

New Jersey and a master's program in South Dakota.

Basic CAPAC program standards include the following:

- Formal title including applied sociology
- Administrative structure for decision-making, planning, and goal setting
- Sufficient resources with well-qualified faculty and professional staff
- Mission statement, program goals and objectives
- Learning goals
- Maintain ongoing relationships with sociological practitioners and associates
- Faculty membership in the Association for Applied and Clinical sociology or American Sociological Association, or other relevant professional association
- 200 hours of practice experience for students supervised by an academic advisor and on-site agency employee
- Concentrations or specialization tracks

The proposed Master of Arts program in Applied Sociology will include:

- 15 hours in core courses,
- 9 hours in concentration courses, and
- 6 credit hours in community-based capstone.

This online accelerated program will admit students directly from a bachelor's degree with a maximum of 10 credit hours transferred from a graduate program. An accelerated program provides courses on a rotating carousel in a compressed format (7-week sessions, six times per academic year). This accelerated and online approach allows students to complete the program more quickly, on their own schedule, and from their own location. Students will be able to enter the program at any of the 6 start dates (2 each semester) and motivated students can complete the degree in one year.

IV. Program Demand

A. Survey of Student Interest

Two surveys, one for current undergraduates majoring in sociology or crime & delinquency studies and one for graduates of the programs, were administered using Google Forms. Survey links were sent to 592 graduates and 136 current majors. Sixty-seven graduates and 30 current students responded. The surveys asked questions regarding their current plans after graduation or if they attended graduate school after graduating, as well as why they did not or would not apply to graduate school and what helped them decide on a graduate school. Both asked a hypothetical question regarding whether or not they would apply in the event ESU had a Master of Arts program in Applied Sociology.

Table 1: Survey of Interest Rates

	Administered	Returned	Response Rate
Current Students	136	30	22%
Department Alums	592	67	11%

Table 2: Survey of Interest Results

	Number	Percentage
Current Students		
Plan to attend graduate school	19	63%
Would apply to a MA in Applied Sociology at ESU	16	53%
Alums		
Attended graduate school after bachelors	31	46%
Attended another institution for graduate school (N=31)	20	65%
Would apply to a MA in Applied Sociology at ESU	54	81%
Total		
Would apply to a MA in Applied Sociology at ESU	70	72%

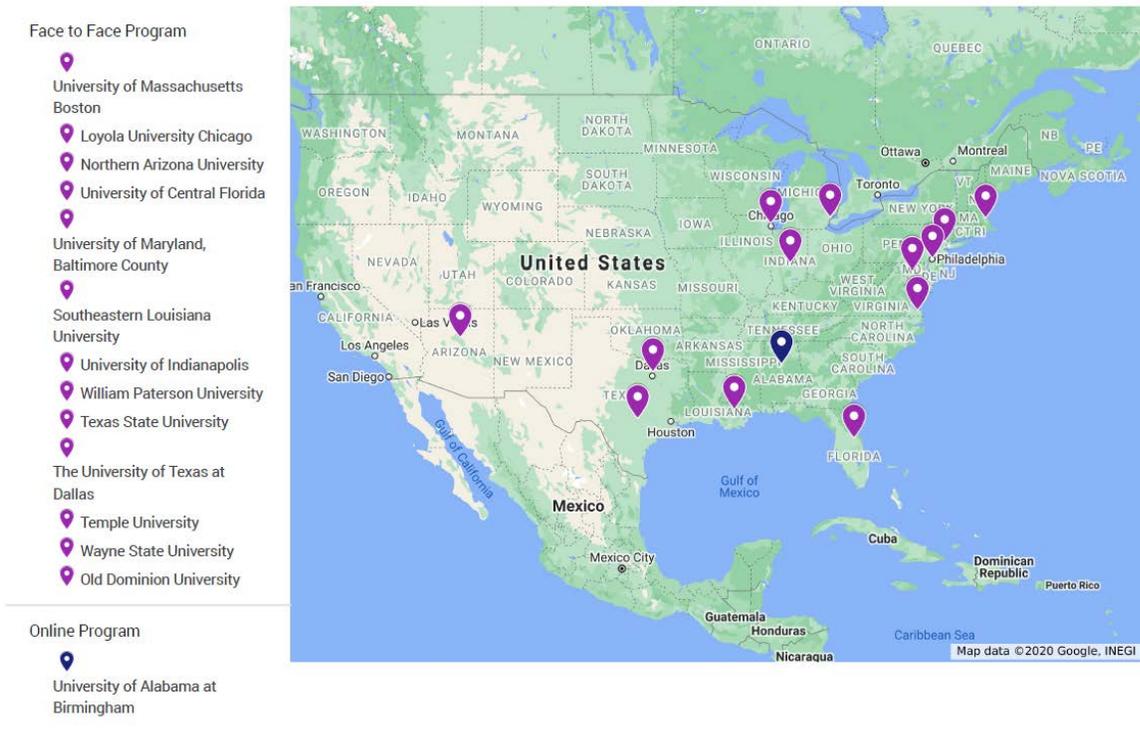
Table one displays the response rate for each survey type and table two provides key feedback regarding student interest in the proposed program. One qualitative question asked was why alums chose not to go to graduate school. Of the 34 responses to this question, eight students indicated they were unable to continue their sociology education because Emporia State University did not offer a master level program and they were unable to travel elsewhere. Current students who planned to move into a career rather than go to graduate school also indicated they were unable to continue their education because Emporia State University did not offer a master’s program in sociology (4 of 10 respondents). Additionally, we currently have six students on a waiting list if the program is approved.

