School of Social and Behavioral Sciences

Assessment Report

2014-2015

Annual Assessment

School of Social and Behavioral Sciences University of Arkansas at Monticello

2014-2015

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 Degree:

 Criminal Justice
- Psychology

One culminates in a Bachelor of Social Work Degree:
- Social Work (Accredited Professional Degree: see attachment page 26)

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

Mission

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

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

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

(1) **Research**: The student will demonstrate comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.

(2) **Critical Thinking**: The student will demonstrate critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.

(3) **Grounded Knowledge**: The student will demonstrate a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) **Presentation Skills**: The student will be able to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.

(5) **Sociocultural Awareness**: The student will demonstrate an understanding of social-cultural diversity, as well as, respect for sociocultural diversity, cultural institutions, processes, and structures.

(6) **Preparedness for the Workforce**: The student will demonstrate a preparedness to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

(7) **Career Planning**: The student will demonstrate realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

The student learning outcomes are measured in a variety of ways. Research, critical thinking, and presentation skills (SLOs 1, 2, and 4) are largely measured by the student's performance in the appropriate research methods course. Each major has a designated research methodology course. The primary evaluation component of these courses is the student's production and oral presentation of a major research paper. The paper is designed to require the student to formulate a research question, conduct literature reviews of the topic, and synthesize the information into a paper that is presented to one of the School's research forums.

Grounded knowledge (SLO 3) has traditionally been evaluated by the student's performance in the upper level courses. The School's assessment committee has developed a pretest-posttest procedure to formalize the evaluation. The pretest will be administered in the fall 2015 semester. The first cohort posttest administration will be conducted during the 2018 spring semester.

Social-cultural awareness (SLO 5) is measured by the student's performance in specific courses and in the student's interactions outside the classroom. Each major has courses designated to address social-cultural issues or require students to take courses focusing on non-domestic topics. Cultural Diversity (SWK 3123) or Race and Ethnic Relations (SOC 3453) are required by Social Work and Criminal Justice majors. Most Psychology majors enroll in one of these courses as part of the Human Services minor. Political Science and History require students to enroll in nine hours of non-American major courses. In addition, Horizons field trip courses have given students the opportunity to experience other cultures. Each has a component to measure the students' understanding of the culture and interaction with the peoples they meet. This includes journals describing the students' cultural experiences and their impressions of cultural differences (see Appendix 1).

Preparedness for work force and career planning (SLOs 6 and 7) has largely been measured by the student's performance in internships, independent studies, community involvement programs, and conference participation. In addition, the Assessment Committee developed an exit assessment to examine the student's perception of his/her base knowledge and preparedness for work (see Table 4, page 16). The assessment was administered for the first time at the end of the 2015 spring semester. Each student will be sent follow up assessments to evaluate the effectiveness of the preparation they received at UAM in their actual work/graduate school experiences.

In line with the requirements set forth by the Council on Social Work Education (CSWE), the UAM Social Work has the following learning outcomes:
- To prepare students for competent, ethical generalist social work practice to include an awareness of the profession's global reach
- To build upon a student's liberal arts foundation that emphasizes critical thinking.
- To graduate students who are grounded in the profession's values and ethics.
- To instill in students a commitment to work with and empower vulnerable populations, and to promote social and economic justice.
- To prepare students for graduate education and to encourage lifelong learning.

These goals were created to coordinate with the CSWE mandated *Ten Core Competencies*, which are applied to all Social Work programs nationwide. A summary of the *Ten Core Competencies* is found in Appendix 2.

The public and stakeholders are informed of the SSBS SLOs via the following sources:
- The School of Social and Behavioral Sciences website.
- Informational handouts available to students from the SSBS office including:
  - A listing of student SLOs is included on the handout outlining the majors and minors found in the SSBS (See Appendix 3).
  - Department informational 'fact sheets' outlining the requirements for and expected SLOs from the various departments found in the SSBS (See Appendix 3).
  - The SLOs are listed for each major on the School's webpage under **Tips for Success**.
- Upon entering the SSBS, students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial registration and during subsequent preregistration cycles.
- The SLOs are also presented to the Social Work Advisory Board and IV-E Stakeholders Advisory Board during their first meetings each year.

