

Annual Assessment

School of Social and Behavioral Sciences University of Arkansas at Monticello

2009-2010

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 two others in human services and sociology. Course work only is offered in anthropology and geography. The program submitted for a detailed review this year is Psychology.

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.

(The 2008 Assessment Report can be found, http://www.uamont.edu/Social_and_Behavioral/).

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. If your unit has specific accreditation standards please attach these standards; include the name of the accrediting body and the term of the accreditation.

A student who graduates with a Bachelor of Science in *Psychology* degree from the School of Social and Behavioral Sciences (SSBS) should be able to engage in or have:

- (1) **Research:** Develop 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:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed 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:** Develop 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) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

Student Learning Outcomes can be accessed at: http://www.uamont.edu/Social_and_Behavioral/

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

| | UAM MISSION STATEMENT | Comments |
|--|---|------------|
| | The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth understanding through scholastic endeavor. | 2, 5 |
| | The University seeks to enhance and share knowledge to preserve and promote the intellectual content of society and to educate people for critical thought. | 1, 2 |
| | 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. | 1, 2, 4, 5 |
| | 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 | 6 |
| | 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. | 3 5 |

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website catalog syllabi and brochures).

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, including those interested in majoring in psychology, 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 (see Appendix 1 Sample A). 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 (see Appendix 1 Sample B).
- 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** (displayed on bulletin boards throughout the MCB building, see Appendix 1, Sample B) and **fact sheets** about careers in the field of psychology (see Appendix 1, Samples C-E). These are available in the School of Social and Behavioral Sciences main office, on request.

Once in the major, students are primarily concerned about the SLOs associated with their individual courses. While all psychology courses adhere to the general SLOs outlined in Question 1, each class has specialized goals and objectives associated with the course structure of individual courses. These course-specific SLOs are communicated to current students in the following ways:

- 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. Additionally, students are issued a psychology-based **8-semester plan** (see Appendix 3), which outlines the required courses needed to graduate with a Bachelor of Science in Psychology. These tactics, when combined, are designed to ensure that students understand what is expected of them and are able to track their progress while studying at UAM.
- Additionally, students are informed of course-specific SLOs by reading the syllabus for each of their courses. Four syllabi have been selected to show how SLOs are outlined for students taking all core psychology classes (see Appendix 2, Samples A - E).
 - It is planned that the generalized SLOs for the SSBS will be included in most, if not all, course syllabi beginning in fall 2010.

Students and the general public alike can view SSBS SLOs by accessing:

- The (2009-10) SSBS **Assessment Report**, which can be freely accessed at: [http://www.uamont.edu/Social and Behavioral/](http://www.uamont.edu/Social%20and%20Behavioral/).
 - It should be noted that currently, the SSBS website is being updated to include a link that can be easily accessed by all potential and current UAM students that will include the SSBS unit SLOs for Psychology majors. Handouts that give detailed information about SBSS SLOs are also being created and will be available to students in fall, 2010.

To help retain students, there are currently plans underway to create departmental letters to send out to students that fail to achieve the expectations set of them, i.e. when their grades fall below a certain point and they are put on academic probation. This letter will first outline student SLOs, which will then be followed by advice about how to better achieve what is expected of them, i.e. like visiting with professors and asking questions to help them improve their academic performance.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests post tests capstone courses surveys graduation rates etc.) Address historical patterns or trends.

The Psychology faculty is serious about helping PSY majors achieve the SSBS SLOs set for them. To this end, they have created a curriculum that leads students through a series of specific classes beginning with PSY 1013 *Introduction to Psychology*, continuing through PSY 1023 *Advanced General Psychology*, moving through PSY 2203 *Statistical Methods* and PSY 2294 *Experimental Psychology*, before proceeding to the upper-division PSY core and elective courses. When taken in sequence, students progress logically through skill sets that help them improve their research and critical thinking skills, which in turn translate into a grounded knowledge of psychology, an enhanced self-awareness and preparedness for the workforce.

Psychology majors develop SLOs through a range of activities, both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of psychology are gained in the required (core) introductory courses:

- PSY 1013 *Introduction to Psychology* (see Appendix 2, Sample A)
- PSY 1023 *Advanced General Psychology* (see Appendix 2, Sample B)

An important point must be made about the PSY 1023 *Advanced General Psychology* class, as it is unique to UAM and was designed to make sure that students entering the psychology major have a fully developed understanding of basic psychological principles. This course teaches new psychology majors cognitive skills related to the physiological aspects of the field of psychology, including topics ranging from cognition and memory to the neural and chemical functions of the brain.

Writing and research skills, as well as the ability to interpret the type of statistical reports that they will encounter in the workplace, are developed in two core classes specifically designed to take a student through the entire research process:

- PSY 2203 *Statistical Methods* (see Appendix 2, Sample C)
- PSY 2294 *Experimental Methods* (see Appendix 2, Sample D)

PSY 2203 *Statistical Methods* provides students with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences. Lectures are organized to give the student an essential vocabulary which enables him/her to understand basic concepts of statistics and basic computational techniques used in the field of psychology. It is designed to prepare them for the workplace, in that they will be able to accurately interpret whatever patient documents they encounter in a normal workday. PSY 2203 *Experimental Methods* is the psychology equivalent of research methods. It is designed to introduce students to the methods and procedures used to design, conduct and analyze psychological research, with each student required to

prepare, execute and analyze an experiment based on their individual, original research. They then have to give a conference-style presentation to their peers of the research done through the semester. Many students even choose to present their papers to a regional conference in psychology each year; for example, ten UAM psychology students presented papers during the 2010 spring semester as part of the Arkansas Symposium for Psychology Students held at Hendrix College.

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 psychology core curriculum is meant to provide students with:

- **Comprehensive and Accurate Research Skills:** Most psychology courses 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 a professional employee. The PSY Research and Statistical Methods classes directly speak to the development of research and writing skills. (See Appendix 2, Samples C-D)
- **Efficiency in Oral Presentations:** Most PSY courses include oral presentations as part of the required course curriculum. This is then enhanced by the participation in academic conferences where they get exposure to and feedback from their direct peers and faculty. During the 2010 spring semester, 10 UAM psychology majors presented papers at the Arkansas Symposium for Psychology Students at Hendrix College; the faculty mentor was Dr. Rick Clubb. A further four students presented papers at the Arkansas Symposium for Psychology Students at John Brown University; the faculty mentor was Dr. Wayne Poniewaz (see Appendix 4).
- **Grounded knowledge:** The Psychology curriculum starts with general introductory classes that ultimately prepare students for upper-division seminar classes and electives. 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. 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 3).
- **Preparedness for the Workforce/Graduate School:** To test if the psychology curriculum at UAM provides its majors with a comprehensive understanding of all relevant philosophies and practices related to the field of psychology before entering the workforce, students are asked to complete a senior survey after graduation (see Appendix 5). Results from this survey are included below in [Table 3](#), which demonstrates a high success rate of UAM psychology

students when applying for employment and/or graduate school. It should be noted, however, that because of the inherent flaws of the current senior survey, one of the key goals for the upcoming year is thus to update the Senior Survey and include quantitative questions that will provide reliable data to measure this SLO more accurately and reliably (see Appendix 6).

Pre/Post Tests

In psychology, the assessment process is specific to the individual courses taken and is outlined on the respective syllabus handed out on the first day of class. There are ongoing discussions over the issue of pre/post testing procedures but to date there is no consensus for the need to administer such tests in the psychology department given the size of the department. With only four faculty members teaching the entire course curriculum, 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 courses are not used in the psychology department, but this does not mean that psychology majors are not pushed to produce research projects similar to those found in capstone courses. With regard to the core philosophy underpinning the department's curriculum standards, the psychology faculty require majors to take PSY 2203 *Statistical Methods* and PSY 2294 *Experimental Methods* during their sophomore year, rather than in their last year of study. To see how these objectives are taught to students, see Appendix 2, Samples C-D.

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. Incentives are also given to students to present their work at a regional/state-wide conference, which further strengthens a student's oral presentation skills. One of the unique aspects of this process is that students taking *Into to Psychology* are given extra credit if they participate in the experiments conducted by the students in *Experimental Methods*, which also provides links between upper-and-lower division psychology majors within the department.

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. Another opportunity for psychology students to enhance their public speaking skills, while at the same time encouraging lower-division students to pursue similar ambition, is to present at the newly created Undergraduate Student Research Forum hosted and run by the School of Social and Behavioral Sciences. During the 2009-10 academic year, 13 psychology majors took advantage of this type of opportunity with ten presenting papers at state-wide conferences (see Appendix 4) and three others conducting research with UAM faculty members.

Graduation Rates

Graduation rates also serve as one of the Unit's evidence of whether students have achieved the School's SLOs. Table 1 reports the number of students who graduated with a baccalaureate degree in psychology between the academic years of August 2005 through May 2010; the SSBS program totals are included for comparison.

Table 1
Baccalaureate Degrees Awarded in Psychology
August 2005 –May 2010

| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Psychology | 14 | 20 | 11 | 22 | 16 |
| SSBS Program Total | 59 | 62 | 46 | 56 | 52 |
| Percentage of Total SSBS Graduates | 24% | 33% | 24% | 39% | 31% |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample A.)

These statistics demonstrate the vibrancy of the psychology department in that psychology graduates constitute approximately a quarter to more than a third of the total number of SSBS graduates annually. The number of graduates for 2009-10 is down slightly from 2006-07 and 2008-09, but higher than 2005-06 and 2007-08.

Table 2, below, outlines the number of psychology majors that were honor graduates between 2004-05 and 2009-10.

Table 2
Honor Graduates by Major
Six-Year Profile
2005-2009

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|---------|---------|
| <i>Psychology</i> | | | | | |
| Cum Laude | 0 | 1 | 3 | 3 | 1 |
| Magna Cum Laude | 0 | 4 | 1 | 3 | 1 |
| Summa Cum Laude | 1 | 0 | 1 | 0 | 0 |
| <i>Sub-total</i> | 1 | 5 | 5 | 6 | 2 |
| Percentage of Total Psychology Graduates | 7% | 25% | 45% | 27% | 12% |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample B.)

While the number of honor graduates in psychology dropped below 15% in 2005-06 and 2009-10 respectively, over 20% received an honors degree in 2006-07 and 2008-09 respectively and 45% achieved either Cum Laude or Magna Cum Laude status in 2007-08. This again speaks to the vibrancy of the program and the quality of graduates produced by the UAM psychology faculty.

SSBS Senior Survey

A Senior Survey has been administered to all graduating SSBS seniors since 2005 and is structured to obtain their general impressions about whether or not they had achieved the Unit's SLOs in their course of their studies (see Appendix 5).

Table 3 below presents the findings of the existing Senior Survey collected between 2005 and 2008, as specific to psychology majors (full statistics for all SSBS graduates combined are included in Appendix 5, Sample A):

Table 3
SSBS Graduate Employment Survey
2005-09

| | Total Bachelor's Degree | Employed in Field | Employed Not in Field | Enrolled in Graduate or Professional School | Other | Information Not Available |
|----------------------|-------------------------|-------------------|-----------------------|---|------------|---------------------------|
| 2005-06 | | | | | | |
| Psychology | 14 | 4 | 0 | 5 | 3 | 2 |
| Program Total | 59 | 26 | 8 | 10 | 8 | 7 |
| 2006-07 | | | | | | |
| Psychology | 20 | 7 | 2 | 7 | 0 | 6 |
| Program Total | 63 | 24 | 8 | 9 | 1 | 26 |
| 2007-08 | | | | | | |
| Psychology | 11 | 4 | 4 | 2 | 1 | 0 |
| Program Total | 46 | 22 | 14 | 6 | 2 | 2 |
| 2008-09 | | | | | | |
| Psychology | 22 | 5 | 5 | 3 | 4 | 3 |
| Program Total | 56 | 19 | 16 | 8 | 5 | 8 |
| 2009-10 | | | | | | |
| Psychology | 16 | N/A | N/A | N/A | N/A | N/A |
| Program Total | 52 | N/A | N/A | N/A | N/A | N/A |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample C.)

