



University of Arkansas at Monticello  
Social and Behavioral Sciences



## Annual Assessment

# School of Social and Behavioral Sciences University of Arkansas at Monticello

2012-2013

### Major Programs of Study

There are five major programs of study within the School of Social and Behavioral Sciences. Two culminate in a Bachelor of Arts degree:

- History
- Political Science

Two culminate in a Bachelor of Science:

- Criminal Justice
- Psychology

One culminates in a Bachelor of Social Work:

- Social Work (Accredited Professional Degree)

Minors are offered in all of these disciplines, as well as in human services and sociology. Course work only is offered in anthropology and geography.

### Mission

The mission of the School of Social and Behavioral Sciences is to develop competent professionals, leaders, and socially responsible graduates who can effectively interact with diverse populations, function in multi-disciplinary and technologically advance work environments in their chosen occupations and professions, and serve the citizens of the state the nation and the global community.

**1. What are the student learning outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Sociocultural Awareness:** Recognition for, understanding of and respect for sociocultural diversity.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) **Career Planning:** Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

In line with the requirements set forth by the Council on Social Work Education (CSWE), the UAM Social Work has the following goals:

- To prepare students for competent, ethical generalist social work practice to include an awareness of the profession's global reach.
- To build upon a student's liberal arts foundation that emphasizes critical thinking.
- To graduate students who are grounded in the profession's values and ethics.
- To instill in students a commitment to work with and empower vulnerable populations, and to promote social and economic justice.
- To prepare students for graduate education and to encourage lifelong learning.

These goals were created to coordinate with the CSWE mandated 'Ten Core Competencies,' which are applied to all Social Work programs nationwide. (A summary of the Ten Core Competencies are found in Appendix 1.)

The public and stakeholders are informed of the SSBS SLOs via the following sources:

- The School of Social and Behavioral Sciences website.
- Informational handouts available to students from the SSBS office including:
  - A listing of student SLOs is included on the handout outlining the majors and minors found in the SSBS (See Appendix 2)
  - Departmental informational ‘fact sheets’ outlining the requirements for and expected SLOs from the various departments found in the SSBS. (See Appendix 3.)
- Upon entering the SSBS, new students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial **registration** and often during subsequent preregistration cycles verbally.
- **Social Work Field Practicum Handbook.** This handbook is required reading for all social work field practicum students and explains the social work field practicum portion of the B.S.W. degree program.

The School of Social Work is accredited by the Council on Social Work Education (CSWE).

Information about the school’s current accreditation can be found at:

<http://www.cswe.org/Accreditation/organizations/18910.aspx>. CSWE regulations for accreditation can be found at: <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>.

## ***2. Demonstrate how your unit’s Student Learning Outcomes fit into the mission of the University.***

The mission for the University of Arkansas at Monticello as a whole is as follows:

*The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge to preserve and promote the intellectual content of society and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts basic and applied sciences selected professions and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula certification programs and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.*

The Student Learning Outcomes for the School of Social and Behavioral Sciences have been modelled to reflect the mission of the University as a whole. For example, UAM’s commitment to “search for truth and understanding through scholastic endeavor” is found in all SSBS courses, which (in accordance with SLOs 1, 2, 3, 5 and 6) instil students with comprehensive research skills grounded in quantitative and/or qualitative methods, which allow them to develop and use critical thinking skills as they consolidate a grounded knowledge of their field, one that includes a knowledge and understanding of the major arguments, assumptions, theories and evidence found in the social sciences. Through skeptical inquiry and the use of the scientific method, which emphasizes objective analysis of the world around them, students will thereby gain awareness about the world more generally that is inclusive of an awareness of self, as well as a recognition for, understanding of and respect for sociocultural diversity.

The University’s commitment to “preserve and promote the intellectual content of society and to educate people for critical thought” is also a priority. Both critical thinking skills (SLO 2) and sociocultural awareness (SLO 6) directly support these goals by requiring students analyze, evaluate and

synthesize whatever knowledge they gain, which in turn promotes the development of a worldview that is diverse and socio-cultural sensitive, as well as incorporated into a grounded knowledge and understanding of the world (SLO 3).

By promoting self-awareness through the participation by students in the department field study (Horizon's) program (SLO 3), the SSBS upholds the university's commitment to "provide learning experiences that enable students to synthesize knowledge" about the world around them and thereby gain a grounded knowledge and understanding (SLO 3) of the diverse populations that graduates from the social sciences are likely to encounter in the workforce (SLO 6). This will thus ensure that SSBS graduates are able to act responsibly and "creatively within their own and other cultures," even those found within the United States as a diverse, multi-ethnic nation-state.

Aligned with the university's mission to provide students with the skills "to synthesize knowledge, communicate effectively, and use knowledge and technology" in the workforce, the SSBS helps students hone their own research skills (SLO 1) in order to evaluate and manage information for presentations in academic and professional settings (SLO 4). With these skills, especially if combined with the faculty's commitment to provide students with credible career planning strategies (SLO 8), the SSBS provides future graduates with the communication and leadership skills need for success in a career grounded in the social sciences.

By promoting and developing these eight SLOs, the SSBS further upholds the University's promise to provide a quality "liberal arts" education to "both traditional and non-traditional students." Through the provision of such general education classes as American History, Survey of Civilization, and American National Government, as well as introductory classes to psychology, sociology, social work and criminal justice, the SSBS helps to consolidate a "strong program of general education" at UAM. Moreover, through the provision of classes underpinned by "contemporary disciplinary curricula," the SSBS provides degree programs that "foster individual achievement and personal development," but more specifically consolidate the skills needed for "vocational/ technical preparation" and success in the workforce.

### ***3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?***

In the School of Social and Behavioral Sciences, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. The faculty use teacher made tests, standardized tests, research papers, short papers, projects, class presentations, undergraduate research projects, presentations at various state and regional professional meetings, and other similar types of activities to determine whether students are learning what the SSBS faculty desire them to learn. SLOs are assessed against the criteria set forth on a course by course basis by the instructor. This does not mean, however, that consistency is not important throughout the department. To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create comprehensive syllabi for each course. Each syllabus is then further monitored by the SSBS Dean to ensure that they include the information needed by students to complete the course, i.e. specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc. (Sample syllabi from the SSBS department are included in Appendix 4.)

Passing each course thus suggests proficiency with the material presented in that course and

thereby prepares them for their upper-division courses. To achieve these goals, each of the departments in the SSBS has curriculum maps designed to help its majors achieve the SSBS SLOs set for them. To ensure that students understand what is expected of them, they are given 8-Semester plans, which outline the order in which students are to take classes at UAM to maximize their academic performance. (Sample 8-Semester Plan for Criminal Justice included in Appendix 5; ‘8-Semester Plans’ for the other departments in the SSBS available on request.)

Student performance, especially at the lower levels, is measured using teacher constructed tests that consist of objective short answer and essay questions. Scantron Par Scoring is used by most faculty members to determine reliability/validity factors for examinations, which help faculty to improve the quality of questions presented to the students. When a student advances to the upper-division classes, by contrast, they are expected to write at a more advanced level, meaning that most of the assessment is based on assignments that require the student to employ critical thinking skills to questions and express what they discover coherently in written form.

More specifically, general education prerequisites exist for some of the majors within the SSBS. For example, students majoring in Criminal Justice, History and Social Work majors are required to take PSCI 2213 American National Government to complete their General Education History or Government requirement. Political Science majors are conversely required to take HIST 2213 American History I or HIST 2223 American History II. Criminal Justice and Social Work majors are required to take PSY 1013 Introduction to Psychology. Social Work majors are indeed required to have completed all of their general education requirements before applying to enter the program, with further requirements including SOC 2213 Introduction to Sociology, BIOL 1063 Introduction to Biological Science and BIOL 1071 Introduction to Biological Science Lab. The intention is to ensure that students get from their general education classes the foundation needed to proceed confidently into their major. Further, it is assumed that students will have taken the majority (preferably all) of the General Education requirements before beginning to take upper-division classes within their major.

Table 1 below summarizes the basic requirements expected of an entry level student into specific SSBS programs, or in the case of Social Work, a candidate applying for entry into the program.

**Table 1  
Preliminary Requirements to Advance to a Major by Department**

Academic Program	
Criminal Justice	CJ 1013 Introduction to Criminal Justice CJ 2143 Juvenile Justice CJ 2283 Research Methods for the Social Sciences CJ 3313 Statistics for the Social Sciences
History	HIST 1013 Survey of Civilization I HIST 1023 Survey of Civilization II HIST 2213 American History I HIST 2223 American History II
Political Science	PSCI 2213 American National Government PSCE 2223 Comparative Politics PSCI 2283 Research Methods for the Social Sciences PSCI 3313 Statistics for the Social Sciences

Psychology	PSY 1013 Introduction to Psychology PSY 1023 Advanced General Psychology PSY 2203 Statistical Methods PSY 2294 Experimental Methods
Social Work*	SWK 2123 Introduction to Social Work SWK 3123 Cultural Diversity In addition to all General Education Classes Requirements

\* There are entry requirement for the Social Work program, which are outlined below.

When these foundational courses are taken in sequence, students will progress logically through skill sets that help them improve their research and critical thinking skills, which in turn translate into a grounded knowledge of their respective majors. Upon the successful completion of these requirements, then they are eligible to either enter into a major (CJ, History, Political Science and Psychology) or apply for entry into the program (Social Work).

Once in the respective majors, SSBS students develop SLOs through a range of activities, both inside and outside of the classroom. For example, all courses offered in the SSBS involve strategies to enhance student critical thinking skills. At the foundational level, students are provided the essential vocabulary and basic concepts needed to progress easily into upper-division seminars, which in turn require a student to do more than just memorize facts and theoretical concepts; instead they are expected to use the knowledge gained in lower-division classes to evaluate, assess and contextualize the material presented in upper-division courses using skeptical enquiry and the scientific method. Exams that progress from mainly multiple choice-based objective exams at the lower-divisional level to open-ended questions requiring advanced critical thinking skills are then used to test a student’s mastery of the information gained in the classroom. This is one of the benchmarks for determining whether or not a student has achieved the skills set out for them throughout the academic career at UAM.

Skills related to the development of the student’s research, writing and (again) critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies and analytical research encompassing the most recent findings. In the SSBS, each major requires its students to complete a research methods class, since the ability to write thoughts coherently and concisely, as well as the ability to interpret the type of statistical reports that they will encounter in the workplace, are critical to the goal of preparing students for the workforce.

In History, majors are required to take GUST 3513 Historiography and Historical Methods at the junior level to prepare them for the writing assignments required in the upper-division seminars offered in the History department. Social Work students are likewise required to take SWK 3243 Methods of Social Work Research I and SWK 3343 Methods of Social Work Research II during their junior year, the first of which focuses on statistical analytical procedures and the second on writing research papers underpinned by statistical evidence. Similarly, Psychology majors are required to take PSY 2203 Statistical Methods and PSY 2294 Experimental Methods, but at the sophomore level. These classes provide students with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences and the skills needed to conduct and analyze experiments grounded in the scientific method. Criminal Justice and Political Science majors likewise take cross listed courses in Statistics and Research Methods for the Social Sciences at the sophomore level, since

both majors include upper-divisional electives that are writing-intensive thereby requiring students to consolidate their writing skills before progressing in the major. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.

Majors are then required to choose a class from each of the natural occurring groupings in the field of psychology, including: 1) developmental courses focusing on human development patterns starting at birth and advancing through the aging process; 2) clinical/counseling classes focusing on the challenges and approaches of providing guidance for future patients, including those exhibiting deviant behavior; 3) traditionally-grounded psychology classes that prepare students for graduate school; and 4) social psychology classes focusing on the behavior of humans in groups. An additional 9 hours of upper-division electives are then required of all majors, whereby students can choose specialized course from these four groupings meant to prepare them for their future work/studies.

When completed, the core curriculum of each of the SSBS majors provides students with:

- **Grounded knowledge:** All SSBS curriculum starts with general introductory classes that ultimately prepare students for upper-division seminar classes and electives. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses. The expectation is thus that mastery of SLOs is demonstrated with student performance, i.e. the student receives a passing grade, related to the course content and course objectives set-out for each course outlined in a student's 8-semester plan (see Appendix 5).
- **Comprehensive and Accurate Research Skills:** Most upper-division courses in the SSBS require students to write comprehensive research papers that adhere to strict referencing policies. This ensures the professionalism of their work once they enter the workforce as professional employees. The fact that each of the SSBS disciplines requires its students to complete research and statistical methods courses before taking upper-division electives/requirements speaks to the importance of this skill.
- **Efficiency in Oral Presentations:** Most SSBS courses include oral presentations as part of the required course curriculum, in addition to the expectation that student success in all upper-division courses is predicated on student participation in all class discussions. The success of SSBS students in this regard is enhanced by the participation in academic conferences where they get exposure to and feedback from their direct peers and faculty.

### **Evidence of Learning**

An indication that the strategies employed by the SSBS are working comes from the success of SSBS students in various areas, including the following areas:

- **Pre/Post Tests**

To comply with CSWE standards, the Social Work department uses pre/post tests to track student learning over the last four years. This is done through the use of an assessment tool that was created by a group of universities with the cooperation of the Association of Baccalaureate Social Work Program Directors, Inc. (*BPD*). The assessment tool is called the Bachelors Education Assessment Package (BEAP). This "package" included an entrance and exit survey created to measure student's knowledge regarding the social work curriculum before they entered, and after they completed the core

curriculum.