- Each syllabus includes course objectives based upon the SLOs.
- **Social Work Field Practicum Handbook**. This handbook is required reading for all social work field practicum students and explains the social work field practicum portion of the B.S.W. degree program.

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

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

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

The Student Learning Outcomes for the School of Social and Behavioral Sciences have been modelled to reflect the mission of the University as a whole. For example, UAM's commitment to "search for truth and understanding through scholastic endeavor" is found in all SSBS courses, which (in accordance with SLOs 1, 2, 3, 4, and 5) instill students with comprehensive research skills grounded in quantitative and/or qualitative methods. This allows the students to develop and use critical thinking skills as they consolidate a grounded knowledge of their field, one that includes a knowledge and understanding of the major arguments, assumptions, theories and evidence found in the social sciences. Through skeptical inquiry and the use of the scientific method students will gain awareness about the world more generally that is inclusive of an awareness of self, as well as a recognition for, understanding of, and respect for sociocultural diversity.

The University's commitment to "preserve and promote the intellectual content of society and to educate people for critical thought" is also a priority. Both critical thinking skills (SLO 2) and sociocultural awareness (SLO 5) directly support these goals by requiring students analyze, evaluate and synthesize whatever knowledge they gain. This in turn promotes the development of a worldview that is diverse and socio-culturally sensitive, as well as incorporated into a grounded knowledge and understanding of the world (SLOs 3 and 5). Participation by students in the department field study (Horizons) program upholds the university's commitment to "provide learning experiences that enable students to synthesize knowledge" about the world around them. This experiential learning gives the students the opportunity to gain a grounded knowledge and understanding (SLO 3) of the diverse populations that they are likely to encounter in the workforce (SLO 5). This will thus ensure that SSBS graduates are able to act responsibly and "creatively within their own and other cultures," even those found within the United States as a diverse, multi-ethnic nation-state.

Aligned with the university's mission to provide students with the skills "to synthesize knowledge, communicate effectively, and use knowledge and technology" in the workforce, the SSBS helps students hone their own research skills (SLO 1) in order to evaluate and manage information for

presentations in academic and professional settings (SLO 4). These skills, combined with the faculty's commitment to provide students with credible career planning strategies (SLO 7), the SSBS provides future graduates with the communication and leadership skills needed for success in a career grounded in the social sciences.

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

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

In the School of Social and Behavioral Sciences, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. The faculty use instructor made tests, standardized tests, research papers, short theme 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. Faculty members from each major meet annually to discuss standards and appropriate academic rigor

This does not mean, however, that consistency is not important throughout the School. To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create comprehensive syllabi for each course (Sample syllabi from the SSBS department are included in Appendix 4). Each syllabus is then reviewed by the SSBS Dean to ensure that they include the information needed by students to complete the course (i.e. specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc.) Faculty members meet by discipline each year to plan the next years' courses and to review the curriculum and suggest changes. All suggestions or concerns are then presented to the Dean. The Dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments.

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

The School's assessment committee has developed a pretest-posttest procedure to begin

implementation in the fall of 2015. Each major, other than Political Science, will administer the pretest early in the fall 2015 semester in selected survey courses. The first cohort posttest will be administered during the spring 2018 semester. The courses in which the tests will be administered are to be determined.   This design will allow for the pretest-posttest comparison as well as a comparison of our majors to their non-major cohorts. The Political Science faculty is developing a senior level capstone course to serve as their formal assessment. The course will include an integrated project design to measure research, critical thinking, organizational and presentation skills.

General education prerequisites exist for the majors within the SSBS. For example, students majoring in Criminal Justice, History and Social Work majors are required to take PSCI 2213 American National Government to complete their General Education History or Government requirement. Political Science majors are conversely required to take HIST 2213 American History I or HIST 2223 American History II. Criminal Justice and Social Work majors are required to take PSY 1013 Introduction to Psychology. Social Work majors are further required to have taken SOC 2213 Introduction to Sociology, CIS 2223 Micro Computer Applications, and have completed their General Education English Requirements prior to being admitted into the program. Table 1 below summarizes the basic requirements expected of an entry level student into specific SSBS programs, or in the case of Social Work, a candidate applying for entry into the program.

