

Behavioral Science Program Re-Design Proposal  
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Behavioral Science Program  
1.30.14

Proposal:

To complete and implement a total redesign of the Behavioral Sciences Program major to make it a more effective program within Chaminade University goals and future student interests.

Rationale:

This proposal has been triggered by the results of our current program assessment. Current assessment of the Behavioral Science program (both in course evaluations and the senior thesis analysis) indicate that the program meets the needs of existing students that select this degree track. However the small number of students choosing the Behavioral Sciences major indicates that the current major (or perception of it) is not compelling from either a career or vocational standpoint to the majority of our prospective students. We feel that a complete redesign of the program is necessary for it to grow.

Our last major modification to the program was a result of our overall program assessment in 2007-2008. That redesign involved the consolidation of courses and modification of degree tracks. Given feedback and program evaluations, we decided that streamlining would be more attractive to students than it has turned out to be.

Direction:

For this redesign, we will be investigating the current trends in very popular programs outside the U.S., specifically from British and Australian-New Zealand universities. There are several rationales for this approach. Most basic, trying to emulate American competition will be doomed to failure with the rapid growth of online course and program offerings (see <http://oyc.yale.edu/>) which we feel will in the next 3-5 years become a major force in academia. Second, the British have been doing national-level assessment for 10 years+, so there is a lot of feedback on various measurements available [and current offerings reflect this]. The Australian-New Zealand systems are all government-driven national assessment systems, so programs and courses have gone through a complex evaluation and review system. [As a note, one of our graduates who recently finished his PhD in anthropology in New Zealand is currently the national evaluator for several courses.] Third, all these universities have been very successful at marketing their programs not only internally, but also to international students. New Zealand for example has made higher education a major draw for international students. So these

universities have a very successful track record. Last, all these universities are heavily involved in social policy and social change, and most of them are directly involved in Oceania. The major Australian and New Zealand universities work in similar settings to us, with overlapping population groups (especially in New Zealand) so they seem a much more logical place to look for ideas than mainland U.S. universities who are often continental-U.S focused rather than the Pacific-Oceania.

This discussion can be viewed in more detail in the attached white paper.

Initial concepts involve renaming the program (currently Sociology and Social Policy is leading in the polls), re-designing some courses and modifying course content in others. We will likely drop AN 210 (archaeology) and AN 360 (Native American cultures). Replacements will likely include AN 3xx “Virtual Worlds, Digital Reality” (course numbered AN 341 at UH Manoa) and GE 3xx “Geography of Tourism” (numbered GE 324 at UH Manoa).

#### Analysis of Other Programs

A non-random selection of programs were evaluated, largely in the U.K. and New Zealand. The programs examined were from those Sociology programs that the ranked universities offered. Ranking in the U.K. is linked to national assessment (done by the government). In all three countries university accreditation is handled by the national government rather than private regional organizations. Program examples:

#### Durham University, UK: B.A. Sociology=

Introductory= Societies in Transition / Introduction to Research / Conceptualizing Society / Culture and Society

Advanced= Sociological Imaginations / Researching the Social [field research for thesis]

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= Sociology of Social Exclusion / Crime, Power and Inequalities / Policing and Police / Sport and Social Problems / Sports Policy and Sports Development / Self, Identity and Society / Children, Young People and Families / Sport, Crime and Deviance / Sociology of Health and Medicine / Drugs, Crime and Society / Urban Studies / issues in Criminal Justice / Social Policy

#### Lancaster University, UK: B.A. Sociology Honours=

Introductory= Introduction to Sociology

Advanced= Understanding Social Thought / Research Skills and Techniques / Doing Sociological Research

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= Gender, Sexuality and Society / Race Relations, Social Change / Bodies in Society / Terror / Feminism, Social Change / Imaging the Body

University of Warwick, UK: B.A. Honours=

Introductory= Sociological Perspectives / Researching Society and Culture

Advanced= Sociology Research Methods

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= International Perspectives on Gender / Media Sociology / Social Welfare, Britain

Open University, UK: B.A Sociology or Social Policy.=

Introductory= Contemporary Wales / Intro Social Sciences 1-2

Advanced= Making Social Worlds / Crime & Justice / Personal Lives & Social Policy / Uses of Social Science / Welfare, Crime & Society

University of Queensland (Aust.): B.A. Sociology=

Introductory= Intro to Sociology / Intro Qualitative Research / Intro Quantitative Research

Advanced= Current Issues & Debates in Sociology / Advanced Quantitative Research / Advanced Issues in Qualitative Inquiry

This is a thesis (dissertation) program. Optional course offerings include= Intro to Health, Illness and Society / Gender, Sexuality and Society / Sociology of Environment / Families, Households / Media, Culture & Society / Sex, Drugs & Disease / Human Bodies, Culture & Society / Globalization and Development in Post-Colonial Societies / Sociology of Sport / Sociology of the City / Medicine, Markets & Health

University of Canterbury (NZ): B.A. Sociology=

Introductory= Exploring Society / Global Society / Sexualities, Gender, Popular Culture

Advanced= Sociology Theory for Contemporary Life / Internship

This is a thesis (dissertation) program. Optional course offerings include= Constructing Bodies / Te Tiriti Treaty of Waitangi / Family, Kinship in Contemporary Perspective / Crime & Justice / Environment & Society / Ethnicity & History / Sociology of Health & Medicine / On Death & Dying / Sociology of Religion