Historically, the entrance survey was given to anyone who was enrolled the introduction to social work course and the exit survey was given to each senior class when they were in their final field practicum course. Recently the Social Work faculty made the decision to make only the social work majors and minors take the entrance survey. Given that the introduction to social work course is a general education/social science course and many non-social work majors take this course, they will never have the opportunity to take the exit survey. We feel that by limiting the entrance survey to those students who will most likely remain or become social work majors, our results will be a more valid representation of our students'/program's improvement.

The results of each survey were sent to the primary university who graded and recorded the results. The entrance results are compared to the exit results giving the program a representation of how much knowledge each student has gained since beginning the program. It also provides results by section (policy, practice, hbse, research, diversity, social and economic justice and ethics/values) which helps the program identify any weak content areas and make improvements accordingly. Finally, the Social Work program results can be compared to other university results giving us the ability to compare our students' performance on a national scale.

Recently the BPD and the group of universities in charge of collecting, recording and interpreting the data separated. The result has been that for copyright reason, the BEAP has now been transformed into the SWEAP (Social Work Educational Assessment Project). This new organization involves the same stakeholders, conducts the same service and has the same results. However, they have made some improvements to the process. Surveys are now created and distributed electronically which means that questions can be updated to reflect the most current cultural, political and/or social situations easily. It also means that the process of purchasing, using and submitting the surveys is easier and quicker than the original hard copy surveys. Finally, the creators of this new process have also been able to connect the content of the survey to the ten core competencies created and used by CSWE as criteria for accrediting BSW and MSW programs. This final improvement allows us to provide statistical proof to CSWE regarding our program's ability to address all required competencies thereby aiding us in the re-accreditation process.

There are ongoing discussions over the issue of pre/post testing procedures in other departments, but to date there is no consensus for the need to administer them in SSBS disciplines other than Social Work. With only two (CJ and Political Science) or four (History and Psychology) faculty members teaching the entire course curriculum of each discipline, and given that they work with the same student group semester after semester, it is possible to monitor the general academic achievement of individual students over the course of their degree program and make decisions accordingly.

- **Capstone Courses**

Capstone course are not used in the SSBS, but this does not mean that departmental majors are not pushed to produce research projects similar to those found in capstone courses. This is the reasoning behind putting the various research/statistically focused courses at the sophomore or junior level in each major. After all, most of the assessment for these classes comes from the paper written and/or experiment conducted throughout the semester. For example, as part of the requirements for *Experimental Methods*, students are required to apply this knowledge to their own research projects which in the psychology department must include an independent experiment of the students choosing. This experiment requires students to come up with a viable research question, create a questionnaire yielding accurate and reliable results, administer the questionnaire once piloted, write a research paper



compiling the results of the experiment and give a short presentation of their findings to their class peers at the end of the semester. The intention is that students will use the skills they acquire in this class to write better papers in their upper-division classes, which will (in turn) translate into a decision to either present at a conference or approach a faculty member to do an independent study where they pursue independent research of their own choosing.

### **Graduation Rates**

Graduation rates also serve as one of the Unit’s evidence of whether students have achieved the School’s SLOs. Table 2 reports the number of students who graduated from the SSBS with a baccalaureate degree between the academic years of August 2005 through May 2013.

**Table 2  
Baccalaureate Degree by Major - August 2007-May 2013**

	2008-09	2009-10	2010-11	2012-13	2012-13
Criminal Justice	11	8	12	14	7
History	6	13	7	4	7
Political Science	3	7	8	4	4
Psychology	22	16	15	16	19
Social Work	11	7	8	13	8
<b>Program Total</b>	<b>54</b>	<b>52</b>	<b>50</b>	<b>51</b>	<b>45</b>

Annually between 2007 and 2013, the Criminal Justice department has had between 7 and 11 graduates, the History department between 4 and 13 graduates, the Political Science department between 3 and 8 graduates, the Psychology department between 15 and 22 graduates and the Social Work department between 7 and 11 graduates. The smallest department is the Political Science department, averaging 5.2 students per year. The largest is the Psychology department, averaging 17.6 students per year. In ascending order, the History department averages 7.4 graduates per year; the Social Work department, 9.4 per year; and the Criminal Justice department, 10.4 graduates per year. Between 2012 and 2013, two departments showed increases (the History department went from 4 to 7 and the Psychology department, from 16 to 19) and two showed decreases (the Criminal Justice department dropped from 14 to 7) and the Social Work department dropped from 13 to 8). The Political Science department stayed constant at 4 graduates.

Table 3, below, summarizes the number of honor graduates by major from the SSBS.

**Table 3  
Honor Graduates by Major  
Five Year Profile 2007-2013**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b><i>Criminal Justice</i></b>					
Cum Laude	1	0	0	0	0
Magna Cum Laude	0	0	0	0	0
Summa Cum Laude	0	0	0	0	0
<b><i>Sub-total</i></b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b><i>History</i></b>					
Cum Laude	1	2	1	1	0
Magna Cum Laude	2	0	0	0	2
Summa Cum Laude	0	0	0	0	0
<b><i>Sub-total</i></b>	3	2	1	1	2
<b><i>Political Science</i></b>					
Cum Laude	1	0	2	0	0
Magna Cum Laude	2	0	0	1	0
Summa Cum Laude	0	0	0	1	0
<b><i>Sub-total</i></b>	3	0	2	2	0
<b><i>Psychology</i></b>					
Cum Laude	3	1	0	1	0
Magna Cum Laude	3	1	0	4	2
Summa Cum Laude	0	0	0	0	0
<b><i>Sub-total</i></b>	6	2	0	5	2
<b><i>Social Work</i></b>					
Cum Laude	0	3	0	1	1
Magna Cum Laude	2	0	0	1	1
Summa Cum Laude	0	0	0	1	0
<b><i>Sub-total</i></b>	2	3	0	3	2
<b>PROGRAM TOTAL</b>	<b>13</b>	<b>10</b>	<b>3</b>	<b>11</b>	<b>6</b>
<b>UAM HONORS TOTAL</b>	<b>56</b>	<b>82</b>	<b>54</b>	<b>96</b>	<b>50</b>

Many students graduating with degrees in the social sciences are excellent students. In the SSBS, between 2008 and 2013, 43 students graduated with honors (achieving Cum Laude, Magna Cum Laude or Summa Cum Laude status), thus averaging 8.6 honor students per year. UAM as a whole had 338 students graduate with honors, thus averaging 67.6 per year. With these statistics, the SSBS constitutes approximately 7.8% of the total number of honor graduates from UAM. While the Criminal Justice department has only had one honor graduate in total during this period, Political Science has averaged 1.4 honor students per year (constituting 3.7% of all PSCI graduates); Social Work, 2 per year (constituting 4.7% of all SWK students); History, 3.6 per year (constituting 4.1% of all HIST graduates); and Psychology, 5 per year (constituting 5.8% of all PSY graduates).

**4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

In the SSBS, student learning is assessed and tracked at various levels ranging from priorities pursued in individual courses through to the implementation and use of pre-post testing methods in the Social Work department. Each level has both positive and negative aspects, identified/analyzed below:

- **Individual Courses:** The primary mode to assess student learning comes through the grades earned in individual courses. It is moreover one of the benchmarks available to assess student learning and determine whether or not they are ready to progress further into the curriculum set out in the respective 8-Semester Plans, or in the case of Social Work to be admitted into the program. The graduation rates over the last five years, as coupled with the number of

honor graduates from each department, demonstrates a favorable success rate related to student achievement. Even the Political Science department, which has been on probation because of low numbers of enrollment and graduation, has a high rate of honor graduates, thereby showcasing the achievements of those students majoring in political science. There is admittedly no way to ensure that absolute consistency is maintained by all professors in the faculty when teaching individual courses, but this does not mean that there is a problem. In addition to the fact that syllabi are monitored by the SSBS dean each semester, all general education (introductory) courses are required to use the same textbook and discuss evaluation criteria to ensure consistency across the board. Annual teaching evaluations, which require all faculty to have their peers and the Dean evaluate their teaching methods in the classroom, ensure that all SSBS faculty are adhering to the standards set out for them by the school.

- **Research Methods Courses versus Capstone Courses:** One of the curriculum decisions made by the SSBS was to have students take the respective research methods classes at either the sophomore level or the first semester of their junior year. This decision was purposefully made to ensure that UAM students have the requisite skills to complete upper-division courses with distinction. As an open-enrollment university, many UAM students require certain remedial skills that other schools take for granted. To ignore this would be ignore the department's responsibility to prepare students adequately for the jobs they will seek upon graduation. This tactic has been working, as shown by the graduation rates for the school, as well as the percentage of honor graduates coming from the various SSBS disciplines. This is in addition to the fact that 35 SSBS students have written papers that were good enough to be included in the program of ten state, regional and/or national conferences.

The negative consequence of having students take a research methods class, which requires them to write a comprehensive research paper/project, during their sophomore/junior year is that there is no room in the curriculum for a capstone course during at the end of their senior year to showcase the achievements of outstanding SSBS students. While this type of success is indirectly demonstrated through the various conference papers presented by SSBS students over the last year, there is no direct way to showcase student achievement in this area. One possible solution to this problem is to revamp the SSBS Student Forum and have students present their best undergraduate paper during their last semester at UAM, but that has yet to be implemented.

- **Pre-Post Testing:** The use of pre-post testing in the Social Work department has advantages and disadvantages. First and foremost, this type of testing is meant to track student learning, as achieved by the completion of a Social Work degree at UAM. The SWEAP (Social Work Educational Assessment Project) – while allowing the Social Work faculty to monitor how competitive UAM students are compared with national standards of achievement – has its limitations. First and foremost, there is no way to ensure that the same students take the both the pre/post tests, meaning that there is no way to accurately show whether or not any single student would have achieved all of the SLOs set out for them while progressing through the Social Work curriculum. There is, unfortunately, no realistic way to overcome this problem.

**5. Other than course level/grades, describe/analyze other data and other sources whose results assist your unit to improve student learning.**

As already discussed in Question 3, graduation rates in the SSBS range from 7 to 11 graduates per year with a baccalaureate degree in Criminal Justice (which averages at 10.4 degrees per year); from 4 to 13 graduates in History (which averages at 7.4 degrees per year); from 3 to 8 graduates in Political Science (which averages at 5.2 degrees per year); from 15 to 22 graduates in Psychology (which averages at 17.6 degrees per year); and 7 to 11 graduates in Social Work (which averages at 9.4 degrees per year). To assess the viability of the department, however, graduation rates must be compared against enrollment rates for each department in the SSBS. Table 4, below, summarizes the enrollment by major in the SSBS for each fall term between 2008 and 2012.

**Table 4  
Enrollment by Major  
Fall Terms 2008-2012**

	2008	2009	2010	2011	2012
<b>Criminal Justice</b>	80	78	93	126	120
<b>History</b>	31	30	25	40	28
<b>Political Science/Pre-Law</b>	13	19	16	17	20
<b>Psychology</b>	79	83	89	81	87
<b>Social Work</b>	81	83	69	90	79
<b>SSBS TOTAL</b>	305	315	302	354	334
<b>PERCENT</b>	9.2%	9.3%	9.2%	9.1%	8.5%
<b>UNIVERSITY TOTAL</b>	3302	3479	3638	3920	3945

Included within this are the numbers of first time freshman by major, as summarized below in Table 5.

**Table 5  
First Time Freshman by Major  
Fall Terms 2008-2012**

<b>Major</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
<i>Criminal Justice</i>	43	58	71	59
<i>History</i>	5	7	18	13
<i>Political Science</i>	11	12	10	10
<i>Psychology</i>	28	40	34	42
<i>Social Work</i>	20	31	32	36
<b>PROGRAM TOTAL</b>	<b>108</b>	<b>148</b>	<b>155</b>	<b>160</b>

This demonstrates that enrollment in Criminal Justice between 2008 and 2012 has ranged between 80 and 120; in History between 31 and 40; in Political Science/Pre-Law between 13 and 20; in Psychology between 79 and 89; and in Social Work between 69 and 90. Comparative analysis is provided below for each major:

- **Criminal Justice:** Enrollment figures for the Criminal Justice department have ranged between 80 and 120 students in the last five years, with a combined average of 99.4 students majoring in CJ per year (2008-2012). Nevertheless, the department has gradually grown by 1.5% over the last five years, with a 1.35% increase in enrollment between 2010 and 2011. With the Criminal Justice department graduating an average of 10.4 students per year, they are graduating approximately 10% of their majors per year.
- **History:** Enrollment figures for the History department have ranged between 25 and 40 over the last five years, with a combined average of 30.8 students majoring in History per year (2008-2012). These numbers show that enrollment in History has remained fairly consistent over time and has only fluctuated by 5-10 students per year. With the History department graduating an average of 7.4 students per year, they are graduating approximately 24% of their majors per year.
- **Political Science:** Enrollment figures for the Political Science department have ranged between 13 and 20 over the last five years, with a combined average of 17 students majoring in political science per year (2008-2012). With the Political Science department graduating an average of 5.2 students per year, they are graduating approximately 30.5% of their majors per year.
- **Psychology:** Enrollment figures for the Psychology department have ranged between 79 and 89 over the last five years, with a combined average of 83.8 students majoring in psychology per year (2008-2012). Enrollment in Psychology has thus remained fairly constant and has only fluctuated within a 10 point range for the last five years. With the Psychology department graduating an average of 17.6 students per year, they are graduating approximately 21% of their majors per year.
- **Social Work:** Enrollment figures for the Social Work department have ranged between 69 and 90 over the last five years, with a combined average of 80.4 students majoring in social work per year (2008-2012). With the Social Work department graduating an average of 9.4 students per year, they are graduating approximately 11.6% of their majors per year.

