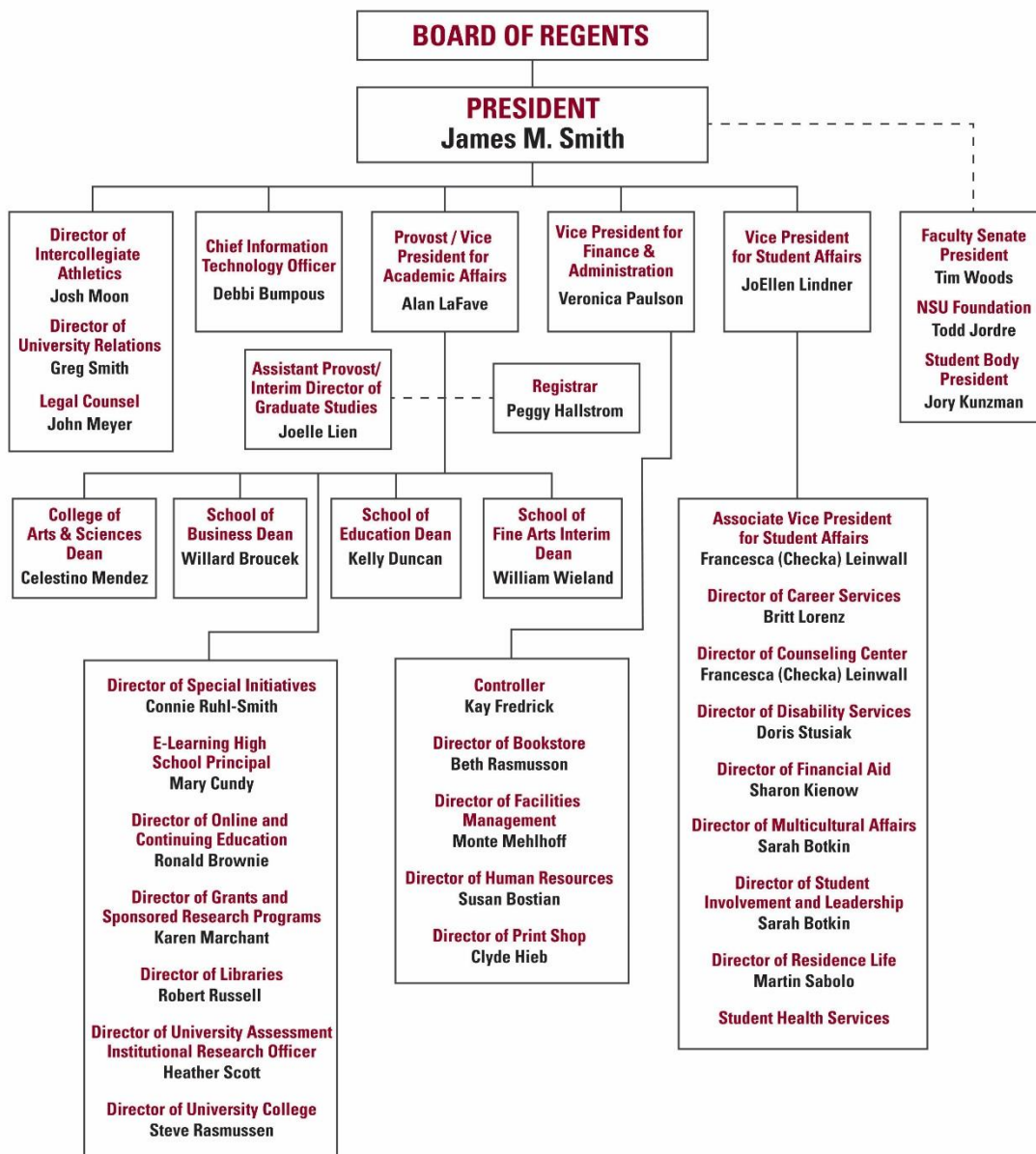
10.2 Likelihood that Adequate Financial Support will Continue to be Available to the Program:

We expect to receive satisfactory funding in the immediate future.

APPENDIX A
CURRENT ORGANIZATIONAL CHART

NORTHERN STATE UNIVERSITY

ORGANIZATIONAL CHART



APPENDIX B
SOCIOLOGY FACULTY VITAS