B. Market Analysis

As stated in the justification, employment for applied sociologists is expected to grow faster than the average for all occupations in the foreseeable future. This increasing demand results from concerns about such issues as the competitive global economy, a shortage of trained evaluators, and an increased need for capacity building for communities and agencies. Job prospects are best for students with advanced degrees and graduates from applied sociology programs will be equipped to take advantage of the trend toward research, evaluation, and data analysis. Additionally, the Bureau of Labor Statistics (2018) projects employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

The map below shows programs with traditional classes only (purple) and online classes (blue). The location closest to Emporia, KS is in Dallas, TX and only one other program nationwide offers their program fully online but not accelerated. Half of the publicized programs offer their program at 30 credit hours with the remaining programs offering between 32 and 36 hours.

Applied Sociology Graduate Programs



All traditional Applied Sociology programs are small with flailing enrollment numbers. The one online program at the University of Alabama, Birmingham, however, had a 616% increase in enrollment numbers between 2014 (12) and 2019 (86). This drastic increase in a mere five years indicates there is a demand for a fully online program. The accelerated model (7-week terms, multiple entry points throughout the year) gives this proposed program an additional advantage by addressing the obstacles working adults face.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	3	150	45
Year 2	15	15 (12 new)	450	225
Year 3	30	30 (15 new)	900	450

VI. Employment

According to the Bureau of Labor Statistics (2018), employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

Several national surveys of employers indicate the types of skills and experiences employers are looking for in college graduates (Chronicle of Higher Education 2012; Hart Research Associates 2015; National Association of Colleges and Employers 2015). The two major conclusions include skills that cut across majors and experience applying those skills. Applied sociologists are trained to collect and interpret factual data and assess the opinions and beliefs of people in the society. These skills assist the government and private sector in solving social problems. Applied sociologists work in many fields including government agencies, research firms, nonprofits,

corporations, colleges, and universities. More so than ever, private and governmental funders require data-driven evidence-based practices before providing much needed funding in communities. A master's degree in applied sociology enhances the employability and marketability of prospective and current social service professionals. Additionally, applied sociologists are qualified to be certified and serve as case managers in settings such as hospitals, schools, colleges and universities, law firms, hospice facilities, correctional facilities, foster care programs, etc.