Of the 2008-09 graduates, approximately 60% of all psychology graduates found employment shortly after leaving UAM. Over a third of this group of graduates found employment in their field. A further 3 students gained acceptance into either graduate or law school. Information was not available for approximately 14% of all psychology graduates.

Upon close examination of the existing senior survey, it becomes readily apparent that there are inherent flaws associated with this document. In response, a committee has been formed to revise the SSBS survey to include questions that will yield accurate, quantifiable results. While the current senior survey (see Appendix 5) gives valid results for whether or not a student has gained employment in (or out) of their field and/or gained admission to graduate/law school, it yields little other quantifiable data. Only one additional statistically based question is asked, i.e. among which of the following areas do you believe you improved the most from your classes in the SSBS: content knowledge/subject matter within my academic major; written and oral communication skills; critical thinking; ability to discuss issues intelligently; and research skills. While this touches on the majority

of the stated Unit SLOs, it does not provide reliable quantitative information about whether or not students have actually achieved the desired skills. To this end, a committee has been working on a new senior survey over the last semester. It is currently being piloted and will be administered to all 2009-10 SSBS graduates by September 2010.

It is for this reason that this section only analyzes data collected between 2005 and 2008. An amendment will be made to this document to reflect the findings of the new survey, once it has been piloted and administered to all 2009 graduates of the SSBS.

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

This section outlines the different measures used by the SSBS to chart the academic prowess and achievement of psychology majors.

Annual Enrollment Rates by Major

Table 4 below presents the enrollment numbers for the psychology department, 2005-10.

**Table 4
Psychology Enrollment Figures
Fall Terms 2005-2010**

| | 2005 | 2006 | 2007 | 2008 | 2009 |
|----------------------|------------|------------|------------|------------|------------|
| Psychology | 76 | 80 | 79 | 79 | 83 |
| PROGRAM TOTAL | 331 | 300 | 305 | 305 | 321 |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample D.)

Table 5 divides the total number of majors according to classification, 2009 fall semester.

**Table 5
Psychology Majors by Classification
Fall 2009**

| Major | Classification | Total |
|------------|------------------------------|-------|
| PSYCHOLOGY | Freshman | 28 |
| | Sophomore | 15 |
| | Junior | 14 |
| | Senior | 17 |
| | Pre-Freshman | 9 |
| | Special (non-degree seeking) | 0 |
| | Post-Bachelor | 0 |
| | Subtotal | |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample E.)

In the psychology department, enrollment has remained consistent, ranging between 76 students in 2005 to 83 students in 2009. 83 students is the highest enrollment number for this five year period and accounts for approximately 26% of all SSBS majors. When compared against graduation rates, as found above in Table 1, statistics show that during the 2009-10 academic year, the psychology department graduated 16 of their majors out of an enrollment of 83, which is approximately 20% of all psychology majors.

When the enrollment figures from Table 4 are compared with Table 5, which divides psychology majors according to classification, it was shown that enrollment numbers drop by almost 50% between the freshman and sophomore years. This would seem to imply that there is a problem with student retention. When further analyzing the information from Table 5, however, it becomes clear that while psychology enrollment figures drop by almost half after the freshman year, they are fairly consistent between the sophomore and senior levels. More importantly, once students progress from the freshman to the sophomore year, almost 100% of students graduate from the psychology program. The initial drop in numbers can be accounted for by the fact that many students in the SSBS declare their major in their sophomore and junior years after trying different introductory classes. Once students commit to the second year of study in the psychology program, the success rate towards graduation become normalized. This speaks to the fact that the psychology curriculum, when completed, ensures that psychology students have achieved the desired SLOs.

Discussions are nevertheless underway to devise a plan to help retain more psychology students within the psychology department, and thereby avoid the sharp drop from the freshman to the sophomore/junior years.

Teacher Made Tests and Research Papers

In the psychology department, the assessment process is specific to the courses, since no pre-post testing is used. 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. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses.

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, which again is to continue on from the training that they receive in *Experimental Methods*. For this reason, most upper-division psychology classes require students to express themselves clearly and concisely in writing, both on essay exams and comprehensive projects that adhere to strict academic research and referencing standards. This, to reiterate a point made above in Question 4, is the reason why students are required to take statistical and experimental methods during the sophomore year, where they gain valuable experience with constructing and conducting experiments and then writing up their results (See Appendix 2, Sample D).

An indication that this strategy is working comes from the success of UAM's psychology students at conference, i.e. one of the projects (by Bret Abernathy and Glendon Glaspie) presented at the 2010 Arkansas Symposium for Psychology Students at Hendrix College was suggested for publication by the editor of *Psychological Inquiry*, a journal for undergraduate research. Two

psychology students, Sara Kindred and Rebecca Dillard, conducted independent research with Dr. Ben Brown. Another psychology major researched and presented a paper with Dr. J. Freer at the Arkansas National Association of Social Workers annual conference in March 2010. These are moreover not isolated cases. In spring 2009, 4 psychology majors presented papers at the Arkansas Symposium for Psychology Students at John Brown University. Also in 2009, Nikita Walker (psychology) conducted a study analyzing tendencies towards violence in young children, which she researched and analyzed under the direction of Dr. Dottie Everts. In addition, to complete her sociology major, she conducted a second research project for *SOC 2283 Research Methods for the Social Sciences* analyzing serial killers. She presented these papers at three different conferences, the Arkansas Political Science Association Conference at Arkansas Tech University (February 2009) and the Arkansas Undergraduate Research Conference at Henderson State University (April 2009), both of which prepared her for the 2009 Southern Sociological Society annual meeting in New Orleans.

Changes Related to Student Performance

The psychology faculty at UAM is ever mindful of student retention. Their curriculum was carefully constructed to expose students to the four basic cognitive areas encountered in the field of psychology: development, clinical counseling, traditional psychological theory and group psychology. With this program, students gain knowledge that helps them choose the courses that will best prepare them for their chosen field and/or graduate school. In addition, the decision to require students to take statistical and experimental methods during the sophomore year (as opposed to having them write this type of paper in their senior year) was made to help psychology majors develop better writing skills earlier in their academic career and thereby improve their overall performance by strengthening their writing and critical thinking skills *before* they are able to advance to upper-division coursework. To ensure that these changes (each of which was made years ago), the psychology faculty have impromptu, monthly meetings to discuss slight modifications to help students achieve the SLOs expected of them.

Over the last year, Dr. Ben Brown has experimented with different ways of monitoring and enhancing student performance, including the following:

- When he observed that his students were not reading the assigned readings on a regular basis, which in turn meant that they did not do well on tests, Dr. Brown implemented a system whereby students have the chance to earn points towards an upcoming test. Each day, when they enter the room, they have a multiple choice question to answer. If their answer is correct, they earn points that count towards the next test. If not, they lose nothing but are hopefully encouraged to read the text more carefully before the next class period. (See Appendix 2, Sample A, specifically the section that outlines this policy, which is titled ‘mini-quiz bonus points’ and is located on page 2.)
- More recently, Dr. Ben Brown piloted a change in scheduling meant to help retain students. Rather than having his students meet three times a week on Monday, Wednesday and Friday, he decided to schedule PSY 1013 *Intro to Psychology* on Monday and Wednesday afternoons. This decision was made when he observed that students frequently miss Friday classes and thereby are not exposed to information that would help them perform better academically the following Monday and for the rest of the week. By meeting twice a week, not only are students able to discuss issues more in-depth without stopping at the end of a regular 50-minute class, but they also are less likely to miss class since it accounts for 50% of their attendance for the week, rather than 33%. We are still collecting data to see how effective this strategy is over the longer-term.

- Cooperatively, Dr. Wayne Poniewaz and Dr. Clubb arranged with Dr. Brown to offer extra credit to his beginning psychology students, if they participated in the experiments administered as part of the student projects conducted in PSY 2294 *Experimental Methods*. This interaction not only helps the sophomores improve their survey skills, but it gives the freshman a chance to see what they could achieve, if they decided to major in psychology.

6. Provide specific evidence of how your unit utilizes information other than student performance to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys alumni surveys professional meetings minutes from faculty or committee meetings etc.)

Very little statistical evidence is offered in this section due to the fact that the SSBS Senior Survey is currently being revised and piloted for use in the 2010 fall semester. There are nevertheless other ways that unit decisions are based on student involvement and interaction.

Informal Meetings with Students

When Dr. Trey Berry became Dean of the SSBS in 2007, he initiated meetings with students to ask them what they felt would improve their academic experience and strengthen their academic skills while studying at UAM. These meetings were continued under the Interim Dean, Dr. Carol Strong during the 2009-10 academic year. They have been predominantly impromptu, meaning that they have not been documented by emails or faculty meeting minutes. They have nevertheless been productive and have resulted in the following initiatives/changes:

- **Graduate/Professional School Forum:** When students in History and Political Science expressed doubt that they knew how to successfully apply law school/ graduate school, the SSBS annual Graduate/Professional School Forum was created, which 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.

This session is of particular benefit to psychology students, since the entrance exams and requirements are so specific in the field of psychology. For this reason, Dr. Ben Brown (assistant professor psychology) has made a presentation and answered questions in each of the forums hosted by the SSBS. An example of the flyer for the graduate/professional school forum is included in Appendix 7.

- **SSBS Student Research Forum** - After various students in the History, Political Science, Sociology and Social Work departments attended and presented at state-wide and regional conferences over the past year, other students asked if there would be an opportunity to hear about their experiences and thereby encourage other students to participate in independent research. In response, Interim Dean Carol Strong plans to organize an SSBS Student Research Forum that will be open to all SSBS students who have either attended conferences or are working on collaborative projects with departmental faculty members. Discussions are underway to have the psychology students that worked on independent research with Dr. Ben Brown give presentations during the 2010 fall semester.

Discussions are underway to find ways to formalize this type of student interaction and feedback, i.e. through public meetings and official letters sent from the SSBS. One step has already been taken in

this direction. During the 2009 spring semester, students that made the Chancellor/Dean’s list were sent letters asking them to consider serving as a mentor for incoming freshman and sophomores in the SSBS (see Appendix 8, Sample A). 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.

Senior/Alumni Surveys

The following is a summary of the type of responses found in the senior/alumni surveys administered during the 2008-2009 academic year (full survey included in Appendix 5):

| | |
|--|------------|
| School Outcome Goal Percentage of Seniors Who Believed They Learned These Skills | |
| Content Knowledge ----- | 77% |
| Written & Oral Communication ----- | 66% |
| Critical Thinking ----- | 75% |
| Ability to Discuss Issues Intelligently ----- | 69% |
| Research Skills ----- | 63% |

While a need for UAM graduates to develop better written and verbal presentations skills was confirmed by this survey – especially when combined with the information gained from informal meetings with students, discussions during faculty meetings about the quality of essays received in respective classes and the pass/fail rates of students – little other data can be reliably deduced from the current SSBS Senior Survey. One of the most significant limitations of this survey, after all, is found in the fact that the current senior survey (see Appendix 5) only directly asks a limited number of questions, i.e. whether or not a student has gained employment in (or out) of their field and/or gained admission to graduate/law school. All other information gained is both vague and spurious by nature in that it is gathered from the following imprecise question: Among which of the following areas do you believe you improved the most from your classes in the SSBS: 1) content knowledge/subject matter within my academic major; 2) written and oral communication skills; 3) critical thinking; 4) ability to discuss issues intelligently; and 5) research skills.