### Massey University (NZ): B.A. Social Policy=

Introductory= Social Policy / Concepts & Theory / Law, Government & Social Policy

This is a thesis (dissertation) program. Advanced courses include= Government Planning, Policy & Administration / Policy Research & Evaluation / Social Policy Evaluation (thesis research)

### University of Otago (NZ): B.A. Sociology=

Introductory= Sociology of New Zealand Society / Cultural-Social Identities / Sociological Research in Practice / Sociology Theory / Social Inequality / Crime, Justice & Society / Families & Society

Advanced= Mixed Methods / Theories of Social Power / Family Demography / Global Politics of Food / Qualitative Research Ethics

This is a thesis (dissertation) program.

### Programs in the United States:

We also conducted a short survey of the top 12 ranked Sociology and top 10 ranked Social Policy programs in the United States. In summary we found several interesting patterns:

- Social Policy as a program/degree track title is more common east of the Mississippi, and at the graduate level. The concept of social policy is the same as the UK-New Zealand schools.
- West of the Mississippi it is called Public Policy, with a more governmental (or social work policy) direction.
- The top undergraduate Sociology programs (at least the top 6) all either require a senior thesis (based on independent research) or a capstone course with a major paper requirement. Only 3 out of the top 12 require coursework only.
- Social Policy is a high-power game. Of the top 12 programs, 11 have entire schools devoted to social-public policy. Consistently sociology is the base discipline with anthropology and geography as contributing disciplines.

### Programs in Hawaii:

This was somewhat difficult in that Univ. of Hawaii West Oahu's website is currently down in regards programs and course offerings. The local alternatives are Hawaii Pacific University, Univ. Hawai'i Hilo, Univ. Hawai'i West O'ahu and Univ. Hawai'i Manoa. All three are part of a state-funded public education program and therefore do not suffer from many of the constraints that a private university does (especially one that is tuition-driven, as Chaminade is). This can be seen in the large range of classes and majors. All of the programs are North American traditional in nature, structured more towards graduate programs and lacking a clear thematic focus.

Hawaii Pacific University= [6100 undergraduates total]

2011-12: Anthropology 6 BA graduates

Lower Division courses= 2

Upper Division courses= 23

Sociology graduates

Lower Division courses= 3

Upper Division courses= 10 [+8 in CJ]

Note: A highly integrated program with courses from a number of related disciplines

Univ. of Hawai'i Manoa= [14655 undergraduates total]

2011-12: Anthropology 36 BA graduates

Lower Division courses= 6

Upper Division courses 73

Geography 8 BA graduates

Lower Division courses= 5

Upper Division courses 47

Sociology 85 BA graduates

Lower Division courses= 5

Upper Division courses 53

Note: A classic American higher education advanced-degree oriented program, tremendous choice, no theme or central philosophical approach.

Univ. of Hawai'i Hilo= [3568 total undergraduates]

2011-12: Anthropology 16 BA graduates

Lower Division courses= 6

Upper Division courses 33

Geography

Lower Division courses= 8

Upper Division courses 30

Sociology= 31 BA graduates

Lower Division courses= 5

Upper Division courses 25

Note: A classic American higher education advanced-degree oriented program, tremendous choice, no theme or central philosophical approach. A mirror of UH Manoa, despite some stronger Hawai'i emphasis in course offerings.

Univ. of Hawaii West Oahu= [1997 total undergraduates]

Note: Program not clearly defined.

Chaminade Univ. of Honolulu= [2140 total undergraduates]

2011-12: Behavioral Science 2 BA graduates

Anth/Soc Lower Division courses= 2/1

Upper Division courses= 4/15

### Summary Analysis

From the above there appear to be two main philosophical approaches: 1) traditional American higher education, with the goal of moving students through graduate programs. Undergraduate programs are considered preparatory and feeders to graduate school. Undergraduates are expected to move immediately into graduate programs, preferably at the same institution. There is an assumption that the graduate programs drive some of the undergraduate enrollment. 2) A modified career driven approach, with the goal that completion of the undergraduate degree is essentially terminal and leads to a job. This mirrors vocational tracks but from within the traditionally liberal arts degree.

What both of these miss is the third alternative which appears to be more normative in the UK/New Zealand systems, which is that of a terminal degree which provides an intellectual foundation to a set of career options, but is not job-specific. This has the advantage of flexibility in career choice, but the disadvantage that more onus is placed on the graduate to move the educational training into an attractive career choice. The requirement for independent research and a more flexible choice of courses is reflective of this different approach to degree completion. The role of faculty moves from the traditional gatekeeper of knowledge to that of mentor-guide to unique knowledge.

In the near future, which both careers and life choices changing frequently, the UK/New Zealand approach appears to be both more realistic and provides a greater benefit to graduates. The proof of the ability to independently think, organize, analyze and present information (the senior thesis) remains valid despite changes in skills and training. Allowing students to choose courses within a more flexible framework that isn't driven by the constraints of a small regional university allows them more control over their professional future (and also more responsibility). From a marketing standpoint, it makes our program not only more relevant but also unique in many ways, especially compared to our regional competition.