The proposed Master of Arts program in Applied Sociology will prepare students to enter, or to be better prepared to work in, the service sector. The Department for Professional Employees (2011) and the International Trade Administration (2010) state that the service sector represents a major component in the U.S. economy. More than 80% of U.S. private sector employment is service jobs, which accounts for nearly 90 million jobs. Education services, health care, and social assistance services are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole. Community and social service occupations will have a high demand in employment as more and more elderly seek services.

The expanding employment market in the service sector will require professionals equipped with effective social and interpersonal relation skills and decision-making skills. In addition, those in the field or getting ready to enter the social service sector will have to be or become proficient in data collection, processing, interpretation, and reporting.

VII. Admission and Curriculum

A. Admission Criteria

Admission to the Graduate College

General graduate admission requirements include all of the following:

- An official-transcript-verified bachelors from a regionally accredited institution or equivalent bachelors for students applying from outside the United States
- A grade point average minimum of 2.5 in the last 60 semester hours of study or an overall grade point average of 3.0 for a completed master's degree

Admission to the Degree Program

Minimum admission requirements (NOTE: meeting these minimums does not guarantee admissions.)

- Acceptance to the graduate school
- Completion of a minimum of 15 undergraduate semester hours in sociology or a related field (applicants not meeting this requirement may be granted probationary admission at the discretion of the Graduate Committee)

Applicants for the MA program in Applied Sociology must submit to the Graduate School

- Graduate School application, which includes choice of concentration, and all documentation required by the Graduate School
- A 1-2-page letter of intent including career aspirations and goals with connections on how completion of this MA program in Applied Sociology will help in attaining those goals
- Three letters of recommendation, at least one of which is from a former professor addressing the applicant's aptitude for graduate study,
- Resume or curriculum vitae

Note: The GRE (Graduate Record Examination) is NOT required

B. Curriculum

The curriculum includes 21 credit hours of core courses (5 courses at 3 credits each; 6 credit hours of capstone) and 9 credit hours (3 courses at 3 credit hours each) in either the Criminal Justice Concentration (CJC) or

Community Leadership Concentration (CLC). Students may enter the program at the beginning of any of the six entry points. Fall and Spring courses will be 7-weeks and Summer courses will be 6-weeks. The total of 30 credit hours can be completed in 1 year (2 courses each 7-week session in Fall and Spring and two courses in the Summer) or 2 years. Courses can be taken at any point without prerequisites other than the two capstone courses to be taken at the end of all other coursework. A visual of the course rotation is provided in Figure 1.

Practicum Sites

Six credit hours of capstone is required for this program. Capstone courses require students to obtain and maintain a practicum with a social service or law enforcement agency of their choosing. The department has many contacts for local agencies currently used for undergraduate practicums as well as connections in the Kansas City area; however, it is the responsibility of each student to research their hometown, or nearby location, and obtain the practicum. All six capstone hours are expected to be completed at one site, unless other arrangements are made in consultation with the graduate program director and the intern's supervisor.

Program Goals and Objectives

The overall program goals and objectives of the Master's in Applied Sociology degree focus on knowledge, skills, practice experience, and professional orientation and ethics. By the end of the program, students will be able to:

- a. Articulate how and why social phenomena operate the way they do,
- b. Examine the nature of social phenomena in a systematic manner,
- c. Practice their knowledge in real world situations using the theories and methods of applied sociology,
- d. Articulate how social factors such as race, gender, sexuality, social class, and age interact to structure and culturally frame social interaction and perceptions at the local, national, and global levels.
- e. Evaluate social programs, and/or criminal justice institutions, and processes,
- f. Research, identify, apply for, and report on a variety of funding streams for program development and capacity building,
- g. Demonstrate the link between the practice experience and the concentration,
- h. Acquire and maintain a professional identity as a sociological and/or criminal justice practitioner,
- i. Analyze the social, ethical, and political constraints on sociological and/or criminological practice,
- j. Comply with the codes of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, and/or other relevant professional associations, and
- k. Demonstrate the ability to integrate sociological theories, methods, skills, and practice experience in a final product.