The problem with these results is that the senior survey is one of the weakest aspects of the SSBS. Specifically, while the existing survey admittedly touches on the majority of the stated Unit SLOs, it does not provide reliable quantitative information about whether or not students have actually achieved the desired skills. Because of this, a committee has been reconvened to formalize the draft survey that was formulated in the last two years but never implemented. The intention is to review the draft, make any necessary changes, pilot it and then implement it during the 2010-11 academic year (see Appendix 6).

Employer Satisfaction Surveys

Currently, there are no formal employer satisfaction surveys for graduates of the psychology program, but contacts between the UAM psychology faculty and local/regional employers nevertheless exist. For example, many psychology majors 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. (At this time, no formal survey is required, but plans are underway to formalize this process.) 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 a 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.

Faculty Meetings

Faculty members of each division frequently meet for **impromptu divisional meetings**, both formally and informally, to discuss student performance on measures such as teacher made tests, textbook adoption and other course assignments. The psychology faculty makes sure to meet every couple of weeks over lunch to discuss their experiences in the classroom and with students. **Departmental meetings** are held approximately once a month and allow the entire school to meet and discuss issues that impact all SSBS students and faculty, including student retention, undergraduate research initiatives, conference participation, registrar deadlines and conference reports, see Appendix 9, Samples A-B. 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. (A copy of the agenda for the 2009 faculty planning retreat is included in Appendix 9, Sample C.) The Unit uses all of the above information to improve

its strategic plan, implement new projects/assignments in the classroom and better counsel students toward successful graduation and graduate school and professional opportunities.

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes prioritize your unit's future course of action. Include plans for what will be done by whom to what extent and how often.

Improvements Specific to Psychology: Discussions are underway to assess the merits/challenges of implementing pre-post testing and/or creating a capstone course and/or exam that all psychology majors must complete/pass before graduation.

- ***The responsibility for this task is shared between Dr. Rick Clubb, Dr. Wayne Poniewaz and Dr. Myeong Kim, in conjunction with the SSBS Dean.***

Other SSBS priorities that emerged from the 2009-10 academic year:

- 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 set-out in the 2008-09 assessment report, the Dean worked with Dr. Adam McKee, Dr. Myeong Kim and Dr. Rick Clubb (the latter two are psychology professors) to formulate new survey questions for a draft (newly revised) senior survey:

- ***This task is the responsibility of the Dean and a newly formed Senior Survey Working Committee consisting of Dr. McKee, Dr. Kim, Dr. Clubb, Dr. Everts, Dr. Strong and Ms. Reeder.*** This work is to be completed during the 2010 fall semester so that it can be implemented in the 2011 spring semester.
- A second priority is to find alternative communication channels to both recruit and retain psychology students in the department. 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 the psychology 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 Julie Savage).***

Achievements since 2009-2010:

- As proposed in the 2008-09 assessment report, a **Student Retention Committee** was formed during the 2009-10 academic year consisting of Dr. Carol Strong (chair), Dr. Rejena Saulsberry, Dr. J Freer, Dr. Clint Young, Dr. Ben Brown (psychology) and Dr. Dottie Everts.

A special report on various ways to retain students was researched and written by Ms. Rejena Saulsberry. In line with this report, several initiatives are planned for the 2010-11 academic year, including:

- The SSBS **mentoring program**, where our upper-division majors (including those in psychology) will meet with the new recruits and give them advice about how to succeed in psychology specifically, the department more generally, and work to their best potential throughout their academic career. For this, they will receive a **Certificate of Service to the Department** before graduation.

We currently have five volunteers that have been accepted as mentors for the 2010 fall semester. While none of these were specific to psychology, the committee is actively recruiting psychology majors for next year.

- *The task of supervising these mentors is the responsibility of Dr. Carol Strong and Ms. Rejena Saulsberry with the cooperation of other members of the Student Retention Committee.*
- In line with the goals set-out in the 2008-09 assessment report, a **series of student letters** have been prepared for circulation by Interim Dean Carol Strong, including: Congratulations for making the Dean's List/Chancellor's List/Who's Who or for participating in a conference. While these letters are not all specific to psychology, majors from this discipline are nevertheless part of the target audience as they are included in the SSBS.

Also, on the suggestion of the SSBS administrative assistant Patsy McKinney and student worker Jessie Caine, when discussing the drop in psychology majors between the freshman and sophomore years, a letter has been written to be sent to general studies students encouraging them to consider majoring in psychology specific, and the other SSBS departments more generally.

- *The task of sending these letters out on a timely basis is the responsibility of the Dean with the cooperation of the SSBS administrative assistant, Patsy McKinney.*
- To continue/build on the success of the SSBS **Undergraduate Student Research Forum** established in the 2009 fall semester, more students will be encouraged to present papers in front of their peers and the SSBS faculty. This is particular true since no capstone courses are required within the SSBS, psychology included. While plans to have two of Dr. Ben Brown's students present during the 2010 spring semester did not come to fruition, outstanding psychology majors have been approached to present during the 2011 spring semester.
 - *The task of promoting and hosting the Undergraduate Student Research Forum is the responsibility of Dr. Carol Strong with cooperation from Dr. Kyle Day, Dr. Clint Young and Dr. J. Freer. Negotiations are underway to have a selection of students mentored by Dr. Rick Club and Dr. Wayne Poniewaz to present their work during the 2011 spring semester.*

Those responsible for implementing general SSBS objectives are outline below in Table 6:

Table 6
Tasks, Timelines and Responsibility Related to Proposed Changes

| Task | TimeLine/Deadline | Responsible Party | Project Frequency |
|---|-------------------|---|-------------------------------|
| Faculty retreat on Assessment | August 2010 | Dean | Annual |
| Unit Assessment committee | August 2010 | Dean | Annual |
| Send letters to students | August 2010 | Dean | Each semester |
| Unit Committee submit Unit plans | September 2010 | Faculty | Update annually |
| Identify students to serve as SSBS mentors and/or on committees | September 2010 | Dean and Student Retention Committee | Annually or as needed |
| Update SSBS website and create Facebook page | Fall 2010 | Dean, Director of Social Work and Administrative Assistants | Each month |
| Complete post baccalaureate survey | Fall 2010 | 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 |

8. Specifically describe how your unit is making student learning accessible including if applicable alternative modes of instruction (CIV WebCT weekend Early College High School etc.). Address historical patterns and trends.

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.

Table 7, below, provides a five-year profile of psychology classes implemented to make student learning accessible through alternative modes of instruction and flexible scheduling.

Table 7
Alternative Modes of Instruction

| Alternative Modes of Instruction | | | | | | | | |
|---------------------------------------|----------|--|-----------------------|--|--|------------------------|----------------------------------|----------------|
| *Offered in Fall/Spring/ Summer | CIV | WEBCT & ONLINE | INTER- SESSIO N | SUMMER SESSIONS | INDEP. STUDIES | EARLY COLLEGE HS | NIGHT | FIELD STUDY |
| 2005-2006 | PSY 1013 | PSY 1013 PSY 2203 | PSY 2203 | PSY 1013 PSY 2203 PSY 3443 | | PSY 1013 | PSY 1013 PSY 2203 PSY 4643 | |
| 2006-2007 | PSY 1013 | | PSY 2203 | PSY 1013 PSY 2203 PSY 3443 PSY 3473 PSY 4673 | PSY 479V | PSY 1013 | PSY 1013 PSY 2203 | |
| 2007-2008 | | PSY 3443 PSY 4623 PSY 4673 PSY 3463 PSY 3423 | PSY 2203 | PSY 1013 PSY 2203 PSY 3443 PSY 3473 PSY 4623 PSY 4673 | PSY 479V | PSY 1013 | | PSY 465V |
| 2008-2009 | | PSY 3243 PSY 3443 PSY 3463 PSY 4623 PSY 4673 | PSY 2203 PSY 3243 | PSY 1013 PSY 2203 PSY 3243 PSY 3443 PSY 3473 PSY 4623 PSY 4673 | PSY 479V PSY 479V PSY 479V PSY 479V | PSY 1013 | PSY 1013 | PSY 465V |
| 2009-2010 | | PSY 3243 PSY 3443 PSY 3463 PSY 4623 PSY 4643 PSY 4673 | PSY 2203 | PSY 1013 PSY 3473 PSY 4623 PSY 4673 PSY 4683 | PSY 479V | PSY 1013 | | |

(For comparative purposes, statistics for the entire SSBS are found in Appendix 11, Sample E.)

Over the years, the psychology department 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:

- For example, the number of core psychology classes offered during summer sessions has increased steadily from 2005 to the present. This helps ensure that psychology majors are able to take them and still graduate in a timely fashion.
- PSY 2203 *Statistics* has been offered by Dr. Wayne Poniewaz every intersession from 2005 to the present.
- The number of psychology classes offered online (primarily by Dr. Myeong Kim) has also been increasing steadily since 2005, which helps students to coordinate their work and family commitments with schoolwork.

- Early college classes in PSY 1013 *Introduction to 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. These have been offered by Dr. Rick Clubb, Dr. Wayne Poniewaz and Dr. Ben Brown.
- In addition, Dr. Ben Brown piloted a change in scheduling during the 2009-10 academic year meant to help retain students. Rather than having his students meet three times a week on Monday, Wednesday and Friday, he decided to schedule PSY 1013 *Intro to Psychology* on Monday and Wednesday afternoons. This decision was made when he observed that students frequently miss Friday classes and thereby are not exposed to information that would help them perform better academically the following Monday and for the rest of the week. By meeting twice a week, not only are students able to discuss issues more in-depth without stopping at the end of a regular 50-minute class, but they also are less likely to miss class since it accounts for 50% of their attendance for the week, rather than 33%. We are still collecting data to see how effective this strategy is over the longer-term.

It should be noted that CIV classes and Night Classes were piloted by the psychology department in 2005-06 and 2006-07, with the latter also offered in 2008-09. These have not been continued due to a lack of interest and response from the student body.

9. *Specifically describe how your unit involves students directly in the assessment process.*

While this assessment report is focused specifically on the psychology department, this discipline is still part of the SSBS and as such, psychology students are able to participate in all of 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 **Senior Survey**, introduced recently under the former Dean, Trey Berry, is one of the primary mechanisms that the SSBS has been implemented to involve students in the assessment process. Information collected will be used to improve curriculum, methodology, and the overall mission of the SSBS. As this is only the third year that these surveys have been sent out, there is not much quantitative analysis to be offered. There are also many flaws that need to be worked out to make sure that this tool is as helpful as it could be. Discussions to improve the senior survey are scheduled for the faculty meetings during the 2010-11 academic year. (An example of the Senior Survey is included in Appendix 5.)

- 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 (see Appendix 9, Sample C).
- 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.

10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University. (A statement indicating that “we are improving advising” is NOT evidence. Copies of letters sent to students, telephone logs, emails, documentation of advising sessions may be considered as evidence.)

The SSBS is engaged in several programs/methods to help retain students in psychology specifically, and school more generally. These include:

- **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 (see Appendix 9, Samples A-C).
- **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 (see Appendix 9, Samples A-C).
 - 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. A national 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’ two years running. Psi Chi Psychology Honor Society chapter was established this year and the paperwork is currently being prepared for a Political Science Honor Society. We hope to have that organization working on the UAM campus in 2009-2010 (see Appendix 9, Sample C).
- 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 (see Appendix 4). Currently, the following professors are supervising at least one independent research project (sometimes as many as five) with motivated students: Dr. Ben Brown (Psychology), Dr. Kyle Day, Dr. Dorothy Everts, Dr. J Freer and Dr. Carol Strong.
- 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 (see Appendix 8, Sample A).
- **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 (see Appendix 8, Sample B).
- 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 10).
- **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. (A flyer for this forum is included in Appendix 7.)
- A **Display Case** was established in the 3rd 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 3rd floor hallway in 2009.
- **Bulletin Boards** have been erected in the 2nd and 3rd 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 1, Sample B) 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 2nd and 3rd 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.