These figures show that two departments in the SSBS (Criminal Justice and Social Work) are graduating between 10 and 12% of their majors. The low graduation rate in Social Work can be explained by the fact that not all students who have declared their major as Social Work have been formally enrolled into the program after having completed all requirements set out by the CSWE. There has also been a high turn-over of staff in the Social Work department over the last five years, which has clearly impacted the retention rate of Social Work majors. (This is set to improve, as two of the three faculty positions in the Social Work department have remained constant for the last three years.) Two departments (History and Psychology) graduate between a fifth to a quarter of their majors per year, 21% and 24% respectively. Political Science may have a smaller enrollment, but they graduate the highest percentage of their majors, with 30.5% graduating per year. (This is set to be even higher when 10 political science majors graduate with a baccalaureate degree in May 2014.)

Further analytical clarity can be found when the enrollment figures are further divided according to both major and class. Table 6 (below) presents enrollment figures broken down by major and class, Fall Term 2012.

**Table 6**  
**Enrollment by Major and by Class, Fall Term 2012**

	Classification	Total
CRIMINAL JUSTICE	Freshman	57
	Sophomore	25
	Junior	22
	Senior	16
	Subtotal	<b>120</b>
HISTORY	Freshman	11
	Sophomore	4
	Junior	8
	Senior	5
	Subtotal	<b>28</b>
POLITICAL SCIENCE/PRE-LAW	Freshman	7
	Sophomore	6
	Junior	5
	Senior	2
	Subtotal	<b>20</b>
PSYCHOLOGY	Freshman	41
	Sophomore	10
	Junior	13
	Senior	23
	Subtotal	<b>79</b>
SOCIAL WORK	Freshman	34
	Sophomore	10
	Junior	17
	Senior	17
	Subtotal	<b>79</b>
<b>Total</b>		<b>334</b>

Table 6 shows that the number of students majoring in Criminal Justice drops by 43% between the freshman and sophomore year, then declines from 25 to 16 between the sophomore and senior years, where the other departments decline from 11 to 5 between the freshman and senior years in History; 7 to 2 in Political Science; from 41 to 23 in Psychology; and from 34 to 17 in Social Work. The high freshman enrollment in Criminal Justice, Psychology and Social Work show that these professions are popular among in-coming freshman, before they understand what is required for these majors. Once students understand what is required in the respective majors and what they will be doing once out in the workforce, the numbers stabilize and help to explain the low graduation percentages for the CJ and Social Work departments. Pre-Law students also make the freshman enrollment for Political Science higher, since there is no pre-law department and most law schools expect applications from political science graduates. History routinely have lower freshman enrollment in the major, which helps explain their higher graduation rate.

### **Social Work Benchmark Analysis**

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social

workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</b>
		<b>N=8</b>
Identify as a Professional Social Worker	<b>Final Field Evaluation: 90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>No significant difference b/n program and national mean</b>
Apply Ethical Principles	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>Significantly higher mean score than national mean (.02)</b>
Apply Critical Thinking	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>No significant difference b/n program and national mean</b>
Engage Diversity in Practice	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>No significant difference b/n program and national mean</b>
Advance Human Rights/ Social and Economic Justice	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>
Engage Research Informed Practice/Practice Informed Research	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>
Apply Human Behavior Knowledge	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5% <b>No significant difference b/n program and national mean</b>
Engage Policy Practice to Advance Well-Being and Deliver Services	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>No significant difference b/n program and national mean</b>
Respond to Practice Contexts	<b>Final Field Evaluation:90 IP:85 FCAI:</b>	<b>100</b> 62.5 <b>No significant difference b/n program and national mean</b>

Practice Engagement	<b>Final Field Evaluation:90</b> <b>IP:85</b> <b>FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>
Practice Assessment	<b>Final Field Evaluation:90</b> <b>IP:85</b> <b>FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>
Practice Intervention	<b>Final Field Evaluation:90</b> <b>IP:85</b> <b>FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>
Practice Evaluation	<b>Final Field Evaluation:90</b> <b>IP:85</b> <b>FCAI:</b>	<b>100</b> <b>62.5</b> <b>No significant difference b/n program and national mean</b>

### **SSBS Senior/Alumni Surveys and Employer Satisfaction Surveys**

No senior surveys or employer satisfaction surveys were sent out from the SSBS as a whole during the 2011-12 and 2012-13 academic years. For this reason, there is no aggregate data for this period to assess student satisfaction with their academic experience or their achievement in the workforce after graduation. This does not mean, however, that informal means to assess this information do not exist. For example, contacts between the SSBS faculty and local/regional employers exist and are regularly maintained.

In psychology, majors often opt to do a practicum in psychology as part of their psychology curriculum, which includes interactive discussions between the course supervisor and the site/practicum supervisors. As part of the evaluation process of a practicum placement, the course supervisor visits the unpaid internship site at least once in the semester and talks to the practicum supervisor about any issue relevant to the class. At the end of the semester, the supervisor is then requested to fill out a student evaluation form and forwarded it to the class instructor. A six hour practicum spanning two semesters during the senior year is a required part of the human services minor, which combines psychology requirements with elements of the sociology minor and/or social work major. This is a popular option for many psychology majors, as it is designed primarily for students preparing for human services careers across a wide range of settings. It moreover provides a theoretical foundation for specific applied skills needed for Bachelor's level employment in the field of psychology. Participating students are required to find an internship site, which includes (but is not limited to) the Development Center, the Centers for Youth and Family, the Center for Family Services, the Vera Lloyd Presbyterian Home and Family Services and local nursing homes.

Additionally, informal channels exist between the UAM psychology faculty and the local/regional community. Dr. Clubb of psychology, to cite one example, continually strives to establish and maintain networks between UAM and the professional community leaders. For example, he provided training for groups including, the Presbyterian Home for Children, the Arkansas School Counselor Association, Easter Seals and A Child's Voice (which works with families caring for autistic children). He also serves on the boards of the Ainsword Ecumenical Housing Program and A Child's Voice and is a charter member of the Monticello Kawanis. His goal is to develop and secure more



resources for families in the region, i.e. through service grants, and thereby open up more opportunities for his students. Dr. Clubb is also the program evaluator for several drug and alcohol awareness programs in Monticello and Harrison school districts: Dare to be You (State Evaluator), Project Alert and Readiness and Emergency Management for Schools. Dr. Kim of psychology provides psychological and educational services and consultation to various community agencies, schools and mental health facilities. He is a licensed Supervising Psychologist, a forensic evaluations/expert witness and provides clinical services (i.e. psycho-educational testing, custody evaluation, forensic evaluation, program analysis, in-service, etc.) for underserved populations in the community and region. By working and/or volunteering within the community, the psychology faculty are able to talk to local employers about what they are expecting from recent graduates in the field, as well as what they think about UAM graduates compared to those from other universities.

In Social Work, majors are required to complete practicums during the seventh and eighth semesters of their senior year. To complete their practicum commitments/requirements, social work majors (nation-wide) are required by CSWE to complete 400 hours at a minimum; UAM students are required to complete 240 hours each semester during their senior year, for a total of 480 hours. As such the faculty members of the Social Work department, like the members of the Psychology department, are likewise highly engaged in the professional community. Ms. Walker, in particular, is in constant contact with local agencies and departments through her role as the Field Education Director of the Social Work program, which requires her to secure a wide variety of field placements that will serve the diverse learning needs of students and will promote learning within their preferred area of practice. Currently she has a working relationship with approximately twenty different companies and agencies that allow UAM Social Work students to do their practicum there. These vary in scope and range from the Court Appointed Special Advocates (CASA), which deals with child abuse and neglect cases, to the Gero-psycho ward of Bradley County Medical Center which provides short-term residential mental health care for elders. Ms. Walker also serves on the board of directors for the National Association of Social Workers (NASW) and Options. Ms. Donna Taylor is also active in the community. She serves as the Vice-President of the Options Board of Directors, is a member of Drew County Health Responders Group and participates in various awareness campaigns and the Special Olympics.

In the Criminal Justice department, Dr. Adam McKee serves on the UAM Social and Behavioral Sciences Community Outreach Committee, is an auxiliary law enforcement officer for the UAM Department of Public Safety, is a reserve deputy for the Drew County Sheriff's Department and acts as a certified law enforcement instructor, whereby he delivers training classes to the local law enforcement community.

### **Student Participation in Conferences**

Another benchmark to assess student learning and achievement within the SSBS can be found in the number of majors who write research papers of such a quality that they are accepted into and present at nationally-recognized state, regional and national conferences. Indeed, SSBS students have the chance to enhance their public speaking skills, while at the same time encouraging lower-division students to pursue similar ambition, if they choose to work for the opportunity. During the 2012-2013 academic year, one Criminal Justice/Political Science double major presented a paper at the Academy of Criminal Justice Sciences (ACJS) annual conference in Houston (TX). Four other CJ students presented papers at the Law and Society annual conference held in Boston (MA). Four history majors presented papers at the Phi Alpha Theta Regional Conference at Harding University. Three history majors and two political science students presented papers at the National Council for Undergraduate Research (NCUR) conference at the University of Wisconsin – La Crosse. Five political science students presented papers

at three conferences: the Georgia Political Science Association annual conference in Savannah (GA), the Southern Political Science Association in Orlando (FL) and the Arkansas Political Science Association annual conference in Arkadelphia (AR). One political science student received a student travel grant from the Council for Undergraduate Research (CUR) to present her paper at conference. Two senior female students presented original experimental work examining the sudden rise in the importance of the physical appearance of female athletes at the Southwestern Psychological Association meeting last spring in Ft Worth, TX. Fifteen students presented at the Arkansas Symposium for Psychology Students last spring in Conway. These were also the reports from student led experiments and research projects. The later was the final requirement for our capstone course in Experimental Research Methods. One Social Work student presented a co-authored paper, written with Ms. Marie Walker, Assistant Professor of Social Work, at the National Association of Social Workers (NASW) annual conference.

**6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how much, and by whom these improvements will take place.**

The SSBS priorities that emerged from the 2012-13 academic year are as follows:

- The most pressing goal for the SSBS is to formalize a workable, legitimate senior survey that is constructed in such a way that it yields reliable, consistent results. This will allow the unit to evaluate the achievements and developmental progress of former graduates and thereby make any necessary changes to ensure the quality of the majors offered in the SSBS, including psychology. In line with the goals, a working committee will be formed to formulate new survey questions for a new senior survey:
  - ***This task will be the responsibility of the Dean and Senior Survey Working Committee consisting of Dr. McKee, Dr. Kim, Dr. Clubb, Dr. Everts, Dr. Strong and Ms. Taylor.*** This work is to be completed during the 2013 fall semester so that it can be implemented in the 2014 spring semester. Dr. Strong has already prepared a draft survey to be considered and revised by quantitatively trained faculty members, including Dr. Clubb and Dr. Kim.
- A second priority is to formalize rules and procedures for field study programs involving student travel receiving academic credit. Clear differentiation needs to be made between field studies (which receive academic credit and are funded by the students) and conference travel (which does not receive academic credit and is funded by departmental and/or personal funds). To achieve this goal, a committee will be formed to create guideline documents about how to create, plan and document field study versus conference travel. The committee will be the Horizons Travel Committee, in reference to the Horizon's program started by former Dean Trey Berry.
  - ***This committee will consist of Dr. Carol Strong, Dr. Adam McKee, Dr. Clint Young, Ms. Marie Walker and will be chaired by Dr. Rick Clubb.***
- A third priority is to find alternative communication channels to both recruit and retain SSBS students in all departments. Current proposals include **updating the SSBS department website** and creating a **departmental facebook page** targeted at collecting information from and about recent program graduates.

If successful, surveys *specific* to each program could be distributed on a regular basis that could cover ongoing issues such as the challenges faced by new graduates entering the workforce and the relevancy of the education gained while studying at UAM. This information could then be entered into an analyzed against the quantitative (as well as the qualitative) data already collected by the SSBS department and presented in its annual report, which can be viewed on the UAM website through the SSBS department webpage.

- *The continuing task of revising the departmental website is the responsibility of the Dean with the cooperation of the Director of Social Work and the administrators of the SSBS and Social Work (Patsy McKinney and Rhonda Harton).*
- A fourth priority will be to create a post-baccalaureate survey and/or employer satisfaction survey to document success rates of former graduates and target areas that could be changed in the curriculum to better reflect industry needs and demands on recent graduates.
  - *This task will be completed by Ms. Marie Walker, Ms. Donna Taylor and Dr. Carol Strong.* Once the survey has been drafted, it will be submitted for perusal by the Dean.