Each concentration has specific goals and objects specific to the subject matter. The two concentrations in the program include Community Leadership and Criminal Justice.

Students who complete the Community Leadership concentration will be able to:

- a. Evaluate social programs and processes,
- b. Incorporate leadership principles and competencies in social justice projects,
- c. Develop grassroots social justice projects, and
- d. Assess community assets and needs to build community capacity.

Students who complete the Criminal Justice concentration will be able to:

- a. Evaluate juvenile and adult crime and delinquency using theory,
- b. Develop prevention and intervention community strategies to decrease crime,
- c. Analyze social policies associated with crime and delinquency,
- d. Provide support and professional development of criminal justice staff, and
- e. Evaluate current trends in criminal behavior and methods of deterrence.

Transfer Credit

Transfer of up to 10 credit hours of graduate credit earned at another institution, or in another department at Emporia State University, or earned before admission to this program, must have prior work evaluated for transfer credit. Requests for transfer of credit must be approved by the Graduate Coordinator and the Chair of Social Sciences. Requests must be made in writing for each course and accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Special permission must be obtained to take courses elsewhere and then have them transferred back to Emporia State University as part of your plan of study. Transfer credit is rarely approved to assure the degree granted accurately reflects a student's education at Emporia State University in Applied Sociology.

Year 1: Fall**SCH = Semester Credit Hours**

Course #	Course Name	SCH....
SO710	Applied Sociological Theory	3
SO720	Qualitative Research methods	3
SO742	Crime, Causation, Prevention, and Control OR	
SO736	Community Building and Development	3
	FALL TOTAL	9

Year 1: Spring

Course #	Course Name	SCH....
SO740	Intersectionality & Identities	3
SO760	Program Evaluation & Performance Management	3
SO732	Leadership & Social Justice OR	
SO744	Criminal Justice Organization & Management	3
	SPRING TOTAL	9

Year 1: Summer

Course #	Course Name	SCH....
SO730	Grant Proposal Writing	3
SO738	Public Sociology OR	
SO746	Community Policing	3
SO790	Applied Sociology Capstone 1	3
SO791	Applied Sociology Capstone 2	3
	SUMMER TOTAL	12

Total Number of Semester Credit Hours 30

Course Rotation



Figure 1

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Rochelle Rowley*	Assoc. Professor	PhD	Y	Intimate Violence, Child Abuse, Domestic Violence, LGBTQ Studies	.6
Rebecca Rodriguez-Carey	Assistant Professor	PhD	Y	Criminology, Women and Crime, Corrections	.5
David Westfall	FT Instructor currently (position moving to Assistant Professor in Year One)	PhD	N currently Y in year one	Research Methods, Statistics, Population, Social Media, Deviance	.5

Jan Todd	Assistant Professor	PhD	Y	Family, Sociology of Religion, Popular Culture, Intimate Relations; Interdisciplinary Studies Instructor	.5
Susan Zuber-Chall	PT Instructor	PhD	N	Criminal Justice, Law Enforcement, Criminal Investigation, Ethics in Criminal Justice	0
Alfredo Montalvo	Associate Professor	PhD	Y	Criminology, Corrections, Sociological Theory, Criminal Justice	.125
Evandro Camara	Professor	PhD	Y	Sociological Theory, Slavery, Sociology of Religion, Race and Ethnic Relations	.125
TBD	Assistant Professor	PhD	Y	Applied Sociological Theory, Program Evaluation and Management, Intimate Relationships, LGBTQ+ Studies	1

Note: These numbers represent the program when it is fully operational.