Table 1
Preliminary Requirements to Advance in a Major by Department

Academic Program	
Criminal Justice	CJ 1013 Introduction to Criminal Justice CJ 2143 Juvenile Justice CJ 2283 Research Methods for the Social Sciences CJ 3313 Statistics for the Social Sciences
History	HIST 1013 Survey of Civilization I HIST 1023 Survey of Civilization II HIST 2213 American History I HIST 2223 American History II
Political Science	PSCI 2213 American National Government PSCE 2223 Comparative Politics PSCI 2283 Research Methods for the Social Sciences PSCI 3313 Statistics for the Social Sciences
Psychology	PSY 1013 Introduction to Psychology
Social Work*	SWK 2123 Introduction to Social Work PSY 1013 Intro to Psychology ENGL 1013 & 1023 Comp I & II CIS 2223 Micro Computer Applications

*Previously Social Work students had to complete their entire general studies requirement to be admitted to the major. As a result the students were often delayed in their graduation. These changes are in line with CSWE guidelines while still providing the basic skills required for the major.

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

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

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

In History, majors are required to take HIST 3513 Historiography and Historical Methods at the junior level to prepare them for the writing assignments required in the upper-division seminars offered in the History department. Social Work students are likewise required to take SWK 3243 Methods of Social Work Research I and SWK 3343 Methods of Social Work Research II during their junior year. The former focuses on statistical analytical procedures and the latter on writing research papers underpinned by statistical evidence. Similarly, Psychology majors are required to take PSY 2203 Statistical Methods and PSY 2294 Experimental Methods, but at the sophomore level. Once again the former provides students with a foundation in the theoretical and computational elements of elementary statistics. The latter course provides the skills needed to conduct and analyze experiments grounded in the scientific method. Criminal Justice and Political Science majors take cross listed courses in Statistics and Research Methods for the Social Sciences at the sophomore level, since both majors are writing-intensive thereby requiring students to consolidate their writing skills before progressing in the major. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills (see page 11 for benchmark analysis).

When completed, the core curriculum of each of the SSBS majors provides students with:
- **Grounded knowledge**: All SSBS curriculum starts with general introductory classes that ultimately prepare students for upper-division seminar classes and electives. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses. The expectation is that mastery of SLOs is demonstrated with student performance, i.e. the student receives a grade of "C" or higher, related to the course content and course objectives set-out for each course outlined in a student's 8-semester plan (see Appendix 5). The percentage of students obtaining a "C" or

higher for each major is presented below. The data indicate that students are generally successful in their major courses. The poorer student performance in the survey courses is due to the large number of remedial students enrolled, especially in Introduction to Psychology (see page 24).

Figure 1. Percent of students obtaining a grade of "C" or higher in survey and upper level major courses by discipline.

Chart Title
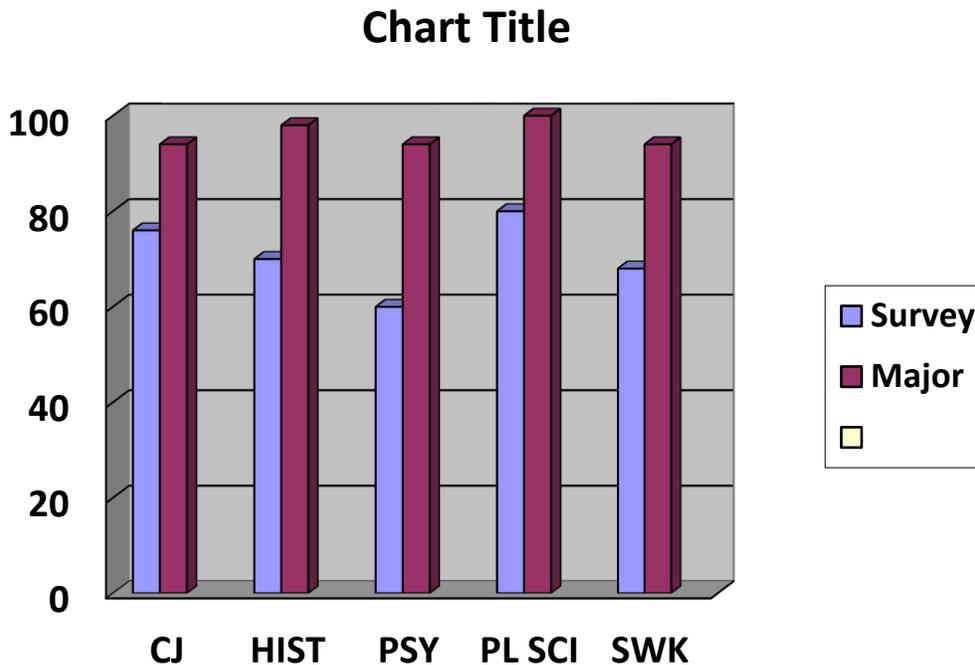
- **Comprehensive and Accurate Research Skills**: Most upper-division courses in the SSBS require students to write comprehensive research papers that adhere to strict referencing policies. This ensures the professionalism of their work once they enter the workforce as professional employees. The fact that each of the SSBS disciplines requires its students to complete research and statistical methods courses before taking upper-division electives/requirements speaks to the importance of this skill.