APPENDIX 1, Sample A

Departmental Fact Sheets, Psychology

SSBS Recruitment Letter from Weevil Welcome Days



School of Social and Behavioral Sciences
UAM Box 3619
Monticello, AR 71656
(870) 460-1047
FAX: (870) 460-1087

THE UNIVERSITY OF ARKANSAS AT MONTICELLO

February 18, 2008

Dear,

It was good to have met you at the Weevil Welcome Day. We are glad you were on campus to see what opportunities await you at the University of Arkansas at Monticello.

“A World of Discovery” - That is what we offer in the School of Social and Behavioral Sciences at UAM! I am excited to hear of your desire to possibly pursue studies in the social or behavioral sciences area. The School of Social and Behavioral Sciences has many dynamic academic programs in Criminal Justice, History, Political Science, Psychology, Social Work, and Sociology.

These strong and vibrant programs help students gain a depth of knowledge that will aid you in pursuing a career. The professors in our school also give students practical experiences through experiences inside and outside the classroom. Through practicum courses, field work in various social services offices, field trips, guest lectures, to special workshops on career opportunities, students in this major obtain a wealth of practical and academic knowledge.

We have just started a new academic experience called **The Horizons Program**. This exciting initiative gives students who major or minor in one of our academic areas, the chance to participate in travel/study opportunities to England, Scotland, Ireland, Washington, D.C., Canada, and New York City. We also take students regularly to regional destinations such as Memphis, Little Rock, and Natchez, Mississippi. Come join us and you will see how we can help you study beyond the borders of our campus!

Again, let me express how happy I am that you are considering UAM as your academic home. Please feel free to contact me if you have questions or need additional information. My door (and phone) is always open to you.

You can make a difference in this world as a student at UAM!

Sincerely,

Trey Berry, Ph.D.
Dean
School of Social and Behavioral Sciences

APPENDIX 1, Sample B

Departmental Fact Sheets, Psychology

SSBS Recruitment Letter to potential Psychology Majors

September 17, 2009

Dear,

“A World of Discovery” - That is what we offer in the School of Social and Behavioral Sciences at UAM!

Thank you so much for your interest in the University of Arkansas at Monticello. I am excited to hear of your desire to study psychology. The School of Social and Behavioral Sciences has many dynamic academic programs and a psychology major or minor are some of our most popular.

This strong and vibrant program helps students gain a depth of knowledge that will aid in pursuing a career in teaching, clinical or industry work, counseling, or other areas. The professors in psychology also give students practical experiences. Through practicum courses, observation labs, field trips, guest lectures, to special workshops on career opportunities, students in this major obtain a wealth of practical and academic knowledge.

The psychology classes offered at UAM cover a wide range of very interesting topics including Experimental Psychology, Child Development, Industrial Psychology, Mental Health, Social Psychology and many other courses. The professors also offer their students individual attention and guidance throughout their years at UAM. In other words, they will know you well and you will get to know them well.

We have a study abroad trip in Criminal Justice that will give you the opportunity to travel and study in England, Scotland, or Ireland. We also have a travel-study opportunity for psychology majors and minors. The Washington, D.C. Study Program is designed to give our students the chance to experience the history of our nation’s capital and to meet our academic and political leaders. Take a look at our website and click on *Horizons* Program:
http://www.uamont.edu/Social_and_Behavioral/horizons.htm

Again, let me express how happy I am that you are considering UAM as your academic home. Please feel free to contact me or one of our professors in psychology if you have questions or need additional information.

My door (and phone) is always open to you.

Sincerely,

Trey Berry, Ph.D.
Dean
School of Social and Behavioral Sciences

Departmental Fact Sheets, Psychology SSBS Informational 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/

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 Psy-

chology, 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 up opportunities in law enforcement, private industry, and government.



APPENDIX 1, Sample D

Departmental Fact Sheets, Psychology

Majors/Minors Offered

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:** Develop 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:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed 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:** Develop 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) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

For More Information

P.O. Box 3619
Monticello, AR 71656
(870) 460-1047
Webpage: http://www.uamont.edu/Social_and_Behavioral/

APPENDIX 1, Sample E

Departmental Fact Sheets, Psychology

Information Sheet about Majoring in Psychology

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 or 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

- [American Psychological Association](#)
- [The National Association of School Psychologists](#)
- [The Association of Black Psychologists](#)
- [The Association of Educational Psychologists](#)
- [The Asian Association of Social Psychology](#)

APPENDIX 2, Sample A

Course Syllabi

Introduction to Psychology, Dr. Ben Brown

PSY 1013-03 INTRODUCTION TO PSYCHOLOGY

University of Arkansas at Monticello
Spring 2010

MW 1:40-3:00pm
Memorial Classroom Building, Room 316

Instructor: Benjamin Brown, Ph.D.

Office: MCB 308

Office Phone: 870-460-1647

Office Hours: MW: 9:30-11:00am and 3:00-4:00pm

TH: 9:30-11:00am and 3:00-4:00pm, and by appointment

E-mail: brown@uamont.edu

Note: If you need to contact me, the best way is through email.

Course Description

Overview

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

Course Objectives

- To become aware of the major aspects of behavior investigated by psychologists and the psychological approaches used to study them.
- To become familiar with major research findings and theories of the field.
- To become conversant in the unique language of psychology.
- To become an informed consumer of psychological information.
- To gain self understanding and a greater understanding of others.
- To recognize ways to apply psychological findings to everyday life.
- To become fascinated by the study of behavior and mental processes!

Required Text

Coon, D. & Mitterer, J.O. (2008). *Psychology: Modules for Active Learning* (11th ed.). Thompson Wadsworth.

Course Requirements

Attendance (50 points)

This class involves active learning and **class attendance is important**. Students are expected to attend regularly and to take part in structured learning activities conducted in class. On the course website, you can find attendance slides. You will need to print these out and bring them to class each day. You will lose two points for each day you do not come to class and turn in the slide for that day. Even if you receive an excused absence, you are still responsible for the material covered during that lecture.

Mini-Quiz Bonus Points (1.5 points each added to the next exam)

At the beginning of class every day, you will be given a multiple choice question based on your reading. These questions will always cover material that we will discuss later in class that day. Therefore, you need to do your reading **before** coming to class each day in order to have the best shot at getting these questions right. You will answer each day's question on that day's attendance slide. You will not be able to use your book, notes, or neighbor for these questions.

Examinations (100 points each)

Exams 1 through 4 will each cover the material presented since the preceding exam. Exams 1-4 will not be cumulative. **However**, in lecture, we may discuss how the current material relates to previous material and you may be tested on anything covered in lectures or from required texts. About half of the items on each exam will be based upon information covered in lecture; the rest will cover information presented in the text. The first four exams will be taken during regular class periods. The optional final exam will be taken during the officially scheduled "final exam" time. Exams will consist of multiple choice questions.

About The Optional Final Exam. Since students frequently request an opportunity to improve their grades through some sort of additional effort, the following "extra exam" procedure is offered. On final exam day, you may elect to take the optional final exam. **This exam will cover material from the entire semester.** If the score on this exam is higher than your lowest score on one of the regular exams, then it will replace that lowest score in determining your total points for the semester. If you do poorly on the final, then it will simply be ignored in determining your course grade; you will receive the score you had already earned.

Make-up Tests. If you miss only one test during the semester, your score on the final exam will be used to replace the missed test (excused or not). Thus, there will be **no make-up tests** unless you miss more than one test. If you miss more than one test, you will be allowed to take a make-up test **only** if your absence on test day can be documented as excused according to UAM's policy. Documentation must be provided immediately upon return to class (or in advance if possible). Makeup exams will be different from the regular in-class exams.

Evaluation

Please keep a copy of all graded materials until you receive your final grade; you are responsible for producing your graded work in the event of a dispute about your grades. A point system will be used; with graded course components assigned the following values:

Assessment Points (Total = 450) Additional Information

Attendance 50 -2 Points for Each Day Absent
Exams (4) 400 100 points for Each of 4 Exams

Final letter grades will be calculated based on your percentage of total possible points. 90% and up in an A, 80-89% is a B, 70-79% is a C, and 60-69% is a D.

Academic Integrity

Academic/Non-Academic Code Violations (refer to the UAM Catalogue 07-09: pages 35-37):

Students are expected to display both academic and non-academic integrity on all aspects of work in this class. Students found to have committed academic misconduct (i.e., cheating and plagiarism) or non-academic code

violations (i.e., misuse of document, identify theft, theft, disorderly conduct, disrupting the peace and good order of the University) will be adjudicated through the academic/Non-Academic Code Violation Process. A claim of ignorance will not be accepted as an excuse for any violation.

Student Conduct Code

Disorderly conduct is described by the UAM catalog as “any behavior that disrupts the regular or normal functions of the University community, including behavior that breaches the peace or violates the rights of others. Any student perceived to be engaging in disorderly conduct will be asked to leave the classroom. Other remedies may be taken if the student continues to engage in disorderly ways. Please refer to the *Disciplinary Sanctions for Violations of Codes of Conduct* in the UAM catalog for a better understanding of these remedies.

Plagiarism is defined by the University of Arkansas at Monticello catalog as “the use of ideas or thought of another, which are not common knowledge, without acknowledging the source(s), or, when applicable, identifying direct quotations.” It is important that you do not pass off someone else’s work (either in the exact words or in paraphrase) as your own without giving credit to the original worker. Plagiarism is a serious violation of academic standards. Committing plagiarism will result in no credit for the work. Any repeat of the plagiarism will result in an automatic “F” grade for the course.

Students with Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate students with disabilities pursuant to federal/state 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 (seating placement or arrangements for examinations) 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.

Important Dates:

- January 13: First day of classes
- January 13-20: Schedule changes/Late registration
- January 18: MLK Holiday
- March 3: Deadline to apply for graduation
- March 22-26: Spring Break
- April 5: Preregistration for summer and fall begins
- April 7: Last day to drop with W
- April 16: Preregistration ends
- April 29: Last day to withdraw from class
- May 4: Last day of classes
- May 5-11: Final exams
(Thursday, May 6, 10:30am-12:30pm)

Tentative Schedule

*This is a *guide* to class discussion and activity. Dates may change depending on the pace of class learning. Please see the course website for and up-to-date schedule.

| <i>Day</i> | <i>Date</i> | <i>Topic</i> | <i>Reading/Lecture</i> |
|------------|---------------|--|------------------------|
| <i>W</i> | <i>Jan 13</i> | <i>Introducing Psychology and Research Methods</i> | <i>Chapter 1</i> |
| <i>M</i> | <i>Jan 18</i> | <i>No Class</i> | <i>MLK Holiday</i> |
| <i>W</i> | <i>Jan 20</i> | <i>Introducing Psychology and Research Methods</i> | <i>Chapter 1</i> |
| <i>W</i> | <i>Jan 27</i> | | |
| <i>M</i> | <i>Feb 1</i> | <i>Sensation and Perception</i> | <i>Chapter 4</i> |

| | | | |
|---|--------|---------------------------------------|--|
| W | Feb 3 | | |
| M | Feb 8 | Exam 1 | Chapters 1 & 4 (and a little from chapter 2) |
| W | Feb 10 | Conditioning and Learning | Chapter 6 |
| M | Feb 15 | | |
| W | Feb 17 | | |
| M | Feb 22 | Memory | Chapter 7 |
| W | Feb 24 | | |
| M | Mar 1 | | |
| W | Mar 3 | No Class Study Day | |
| M | Mar 8 | Exam 2 | Chapters 6 & 7 |
| W | Mar 10 | Human Development | Chapter 3 |
| M | Mar 15 | | |
| W | Mar 17 | | |
| M | Mar 22 | Spring Break – No Class | |
| W | Mar 24 | Spring Break – No Class | |
| M | Mar 29 | Social Behavior | Chapter 15 |
| W | Mar 31 | | |
| M | Apr 5 | | |
| W | Apr 7 | Exam 3 | Chapters 3 & 15 |
| M | Apr 12 | Personality | Chapter 10 |
| W | Apr 14 | | |
| M | Apr 19 | | |
| W | Apr 21 | Psychological Disorders | Chapter 12 |
| M | Apr 26 | | |
| W | Apr 28 | | |
| M | May 3 | Exam 4 | Chapters 10 & 12 |
| H | May 6 | Optional Final Exam 10:30 – 12:30 pm. | |

I want you to do well in this class. If you are having trouble understanding anything in this class, please ask me. I want to help!