Those responsible for implementing general SSBS objectives are outline below in Table 7:

**Table 7**  
**Tasks, Timelines and Responsibility Related to Proposed Changes**

Task	TimeLine/Deadline	Responsible Party	Project Frequency
Faculty retreat on Assessment	August 2013	Dean	Annual
Unit Assessment committee	August 2013	Dean, Dr. Strong	Annual
Send letters to students	August 2013	Dean	Each semester
Unit Committee submit Unit plans	September 2013	Faculty	Update annually
Identify students to serve as SSBS mentors and/or on committees	September 2013	Dean and Student Retention Committee	Annually or as needed
Complete and Implement Senior Survey	Fall 2012/Spring 2013	Dean and Senior Survey Working Committee	Annually
Create Guidelines for Horizon's Field Study Programs and Conference Travel	Fall 2013	Dean and Horizon's Committee	Annually or as needed
Update SSBS website and create Facebook page	Fall 2013	Dean, Director of Social Work and Administrative Assistants	Each month

Create post baccalaureate survey	Fall 2013	Dean and Senior Survey Working Committee	Each semester until completed
Maintain SSBS Undergraduate Student Research Forum	Fall 2010	Dr. Carol Strong	Each semester
Complete discipline reports	May 2011	Faculty	Annual
Complete unit report	July 2011	Dean	Annual

**7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

A new approach to teaching political science has been discussed and is set to be piloted by Dr. Carol Strong during the 2013 fall semester. Specifically, this initiative involves including civic engagement components into the curriculum of PSCI 2213 American National Government. This type of approach is meant to engage students in experiential learning that exceeds mere service learning projects. With this approach, students are encouraged to participate in projects (which can range from small research projects about problems within their local community to larger, multi-disciplinary projects that engage students directly in projects to address these problems) created to show students that the study of politics is more than just book-learning, rather it is about becoming truly active citizens. This initiative evolved from the graduate thesis project conducted by a former student (Zack Tucker), whereby he created strategies to incorporate service learning/community engagement elements in existing courses offered at UAM. Elements of this approach, i.e. the use of experiential learning through interactive, student-led simulations in class, were piloted in Dr. Carol Strong's PSCI upper-division seminar, Developing Nations.

Discussions are moreover underway to find ways to formalize student interaction and feedback tools/mechanisms, i.e. through public meetings and official letters sent from the SSBS. More specifically, discussions have been pursued to create a group of SSBS mentors comprised of students that made the Chancellor/Dean's lists during the previous academic year. The intention is to send letters asking these students to consider serving as a mentor for incoming freshman and sophomores in the SSBS. The intention is two-fold. Firstly, these volunteers (who will each earn a certificate of service at the end of the academic year to put in their resumes) will help orient new students into the program. Secondly, it will help with student recruitment and retention, since each incoming group of students will become aware of the opportunities in the school, will become involved and will ultimately serve as the mentors of future incoming freshman/sophomores.

Building on this theme, Ms. Rejena Saulsberry has been experimenting with the idea of holding a discussion panel hosted by successful first-generation and/or minority students within the SSBS. The intention is to find ways to recruit and then retain larger numbers of minority students in the social sciences. These students would then serve as possible mentors for other SSBS students struggling to find more effective ways to study and perform in class.

**8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?**

In the SSBS, students, faculty and other stakeholders have a shared responsibility for student learning and assessment, including the following:

**Students** can become involved in the student learning and assessment process by participating in the following:

- **Student Evaluations** are distributed in all classes towards the middle-to-end of each semester. These evaluations are anonymous and ask the student to provide both qualitative and quantitative analysis of their instructor and the specific course taken during that semester. This information is returned to the individual faculty member after final grades for that semester have been finalized and after being perused by the Dean. Both quantitative and qualitative questions are used in these surveys ranging from study habits to questions related to the overall effectiveness of the professor, including his/her concern for the student, his/her capacity to lead class discussions and the type of feedback provided on the assignments when the assignments are returned to the student. At the end of the survey, students are given the opportunity to write individual comments about any aspect of the course. This information is then used by the individual faculty member to continually improve his/her course syllabi and expectations to better meet the needs of the student without compromising the objectives held for class assignments/tests.
- The SSBS not only welcomes, but has hosted **impromptu meetings** from individual and groups of students that come forward to discuss different ways to improve the curriculum in the SSBS. Changes already implemented, as discussed in Question 6, include expanded travel opportunities through additional field study trips both nationally and internationally, as well as the organization of pre-law classes/ seminars specifically directed at helping UAM students pursue graduate and law school and the introduction of graduate/law school entrance exam study sessions.
- There are four majors (criminal justice, psychology, history, and social work) that have established **student clubs or honor societies**. The psychology honor society, Psi Chi, was recently established and continues to attract students. The goal for the 2010-11 academic year is for all majors within the SSBS to have honor societies.
- Another way that students are included in the assessment of the departmental decisions comes at the time when new faculty is interviewed and hired. During the interview process, each candidate must give a **mock lecture** to a class in the department that they will be teaching, if hired. At the end of the lecture, students can ask questions about the lecture that they just heard, or alternatively about the way that the person being interviewed envisions their role as a university professor. A new tactic has been to organize actual question and answer sessions with students, to give some of the better students in the school the chance to have input into the type of professors that are hired to teach the courses that they will need to graduate.

In the Social Work department, students have additional ways to become involved in the student learning and assessment process, including:

- **Student Field Practicum Application.** This form provides background information on prospective social work field practicum students including biographical information, education

and work history, areas of interest regarding preferred practice setting, and so forth. This form is completed by the student and submitted to the Social Work Field Education Director.

- **Student Interview Response Form.** This form provides feedback from the student regarding their initial interview with their prospective social work field practicum placement site. This form is completed by the student and submitted to the Social Work Field Education Director following the interview.
- **Field Practicum Learning Plan.** This form provides the required learning competencies, goals, and objectives students will be expected to meet during the social work field practicum. This form is completed by the student with assistance from the Field Instructor and submitted to the Social Work Field Education Director during the second week of each field practicum course.
- **Field Practicum Time Sheet and Analysis.** This form provides an account of social work field practicum hours worked as well as how those hours were spent. This form is completed by the student, reviewed and signed by the Field Instructor, and submitted to the Social Work Field Education Director on a weekly basis.
- **Student Evaluation of Practicum Placement.** This form provides the UAM Department of Social Work with feedback and input regarding the student's experience in the social work field practicum site. This form is completed by the student and submitted to the Social Work Field Education Director at the end of each student's field practicum experience.

All student forms mentioned above can be accessed at:

- <http://www.uamont.edu/SocialWork/bswfieldpracticum.htm>.

**Faculty members** are involved in the student learning and assessment process in the following ways:

- **Teaching Courses:** Faculty members are directly involved in the student learning and assessment process through their creation of courses that provide students with the core knowledge and theories needed to be competitive graduates in their field. The faculty use teacher made tests, standardized tests, research papers, short papers, projects, class presentations, undergraduate research projects, presentations at various state and regional professional meetings, and other similar types of activities to ensure that students are achieving the SLOs expected of them.
- **Office Hours:** Faculty members are moreover expected to keep regular office hours to give students the opportunity to come by and ask questions about their assignments and/or daily lectures.
- **Advising Duties:** All SSBS faculty are assigned a list of advisees. These advisees come to them for advice and counseling about which courses they should take and in what order they should take them to ensure a timely completion of baccalaureate degrees.
- Faculty members of each division frequently meet for **impromptu divisional meetings** to discuss student performance on measures such as teacher made tests, textbook adoption and other course assignments.
- Over and above this, the Unit leader sponsors an all-day retreat during **professional development week**, at which time faculty concentrate on improving the School's academic programs and student success rates and the school's strategic plan for the upcoming academic year. It is also a time to devise strategies to successfully implement these objectives. This past year, the faculty in the SSBS examined the issues of pre/post tests in various lower-division classes, graduation rates tabulations, improving the Senior Survey, statistics of majors and

minors in each discipline and the viability of each of the disciplines within SSBS, but there was a specific focus on issues related to student retention, undergraduate research and helping UAM students successfully enter graduate school.

**Other Stakeholders** are involved in the student learning and assessment process in the following ways:

- In most of the departments, other stakeholders are only indirectly involved in the student learning and assessment process. For example, Criminal Justice, Political Science and Psychology students have the opportunity to participate in specialized practicums related to their interests and future work prospects. Practicum supervisors are then consulted regularly by the faculty sponsor of the student involved in the practicum program. Problems are thus addressed on a case-by-case basis.
- In Social Work, by contrast, practicum placement and obligations are part of the Social Work required curriculum and as such are regulated much more formally, meaning that all stakeholders are asked to directly respond to issues of student learning and assessment. Indeed, practicum supervisors are asked to complete the following forms:
  - **Agency Field Practicum Application.** This form provides a brief description of the agency setting, services, and learning opportunities. This form is completed by an agency representative and submitted to the Social Work Field Education Director as part of the application for becoming a social work field practicum site.
  - **Field Instructor Data Sheet.** This form provides a brief summary of background information on the designated Field Instructor including education, employment, licensing history, and so forth. This form is completed by individuals within the agency who are interested in becoming Field Instructors.
  - **Agency Interview Response Form.** This form provides feedback from the agency regarding the prospective social work field practicum students' initial interviews. This form is completed by the Field Instructor and/or agency administrator who conducted the initial interview and submitted to the Social Work Field Education Director following the interview.
  - **Field Practicum Student Evaluation.** This form provides the Field Instructor's mid-term and final evaluation of the social work field practicum student. This form is completed by the Field Instructor, discussed with the student and submitted to the Social Work Field Education Director.
  - **Field Instructor's Evaluation of Program.** This form provides the UAM Department of Social Work with feedback and input regarding the Social Work Field Education Program. This form is completed by the Field Instructor and submitted to the Social Work Field Education Director at the end of each student's field practicum experience.
  - **Field Education Director's Evaluation of Field Agency.** This form provides feedback and input to the agency regarding placement. This form is completed by the Social Work Field Education Director and submitted to the agency at the end of each student's field practicum experience.

All practicum related forms mentioned above can be accessed at:

- <http://www.uamont.edu/SocialWork/bswfieldpracticum.htm>.

**9. Describe and provide evidence of the efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as ‘we take a personal interest in our students is not evidence.)**

The School of Social and Behavioral Sciences communicates the SSBS Student Learning Outcomes (SLOs) and expectations (both by and for the student) to **prospective students** for all SSBS majors (including Psychology) in the following ways:

- Prospective students are contacted by the School of Social and Behavioral Sciences by **letter** in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the university. These individuals are encouraged to visit with faculty during office hours, sit in on lectures and/or attend orientation meetings hosted by the department at the beginning of the fall semester.
- For those students that have already designated their interest in majoring in psychology, the SSBS sends out **recruitment letters** addressing a specific interest in the field of psychology and how UAM prepares them for their future.
- Direct contact is made to prospective students through **departmental displays** manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc, whereby students are offered informational material related to studying Psychology in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces **brochures** (see Appendix 6) and **fact sheets** (see Appendix 3) about careers in the various departments found in the SSBS. All promotional information is either given/mailed to the students directly or is available in the School of Social and Behavioral Sciences main office, on request.

The SSBS is engaged in several programs/methods to help retain students, including:

- **SSBS Student Research Forum:** With various students in the History, Political Science, Psychology Sociology and Social Work attended and presented at state-wide conferences in February 2009 – and are scheduled to attend national conferences in the 2009-10 academic year – other SSBS students inquired queries about whether or not there would be an opportunity for the general study body to hear about the experiences of these students, and thereby encourage them to participate in independent research themselves. In response, Dr. Carol Strong conceived of the SSBS Student Research Forum; a SSBS initiative whereby qualified students are given the opportunity to present the findings of their individual research in a public forum consisting of their UAM peers and faculty.
- **SSBS Student Retention Committee:** Former SSBS Dean, Trey Berry created a new departmental committee, the *Student Retention Committee*, after a lengthy (impromptu) discussion regarding ways to better retain students in the department. This committee has now been formed and are currently debating specific tactics (both academically and socially) to help recruit, retain and graduate quality student in the school.
  - Two initiatives that are currently being considered from this committee is the establishment of a **SSBS mentoring program**, where our upper-division majors will meet with the new recruits (we have added three new majors in the last week from the freshman/sophomore classes) and give them advice about how to succeed in the department and work to their best potential throughout their academic career. For this, they will receive a *Certificate of Service to the Department* before graduation. Other



debates revolve around finding ways to help SSBS students understand what plagiarism is and learn how to reference properly to avoid these problems.