- **Efficiency in Oral Presentations**: Most SSBS courses include oral presentations as part of the required course curriculum, in addition to the expectation that student success in all upper-division courses is predicated on student participation in all class discussions. The success of SSBS students in this regard is enhanced by the participation in academic conferences where they get exposure to and feedback from their direct peers and faculty.

Evidence of Learning

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

- **Pre/Post Tests**

To comply with CSWE standards, the Social Work department uses pre/posttests to track student learning over the last four years. This is accomplished rough the use of an assessment tool that was created by a group of universities with the cooperation of the Association of Baccalaureate Social Work Program Directors, Inc. (*BPD*). The assessment tool is called the Bachelors Education Assessment Package (BEAP). This "package" included an entrance and exit survey created to measure student's knowledge regarding the social work curriculum before they entered, and after they completed the core curriculum. This year only one student took the exam and passed with a score in the **88th percentile**. As stated earlier, a pretest-posttest model for all majors with the exception of Political Science will be implemented in the fall of 2015.

Both Social Work and Psychology conduct additional assessments through the activities of their students in the Practicum courses. Social Work is far more formal as the Field Practicum Student Evaluation is one of the required competency assessment measures by the Council on Social Work Education (CSWE). While generic across agencies, it is specific to the individual student learning contract in terms of that individual's attainment of competencies within the agency. The contract is developed as follows: Each student and his/her field instructor in consultation with and approval by the Field Director develop specific activities or observable behaviors the student will perform or exhibit. The evaluation is based upon how well the student fulfills his/her learning contract. The actual measure is a based upon a Likert scale ranging from 1-5. There are four (4) total evaluation times. Students must receive an average score of four (4) across the measures. The use of four time measures allows the Director to track the student's performance and take steps to intervene should the benchmark not be met or the student is weak in a particular area.

Psychology offers a two semester practicum during the student's senior year as part of the Human Services Minor. This is the primary minor for Psychology majors and is often taken by other Psychology students as an elective. Approximately 95% of all Psychology majors take at least one practicum. Like Social Work, a contract between the student, Director, and supervisor is developed. A structured and semi-structured exit interview is held between the Director and agency supervisor in which the student's performance is discussed. The supervisor provides a grade for the student. A formal questionnaire is also completed by the supervisors. Each student provides a structured report of their activities and completion of competency requirements. A supervisor assigned grade of "B" is considered to have reached an acceptable benchmark. **This year all of the students received a grade of "A."**

Social Work has a second CSWE required assessment employing an integrated paper. This 20-30 page paper must follow an extensive twenty page standardize rubric (see School Home Page). The paper requires the students to integrate their Social Work knowledge, values, and skills and apply it to Social Work practice in their agency context. The paper must demonstrate knowledge in a variety of areas as well as the student's personal reflections about their learning experience. The paper is graded using the rubric guide. Scores can range from 0 – 100. The student must score an 85 or above. The lone student this year received a grade of **94**. This result, along with the results from the psychology practicum clearly indicates that the students were well prepared for professional activities and performed well.