APPENDIX 2, Sample B

Course Syllabi

Advanced General Psychology, Dr. Wayne Poniewaz

Psychology 1023 - Advanced General Psychology Spring 2010

I. Preliminary Information

A. Department: Social and Behavioral Sciences

B. Title: PSY 1023 – Advanced General Psychology

Instructor: Dr. Wayne Poniewaz

Office Hours: MCB304 MWF 11-12; TTh 9-9:30; TTH 11-2

Text: Psychology: The Science of Behavior, Ettinger (2nd ed)

II. Objectives: This course was designed to fulfill two goals. First, this course should provide the psychology major (and interested non-major) with in-depth knowledge about major psychological findings which would normally not be covered in other upper-level psychology courses available at a small institution. Second, this course was designed to cover those areas not generally covered in the Introduction course at this institution.

III. General Course Outline:

Chapters

Topic:

A. Brain and Behavior

3

Test #1

B. Sensation and Perception

4

Test #2

C. Memory

7

Test #3

D. Intelligence

13

E. Sleep and Hypnosis

5

Test #4 Final Exam Week: Monday, May 10 at 1:30 pm

IV. Tests: There will be four exams, including the non-comprehensive final. All exams will be weighted equally and will consist of a combination of multiple choice, short answer, essay, and identification questions.

V. Grading: Each of the four tests will be worth 100 points. Final grades will be determined by the percentage of total points (400) attained. Grades will be assigned on a scale of 90% (A), 80% (B), 70% (C), 60% (D), and <60% (F).

VI. Makeup Tests: Make-ups for the first three tests will be Monday, May 3 during the regular class time. If you took all of the exams when they were originally scheduled this is a free day for you. A maximum of two makeup tests will be allowed. A score of zero will be recorded for the 3rd and 4th missed exams.

VII. ATTENDANCE: Attendance is not required. However it is strongly recommended that you attend class and take notes as all of the examination material may not be covered in the text. This class makes frequent use of movies and videos as well and test questions often cover those videos.

VIII. Miscellaneous

A. IMPORTANT DATES Drop dates: Students who drop a course after the fifth day of class and through April 7 will receive a grade of "W". Students dropping a course between April 8 and April 29 will receive a grade of "W" if passing or a grade of "F" if failing.

B. STUDENTS WITH DISABILITIES: It is the policy of the University of AR 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.

C. CODE OF CONDUCT: Any behavior which disrupts the regular or normal functions of the University community or this class, including breaching the peace, violating the rights of others, cheating, plagiarism, and misuse of University property or services may result in your dismissal from the class and possibly from the University.

APPENDIX 2, Sample C

Course Syllabi

Statistics, Dr. Rick Clubb

Syllabus

Statistics

I. Preliminary Information

A. Course: PSY 2203 Statistics

B. Instructor: Dr. Rick Clubb

C. Office: MCB 301 Phone: 460-1587

Office Hours: MWF 10:00- 11:00

M- TH 1:00- 2:00

TTH 8:30- 9:30

D. Text: Success at *Basic Statistics, Spatz*

II. Goals:

- a. Teach the students to understand and appreciated the study of behavior employing the scientific method.
- b. Teach the student to incorporate new information into his/her thinking and to use the new information to formulate informed opinions and attitudes.
- c. Teach the student to read and evaluate scientific/empirical information.
- d. Teach the student to appreciate the importance of scientific thought.
- e. Develop and understanding of how statistical and experimental principles improve our understanding of everyday life.

III. Course Outline

| Topic | Chapters |
|---------------------|----------|
| a. Introduction | 1 |
| Notation | |
| Population v sample | |

b. Frequency 2
Distribution
Tables and graphs

c. Central Tendency 3
Mean, mode, median

d. Variance 4
Standard deviation

TEST 1

e. Z scores 4
f. Hypothesis testing 9 & 10

TEST 2

g. Correlation/Regression 6
h. Chi Square 14

TEST 3

i. Anova 11

Test 4

FINAL EXAM: May 5th, 10:30

NOTE: THE FINAL EXAM SESSION WILL BE CLOSED 25 MINUTES AFTER THE SCHEDULED START. AFTER THE TIME THE STUDENT WILL HAVE TO TAKE A MAKE UP EXAM.

IV. Testing/Evaluation:

There will be four exams (50 points each) and a comprehensive final (100 points). Material will be taken from the lectures and the book. In addition there will be a series of in class quizzes. You are allowed to miss two quizzes. Each additionally missed quiz will result in a loss of five points from your total class score.

a. Attendance: I strongly encourage you to attend every class. I do not take roll; however, the test material is based heavily on the lectures. It is doubtful that one will do well if he/she was to miss more than a few classes. I will notify the Financial Aid Office if it appears that a student receiving Federal aid is not attending class.

b. Make-ups: There are no make-ups. Your lowest grade will be dropped. A missed test will serve as the lowest grade.

c. CELL phones: **TURN OFF AND STORE YOUR CELL PHONES BEFORE ENTERING CLASS. Do not answer the phone, and do not check the phone to see who called. THE USE OF A CELL PHONE IN ANY MANNER WILL RESULT IN YOUR REMOVAL FROM THE CLASS.**

V. Important dates/ announcements:

April 6th is the last day to drop with a "W." Anyone dropping after that date through April 28th will receive a "W" if passing. A grade of "F" will be assigned if not passing. All missed test will be counted as Fs for the purpose of determine passing or failing.

PLEASE NOTE THAT THE UNIVERSITY NO LONGER MAILS GRADES. ALL GRADES WILL BE POSTED ON THE ACADEMIC WEB SITE AND ACESSED WITH YOUR PIN.

VI. Code of Conduct. Any behavior which disrupts the regular or normal functions of the University community or this class, including breaching the peace, violating the rights of others, cheating, plagiarism, and misuse of University property or services may result in your dismissal from the class and possibly from the University.

VII. Students with 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.

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-4709.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

AA Doc. 8/16/04

APPENDIX 2, Sample D

Course Syllabi

Research Methods/Research Lab, Dr. Rick Clubb

Syllabus

Research Methods/Research Lab

I. Preliminary Information

A. Course: PSY 3473 Human Sexuality

B. Instructor: Dr. Rick Clubb

C. Office: MCB 301 Phone: 460-1587

Office Hours: M- F 8:30 - 10:00

TWTH 1:00 – 2:30

D. Text: *Research Methods in Psychology, Spatz*

II. Goals:

- f. Teach the students to understand and appreciated the study of behavior employing the scientific method.
- g. Teach the student to incorporate new information into his/her thinking and to use the new information to formulate informed opinions and attitudes.
- h. Teach the student to read and evaluate scientific/empirical information.
- i. Teach the student to appreciate the diversity of the human experience and recognize each person's unique perception of the world.
- j. Develop and understanding of how scientific principles apply to one's everyday life.
- k. Develop and understanding of empirical evaluation

III. Course Outline

Topic; Chapters in ()

1. The Scientific Approach (1)
2. Ethics (2)
3. Measurement (3)
4. Exploration (4)

Test 1: Feb. 18th

5. Sources of information/
Planning research (12)
6. Naturalistic observation
7. Correlational methods
8. Experimental design (7)

TEST 2: March 18th

9. Experimental designs (8)
10. Complex designs (9)
11. Qualitative designs (10)
12. Reporting (12)

TEST 3: April 29th

FINAL EXAM: Final Paper: May 6th, 1:30

IV. Testing/Evaluation:

There will be three exams including the final. Each exam will consist of short answer and essay questions. Each test will be worth 50 points. There will be several quizzes given during the lab. Each will be worth 10 points. You may not make up a missed quiz. The two lowest quiz scores will be dropped. There will also be a series of in class presentations during the lab worth 10 points each. You may not make up a missed presentation but will be allowed to miss one presentation. There will also be two short papers worth 25 points each and a final paper worth 100 points. Late papers will result in a 10% penalty for each day late including weekends.

Grades will be based on the traditional scale: >89 =A
80 - 89 = B
70 - 79 =C
60 - 69 =D
<60 NOT GOOD

Attendance: I strongly encourage you to attend every class. I do not take roll; however, the test material is based heavily on the lectures. It is doubtful that one will do well if he/she was to miss more than a few

classes. I will notify the Financial Aid Office if it appears that a student receiving Federal aid is not attending class.

Make-ups: All make-ups will be taken during the last regularly scheduled class period. **THERE WILL BE NO OTHER MAKE-UP TIMES NO EXCEPTIONS.**

CELL phones: **TURN OFF YOUR CELL PHONES BEFORE ENTERING CLASS. Do not answer the phone, and do not check the phone to see who called. THE USE OF A CELL PHONE IN ANY MANNER WILL RESULT IN YOUR REMOVAL FROM THE CLASS. A SECOND VIOLATION WILL RESULT IN YOU BEING ADMINISTRATIVELY DROPPED FROM THE CLASS.**

V. Important dates/ announcements:

April 7th is the last day to drop with a "W." Anyone dropping after that date through April 29th will receive a "W" if passing. A grade of "F" will be assigned if not passing. All missed test will be counted as Fs for the purpose of determine passing or failing.

PLEASE NOTE THAT THE UNIVERSITY NO LONGER MAILES GRADES. ALL GRADES WILL BE POSTED ON THE ACADEMIC WEB SITE AND ACESSED WITH YOUR PIN.

VI. Code of Conduct. Any behavior which disrupts the regular or normal functions of the University community or this class, including breaching the peace, violating the rights of others, cheating, plagiarism, and misuse of University property or services may result in your dismissal from the class and possibly from the University.

VII. Students with 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.

Please note that the last line would change for the colleges of technology to include:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-4709.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

AA Doc. 8/16/04

APPENDIX 2, Sample E

Course Syllabi

Abnormal Psychology, Dr. Myeong Kim

Abnormal Psychology
Course Syllabus

PSY 4673

Spring 2010

Tue. & Thr. (11:10-12:30): MCB 315

Instructor:

Myeong Kim, Ph.D. LP, CFP.
Associate Professor of Psychology
Licensed Clinical Psychologist
Social and Behavioral Sciences
Office: MCB 303
P.O. Box 3619, UAM
University of Arkansas Monticello
Monticello, AR 71656

Office Hours: M & W: (9-11)

Tue. & Thr.: (9:10-9:40 & 12:30-3)

And by appointment

Office Phone: 460-1479

E-mail: kim@uamont.edu

Required Course Textbook:

Duran, M. V., & Barlow, D. H. (2009). *Essentials of Abnormal Psychology* (4th edition). Belmont, CA; Thomson Higher Education. (used one is O.K.)

Recommended Textbooks: (Available upon individual's request)

American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders.