Number of graduate assistants assigned to this program 1

IX. Expenditures and Funding Sources (List amounts in dollars. Provide explanations, as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$107,628	\$122,530	\$124,981
Administrators (<i>other than instruction time</i>)	\$5,600	\$5,712	\$5,826
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$20,754	\$23,507	\$23,977
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$133,982	\$151,749	\$154,784
Personnel – – New Positions			
Faculty			\$50,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			\$9,547
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			\$9,268
Other Personnel Costs			

<i>Total Existing Personnel Costs – New Positions</i>			\$68,815
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			\$1,157
Physical Facilities: Construction or Renovation			
Other - Accreditation			\$2,300
<i>Total Start-up Costs</i>			\$3,457
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel		\$1,400	\$1,400
Other			
<i>Total Operating Costs</i>	0	\$1,400	\$1,400
GRAND TOTAL COSTS	\$133,982	\$153,149	\$228,456

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$272/ch	\$53,040	\$189,000	\$388,800
Student Fees	\$93/ch	\$18,135	\$62,755	\$125,550
Other Sources				
GRAND TOTAL FUNDING		\$71,175	\$251,775	\$514,350
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$62,807	+\$98,626	+\$285,894

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Rochelle Rowley*	0.5	0.5	0.5
Jan Todd	0.375	0.5	0.5

Rebecca Rodriguez-Carey	0.5	0.5	0.5
David Westfall	0.375	0.5	0.5
Alfredo Montalvo	0.125	0.125	0.125
Evandro Camara	0.125	0.125	0.125

*Additionally, a current faculty member will serve as graduate director resulting in additional time other than instruction time for administration. Therefore, 10% of the FTEs in the core faculty chart are represented on the line for administrator (other than instruction time).

Year One

- Salaries are multiplied by the FTEs in the chart above
- Fringe is calculated based on current ESU fringe rates

Years Two and Three

- All costs are increased by an estimated 2% cost of living raise from the previous year

Personnel – – New Positions

Years One and Two

- The estimated enrollment can be managed by existing resources. No new faculty.

Year Three

- Estimated enrollment will require an additional faculty member. The cost is at 100% of the new faculty salary.
- The increased enrollment also requires a new GTA position.

Start-up Costs – One-Time Expenses

Years One and Two

- Current resources sufficient

Year Three

- Computer equipment for one new faculty
- Accreditation fees after the first two years of operation. If all standards are met, this expense will be incurred every 5-7 years.

Operating Costs – Recurring Expenses

The online nature of the proposed program eliminates the need for additional operating expenses other than a small allocation for travel.

B. Revenue: Funding Sources

The addition of a graduate level degree and subsequent tuition and fee dollars is the funding source for the proposed program. Year 1 tuition rate is \$272/ch and fee rate is \$93/ch. Tuition rates are calculated with a 2.8% increase in years two (\$280/ch) and three (\$288/ch).

Tuition:

Year 1: $(\$8,160 * 5 \text{ students}) + (\$8,160 * 3 \text{ students} * .5 \text{ part-time}) = \$53,040$

Year 2: $(\$8,400 * 15 \text{ students}) + (\$8,400 * 15 \text{ students} * .5 \text{ part-time}) = \$189,000$

Year 3: $(\$8,640 * 30 \text{ students}) + (\$8,640 * 30 \text{ students} * .5 \text{ part-time}) = \$388,800$

Fees:

Year 1: $(\$2,790 * 5 \text{ students}) + (\$2,790 * 3 \text{ students} * .5 \text{ part-time}) = \$18,135$

Year 2: $(\$2,790 * 15 \text{ students}) + (\$2,790 * 15 \text{ students} * .5 \text{ part-time}) = \$62,775$

Year 3: $(\$2,790 * 30 \text{ students}) + (\$2,790 * 30 \text{ students} * .5 \text{ part-time}) = \$125,550$

C. Projected Surplus/Deficit

- Year one results in a deficit of \$62,804 with years two and three providing a surplus.
- Projections for enrollment numbers in the degree is very conservative and based on traditional degrees at other institutions and their enrollment numbers. However, if enrollment in this proposed program matches the similar program at Alabama, our revenue will increase drastically.
- After implementation and marketing strategies, it is projected our numbers will more than supplement costs of the program.

XI. References

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