- **Academic honor societies** have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. All five majors has a UAM chapter, including Alpha Phi Sigma – the National Criminal Justice Honor Society; Phi Alpha Theta – The National History Honor Society; Pi Sigma Alpha – the National Political Science Honor Society; Psi Chi – the National Psychology Honor Society; and Phi Alpha – the National Social Work Honor Society.
  - It should be noted that UAM chapter of the Phi Alpha Theta History Honor Society was established for the first time on the UAM campus in 2008 and has won ‘best chapter’ several years running.
- The **Annual Awards Banquet**, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school
- **Academic Achievement Letters** are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean’s lists or they present a paper at a conference. These letters can then be put into their portfolios and used to promote themselves for jobs, graduate school or law school.
- **Encouragement Letters** are currently being drafted to be sent in future semesters to students that have been put on academic probation to encourage them to take steps in the next semester to bring their grades up and thereby get off of probation. Included in this letter will be brochures about services already available at UAM to help them improve their study habits and improve their academic performance, i.e. information will be included about such services as *Weevils at Work*, a student mentoring program offered by UAM honor students for those struggling with their studies.
- The SSBS **Horizons Program** offer students more travel/study opportunities than previously, which helps personally engage them in their studies and expands their knowledge of the world. The confidence and knowledge that they gain on these trips has been found to help retain students toward graduation, but also to prepare them for their careers after graduation. (A full description of this program is included in Appendix 7).
- A **Display Case** was established in the 3<sup>rd</sup> floor hallway in spring, 2009 that showcases *only* the achievements of students in the department. The student achievements that have been highlighted in this case range from various political science, psychology and social work students going to and presenting at conferences to a number of students that have won prestigious scholarships based on their academic performance.
- A **Display of Prominent Psychologists** was posted in the 3<sup>rd</sup> floor hallway in 2009.
- **Bulletin Boards** have been erected in the 2<sup>nd</sup> and 3<sup>rd</sup> floor hallways that highlight: “News”, “Phi Alpha Theta”, “Law School Opportunities”, “Graduate School Opportunities”, “Psychology History”, “Criminal Justice Career Opportunities”, and “Horizons Program”. The SSBS brochure (see Appendix 6) is also displayed. We hope that these boards will help students know about important information, and to know that we care about their success at UAM and beyond.
- A total of *five* “**Smart Rooms**” have been completed on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the Memorial Classroom Building (Last year there was only one “Smart Room”). These will help improve

instruction, teacher interaction, and hopefully make the classes more interesting for this visual generation of students.

In addition, the School of Social and Behavioral Sciences offers the following:

- Flexible scheduling in terms of location instructional modality and availability are all ways the Unit makes student learning accessible, with this including the offering of evening and night classes during the fall and spring semesters.
- The School further offers a wide range of online courses in all disciplines.
- The unit supports the Early College High School program by offering core courses like American History, Survey of Civilization and Introduction to Psychology.

Over the years, the SSBS has made adjustments to schedules to try and make classes more assessable to students. The following trends can be observed regarding the offering of core course in psychology:

- Criminal Justice and History general education classes are offered as night classes, in addition to an upper-division History Elective.
- The number of SSBS classes offered online (primarily by Ms. Rejena Saulsberry, Dr. Adam McKee, Dr. Myeong Kim and Dr. Chris Wright) has also been increasing steadily since 2005, which helps students to coordinate their work and family commitments with schoolwork.
- The number of core SSBS classes offered during summer sessions has increased steadily from 2005 to the present. This helps ensure that students majoring in a SSBS discipline are able to take them and still graduate in a timely fashion.
- Early college classes in History, Political Science and Psychology are offered every year.
- Independent Studies are frequently offered each year to either accommodate the needs of a graduating senior or to allow students to engage in independent undergraduate research projects.

The SSBS is engaged in several programs/methods to help graduate students, including:

- Students can pursue **Independent Undergraduate Research Projects** under the supervision of a number of SSBS faculty members. The majority of these projects have been presented at state, regional and national conferences, in both undergraduate and professional settings. Currently, the following professors are supervising at least one independent research project (sometimes as many as five) with motivated students: Ms. Rejena Saulsberry (Criminal Justice), Dr. Kyle Day and Dr. Clint Young (History), Dr. Carol Strong (Political Science), Dr. Rick Clubb and Dr. Wayne Poniewaz (Psychology), Dr. Dorothy Everts (Sociology), Ms. Marie Walker (Social Work).
- **Graduate/Professional School Forum** gives students the chance to interact with professors and professionals in various fields to discuss the choosing of schools, the application process, GRE/LSAT test tips and study guides and the study within and survival skills necessary for successful graduate studies. Students from every classification (freshman-senior) may attend. This forum provides a way for students to understand that the faculty and staff in the SSBS care to see them succeed to the point of graduation and beyond.

## **Appendix 1**

### ***Council on Social Work Education Ten Core Competencies, Social Work Department***

#### **Council for Social Work Education's Ten Core Competencies of Social Work Practice**

##### **1. Identify as a professional social worker and conduct oneself accordingly.**

Social Workers:

- a) advocate for client access to the services of social work;
- b) practice personal reflection and self-correction to assure continual professional development;
- c) attend to professional roles and boundaries;
- d) demonstrate professional demeanor in behavior, appearance, and communication;
- e) engage in career-long learning; and
- f) use supervision and consultation.

##### **2. Apply social work ethical principles to guide professional practice.**

Social Workers:

- a) recognize and manage personal values in a way that allows professional values to guide practice;
- b) make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- c) tolerate ambiguity in resolving ethical conflicts; and
- d) apply strategies of ethical reasoning to arrive at principled decisions.

##### **3. Apply critical thinking to inform and communicate professional judgments.**

Social Workers:

- a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b) analyze models of assessment, prevention, intervention, and evaluation; and
- c) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

##### **4. Engage diversity and difference in practice.**

Social workers:

- a) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- b) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c) recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d) view themselves as learners and engage those with whom they work as informants.

**5. Advance human rights and social and economic justice.**

Social workers:

- a) understand the forms and mechanisms of oppression and discrimination;
- b) advocate for human rights and social and economic justice; and
- c) engage in practices that advance social and economic justice.

**6. Engage in research-informed practice and practice-informed research.**

Social workers:

- a) use practice experience to inform scientific inquiry; and
- b) use research evidence to inform practice.

**7. Apply knowledge of human behavior and the social environment.**

Social workers:

- a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation ; and
- b) critique and apply knowledge to understand person and environment.

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social workers:

- a) analyze, formulate, and advocate for policies that advance social well-being; and
- b) collaborate with colleagues and clients for effective policy action.

**9. Respond to contexts that shape practice.**

Social workers :

- a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Additional, unofficial competencies include:

- **Engagement:**

Social workers:

- a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- b) use empathy and other interpersonal skills; and
- c) develop a mutually agreed-on focus of work and desired outcomes

- **Assessment:**

Social workers:

- a) collect, organize, and interpret client data;
- b) assess client strengths and limitations;
- c) develop mutually agreed-on intervention goals and objectives; and
- d) select appropriate intervention strategies.

- **Intervention:**

Social workers:

- a) Initiate actions to achieve organizational goals;
- b) Implement prevention interventions that enhance client capacities;
- c) Help clients resolve problems;
- d) Negotiate, mediate, and advocate for clients; and
- e) Facilitate transitions and endings.

- **Evaluation:**

Social workers:

- a) Critically analyze, monitor, and evaluate interventions.

**APPENDIX 2**

*Departmental Fact Sheets*

**Majors/Minors Offered**

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# School of Social and Behavioral Science

Programs Offered

Majors

- Criminal Justice
- History
- History and Social Studies (teaching related)
- Political Science
- Psychology
- Social Work (accredited)

Minors

- Criminal Justice
- History
- Human Services
- Political Science
- Psychology
- Sociology

Course work available in Anthropology, Geography and Sociology

### School Highlights

- University recognition for faculty excellence in teaching
- Multiple opportunities for student and faculty interaction
- Small class size
- National field study opportunities
- Internships for selected majors
- Rapid growth of criminal justice and social work majors
- CSWE accredited Social Work Program
- Student organizations include Psychology Club, Social Work Club (M.A.D.) Phi Alpha National Social Work Honor Society, and American Criminal Justice Association-Lambda Alpha Epsilon.

Graduates from the School of Social and Behavioral Sciences will gain the following student learning outcomes:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Sociocultural Awareness:** Recognition for, understanding of and respect for sociocultural diversity.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) **Career Planning:** Realistic ideas about how to use the knowledge, skills and values

### For More Information

P.O. Box 3619  
Monticello, AR 71656  
(870) 460-1047  
Webpage: [http://www.uamont.edu/Social\\_and\\_Behavioral/](http://www.uamont.edu/Social_and_Behavioral/)

## APPENDIX 3

### *Departmental Fact Sheets, Psychology*

(Fact sheets for the other SSBS departments are available on request.)

### **Information Sheet about Majoring in Psychology**

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By completing a degree in psychology in the Social and Behavioral Sciences, you will gain the following skills created to make you competitive with other psychology graduates in the state:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Sociocultural Awareness:** Recognition for, understanding of and respect for sociocultural diversity.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) **Career Planning:** Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

### ***But ... What can you do with a College Degree in Psychology?***

#### **Career options for aspiring psychologists**

The job of a psychologist is to investigate and assess the emotional, cognitive and social realms of human behavior. Psychologists provide mental health care in many different facilities, such as hospitals, clinics, schools, or private settings. Psychologists use techniques such as interviewing and testing to help people deal with problems on a daily basis.



The academic and private segments of the field offer the most opportunity for those who wish to pursue a career in psychology. Many graduates of advanced psychology degree programs choose to pursue a career in academics, teaching future psychologists and extending their own education through research and collaboration with students and colleagues. Those who choose an academic setting are able to draw on their educational backgrounds each day. University psychologists usually have to fulfill teaching, administrative, and research responsibilities. Some psychologists employed in academia also maintain a part-time consulting practice.

Psychologists who choose to go into private practice have a direct impact on their patients' daily lives. The relationship between the psychologist and the patient is highly personal. The psychologist must uphold the doctor-patient contract of confidentiality. Psychology students are taught about the importance of communication and trust. Those in private practice must learn how to separate their professional lives from their personal lives and ensure that they don't "bring their work home." Separation and compartmentalization techniques are vital to the success of professionals in the mental health field.

### **Working Environment**

The working environment of a psychologist depends entirely on his professional field specialization. Many clinical, counseling, and school psychologists choose to develop a private practice, allowing them to create their own schedules. These psychologists often choose to work weekend and evening hours, however, in order to be available to their clients. Psychologists who work in hospitals, schools, and other health facilities may have the option to work regular weekday hours. Some, however, must maintain evening and weekend hours. Many psychologists must at times handle an erratic schedule, due to the pressures and time constraints associated with travel, conferences, research, deadlines, and an overload of work.

### **Psychology Career Paths**

One of the greatest benefits of a psychology degree is the sheer versatility it provides. Students of psychology enter many successful careers with different specializations.

- **Industrial-Organizational Psychology:** Industrial-organizational psychologists use research methods to improve productivity and satisfaction in the workplace. Techniques include applicant training, screening, and research related to management and marketing problems. These professionals may work independently or for the government. The departments they focus on can vary but many are employed in the human resources departments of organizations and businesses.
- **Clinical psychology:** Clinical psychologists work in private practices, hospitals, counseling centers, and clinics. One job of a clinical psychologist is to assist clients who are mentally or emotionally disturbed as they try to heal and to adjust to a regular life. Some clinical psychologists work with medical patients to help them adjust to or recover from an injury or an illness. Clinical psychologists can also work in physical rehabilitation centers, helping people who have suffered spinal injuries or strokes, or who have chronic pain or neurological conditions. Still other clinical psychologists devote their careers to helping people handle emotional crises like death or divorce.

It's common for clinical psychologists to evaluate their patients' conditions through interviews and diagnostic tests. They may treat individual, family, or group patients through the development of programs designed for behavior modification. Clinical psychologists often work in collaboration with physicians to develop treatment programs for mutual patients. Those who work in academic settings, like a college, university, or medical school, devote their careers to teaching graduate students about the psychology field. Some clinical psychologists work in the field of public health, designing and implementing mental health programs for communities.

The field of clinical psychology also has its own specializations. They are:

- **Health psychology:** Health psychologists design health counseling programs that are meant to help individuals reach particular health goals, such as weight loss and the cessation of smoking.
- **Neuropsychology:** Neuropsychologists often work with stroke and head injury patients, studying the relationship between the brain and human behavior.
- **Geropsychology:** Geropsychologists specialize in the particular psychological problems of the elderly population. New Mexico is currently the only state in the United States in which clinical geropsychologists are permitted to prescribe medications to patients. In order to obtain this permission, however, clinical psychologists in New Mexico must receive special training and education. In states other than New Mexico, clinical psychologists must work with other medical professionals when developing a treatment for a patient that involves medication.
- **Developmental psychology:** Developmental psychologists focus on the cognitive development and social development of people at all stages of life. Some developmental psychologists focus on infant, child, or adolescent behavior, while some focus on adult and elderly behavior. Developmental psychologists may also study the effects of developmental disabilities.
- **Counseling psychology:** Counseling psychologists help patients solve interpersonal problems. Counseling psychologists employ many strategies, including group sessions, hypnosis, and one-on-one interviews. Today's techniques go far beyond the traditional "couch therapy" and can cover a wide range of topics. A good rapport between the counselor and the patient is essential for the counseling programs to be successful. Individuals with strong positive self-images and personalities are well equipped to be successful in this psychological field.
- **Forensic psychology:** Forensic psychologists are experts at the psychological evaluation of criminals. They are often called upon to evaluate the psychological fitness of individuals who must stand trial. This specialized field requires the psychologist to be of sharp legal mind and be able to evaluate legal situations. Forensic psychologists must state and defend their psychological evaluations in court.
- **School psychology:** School psychologists help students with learning and behavioral problems or differences. School psychologists may work in elementary, middle, or secondary schools. They work with teachers, parents and administrators to develop and implement strategies to improve classroom management and student performance. They work with students who are disabled and with students who demonstrate particular gifts or aptitudes. School psychologists also evaluate the results, benefits, and effectiveness of many different kinds of school programs and services.
- **Social psychology:** Social psychologists examine the interactions between people and between individuals and the larger social environment. They may focus their studies on professional

careers on the effects of group dynamics, leadership skills, individual attitudes, and qualities of perception on market research, systems design, or other specialized fields of psychology.