Sue, David., Sue, Derald., & Sue, Stanley. (2007). Understanding Abnormal Behavior (8th edition). Boston: Houghton Mifflin Company

Nolen-Hoeksema, Susan. (2007). Abnormal Psychology (4th edition). Boston: McGraw Hill Companies.

Sarason, I. G., and Sarason, B. R. (2007). Abnormal Psychology: The problem of maladaptive behavior (11th edition). New Jersey: Prentice Hall.

Course Description:

This course will provide an advanced introduction to the nature, diagnostic criteria, intervention, and prevention of psychopathology. It will review a variety of concepts/theories, empirical literature, clinical applications, and ethical issues that contribute to understand abnormal behavior. The course will generally follow a lecture format. Nevertheless, students are encouraged to share their ideas, thoughts, experiences, and questions in a professional, open-minded, and respectful manner that helps understanding of the class materials.

Course Objectives:

The goal of this course is for students to become familiar with the nature of maladaptive behavior. Students will acquire foundational knowledge of biological, familial, socio-cultural, environmental, and cognitive processes that are related to abnormal behavior. Students will also acquire basic knowledge of assessment tools and intervention techniques.

COURSE WEBSITE:

Course syllabus, handouts, course outlines, announcements, and etc. can be downloaded from the course website. The address is www.uamont.edu/facultyweb/kim

Course Requirements:

Attendance: Students are held responsible for attendance at all class meetings. Students who miss class are responsible for the class material covered, handouts, homework assignments, and any announcements or examination. Creating distractions (i.e., talking, reading newspapers, hand-phones, blackberry) may result in nullification of attendance or removal from the class roll. I will randomly check your attendance 4 times this semester. Each attendance is worth 5 points. Late arrival or early departure will be considered as absence.

Plagiarism: Plagiarism is passing off someone else's work (either in the exact words or in paraphrase) as your own without giving credit to the original worker. Plagiarism is a serious violation of academic standards. Committing plagiarism will result in no credit for the work. Any repeat of the plagiarism will result in an automatic "F" grade for the course.

Four Exams: The exams will consist of multiple choice, matching, identification and short essay questions. Each exam will be worth a total of 100 points. The exams are not cumulative. Test scores will be posted within 48 hours.

Final Exam: There is an optional final exam that can replace the lowest test score. The final exam is comprehensive and consists of all essay questions.

Make-up exams: Makeup exams for the first three tests will be **April 29 at 11:10-12:30**. A maximum of two makeup exams will be allowed. That is, those who missed more than two tests will receive a score of zero for the 3rd and 4th exams they missed. There is no make-up exam for make-up exams.

Grading:

| | |
|------------|--------------------------------------|
| Test 1 | 100 points |
| Test 2 | 100 points |
| Test 3 | 100 points |
| Test 4 | 100 points |
| Attendance | 20 bonus points (5 points x 4 times) |
| | |
| A grade | 360 and above |
| B grade | 320-359 |
| C grade | 280-319 |
| D grade | 240-279 |
| F grade | 239 and below |

Borderline Scores:

If your final average score is a borderline (i.e., 1 point away from the next higher letter grade), your class participation will be taken into account for deciding your final letter grade.

Grade Report:

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Important Dates:

| | |
|---------------------|--|
| January 11-12, 2010 | Registration |
| January 13, 2010 | First day of classes |
| January 13-20, 2010 | Schedule changes/Late registration |
| January 18, 2010 | Martin Luther King Holiday |
| March 3, 2010 | Deadline to apply for August and December Graduation |
| March 22-26, 2010 | Spring Break |
| April 5, 2010 | Preregistration for summer and fall begins |
| April 7, 2010 | Last day to drop with W |
| April 16, 2010 | Preregistration for summer and fall ends |
| April 21, 2010 | Last day to withdraw from class |
| May 4, 2010 | Last day of classes |
| May 5-11, 2010 | Final Exams |

Note: Students who drop a course by April 7 will receive a grade of "W". Those who drop a course between April 8 and April 21 will receive a grade of "W" if they are passing or a grade of "F" if they are failing.

Academic/Non-academic Code Violations (refer to the UAM Catalogue 07-09: page 35-37):

Students are expected to display both academic and non-academic integrity on all aspects of work in this class. Students found to have committed academic misconduct (i.e., cheating and plagiarism) or non-academic code violations (i.e., misuse of document, identify theft, theft, disorderly conduct, disrupting the peace and good order of the University) will be adjudicated through the Academic/Non-Academic Code Violation Process.

Disciplinary Sanctions for Violations of Codes of Conduct (refer to the UAM Catalogue 07-09: page 37-38):

Disciplinary sanctions within the UAM Judicial system to which students are subjected include, but are not limited to, the following: Warning, counseling, educational sanction, reprimand, restitution, conduct probation, residential housing sanctions, disciplinary probation, fine, suspension, active suspension, immediate suspension, expulsion, loss of access, and ban from campus or facilities.

Students with 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.

Course Schedule (tentative)

| Date | Topics | Tests |
|------------|--|-----------------------------|
| 1/14 | Syllabus; Chapter 1: Abnormal behavior in historical context (theories) | |
| 1/19; 1/21 | Chapter 2: An integrative approach to psychopathology (theories) | |
| 1/26; 1/28 | Chapter 3: Clinical assessment, diagnosis, and research methods | |
| 2/2; 2/4 | Review and test 1 | Test 1 (2/4) |
| 2/9; 2/11 | Chapter 4: Anxiety Disorders | |
| 2/16; 2/18 | Chapter 4: Anxiety Disorders | |
| 2/23; 2/25 | Chapter 6: Mood Disorders and Suicide | |
| 3/2; 3/4 | Chapter 6: Mood Disorders and Suicide | |
| 3/9; 3/11 | Review and test 2 | Test 2 (3/11) |
| 3/16; 3/18 | Chapter 12. Schizophrenia and Other Psychotic Disorders Spring Break | |
| 3/23; 3/25 | Spring Break | |
| 3/30; 4/1 | Chapter 12. Schizophrenia and Other Psychotic Disorders and Test 3 | Test 3 (4/1) |
| 4/6; 4/8 | Chapter 11: Personality Disorders | |
| 4/13; 4/15 | Chapter 13: Developmental Disorders | |
| 4/20; 4/22 | Chapter 14: Mental Health Services: Legal and Ethical Issues | |
| 4/27 | Test 4 | Test 4 (4/27) |
| 4/29 | Makeup Exams | Makeup (11:10-12:30) |
| 5/4 | Last Class & Review | |
| 5/11 | Final Exam | 10:30 am |

APPENDIX 3

8-Semester Plans for Psychology

The sequence of courses to complete a Bachelor of Science in Psychology degree is outlined below:

| Year/Semester | Course Number | Course Title | Credit |
|---|--|--|--|
| Freshman Year First Semester (15 hours) | PSY 1013 MATH 1003 or 1043 ENGL 1013 SPCH HIST 1013 or HIST 1023 | Introduction to Psychology Survey of College Math/College Algebra Composition I Speech Requirement Survey of Civilization I or Survey of Civilization II | 3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. |
| Freshman Year Second Semester (16 hours) | PSY 1023 ENGL 1023 SWK 1013 ART 1053 or MUS 1113 | Advanced Psychology Composition II Science Course & Lab Intro to Social Work Art or Music Appreciation | 3 hrs. 3 hrs. 4 hrs. 3 hrs. 3 hrs. |
| Sophomore Year Third Semester (16 hours) | PSY 2203 SOC 2213 ENGL 2283 or 2293 | Statistical Methods for the Social Sciences Intro to Sociology Science Course and Lab U.S. History I, II or American Nat Gov World Literature I or World Literature II | 3 hrs. 3 hrs. 4 hrs. 3 hrs. 3 hrs. |
| Sophomore Year Fourth Semester (16 hours) | PSY 2294 PSY 3453 | Experimental Methods & Lab Psychology Elective Humanities Elective Race & Ethnic Relations Math/Science/Technology Elective | 4 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. |
| Junior Year Fifth Semester (15 hours) | PSY PSY PSY 4673 | Elective from 4 required groups Psychology Elective Abnormal Psychology Sociology or Social Work Elective B.S. Identity Requirement | 3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. |
| Junior Year Sixth Semester (15 hours) | PSY PSY | Elective Upper-Level Elective from 4 required groups Psychology Elective Sociology or Social Work Elective Elective Upper-Level | 3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. |
| Senior Year Seventh Semester (16 hours) | PSY PSY 465V | Elective from 4 required groups Practicum Electives Upper-Level | 3 hrs. 3 hrs. 10 hrs. |
| Senior Year Eighth Semester (15 hours) | PSY PSY 465V PSY 4643 | Elective from 4 required groups Practicum Human Service Skills Electives | 3 hrs. 3 hrs. 3 hrs. 6 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.

APPENDIX 4

Documentation of SSBS Student Participation in Conferences

Announcement from the UAM Office of Media Services, June 10, 2010



PHOTO CAPTION

OFFICE OF MEDIA SERVICES

UNIVERSITY OF ARKANSAS AT MONTICELLO

Contact: Jim Brewer (870) 460-1274; E-Mail: brewer@uamont.edu

UAM Psychology Students Present Research

(6/10/10)

Psychology students from the University of Arkansas at Monticello presented original research papers at the recent Arkansas Symposium for Psychology Students at Hendrix College. More than 100 students from eight Arkansas universities made presentations at the conference. Dr. Rick Clubb, professor of psychology in UAM's School of Social and Behavioral Sciences, directed the projects. The students were required to create and conduct original experiments during the spring semester. Projects included motivation methods to help preschool children learn, and how males decide to approach females in club settings. One of the projects, by Bret Abernathy and Glendon Glaspie, was suggested for publication by the editor of *Psychological Inquiry*, a journal for undergraduate research. Pictured from left are Brett Abernathy, a junior psychology major from McGehee, Clubb, Tanesha Curl, a senior psychology major from Pine Bluff, Kelly Murphy, a junior psychology major from Wilmore, Kentucky, Glendon Glaspie, a senior psychology major from San Francisco, California, and Eric Daniels, a senior psychology major from Monticello, (Not pictured: Yvonda Jones of Wilmar, Angela Jeffers of Hamburg, and Ronald Forte of Monticello.)

APPENDIX 5

SSBS Senior Student Information Survey

Senior Student Information Survey
School of Social and Behavioral Sciences

Name: _____

Major: _____

Minor: _____

Your plans following graduation from UAM:

Have you been accepted to a graduate/ law school? If so, where

Have you found permanent employment? If so, where?

Do you know your new address following graduation? Please place your address and contact information below.

Address: _____

Cell # _____

Other phone # _____

E-mail _____

Would you be interested in receiving an annual newsletter from the School of Social and Behavioral Sciences? _____

Among which of the following areas do you believe you improved the most from your classes in the School of Social and Behavioral Sciences?

- _____ Content knowledge/subject matter within my academic major
- _____ Written and oral communication skills
- _____ Critical thinking
- _____ Ability to discuss issues intelligently
- _____ Research skills

Other comments about important learning outcomes you have acquired as a major in the School of Social and Behavioral Sciences:

APPENDIX 6

Email to Create Senior Survey Working Committee

From: Strong Carol
Sent: Thursday, July 29, 2010 11:59 AM
To: McKee Adam; Kim Myeong W; Clubb Richard; Everts Dorothy; Reeder Neeley
Cc: Strong Carol
Subject: Senior Survey Working Committee

Hi everyone,

As you know, there is a critical need to revise the school's senior survey, if it is to yield legitimate, usable results. To ensure that we have a functional survey by the end of the 2010-11 academic year, I am asking for your help.

Several of you have already been working hard to come up with a draft survey for the school using experimental reasoning and practices. By adding a few people to this core group, the intention is to build on the work that has already been done to ensure that the existing draft can be formalized and implemented at the end of the year and then used continually in the future. That way, we can generate the type of statistics that we need to make an accurate assessment about the strengths and weaknesses of our school and act accordingly.

