

College Document # _____

UCC Document # _____

Date Received _____

CATALOG YEAR 2007-2008
(Please use separate form for each add/change)



COLLEGE/SCHOOL :
Current Catalog Page(s) Affected

Arts and Sciences
p.346

Course:

(check all that apply)

Add: _____ Delete: _____
Change: Number x Title _____ SCH _____
Description X Prerequisite X

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

SOCI 4316 – Social Service Internship

~~Three semester hours.~~

~~The internship is designed to offer supervised on the job training experiences and career opportunities in various settings in health and human service organizations. Students will apply sociological knowledge in a social service setting. Students receive a certificate upon successful completion of the Internship. Evaluation of performance in this course is on CR/NC basis. Prerequisite: Junior standing.~~

SOCI 4616 – Social Service Internship

Six semester hours.

The internship is designed to offer supervised on the job training experiences and career opportunities in various settings in health, education, and human service organizations. Students will apply sociological knowledge in a social service setting, attend class and individual conferences with Internship Coordinator, produce time sheets, reports and a supervisor's evaluation based on internship performance. Non-Sociology majors may take this course with permission of student's advisor. Students receive a certificate upon successful completion of the Internship. Evaluation of performance in this course is on CR/NC basis. Prerequisite: Junior standing.

JUSTIFICATION: This change is requested in order to have greater uniformity within our own Department, specifically with the Criminal Justice discipline. The Sociology Internship called for completion of 150 clock hours for three (3) semester credit hours, whereas the CJ Internship is 160 clock hours for six (6) semester credit hours. Rather than reduce the number of Internship hours, the Sociology Internship will raise the requirement to 160 clock hours. Reducing the hours would dilute the effect of getting a sound on the job experience. Unlike the CJ Internship, the Sociology Internship is not a required course for Sociology majors.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor.

If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

College Introductory Pages: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

TEXAS A&M INTERNATIONAL UNIVERSITY
SOCI 4616 SOCIAL SERVICE INTERNSHIP
WELCOME!

Professor: Dr. Cecilia Garza
Office: CH 313J
Office hours: MW 4:00-6:00 pm; TR 9:00-9:30 am, 12:30-1:00 pm and by appointment
Telephone: 326-2619 with voice mail; e-mail: cgarza@tamiu.edu

Sociology Learning Goals and Objectives

Learning Goal 1	<p>Acquisition of Sociological Knowledge</p> <ol style="list-style-type: none"> 1 Demonstrate knowledge of key sociological concepts and theories. 2 Explain how culture, structural factors, and social institutions impact on groups and individuals. 3 Explain how social interaction and the self influences society and social structure. 4 Compare and contrast basic theoretical orientations
Learning Goal 2	<p>Analytical Skills</p> <ol style="list-style-type: none"> 1. Acquire skills to collect data 2. Demonstrated appropriate computer and other technology skills. 3. Read and understand sociological research reports/articles. 4. Formulate research questions and formulate testable hypotheses. 5. Analyze and interpret data (drawing inferences, formulating conclusions). 6. Use results of analysis to formulate new research questions. 7. Identify and apply the principles of ethical sociological practice.
Learning Goal 3	<p>Critical and Creative Thinking Skills</p> <ol style="list-style-type: none"> 1. Identify underlying assumptions in theoretical orientations or arguments. 2. Show how patterns of thought and knowledge are directly influenced by political and economic social structures. 3. Present opposing viewpoints and alternative hypotheses. 4. Engage in teamwork where many different points of view are presented.
Learning Goal 4	<p>Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective written communication and editing skills. 2. Demonstrate appropriate writing conventions and formats. 3. Demonstrate effective oral communication skills. 4. Engage in teamwork to demonstrate effective listening and communication skills to make decisions and solve problems.
Learning Goal 5	<p>Analysis of Contemporary Questions</p> <ol style="list-style-type: none"> 1 Describe the diversity of the United States by variations in race, class, gender, and age. 2 Demonstrate ability to identify, analyze, and suggest solutions to pressing social problems.

COURSE OBJECTIVES:

- To facilitate field practice experience by placing students in community human service organizations;
- To provide a review of field experience or applied Sociology and its connection to other disciplines;
- To provoke the student's thinking and reasoning about controversial issues faced daily in human services;
- To incite critical and analytical thinking about the role of social policies and their impact on citizens;
- To afford students the opportunity to inquire about the reality of working within a bureaucratic structure;
- To inform students about the various techniques and the problem-solving strategies essential in working with people;
- To present case studies which illustrate the responsibilities and various roles of case workers as well as the frustrations and satisfactions which accompany the profession;

- To facilitate the process of insightful self-awareness regarding each student's value system towards various groups of people;

- To expand the student's knowledge of community resources with a practical exercise to analyze human service organizations;
- To apply a combination of evaluation techniques
- To acquaint students with professional and ethical standards, and
- To build networks within the community and identify potential employers for students.

TEXT: *Pocket Guide to Essential Human Services* by Frederic G. Reamer, NASW Press, 2005

Readings: Students are encouraged to seek additional readings in conjunction with assignments. I will provide you with pertinent handouts and reading lists regarding your chosen or designated placement site. I am also available to help you find additional materials as needed.