- **Experimental or research psychology:** Experimental and research psychologists focus their research careers on behavioral patterns, specializing in such aspects of behavior as motivation, learning, memory, attention, sensory processes, thought, and the effects of genetics, neurology, and drug and alcohol abuse on behavior. Experimental or research psychologists usually work in private centers of research, private businesses, government organizations, nonprofit organizations, and colleges and universities. Experimental and research psychologists often use human volunteers and animals such as rats and monkeys to conduct their research.

## Diversity in Psychology

As the field continues to grow, the number of female and minority students pursuing a degree in psychology is increasing. As the recognition of societal issues related to gender and race continues to grow, women and minorities are uniquely equipped to deal with the issues their clients may bring to their practice.

## Psychology Career Statistics

According to the U.S. Bureau of Labor Statistics (BLS), the top professions for psychology bachelor's degree holders are:

- Top and mid-level management
- Sales occupations
- Social work
- Other management-related occupations
- Personnel training
- Administration
- Insurance, securities, real estate, and other business services
- Nursing and physician assisting
- Accounting and auditing

The College Board's College Handbook reports that half of psychology college graduates work for businesses and non-profit organizations. Another 16% work for the government, 14% work for educational institutions. 13% are self-employed and the remaining 9% work in private charitable organizations.

The career opportunities for graduates with PhDs and master's degrees in psychology are more specific. According to the *American Psychological Association*, almost 90% of psychologists holding PhDs were employed in the field. Approximately 75% of psychologists holding PhDs were employed full-time. Psychologists with advanced degrees also enjoy the benefit of collaborating with colleagues and continuing their own education through workshops, both in person and online.

## Career Outlook

The economic outlook for the field of psychology continues to be positive. The professional opportunities in the field are expected to increase by 15% through 2016, according to the BLS. Those graduates who decide to pursue degrees in social work can expect an even higher growth at 22%. The

skills learned in a psych degree program can be applied to almost every opportunity in the American job market today, which makes the degree extremely appealing.

The increasing demand for psychologists in hospitals, social service organizations, mental health care centers, rehabilitation centers, private businesses, and schools ensures that those working in almost all specializations of the field of psychology can expect good job growth.. This is especially true for school, clinical, and counseling psychologists.

School psychologists may be the most in demand of all specialty psychologists. Parents, teachers, and school administrators are increasingly aware of and concerned about the ways in which students' mental health affects their behavior and ability to learn in the classroom.

Clinical psychologists will also be highly in demand as people need more and more help dealing with depression, alcohol and drug abuse, job-associated stress, divorce, and other times of emotional crisis. In addition to this, clinical psychologists will be needed to develop, implement, and help people through prevention programs as they struggle with maintaining a healthy lifestyle.

Businesses continue to require the services of industrial-organizational psychologists who can help encourage productivity in the workplace and the retention of employees. Industrial-organizational psychologists can also help the staff of a company manage issues of diversity, gender, and discrimination. These psychologists also assist in the development of effective surveys and market research tools and strategies.

Psychology PhD graduates should be in particularly good shape for entering the job market, especially if they have focused their studies on a specialty such as counseling or school psychology. Those with computer science and quantitative research skills may receive preferential treatment in the job market.

Students who have obtained a master's degree but have not obtained a PhD will have tough competition when looking for a job, if their focus is in a specialty other than school or industrial-organizational psychology. Most other jobs that fall inside of other specialties in the field require that the applicant have a PhD. Master's degree holders, however, may find employment as counselors or psychologist assistants. They may also find employment at universities with research centers, in the government, or in private companies, conducting research and collecting data.

Those students who hold a bachelor's degree in psychology but choose not to pursue a higher degree are unlikely to find employment as psychologists, but as stated above, many other fields seek graduates with a good understanding of human behavior. Bachelor's degree holders may also teach high school psychology if they also obtain appropriate state public school teaching certification.

### **Salary Information for Careers in Psychology**

According to the BLS, in 2006, the median salary of clinical, counseling, and school psychologists was \$59,440. Counselors took home approximately \$47,530 and social workers earned \$37,480.

### **Certification and Licensure**

#### **Related Associations**

The American Psychological Association, the National Association of School Psychologists, The Association of Black Psychologies, The Association of Educational Psychologists and the Asian Association of Social Psychology.

## APPENDIX 4

### *Sample Syllabi for Courses Offered in the SSBS*

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**PSCI 2213, American National Government**  
(ACTS Equivalent # PLSC 2003)  
**Fall 2012**

**Professor: Dr. Strong**

**Class Times: M&W, 1:10-2:30; or T&TH, 9:40-11:00**

**Office: 216 MCB**

**Contact Phone: 1-870-460-1687**

**Office Hours: See Appendix 4 (pg. 12, back page) of this syllabus.**

**Course Description:**

This course is designed to provide students with an introductory knowledge and understanding of American government, politics, and organization(s). As Americans, it is important to understand the American government, be able to answer basic questions about how it operates the way that it does, and be able to assess the merits of these practices. A key focus of this course will be on the basic mechanics of the American government, meaning that much of this course will be devoted to issues that show how the system works in general practice. This includes an analysis of the major institutions found in the United States and the primary political actors, which will help you understand how and why the US responds as it does to the events of your time. Also covered are the mechanics of federalism, the three branches of government, political parties, interest groups, elections, public opinion and the media. Students will be asked to critically evaluate various key issues related to the operation of the American Government, which will allow them to make informed decisions when voting or getting involved in government relations.

Students who complete this course should:

- Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time.
- Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now.
- Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.
- Be able to write a short essay that critically assesses one a topic related to the American government.
- Improve your public speaking skills through participation in one of the three discussion panels.

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**Components:**

- Attendance 5%
- Participation/Quizzes 5%
- Panel Discussion 10%
- 3 Mid-term Exams 15% (each)
- Essay 15 %

• Final Exam	20 %
	————
	100 %

### 1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. A sign-in sheet will be passed around at the beginning of each class period taking attendance and all students present must sign this sheet before the instructor leaves the class, if they want their attendance for that class recorded. To see the penalties for missing class, look at the attendance section of this syllabus.

In addition, to earn participation grades, you are expected to take part in weekly quizzes/short assignments and discussions, as well as scheduled forums. Quizzes and in-class short assignments will not be announced beforehand, but will be conducted during the first ten minutes of class. Quizzes (which will consist of a series of short answer and/or multiple choice questions) and assignments (which will require you to write your answer in the form of a paragraph) will be based on the reading assignments for that class, as well as material covered during the last class. There is no make-up for quizzes and in-class short assignments, if you are late to class. If a short assignment is to be completed as homework, you will be given instructions and a due date in class. The timing and topic of class forums will be announced in class and will consist of a class period where students are given reading assignments outside of class and expected to participate in all activities associated with the forum.

**Attendance will count as 5% of your overall grade for the semester. Participation, which includes the results of quizzes and short assignments, will counts as 5% of your overall grade. Combined, attendance and participation will counts as 10% of your overall grade.**

### 2. Discussion Panel:

You must participate in 1 (one) of the 3 (three) discussion panels held at various points throughout the semester, but only on the dates included in this syllabus. Your presentation must be between 3-5 minutes and must cover some topic related to the theme of the panel that you choose. If your presentation is less than 3 minutes, you can make no more than a 'C' for the presentation. If it goes over 5 minutes, you will lose points from you grade, so time yourself before you speak.

The themes that you can choose from are as follows:

- 1) The constitution;
- 2) The presidency and Party Politics; and/or
- 3) Civil rights and liberties.

You are allowed to get information from the Internet, but you are not to just read a couple of paragraphs from a relevant website as your presentation. Instead, you are to read at least 2 sources related to your topic and write your own summary, which will be turned in after you finish your presentation and assessed as part of your grade. The level of your participation and the information presented on these days will determine your combined participation grade for this class. I suggest that you use notecards on the day. Alternatively, you can write your speech out and read it to the class, but you should always try to make eye contact.

You will be asked to tell me what you will talk about 2 (two) weeks before your panel presentation to ensure that each of the participants talks about something different. The earlier you designate your topic, the more likely you will be to be able to talk about that specific topic. Come and see me during office hours, if you are not sure what to prepare in advance.

**The discussion panel will count as 10% of your overall grade for the semester.**

### 3. Essay:

For this class, you must write a critical essay based on one of the following three topics:

- 1) Is Amending the Constitution Risky?
- 2) Public Opinion: Is a Polarized America Myth or Reality?
- 3) The Electoral College: Reform It or Leave It Alone?

Basic Requirements:

- It must be 5 pages in length (about 2500 words)
- It must be typed on a computer
- It must use standard formatting settings (i.e. 12 pt. font)
- It must be 1.5/double spaced
- It must be based on one of the topics (1, 2 or 3) listed above and use the associated reading pack, to be handed out in class.
- It must include references both within the text and in the bibliography.

The first step is to read ALL of the articles related to the topic. They each include about the same number of pages, even though the third one has three essays attached to it. Hint: Don't decide against the third topic, just because it has three articles. It may actually be easier to write 5 pages, if you have another source. Then, you must include a SHORT summary of EACH of the articles. This does not mean that you just give me an overview of the article. You must choose what is important about the article and tell me about that using both quotations and your own words, although remember that you must use references WHENEVER you use someone else's IDEAS, whether or not you have paraphrased the section. Finally, you must write an analysis that compares the arguments made in the two/three essays, which will in turn demonstrate which essay you think is more persuasive. Note: Be careful to not just pick the one you agree with. Make sure that your argument makes sense.

To be clear, you should not just summarize the article(s), but should instead respond to what you have read using quotations from the text to support your ideas. Because of the short length, make sure that you have one clear idea and write about that. Do not fall into the temptation of just mentioning a bunch of different points found in the paper. This is not the point of an essay in the Social Sciences. You are instead supposed to make an argument, which just means that you actually have something to say about the article that you read. If you have any questions about how to do this, come by my office during office hours.

**It will count as 20% of your overall grade for the semester.**

#### **4. Examinations:**

Four examinations (three 'midterms' and a final) will be given *only* on the days listed on the class schedule. Examinations will cover the readings, lectures and discussions covered prior to the exam. The exams will consist primarily of multiple-choice questions; you will also have the possibility of doing extra credit work based on the *New York Times*. Any other sections to the test will be announced in class in plenty of time prior to the exam to give you enough time to prepare your notes and organize your study habits.

If you do not do well on any of the mid-term examinations, you will have the opportunity to get extra credit by writing a 1 ½ to 2 page short answer to one of the questions listed at the end of this syllabus, see Appendix 1. If you choose to do these questions, you are expected to write between 3-4 paragraphs (at the very least) that answer the question, if you want full points. While not required to use references from the textbook (or credible outside sources) to support your opinions, this practice (if done correctly) will bring a better grade for this section of the test. If you have questions about how to do this part of the examination, come and see me. These mini-essays must be completed within two weeks of the exam.

***Be aware that you will be required to sit with at least one chair in between each person, your bags are to be out of sight and if I see your cell phone, your exam is OVER.***

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. They will moreover be considered only if you have contacted the professor within 48 hours of the absence and have established (in writing) a definite time for the make-up, which

must be finished within a week of the original date of the exam. *Be aware that the content of the make-up exam will be at the discretion of the instructor.*

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### **Grading Scale:**

The grading scale is as follows:

A: 90 % to 100 % (exceptional work)	B: 80 % to 89 % (good work)
C: 70 % to 79 % (average work)	D: 60 % to 69 % (below average)
F: Below 60 % (failing)	

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### **Required Book:**

You will need to purchase the following book this semester:

- James Q. Wilson: *American Government*, 10<sup>th</sup> edition, (Boston: Wadsworth Cengage Learning, 2009).

You will be expected to read and understand all of the chapters in this book, as well as the Declaration of Independence and the Bill of Rights. It will help your understanding of the topic, if you read the assigned reading *before* the class in which the related issues will be discussed.

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### **Schedule of Classes:**

*The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.*

#### **Topic 1:**

#### **What is Politics? / Why We Need a Government**

Readings: Wilson (Chapter 1)

Wks 1-2(Aug 22-31)      Discuss Syllabus, Expectations of Course/ Key Political Terms

#### **Topic 2:**

#### **The US Constitution and the Bill of Rights**

Readings: Wilson (Chapter 2); also the Declaration of Independence and the Constitution (You must memorize the Preamble for the exam).

Wks 3-5 (Sept 3-21)      Declaration of Independence/U.S. Constitution  
No Classes, Labor Day, Monday, September 3

Sept 20 for TH class and Sept 24 for MW class:

#### ***Panel Discussion 1: The Constitution***

**Instructions:** Each person will have to sign up to research one of the amendments of the constitution or a topic related to the U.S. Constitution.

#### **Topic 3:**

#### **The Internal Workings of the U.S. Government**

##### **I. The Organization (and Working Principles) of the U.S. Government**

Readings: Wilson (Chapter 5)

Wk 6-7 (Sept 24-5)      Federalism, Limited Government, Separation of Power  
Discussion Point: Making Essays Less Scary  
Oct 2 for TH class and Oct 3 for MW class:

#### ***Mid-Term Exam 1***

##### **II. Political Parties**

Readings: Wilson (Selections from Chapters 7 & 8).