We will convene in the fall and look at the draft survey and see what needs to be done from here.

For those of you that have already been working on the current draft, I thank you for your efforts. I am looking forward to working with each of you this fall.

Best,

Carol Strong, Ph.D.

Associate Professor, Political Science
Interim Dean, School of Social and Behavioral Sciences
University of Arkansas at Monticello



APPENDIX 7

Flyer for SSBS Graduate and Law School Forum

**GRADUATE SCHOOL
and
LAW SCHOOL
FORUM**

**THURSDAY, NOVEMBER 1
at 3:00 p.m.
MCB, Room 201**

If you are interested in Law School
or
Graduate School in Psychology, Social Work, History, Political
Science, Sociology, or Criminal Justice
PLEASE attend this meeting

Sponsored by the School of Social and Behavioral Sciences

To be covered:

- **Choosing a School**
- **The GRE – what to expect and how to study**
- **The Application Process to Graduate School**
- **Life in Graduate School**
- **Balancing Life and Graduate Work**
- **The LSAT – what to expect and how to study**
- **Applying to Law School**
- **Life in Law School**

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. The School offers major programs of study in **criminal justice, history, history and social studies, political science, psychology and social work**. Minors are offered in human services and sociology. Course work only is offered in anthropology and geography. The social work program is an accredited professional degree. The Council of Social Work Education (CSWE) is the national accrediting body for social work programs. The Social Work Program attained initial accreditation in 2000 and renewed accreditation was awarded in October 2006. The term of the accreditation will be until 2013.

The student learning outcomes (goals) of the School for students who enroll in courses as majors or minors or who enroll in courses that fulfill the general education and social science elective requirements are as follows:

- (1) **Research:** Develop 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:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed 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:** Develop 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) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

APPENDIX 8, Sample A

Student Letters

Making the Dean/Chancellor's Lists

March 18, 2010

Dear,

The close of the 2009-10 academic year is a perfect time to take stock of the achievements of our students. This makes us think of you!

I wanted to take the opportunity to say *congratulations* on making the Chancellor's List! This is an outstanding academic achievement. We are proud that you are one of our majors in the School of Social and Behavioral Sciences (SSBS).

Given your success, may I suggest that you also pursue membership in one or more of our SSBS honor societies. These include Phi Alpha for Social Work majors, Phi Alpha Theta for History majors, Psi Chi for Psychology majors, and beginning in the fall of 2010, Alpha Phi Sigma for Criminal Justice majors and Pi Sigma Alpha for Political Science majors. You should also consider the university-wide Alpha Chi National College Honors Society.

Also, we are looking for volunteers to act as SSBS mentors to next year's incoming freshman and sophomores interested in pursuing a major in the social sciences. This program will start in the fall and will allow select students, like yourself, to earn a certificate of service by simply encouraging others to follow in your footsteps. Come by and find out how you can help, if you are interested. Good luck with the rest of the semester and your finals. Again, congratulations!

Sincerely,

Carol Strong, Ph.D.

Interim Dean
School of Social and Behavioral Sciences

MONTICELLO-CROSSETT-McGEHEE
WWW.UAMONT.EDU

APPENDIX 8, Sample B

Student Letters

DRAFT: Academic Suspension Letter

March 18, 2010

Dear,

At the School of Social and Behavioral Sciences, we are concerned about our students. When we received word that you were placed on academic suspension, we thought we would touch base and give you encouragement that there are things you can do to get back on track with your education, before you return to UAM next semester.

Most importantly, whatever prevented you from doing well in your classes last year, **DO NOT DESPAIR ...** rather take control of your academic career today!

Some areas of assistance I would like you to consider are:

- Contact your advisor or any other faculty member that has helped you in the past.
- Phone Counseling Services at 870-460-1454. The counselor can assist you with study skills and time management skills and show you where to find the tutors.
- Phone the Academic Advising Office at 870-460-1032. Your advisor can help you plan an appropriate course load and review course descriptions and prerequisites.
- Go to the Writing Center in the MCB, room 113. The tutors can help you with any writing assignments.
- Take a student success course. These courses may not help you towards your degree, but could be extremely beneficial in helping you reach your long-term goals.
- If you have a learning or physical disability that might impair your performance, phone Special Students Services at 870-460-1026.

I strongly recommend that you utilize one of these resources as soon as possible to develop a corrective plan of action. Please, do not wait until you come back to school to think about what improvements can be made in your academic performance. Whatever steps you take now will help you succeed in the future, so **WHY WAIT?**

Sincerely,

Carol Strong, Ph.D.

Interim Dean
School of Social and Behavioral Sciences

MONTICELLO-CROSSETT-McGEHEE
WWW.UAMONT.EDU

APPENDIX 9, Sample A

Faculty Meeting Agendas

February 16, 2010

Faculty Meeting Agenda

February 16, 2010

Registrar/Academic Affairs Issues

- Thank you for your more-than-cooperative attitude towards **Degree Audits**.
- Last non-tenured Faculty Evaluations scheduled for this week and next week.
- Weevils can only be contacted via UAM email.

- Ideas about summer school.
- Ideas about second baccalaureate degrees.

- Another volunteer needed for Nursing Accreditation meetings.

Remember:

- **August/December Graduation Applications** are due March 3, remind your upper-division students

Conferences

- Several faculty members are going to conference, even in tough economic times: Ben Brown, Kyle Day, Bill Shea, Chris Wright and Clint Young. Neeley Reeder and J Freer are going on Social Work funds. I am going to two, but no funding is forthcoming.
 - Did I leave anyone out?
 - Sorry, with budget cuts, there is no more money.

Faculty Mentoring of Students

- Kyle's students that presented in San Diego are giving a student research forum next TUESDAY. Mark your calendars.
- J Freer and Neeley Reeder are busy preparing to take students to the upcoming CSWE conference.
- 7 Political Science students are presenting papers at the Arkansas State Political Science Association next Friday and Saturday.
- Hunter Gillum is presenting a poster of his own paper in Chicago in April.
- Clint has agreed to help out with Phi Alpha Theta.

Departmental Issues

- Website Update Information Needed!
- Please do most of your black and white printing through the photocopier because of paper costs.

Committee Appointments

- Let's set a date for the Student Retention Committee to meet.
- What about letters to departmental students on honor roll and academic probation?

Staff News

- Thank you to Rich for the wonderful display case: Artistry and Culture of Africa.
- A proper UAM Weevil Welcome to Marie Walker, since I didn't let her know about the last one!!

APPENDIX 9, Sample B

Faculty Meeting Agendas

April 2, 2010

Faculty Meeting Agenda

April 1, 2010

Registrar/Academic Affairs Issues

- 60% Enrollment Rosters are due tomorrow, April 2.
- Office hours during Pre-Registration
- Meeting with students who can't come during office hours.

- Thank you for getting your book adoption forms in on time so that I didn't have to write any pesky letters.
- Please get any remaining paperwork to me so that I can finish out the semester.

Departmental Issues

- Annual Awards Banquet is to be held on Tuesday, April 27.
 - Do you want chicken, beef or an alternation of both?
 - Outstanding Graduate Awards
 - Are there any other awards to think about?
- Advice needed: Senior Survey
- Advice needed: Pre-freshman List
- Please send me a list of names of students who might be interested in acting as Departmental mentors to incoming freshman and sophomores.
- Dean's and Chancellor's Letters sent out

Conferences

- Four faculty members have been to conference, Ben, Carol, Chris and Clint.

Faculty Mentoring of Students

- Student Undergraduate Research Forum, Update
- Dr. Lassiter has agreed to fund upcoming conference participation by Hunter Gillum
- Neeley, J and Marie took Social Work students to CSWE conference.
- 7 Political Science students presented papers at the Arkansas State Political Science Association annual conference.

Committee Appointments

- Committee of Committees Update.
- Student Retention Committee to meet.

Staff News

- Clint will be giving a brown bag seminar on Thursday, April 22. Everyone Come!!

APPENDIX 9, Sample C

Faculty Meeting Agendas

August 20, 2009

FACULTY PLANNING MEETING

Professional Development Week --- Agenda

August 20, 2009

Welcome New Faculty ----- Congratulations!

Thanks for Your Patience!

What direction would YOU like to take... GOALS?

1. Facilities
2. Study Trips
3. Undergraduate Research
4. Faculty Development Opportunities/Funding
5. Student Retention and Graduation
6. More Students Successfully into Graduate Schools
7. Plagiarism Policy for the School?

NUTS & BOLTS:

1. General Improvements this Summer:
 - A. New Bulletin Boards – Psi Chi, Updated News, Study Trips
 - B. What Can I Do With.... Information Display
 - C. 2 New Display Cases – 2nd & 3rd Floors
 - D. New Smart Room – MCB 201 ----- In October – MCB 318
 - E. Annual Reports
 - F. Psychologist Display
 - G. Computer Updates
 - H. New Signage – Stay Tuned!

2. REGISTRATION SIGN UP
3. Viability
4. Faculty Research Grants – Rick Clubb
5. Travel Funds -- Fairly Meager
6. Syllabi
7. Law School/ Graduate School Information Meeting
8. New Faculty Pictures
9. FACULTY RESEARCH- UNDERGRADUATE RESEARCH- TEACHING
10. New Faculty - Quick Meeting
11. NEWS

APPENDIX 10

Information Sheet for SSBS Horizons Program



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 or 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

Development and Funding

Phase I- Spring- Summer 2008

1. Present The *Horizons* Program plan to the School of Social and Behavioral Science Faculty, to the Provost, and to the Chancellor.
2. Continue to work with the faculty within the School of Social and Behavioral Sciences to fine tune and enhance The *Horizons* Program mission, programs, and scope.
3. Request “seed money” of \$4,500 from the UAM administration to launch the program.
4. Create and distribute a School of Social and Behavioral Sciences Alumni Newsletter that highlights the work of the faculty and students during 2007-2008 **and** unveils the program to our alumni.
5. Identify and visit possible individuals who may support The *Horizons* Program mission and goals.
6. Search for grant funding opportunities to fund various discipline specific programs.
7. Create a brochure that presents The *Horizons* Program in an appealing way for prospective students and supporters.

Phase II- Fall 2008-Spring 2009

1. Identify grant funding opportunities for various programs.
2. Continue to identify and visit individual supporters
3. Launch *Delta Issues Seminar* (in two disciplines’ course offerings during Spring Semester 2009)
4. Secure an endowment to create travel/study scholarships to allow economically-challenged students to participate in The *Horizons* Program. If this is funded by an individual(s) organization, or corporation, these students may be called “_____ scholars of fellows”.
5. Secure one student worker whose primary duty is to help the *Horizons* Faculty Committee and the dean administer The *Horizons* Program.

Phase III- Summer 2009-Spring 2010

1. Secure an endowment to create travel/study funding that will allow one faculty member from the School of Social and Behavioral Sciences to present or chair a session at an international conference each academic year.
2. Secure an endowment to help offset operational costs for The *Horizons* Program.
3. Secure two student workers whose primary duties are to help the *Horizons* Faculty Committee and the dean administer The *Horizons* Program.

Each participant in the National and International Travel/Study Opportunities will receive a *Horizons* T-shirt and journal to use on the trip.