Each student will be provided with a binder that includes the forms and documentation to be used for this course, such as time sheets, journal logs, waivers and supervisor's evaluation. Upon conclusion of the course, the student will turn all documentation no later than the day of the final exam.

COURSE EXPECTATIONS: EVALUATION AND GRADING:

PRACTICE: 70%

- | | | |
|-----------------------------|-----|-------|
| 1. Field Practicum: | 40% | _____ |
| 2. Journal: | 10% | _____ |
| 3. Supervisor's Evaluation: | 20% | _____ |

THEORY: 30%

- | | | |
|---------------------------|-----|-------|
| 4. Conferences: | 10% | _____ |
| 5. Organizational Report: | 10% | _____ |
| 6. Final Exam: | 10% | _____ |

1. FIELD PRACTICUM

This course is designed to offer students actual experience in a professional setting. Thus, the greatest proportion of your grade will be the time you spend doing your practicum or field practice. It is expected that each student will spend a minimum of 135 clock hours in the assigned internship. The schedule will be worked out individually between the student and the organization. The organizational supervisor will be asked to verify the student's participation as well as complete a performance evaluation, included in your binder. These tools will be used as part of the course grade. A time sheet is provided in your binder, but you may use another form if your organization prefers it.

2. JOURNAL

This assignment involves keeping a journal of events and issues related to your field experience. Your evaluation of this assignment will depend on: a) the depth of your journal, i.e. major concepts learned via your internship experience; b) the frequency and regularity of entries, c) the type of issues, [non-routine], d) the relevance of journal entries to the job experience; and e) the overall clarity and quality of your report. This assignment does not need to be typed, but I should be able to read it. The format of the journal is provided in your binder.

3. SUPERVISOR'S EVALUATION

The agency supervisors will evaluate each student. A specific form provided in your binder will be used for this purpose. Supervisors should share the evaluation with the students in order to learn from it. The student and the supervisor sign the evaluation form. This evaluation is similar to a regular full-time employee's performance evaluation.

4. CONFERENCES

Students will be expected to document conferences held with the professor and with other professionals such as the Director of Career and Placement Services and the agency supervisor. The conferences include individual scheduled appointments with the student to provide guidance and direction. The same journal used for your internship can also be used to document these conferences.

5. ORGANIZATIONAL REPORT

Students will conduct an organizational analysis of the agency where they are doing their internship. The format for this assignment is included in your folder. A brief typed written report on your placement site will be expected.

6. FINAL EXAM

All of the time sheets and reports in your folder are due the day of the final exam. The final exam will include a comprehensive essay over the experience of your internship.

NOTES:

LATE ASSIGNMENTS WILL BE PENALIZED ONE LETTER GRADE.

Students are expected to keep track of their own grade, progress, and requirements. Participation is expected throughout the internship and in the individual sessions, including attendance, punctuality, completion of assignments, discussions, sharing information and in general, contributing to the overall progress of the course objectives. Extra credit assignments cannot replace class assignments or course requirements.

ATTENDANCE POLICY:

A characteristic of good employees is punctuality and dependability. Thus, I will be happy to provide letters of reference, as needed, to those students with minimal absences and good evaluations. "It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance."

TEACHING PHILOSOPHY:

All assignments are learning experiences. The course is structured to give you a variety of ways to reveal more of your strengths and to work on practicing problem-solving techniques. I believe you deserve to acquire as much knowledge as you can get. I take my job seriously, and I assume you want to do the same. Effort and achievement are highly valued in this course. I will treat you as a responsible adult who makes choices of your own free will. I am pleased to be a part of your academic education and believe you have the capacity to succeed. Your work will be an indication of your intelligence and your discipline and commitment to your career. I will do everything I can to share what I think will help you.

TENTATIVE COURSE OUTLINE

January

Course Overview; Expectations, Documentation and Questions and Answers
Sign up for placement sites
Distribute course binders with all relevant reports
Collect signed waivers from students
Providing Information and Referrals (I&R) to People in Need
Group Discussions

February

Income Support
Housing Assistance Programs
Food Assistance Programs
Clothing Assistance Programs
Energy Assistance Programs
Transportation Assistance Programs
Group Discussions

March

Health Care Services
Mental Health Services
Addictions
Sexual Orientation
Family Life Education
Children and Adolescents
Spring Break
Group Discussions

April

Abuse and Neglect: Protective Services
Military Personnel and Veterans
Immigrants and Refugees
Education and Literacy
Employment Assistance
Aging and Retirement: Financial and Legal Issues
Legal Services and Dispute Resolution
Group Discussions

LAST DAY TO DROP A COURSE OR WITHDRAW "It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance".

May

Last day of classes; Review day and the last day to finish any late work.
Comprehensive Final Exam
Present Certificates of Completion

College of Arts and Sciences - Syllabi Guidelines

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as one's own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one's own is still plagiarism. Copying another student's paper or a portion of the paper - is usually called "copying". Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of 'F' in that course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incompletes Incompletes are discouraged and are assigned only under extenuating circumstances. In fairness to those students who complete the course as scheduled, under no circumstances will an Incomplete ("I") be changed to an "A" unless the student has experienced a death in the immediate family or has a written medical excuse from a physician.

Student E-mail Address: All students must obtain a TAMIU e-mail address