Wk 8 (Oct 8-12)      Campaigns and Elections



TBA, Group Forum: Pres/Congressional Election

### III. The Legislative Branch

Readings: Wilson (Chapters 9 & 11).

Wks 9-10 (Oct 15-26) The United States Congress  
TBA, Group Forum: Passing a Bill in Congress  
October 26 (which is a Friday) for all classes:  
**Major Essay Due**

### IV. The Executive Branch

Readings: Wilson (Chapters 10 & 11).

Wks 11-12 (Oct 29-Nov 9) The United States Presidency  
Nov 1 for MW class and Nov 5 for TH class:  
**Panel Disc 2: The Presidency and Party Politics**  
Instructions: Each person will have to sign up to research one of the  
U.S. presidents or an issue relate to the president.  
Nov 6 for TH class and Nov 7 for MW class:  
**Mid-Term Exam 2**

## Topic 4: Protecting American Civil Rights and Liberties

### I. The Judicial Branch

Readings: Wilson (Chapter 12).

Wk 13 (Nov 12-16) The United States Supreme Court

### II. Civil Rights and Liberties

Readings: Wilson (Chapter 3&4).

Wk 14 (Nov 19-23) Civil Rights/ 1960s US Civil Rights Movement  
Wks 15&16 (Nov 26-Dec 7) Civil Liberties

Nov 28 for MW class and 29 for TH class:

### **Panel Discussion 3: Civil Rights/Liberties**

Instructions: Each person will have to sign up to research one of the  
U.S. presidents or an issue relate to the president.

Dec 5 for MW class and Dec 6 for TH class:

### **Mid-Term Exam 3**

**Final Exam Period**, December 10-14, 2012

### **Important Dates, Fall 2012**

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August 22 (Wed) - First day of classes (regular and first 8-week fast-track\* classes).

August 28 (Tues) - Last day to register or add classes.

September 3 (Mon) - Labor Day Holiday. Offices and classes closed.

October 5 (Fri) - Deadline to apply for May graduation.

November 5 (Mon) - Preregistration for Spring 2013 begins.

November 7 (Wed) - Last day to drop with a W in regular classes; NA to fast-track\* classes.

November 16 (Fri) - Preregistration for Spring 2013 ends.

November 21 (Wed) - Classes closed.

November 22-23 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 4 (Tues) - Last day to withdraw from class (regular and 2<sup>nd</sup> 8-week fast-track\* classes).

December 7 (Fri) - Last day of classes.

December 10-14 (Mon-Fri) - Final exam period.

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## Class Policies and Helpful Hints:

**Academic Honesty:** Academic honesty is expected of all students. I expect that each student will do his/her own research and write his/her own papers. It is also expected that you will not peek at your neighbor's exams, use other unauthorized forms of help during exams, or allow other students to cheat off of them. Cheating on exams and essays, as well as allowing other students to cheat off of you, will result in a '0' for the exam or assignment in question.

**Plagiarism:** Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. I reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

- 1) A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
- 2) The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

You are expected to cite sources in papers in the appropriate way. In this class, it doesn't matter whether you use the Harvard system or footnotes, as long as you are consistent. You must provide a reference within the body of the paper itself – either in parenthetical form or in the form of a footnote/endnote – for any piece of information that is not considered to be general information. In addition, you must include a list of all references with full citations at the end of the paper. This must include all sources (whether they are books, articles, websites, etc.) that were consulted when writing your major essay and discussion booklet.

***A general rule of thumb to go by: If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.***

If you turn in a paper, a paragraph, or even a sentence that you copy from another source, without properly giving the author credit, this is plagiarism. But plagiarism extends to other common practices as well. Even with proper citations, if you do not make it explicitly clear that the words or ideas are coming from another, this is plagiarism. For instance, if you cut-and-paste a sentence from an online source but do not cite the source, this is plagiarism.

To expand on this, if you use an author's exact words in the text of your work, you must put the words in quotation marks and use an appropriate citation that indicates the source, its author and the page number or internet site where the quote can be found. If you paraphrase an author's words or ideas, you do not need to use quotation marks, but you will still need to use an appropriate citation that gives details about the source of this information. If you are unfamiliar with how to reference sources, please see me early in the semester.

Be very careful and vigilant about this, as I do check referencing in papers and adjust the mark accordingly.

Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best, and Academic Dishonesty, at worst.

The instructor reserves the right to use all necessary means to uncover suspected instances of Academic Misconduct or Academic Dishonesty. Students who violate these rules can expect to be counseled about the offense, which will then lead to you either getting an automatic '0' for the paper, or worse. It depends on the seriousness of the offense.

**Cheating:** Cheating on exams, outside assignments, or papers is a violation of the academic honor code (see pg. 49 of catalog). You know what cheating is, but if you are unclear, come and see me early in the semester. If you are caught cheating, you will be given an automatic 'F' for the assignment, and your case will be referred to Academic Affairs for further action.

**Attendance:** There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave

the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

Please also note that excused classes will be determined by the instructor, meaning that extended absences should be discussed with the instructor. Please be advised that because this is a generous attendance policy, you must have a good reason for being absent. The following will not ensure that your absence will be considered to be 'excused': you were not feeling 100%; you have a note from mom/dad; you are going on a trip (that is not an emergency); your travel arrangements (that are not for school sponsored events) mean that you miss class periods; you overslept; you didn't leave enough time to get to class; etc.

If you are absent because of an excused university activity, you must ensure that I have official notification from the faculty responsible for your trip. I will put this in your file to ensure that your absence will not count against you at the end of the semester. Please note that this is your responsibility as a student; do not assume that I have been informed.

Unless you have made prior arrangements with the professor about why you will be missing class, the following chart shows you exactly how many points you will lose, as determined by the number of classes that you miss because of an unexcused absence:

Number of Unexcused absences	Your participation grade at the end of the semester
1	100
2	95
3	90
4	85
5	80
6	70
7	60
8	50
9	40
10	30
11	20
12	10
13 or more	0

**Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints with which you may not always agree. This is moreover an essential part of your experience at UAM. To encourage this type of atmosphere in class, consider this class to be a 'Free Speech' zone. Free speech means that you might, on occasions, hear things that are uncomfortable with, which may in turn challenge the limits of your tolerance.

Having said this, you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say. However, in order to foster an environment where students feel comfortable to speak their minds, I do set boundaries and limits on *the way* in which you engage in debates. No swearing or personal attacks on other students will be permitted. To this end, be assured that any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of other is prohibited in and will lead to you being ejected from the classroom.

Also, I have a strict policy that there are no stupid questions. Every student is allowed to ask questions about whatever part of the curriculum they might not understand. In order to foster this environment, there will be no laughing, ridicule or even giggling by other students, when a question is asked. Just remember that there might be situations where you do not know the answer, but someone else in the class does. You would want to be treated with respect, so make sure that you treat other students with respect.

**Disorderly Conduct:** Disorderly conduct will not be tolerated in class. Disorderly conduct is defined as any behavior which disrupts the regular or normal functions of the University community, including the behavior which breaches the peace or violates the rights of others. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

**Electronic Devices:** While cell phones and pagers are wonderful devices for communication, there is nothing more annoying than hearing cell phones go off in the middle of class. Please turn off all cell phones, pagers, etc. before class begins. If there are calls that you absolutely must take, turn your phone on silent and leave the class before you start talking to the caller. No calls from your end will be tolerated.

**Late Work and Make-Ups:** Late research projects and discussion booklets **will not** be accepted, unless there are clear extenuating circumstances. If it is a matter of having left the assignment at home and needing to turn it in later the same day, this is OK and does not need prior negotiation.

If there are extenuating circumstances and you are unable to submit the comparative analytical literature review or the short assignments by the deadline, you must make arrangements with me prior to the due date. There must be a legitimate excuse and a suitable compromise must be made at least 24 hours before the deadline. Failure to do this

The following chart tells you exactly how many points will be lost for late submissions:

On or before the deadline	No penalty
1 class period late	Minus 5 points
2 class periods late	Minus 10 points
3 class periods late	Minus 15 points (meaning that you can get no more than a B on the assignment without prior permission)
4 class periods late	Minus 20 points
More than 5 class periods late	Minus 25 points (which means that you can get nothing higher than a C on the assignment without prior permission)
After the last day of class	Late work will not be accepted, meaning that you will get a 'O' for that assignment. The only exception is any work related to the final exam.

**Other Make-up Work:** If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a 'O' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam.***

**Office Hours:** I have office hours every day, or you can make a specific appointment to talk to me about any issue related to the course. Please check a schedule of the exact times that I am available and make a note of the classes will get first access on a particular day and time.

***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more. You are welcome whenever you have a problem, question or concern.

**Contact by Email or Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency. If you do not get a response from me confirming that I received the email, assume that I have not and resend your email message.

***Please do not abuse the available electronic communication devices.*** This means that you should make sure to contact me with any questions or problems that might arise *at the time that they arise* ... not hours before an exam or an assignment deadline. Also, be aware that **any serious issues must be dealt with during office hours.** Only minor issues will be addressed by email or over the phone.

**Participation:** Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams.

In addition, you are expected to complete all in-class quizzes and short assignments (which will not be announced beforehand) and all short homework assignments, as assigned. You are also required to participate in all forums. When compiled, these grades (in conjunction with your participation in regular classes) will constitute your participation grade. These activities cannot be made up after the deadline has passed, so make sure that you come to class regularly.

This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because ***information presented in class may not always be covered in the text***, but you are still responsible for it. Suggestion: Come to class on a regular basis!

**Reading:** Read each assigned text *prior* to the class for which it has been assigned. This will make the lecture that much easier to follow and will allow you to participate in class discussions of the materials. If you are absent on the day that the additional reading packet is distributed, you must collect your copy during the instructor's office hours.

Because of the nature of this course, it is advisable that you make an effort to follow current events during the course of the semester, if you don't already do this. The best way to keep up with current events relevant to the course material is to read reputable newspapers regularly. Many national newspapers, such as the *New York Times* and the *Washington Post*, are available free on line. Additional information can come from watching the evening news, watching PBS programs like the Jim Lehrer News Hour, reading the Economist, etc.

**Special Arrangements for Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. ***It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.***

Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact:

- **McGehee:** Office of Special Student Services representative on campus -  
Phone (870) 222-5360; Fax (870) 222-1105.
- **Crossett:** Office of Special Student Services representative on campus -  
Phone (870) 364-6414; Fax (870) 364-5707.

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## **Appendix I: Extra Credit Questions:**

You will be given the opportunity to do 3 (three) extra credit assignments to improve your test grades by 10 points. You can choose any of the following questions for this:

1. Compare and contrast the Declaration of Independence and the US Constitution.
2. Compare and contrast the 3 'constitutional principles' and discuss what they mean to the US political process.
3. What does the term 'federalism' mean to the US political process and how has it changed from its inception to today?
4. Compare and contrast the powers and functions of the three branches of government.
5. Discuss how a Bill becomes a law and the problems involved in this process.

6. Discuss the role of the US Supreme Court in America and discuss the strengths and limitations of this role.
7. What are the similarities and differences between civil rights and civil liberties?
8. Discuss the American Party Structure and how it functions.
9. What are the benefits and challenges of the U.S. two-party system?

## **Appendix II: Example of Grading Sheet, Discussion Panel**

American National Government, Dr. Strong

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Subject:**

**Length of Presentation:**

**Time it was supposed to be:**

### **Speaking Tempo & Clarity**

- |                           |          |                  |          |
|---------------------------|----------|------------------|----------|
| 1. <b>Tempo:</b>          | Too Fast | Just Right       | Too Slow |
| 2. <b>Clarity:</b>        | Clear    | Slightly Unclear | Unclear  |
| 3. <b>Speaking Style:</b> |          |                  |          |

### **Strengths of the Presentation**

### **Areas in Need of Improvement**

### **General Comments**

## **Appendix III: Example of Short Essays Grading Sheet(s)**

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Title:**

### **Sources Used**

### **(Thesis) Statement of Main Argument**

### **Grammar, Referencing Style and Organization of Thoughts**

### **Originality**

### **General Comments**

**Appendix IV: Fall 2012 Schedule of Office Hours for Dr. Strong**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:10 - 9:00</b>		<i>Office Hours: By Appt Only (BAO)</i>		<i>Office Hours: (BAO)</i>	
<b>9:10 - 10:00</b>	<i>Office Hours</i>	<b>(from 9:40) American National</b>	<i>Office Hours</i>	<b>(from 9:40) American National</b>	<i>Office Hours</i>
<b>10:10 - 11:00</b>	<b>German I</b>	<b>Government</b>	<b>German I</b>	<b>Government</b>	<b>German I</b>
<b>11:10 - 12:00</b>	<i>Office Hours</i>	<b>Research Methods</b>	<i>Office Hours</i>	<b>Research Methods</b>	<i>Office Hours – (BAO)</i>
<b>12:10 - 1:00</b>		<b>(to 12:30)</b>		<b>(to 12:30)</b>	<i>Office Hours – (BAO)</i>
<b>1:10 - 2:00</b>	<b>American National Government</b>	<b>(from 1:40) International</b>	<b>American National Government</b>	<b>(from 1:40) International</b>	
<b>2:10 - 3:00</b>	(to 2:30) <i>Office Hours</i>	<b>Relations</b>	(to 2:30) <i>Office Hours</i>	<b>Relations</b>	
<b>3:10 – 4:00</b>	<i>Office Hours</i>	<i>Office Hours</i>	<i>Office Hours</i>	<i>Office Hours</i>	
<b>After 4</b>	<i>BAO</i>	<i>BAO</i>	<i>BAO</i>	<i>BAO</i>	

\* Office Hours subject to change; students will be advised of any changes in writing.