As stated earlier, all majors have a course with a comprehensive paper demonstrating the competencies of that discipline. This paper is the final component of the Research Methods course for Criminal Justice, Political Science, and Psychology Major. The students must also present their papers to the class or at a conference. For example, the requirements for Experimental Methods in Psychology,

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 develop the theoretical basis for the study and research hypothesis. The student must then design and conduct the actual study. For History the paper is part of the Histography course. For each the student must prepare a clear and concise thesis or hypothesis and conduct research to test the prediction or to defend the statement. The paper must demonstrate originality, critical thinking, writing skills, and knowledge of the scientific method. Passing with a "C" or better is seen as mastering the material. This year **88%** of the students met this criterion.

The acceptance of papers from upper division classes for presentation further strengthens the evidence of high performance. During the 2014-2015 academic year, 31 students from four disciplines presented papers at two regional conferences, the Model UN in Houston, and the Model Arab League in Russellville, AR. These included the Arkansas Symposium for Psychology Students (ASPS) in Conway, the Arkansas Phi Alpha Theta conference in Fayetteville, the Model Arab League in Russellville, and the Model Arab League in Huston. The Model Arab League is a regional conference/seminar setting in which students develop skills and knowledge concerning Middle Eastern issues through diplomatic simulations and leadership development programs. The UAM delegation received Honorable Mention for their program. The Model UN is a national program somewhat similar but focuses on more global issues. UAM's delegation again received an Honorable Mention for its program. Sarah Sayyar was named best paper at the Phi Alpha Theta conference. UAM psychology students represented the second largest group of presenters at ASPS this year. It should also be noted that April Wright (political science) was awarded the Alpha Chi National Scholarship. This is the second consecutive year that one of the School's graduates has won a national honor society scholarship. This all provides strong evidence of the quality of the students' preparation to engage in professional and academic activities, oral and written skills, and presentation skills.

Additional evidence of learning is derived from the student evaluation. Albeit subjective, the students are asked about their own beliefs concerning their learning experience. The Dean careful examines the responses to look for patterns that might indicate at least a perception that the students are not being served in that class. Indications of problems are address in a meeting between the Dean and the faculty member. Where warranted, additional peer classroom visitations are scheduled. Currently one faculty member has been placed on an improvement planned designed by the Dean in consultation the Provost.

Finally, students have a high graduation rate once they reach their junior status. Figure 2 demonstrates the percentage of spring 2015 graduates who completed their degree required within five semesters of achieving "junior" status.

Figure 2. Graduation percentage within five semesters of achieving junior status.

Chart Title
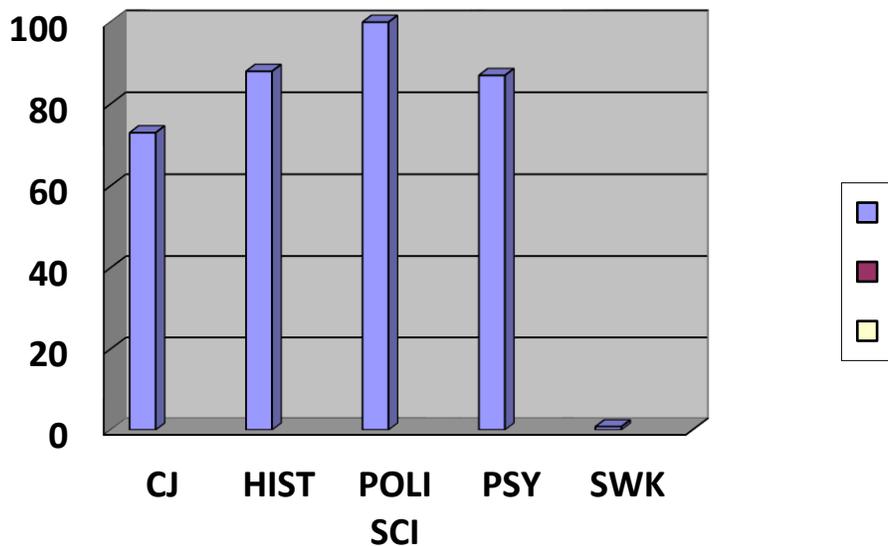
Generally the School's retention rate is very high once the students reach their junior year. Social Work had an extremely poor retention rate due to problems discussed earlier (see note Table 1). The current evaluation of student progress indicates this problem will be corrected with the 2016 graduating class. Criminal Justice typically has a lower graduation rate within this time frame as they have more part-time majors. The data does not account for students who change majors after their junior year and still graduate within the specified timeframe. Additional data is being collected to determine the total percentage of majors that eventually do graduate.