APPENDIX 11, Sample A

Baccalaureate Degree Awarded by Major

August 2005-May 2009

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|----------------------------|---------|---------|---------|---------|---------|
| Criminal Justice | 17 | 20 | 8 | 11 | 8 |
| History | 6 | 3 | 10 | 6 | 13 |
| History and Social Studies | 4 | 2 | 5 | 1 | 1 |
| Political Science | 3 | 6 | 4 | 3 | 7 |
| Psychology | 14 | 20 | 11 | 22 | 16 |
| Social Work | 15 | 15 | 8 | 11 | 7 |
| Program Total | 59 | 63 | 46 | 54 | 52 |

APPENDIX 11, Sample B

Honor Graduates by Major

**Six-Year Profile
2004-2009**

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--|------------|------------|------------|--------------|--------------|------------|
| <i>Criminal Justice</i> | | | | | | |
| Cum Laude | 0 | 1 | 0 | 2 | 1 | 0 |
| Magna Cum Laude | 0 | 0 | 2 | 0 | 0 | 0 |
| Summa Cum Laude | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Sub-total</i> | 0 | 1 | 2 | 2 | 1 | 0 |
| <i>History</i> | | | | | | |
| Cum Laude | 0 | 0 | 1 | 2 | 2 | 1 |
| Magna Cum Laude | 1 | 1 | 1 | 2 | 0 | 2 |
| Summa Cum Laude | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Sub-total</i> | 1 | 1 | 2 | 4 | 2 | 3 |
| <i>History & Social Studies</i> | | | | | | |
| Cum Laude | 0 | 0 | 0 | 0 | 0 | 0 |
| Magna Cum Laude | 0 | 1 | 0 | 1 | 1 | 0 |
| Summa Cum Laude | 0 | 0 | 0 | 0 | 1 | 0 |
| <i>Sub-total</i> | 0 | 1 | 0 | 1 | 1 | 0 |
| <i>Political Science</i> | | | | | | |
| Cum Laude | 2 | 1 | 0 | 1 | 0 | 1 |
| Magna Cum Laude | 0 | 0 | 1 | 1 | 0 | 2 |
| Summa Cum Laude | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Sub-total</i> | 2 | 1 | 1 | 2 | 0 | 3 |
| <i>Psychology</i> | | | | | | |
| Cum Laude | 0 | 0 | 1 | 3 | 3 | 1 |
| Magna Cum Laude | 1 | 0 | 4 | 1 | 3 | 1 |
| Summa Cum Laude | 0 | 1 | 0 | 1 | 0 | 0 |
| <i>Sub-total</i> | 1 | 1 | 5 | 5 | 6 | 2 |
| <i>Social Work</i> | | | | | | |
| Cum Laude | 1 | 1 | 2 | 0 | 3 | 0 |
| Magna Cum Laude | 3 | 1 | 0 | 0 | 0 | 2 |
| Summa Cum Laude | 0 | 0 | 0 | 1 | 0 | 0 |
| <i>Sub-total</i> | 4 | 2 | 2 | 1 | 3 | 2 |
| PROGRAM TOTAL | 8 | 7 | 12 | 15 | 13 | 10 |
| PERCENT | 12% | 11% | 24% | 18.7% | 23.2% | 12% |
| UAM HONORS TOTAL | 66 | 67 | 50 | 80 | 56 | 82 |

APPENDIX 11, Sample C

SSBS Graduate School / Employment Survey Results

Academic Years ranging from 2005-06 to 2009-10

| | Total Bachelor's Degree | Employed in Field | Employed Not in Field | Enrolled in Graduate or Professional School | Other | Information Not Available |
|---------------------------|-------------------------|-------------------|-----------------------|---|----------|---------------------------|
| 2005-06 | | | | | | |
| Criminal Justice | 17 | 6 | 6 | 1 | 2 | 2 |
| History | 6 | 0 | 1 | 1 | 2 | 2 |
| History & Social Sciences | 4 | 4 | 0 | 0 | 0 | 0 |
| Political Science | 3 | 2 | 1 | 0 | 0 | 0 |
| Psychology | 14 | 4 | 0 | 5 | 3 | 2 |
| Sociology | 15 | 10 | 0 | 3 | 1 | 1 |
| Total | 59 | 26 | 8 | 10 | 8 | 7 |
| 2006-07 | | | | | | |
| Criminal Justice | 20 | 8 | 2 | 0 | 0 | 10 |
| History | 3 | 0 | 1 | 0 | 0 | 2 |
| History & Social Sciences | 2 | 1 | 0 | 0 | 0 | 1 |
| Political Science | 6 | 1 | 1 | 1 | 0 | 3 |
| Psychology | 20 | 7 | 2 | 7 | 0 | 6 |
| Sociology | 15 | 7 | 2 | 1 | 1 | 4 |
| Total | 63 | 24 | 8 | 9 | 1 | 26 |
| 2007-08 | | | | | | |
| Criminal Justice | 8 | 5 | 3 | 0 | 0 | 0 |
| History | 10 | 3 | 4 | 2 | 1 | 1 |
| History & Social Sciences | 5 | 3 | 1 | 2 | 1 | 0 |
| Political Science | 4 | 1 | 2 | 0 | 0 | 1 |
| Psychology | 11 | 4 | 4 | 2 | 1 | 0 |
| Sociology | 8 | 6 | 0 | 2 | 0 | 0 |
| Total | 46 | 22 | 14 | 6 | 2 | 2 |
| 2008-09 | | | | | | |
| Criminal Justice | 11 | 4 | 5 | 1 | 0 | 3 |
| History | 6 | 0 | 5 | 1 | 0 | 0 |
| History & Social Sciences | 1 | 1 | 0 | 0 | 0 | 0 |
| Political Science | 3 | 1 | 0 | 2 | 0 | 0 |
| Psychology | 22 | 5 | 5 | 3 | 4 | 3 |
| Sociology | 11 | 8 | 1 | 1 | 1 | 0 |
| Total | 54 | 19 | 16 | 8 | 5 | 6 |

APPENDIX 11, Sample D

Enrollment by Major

Fall Terms 2003-2009

| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Criminal Justice | 82 | 102 | 99 | 81 | 90 | 80 | 82 |
| History | 24 | 13 | 20 | 20 | 26 | 31 | 30 |
| History & Social Science | 16 | 17 | 19 | 14 | 9 | 7 | 10 |
| Political Science | 19 | 18 | 15 | 16 | 17 | 13 | 19 |
| Pre-Law | 13 | 13 | 15 | 15 | 8 | 14 | 12 |
| Psychology | 65 | 76 | 76 | 80 | 79 | 79 | 83 |
| Social Work | 68 | 78 | 87 | 74 | 76 | 81 | 83 |
| PROGRAM TOTAL | 287 | 317 | 331 | 300 | 305 | 305 | 321 |
| PERCENT | 10% | 11% | 11% | 9.5% | 9.5% | 9.2% | 9.2% |
| UNIVERSITY TOTAL | 2875 | 2942 | 2959 | 3179 | 3187 | 3302 | 3479 |

APPENDIX 11, Sample E

Majors by Classification

Fall 2009

| Major | Classification | Total |
|--------------------------|------------------------------|------------|
| CRIMINAL JUSTICE | Freshman | 43 |
| | Sophomore | 8 |
| | Junior | 13 |
| | Senior | 14 |
| | Pre-Freshman | 2 |
| | Post-Bachelor | 3 |
| | Special (non-degree seeking) | 1 |
| | Subtotal | 84 |
| HISTORY | Freshman | 5 |
| | Sophomore | 6 |
| | Junior | 8 |
| | Senior | 9 |
| | Pre-Freshman | 2 |
| | Subtotal | 30 |
| HISTORY & SOCIAL STUDIES | Freshman | 1 |
| | Sophomore | 1 |
| | Junior | 2 |
| | Senior | 5 |
| | Pre-Freshman | 1 |
| POLITICAL SCIENCE | Freshman | 6 |
| | Sophomore | 3 |
| | Junior | 5 |
| | Senior | 5 |
| | Subtotal | 19 |
| PRE-LAW | Freshman | 5 |
| | Sophomore | 1 |
| | Junior | 1 |
| | Senior | 0 |
| | Pre-Freshman | 5 |
| | Subtotal | 12 |
| PSYCHOLOGY | Freshman | 28 |
| | Sophomore | 15 |
| | Junior | 14 |
| | Senior | 17 |
| | Pre-Freshman | 9 |
| | Subtotal | 83 |
| SOCIAL WORK | Freshman | 20 |
| | Sophomore | 19 |
| | Junior | 21 |
| | Senior | 19 |
| | Pre-Freshman | 1 |
| | Special (non-degree seeking) | 1 |
| | Post-Bachelor | 2 |
| | Subtotal | 83 |
| Total | Subtotal | 321 |

APPENDIX 11, Sample F

Alternative Modes of Instruction

August 2005-May 2009

| Alternative Modes of Instruction | | | | | | | |
|---------------------------------------|--|--|-----------|---|------------------------|--|--|
| *Offered in Fall/Spring/ Summer | CIV | WEBCT & ONLINE | Weekend | NIGHT | EARLY COLLEGE HS | INTER- SESSION | FIELD STUDY |
| 2005-2006 | HIST 2223 PSI 2213 HIST 1023 PSY 1013 | CJ 2133 CJ 3553 CJ 4393 CJ 4413* HIST 3593 PSCI 2213 PSY 1013 PSY 2203 CJ 2143 SWK 3653 | PSCI 2213 | PSY 1013* PSCI 2213 PSY 2203 SOC 2213* SOC 3453* PSY 4643 SWK 1013 SWK 3653 | PSY 1013* HIST 1023 | PSCI 2213 PSY 2203 | CJ 3783 GEOG 354V GEOG 5113 HIST348V (PACIFIC NW) PSCI 462V |
| 2006-2007 | HIST 2223 PSI 2213 HIST 1023 PSY 1013 SOC 2213 | CJ 2133 CJ 3553 CJ 4393 CJ 4413* HIST 3593 PSCI 2213 CJ 2143 CJ 3233 SOC 3453 SWK 3653 | PSCI 2213 | HIST 5603 PSY 1013* PSCI 2213 PSY 2203 SOC 2213* SOC 3453* SWK 1013 SWK 3653, 3513 | PSY 1013* HIST 1023 | PSCI 2213 PSY 2203 SOC 3453 | CJ 3783 GEOG 354V GEOG 5113 PSCI 462V |
| 2007-2008 | HIST 1013 PSCI 2213 | HIST 3593 PSY 3443 SWK 3653 SWK 3663 PSY 4623 PSY 4673 CJ 4403 CJ 4393 CJ 4413 PSCI 2213 PSY 3463 PSY 3423 SWK 4633 CJ 4403 | | HIST 3593 HIST 2213 | HIST 1023 PSY 1013 | HIST 2223 PSY 2203 SOC 3453 | CJ 374V PSCI 374V |
| 2008-2009 | | HIST 3593 PSCI 2213 PSY 4623 SWK 3143 PSY 3243 PSY 3443 PSY 4673 CJ 2143 PSY 3463 SWK 4625 | | HIST 2113 PSCI 462V SWK 1013 SOC 2213 PSY 1013 HIST 1013 HIST 349V | HIST 1023 HIST 2223 | CJ 374V PSY 2203 PSY 3243 SOC 3435 PSCI 374V | CJ 374V PSCI 374V CJ 489V PSCI 462V PSY 465V SWK 4679 SWK 4681 |
| 2009-2010 | | HIST 3593 PSCI 2213 PSY 3243 PSY 3443 PSY 3463 PSY 4623 PSY 4643 PSY 4673 SWK 3143 SWK 3653 SWK 4313 SWK 4633 | | HIST 2213 HIST 2223 HIST 3503 HIST 3553 HIST 3513 | | CJ 374V London PSY 2203 SOC 3453 PSCI 374V London | CJ 374V NYC CJ 374VFS:Ireland CJ 4403 Ireland GEOG 354V GEOG 5113 HIST 348V NYC HIST 348V- Yellowstone HIST 581V - Yellowstone PSCI 374V Ireland PSCI 462V Ireland PSCI 462V NYC |