## APPENDIX 5

### *8-Semester Plans for Criminal Justice*

**(8-Semester Plans for the other SSBS departments are available on request.)**

<b>Year/Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit</b>
Freshman Year First Semester (16 hours)	CJ 1013 ENGL 1013 HIST 1013 or HIST 1023 MATH 1003 or 1043  Science Requirement	Introduction to Criminal Justice Composition I Survey of Civilization I or Survey of Civilization II Survey of College Math/College Algebra (ACTS Equivalent # MATH 1043) Biology/Chemistry/Earth Sciences/Physics Course + Lab	3 hrs. 3 hrs. 3 hrs. 3 hrs. 4 hrs.
Freshman Year Second Semester (15 hours)	CJ 2143 PSCI 2213 ENGL 1023 ART 2013 or MUS 1113 B.S. Identity Requirement	Juvenile Justice American National Government Composition II Art Appreciation or Music Appreciation Math/Science/Technology Elective	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Sophomore Year Third Semester (16 hours)	CJ 2283 CJ 3313 ENGL 3253 Science Requirement	Research Methods for the Social Sciences Statistical Methods for the Social Sciences Technical Writing Biology/Chemistry/Earth Sciences Course + Lab Elective or Minor Requirement	3 hrs. 3 hrs. 3 hrs. 4 hrs. 3 hrs.
Sophomore Year Fourth Semester (15 hours)	CJ 2133 CJ 2123 ENGL 2283 or ENGL 2293  COMM 2283, COMM 2203 or COMM 1023  BS Identity Requirement	Criminal Justice Ethics Corrections World Literature I or World Literature II (ACTS Equivalent # ENGL 2213 or ENGL 2123) Business & Prof Speech, Interpersonal Speech or Public Speaking (ACTS Equivalent # SPCH 1003) Math/Science/Technology Elective	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Junior Year Fifth Semester (15 hours)	CJ 2113 CJ 3233 PSY 1013 SOC 2223 Minor Requirement	Policing in America Criminal Law Introduction to Psychology Social Problems Elective or Minor Requirement	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Junior Year Sixth Semester (15 hours)	CJ Elective (Upper-Division) PSY 4673 SOC 3453 BS Identity Requirement	Elective Upper-Level Abnormal Psychology Race and Ethnic Relations Math/Science/Technology Elective Elective or Minor Requirement	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Senior Year Seventh Semester (15 hours)	CJ 4373 CJ Elective (Upper-Division) Minor Requirements	Criminology Elective Upper-Level Minor Requirements	3 hrs. 3 hrs. 9 hrs.
Senior Year Eighth Semester (13 hours)	CJ 3243 CJ Elective (Upper-Division) Minor Requirements	Criminal Procedure Elective Upper-Level Minor Requirements	3 hrs. 3 hrs. 7 hrs.

The actual 8-Semester Degree Plan document distributed and discussed with students can be viewed at [http://www.uamont.edu/Social\\_and\\_Behavioral/documents/cj8semester.pdf](http://www.uamont.edu/Social_and_Behavioral/documents/cj8semester.pdf).



## APPENDIX 6

### SSBS Promotional Brochure

# School of Social and Behavioral Sciences

The University of Arkansas  
Monticello \* McGehee \* Crossett

# UAM

UAM is your pathway to your future through education.

If you want more information about the School of Social and Behavioral Sciences at UAM, please visit or contact us.

**Social and Behavioral Sciences**

562 University Drive  
P.O. Box 3619  
Monticello, AR 71646  
Phone: 870-460-1047  
Fax: 870-460-1087

Or visit us at:  
[http://www.uamont.edu/Social\\_and\\_Behavioral/](http://www.uamont.edu/Social_and_Behavioral/)

**MORE THAN YOU'D EXPECT**  
The School of Social and Behavioral Sciences encompasses a wide variety of disciplines that study human history and behavior in society. But you educational experiences won't be limited to the classroom. Beyond traditional courses in these areas, we offer opportunities to...  
...explore the mysteries of ancient Indian archaeological sites...discover national politics firsthand through field studies in Washington, D.C.... tour historic Civil War battlefields or a World War II battleship...ride with law enforcement officers and observe legal proceedings in a court of law and other fields of study through Horizon programs.  
You'll have the opportunity to hear and meet distinguished lecturers from all over the world.  
And, you'll have the opportunity to conduct undergraduate research in a variety of areas.



### **Our Degrees**

The School of Social and Behavioral Sciences offers the Bachelor of Arts Degree in History and Political Science as well as the Bachelor of Science Degree in Criminal Justice and Psychology, and Bachelor of Social Work.

#### **History**

As a history major, you will study both world and American history, from the beginnings of civilization through modern times. Our faculty are nationally recognized scholars in Arkansas history as well as the history of the Civil War, colonial America, Great Britain, and Africa.

#### **Political Science/Pre-Law**

Political Science is the study of government, politics, and the law from both an American and global viewpoint. Students who choose this major will have career opportunities in law, public administration, or politics.

#### **Criminal Justice**

One of the hottest degrees in the field of social science, a degree in criminal justice opens a wide choice of career opportunities, including law enforcement, corrections, probation and parole, human services, and the courts. Criminal Justice majors may also apply to law school or other graduate programs.



#### **Social Work**

Much like criminal justice, social work is a high growth field filled with career opportunities. A social work degree may lead to a career with state agencies such as the Department of Human Services as well as jobs in schools, hospitals, mental health centers, and homes for aging. The field is wide open for licensed social workers, and should you decide to obtain a master's degree, your opportunities will only expand.

#### **Psychology**

Psychology is the always fascinating, sometimes surprising, study of human behavior. You may study early psychology and the lifespan of human development or physiological psychology, including the workings of the human brain and how people learn. A degree in psychology will open career opportunities in social services or health-related fields or in law enforcement, private industry, and government.



## APPENDIX 7

### *Information Sheet for SSBS Horizons Program*

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## *Horizons Program*

**“Experiencing Our Region, Nation and World”**

**School of Social and Behavioral Sciences  
University of Arkansas at Monticello**

### **What is The *Horizons* Program?**

The *Horizons* Program is a series of experiences designed to provide UAM students and faculty within the School of Social and Behavioral Sciences the opportunity to travel to and participate in important academic, cultural, and service activities beyond the boundaries of the Monticello Campus.

Students and faculty participating in this program will travel, study, or work in service projects at regional, national, and international sites.

The *Horizons* Program also promotes the importance of undergraduate research between the faculty and students in the School of Social and Behavioral Sciences. It is the hope that the travel/study and undergraduate research components of this program can be linked and enhanced by each other.

### **What is the Mission of The *Horizons* Program?**

**Mission:** The mission of the Horizons Program within the School of Social and Behavioral Sciences at the University of Arkansas at Monticello is to give students and faculty regional, national and international travel, study, and service opportunities. It is also the mission of this program to create more aware and curious world citizens who will make a difference in the world of today and tomorrow.

### ***Horizons* Faculty Committee:**

This committee will be composed of one tenure-track faculty member from each discipline (chosen by the faculty in the area) and on faculty member chosen by the dean. Each faculty member will serve a three-year term.

The committee’s responsibility will be:

1. Monitor the annual progress and direction of The *Horizons* Program.
2. Review applications and select one faculty member to participate in an international conference each academic year.
3. To review applications and faculty recommendations for students participating in the National and International Travel/Study opportunities.
4. To aid the dean of Social and Behavioral Sciences in identifying individuals who may support The *Horizons* Program's mission and various opportunities.
5. To aid the dean of Social and Behavioral Sciences in identifying grant funding opportunities.
6. To review and critique new programs proposed by the faculty that may broaden the *Horizons* Program.

### **Regional Travel/Study Programs:**

The *Horizons* Program will promote the study of our Midsouth region and the South. Depending on funding amounts each semester, students and faculty will have the chance to travel to different cities, cultural events, historical sites, or discipline specific conferences. These may include such places or events as Memphis, Tennessee, Natchez, Mississippi, the Helena Blues Festival, the Clinton Presidential Library, area museums, or academic conferences.

### **Discipline Specific Regional Study Opportunities**

Each discipline within the School of Social and Behavioral Sciences is encouraged to develop their own regional study experience to help students participate in various academic and cultural events.

### ***Delta Issues Seminar:***

Beginning in the Spring of 2009, the School of Social and Behavioral Sciences will propose a new class called the *Delta Issues Seminar*. It is proposed that this class be offered by two of the six disciplines each spring semester. It will be rotated among the other disciplines during subsequent spring semesters. These seminars (limited to 15 students in each class) may be open to Juniors and Seniors studying in each discipline.

The topic of each seminar may change each time it is offered. Examples of possible seminar topics may include: Gerontology in the Delta, War and the Delta, Child Development in the Delta, Delta Politics: Past, Present & Future, Unsolved Crimes in the Delta, etc.

### **Student Eligibility:**

Students who participate in the Regional Study experiences through the *Horizons* Program must have a 2.00 G.P.A. and be in good standing\* with the University. Students enrolling in the *Delta Issues Seminar* must have completed the necessary prerequisites of that specific discipline, have at least a 2.00 G.P.A., and be in good standing with the University.

\*To be in **good standing** with the University you cannot be on academic and/or disciplinary probation or suspension, and you must have a good record in the Office of Finance and Administration.

### **National Travel/Study Programs**

Opportunities to travel and study at various destinations within the United States and North America are also priority destinations to *Horizon* participants.

During the spring semester of intercession semester of odd-numbered years, the School of Social and Behavioral Sciences would like to offer study experiences to U.S. and other North American regions and/or cities.

These may include, but not limited to:

Washington, D.C.

Quebec City

New Orleans

New York

Williamsburg/Jamestown/Richmond

Chicago

Santa Fe/Albuquerque

It is proposed that students may earn up to 3 credit hours at the 3000/4000 level for successful completion of the trip and its academic requirements.

### **Discipline Specific National Study Opportunities-**

In consultation with the Horizons Faculty Committee and the dean, faculty members are also encouraged to design national travel study trips (limited to 5 students) to destinations that may be of particular interest to students concentrating in those areas.

#### Examples:

\*Social Work- to United Nations to learn about global social work activities.

\*Criminal Justice- to Tucson, AZ or El Paso, TX to learn about the work to restrict illegal immigration.

### **Student Eligibility-**

1. Earned at least 15 hours of degree-applicable courses at UAM
2. Earned a 2.25 G.P.A.
3. Complete a National Travel/Study Application
4. Signed the Code of Conduct Pledge
5. Have a faculty recommendation on file
6. Be in good standing\* with the University

\*To be in **good standing** with the university you cannot be on academic and/or disciplinary probation of suspension, and you must have a good record in the Office of Finance and Administration.

### **International Travel/Study Programs**

International Travel/Study opportunities are also a priority that will be promoted through the *Horizons* Program. Currently, the School of Social and Behavioral Sciences offers a *United Kingdom Study Program* that provides up to 20 students the chance to study (on a rotating basis) in England, Ireland, or Scotland. This program is offered during the Spring of even-numbered years. It is proposed that a *South Africa Study Program* be explored and initiated during the 2008-2009 academic year. This could possibly be a non-currency exchange program where two students in South Africa pay tuition, room and fee charges at their university- two UAM students pay their tuition, room, and fee charges in Monticello –*and they switch places* – studying overseas for one semester.

This non-currency exchange will allow UAM students to use their financial aid and thus make it affordable for more students.

## **Discipline Specific International Study Opportunities**

In consultation with The *Horizons* Faculty Committee and the dean, each discipline is encouraged to explore the possibility of non-currency exchanges for students studying in your areas.

### **Student Eligibility-**

1. Earned at least 30 hours of degree-applicable courses at UAM
2. Earned a 2.5 G.P.A.
3. Complete an International Travel/Study Application
4. Signed the Code of Conduct Pledge
5. Have two faculty recommendations on file
6. Be in good standing with the University

### **Faculty Travel/Study**

The School of Social and Behavioral Sciences faculty will also benefit from The *Horizons* Program. In addition to sending faculty who are presenting or chairing sessions at national conferences each year, The *Horizons* Program proposes an ambitious goal of sending one faculty member to an international conference each academic year.

A faculty application and selection process will be created during the Spring 2008 for this faculty program.

The School of Social and Behavioral Sciences also encourages its faculty to participate in and lead these various regional, national, and international travel/study trips.

### **Undergraduate Research:**

An important component that can be interwoven within The *Horizons* Program is the priority of undergraduate research. Faculty members are encouraged to identify students who may attend academic conferences with mentor faculty members and/or participate directly with students on research projects of interest to the student and the faculty member.

The topics of these undergraduate research projects may be sparked by or enhanced by the travel/study opportunities provided through The *Horizons* Program.

### **Some Undergraduate Grant Opportunities-**

- Faculty Research Grants
- SURF Grants
- Other funding sources identified through the Council for Undergraduate Research

### **Student Eligibility for Undergraduate Research Projects and Grants-**

1. Earned at least 30 hours of degree-applicable courses at UAM
2. Earned a 2.75 G.P.A.
3. Letter from faculty mentor on file
4. Be in good standing\* with the University