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

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

- **Individual Courses**: The success of our students in professional meetings and admission to graduate school is directly linked to the methodology and core courses. The students clearly demonstrate strong writing and oral communication skills as well as presentation skills. Moreover, several students have made comments stating that the methodology courses helped them in graduate school and their professional development. In addition, the strong performance by practicum and intern students demonstrates that they have received a solid theoretical background as well as the skills needed to enter a workforce setting. This is further supported by the success of students in being accepted to graduate school. Seven students were accepted this year. A formal post-graduate survey will be distributed to recent graduates at the end of the spring 2016 semester. A pilot was conducted by Psychology as part of its ten year review to test procedures for contacting post-graduates. Forty-one surveys were sent to recent graduates (last three years) inquiring about their current professional status. Twenty-one surveys were return. The results indicated that two had completed their

Master's degree and had received their Licensed Practical Counselors (LPC) certificates. Four others were scheduled to take the LPC test this summer with four others still in graduate school. All but one student was employed with all but two employed within the behavioral health fields. The Assessment Committee will modify the contact procedures and develop a more detailed survey.

- **Horizon's Program**: The growth of the Horizon's Program has seemed to energize students. The Program is designed to supplement classroom learning with field experience. Students participate in field studies at national and international locations. The courses are then related back to the classroom. Although anecdotal, faculty report students are more motivated and perform better in classes once part of these programs. Moreover, students perform better as they are typically required to meet certain criteria to participate in the classes. In addition, most students participating in a field study join and become active participants in one of the Honor Societies or clubs.

- **Online courses**: Online courses have presented conflicting results. Students seem drawn to online courses. This can be seen by the fact that the School's on-campus summer courses struggle to reach the ten student requirement, whereas all of the online course offerings typically reached overflow levels. Online offers a variety of options for our students. However, student course evaluations are **significantly higher for on campus classes, even for same instructor comparisons**. The use of hybrid courses seems to help solve some of these problems. Dr. Young and Dr. Henris, who have strong on campus ratings, experimented with a course that combined traditional online methods with some on campus and video streaming technology. The student evaluations for these classes were equivalent to their on campus ratings. Moreover, the faculty finds they can convey more information and identify possible gaps in the students' learning by having some face to face encounters. Students also reported that the classroom encounters provided them with an opportunity to ask more detailed questions and helped to clarify the materials.

- **Psychology** completed the ten year review process. The reviewers provided a very favorable review of the Majors, faculty, and student responses. Moreover, the major continues to grow and currently enjoys its highest number of majors in ten years.

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

Additional Assessment		
Student Learning Outcome	**Assessment**	**Outcome**
Research, Critical Thinking, **Knowledge, Presentation Skills**	**Quality of Research Paper and Presentation.** **Papers Accepted to Conferences**	**31 SBSS students presented at regional/national conferences** **See page 11**
Self-Awareness, Sociocultural Awareness	**Responses in Journals From Horizon's Trips**	**All journals achieved criterion level ***

Additional Assessment		
	Journals From Internships	
	Journals From Practicum	
Grounded Knowledge	Practicum and Intern Supervisor's Reports	All students achieved benchmark levels**
	Responses to Activities for Field Studies	All students reach* benchmark levels
	Formation and Development of Research projects	98% of proposals accepted
Preparedness for Work, Career Planning	Practicum and Intern Supervisor's Reports	All students achieved benchmark levels**
	Graduate School Acceptance	7 students accepted to graduate programs (1 law school)
	Employment After Graduation	Employment unknown

* A grade of "B" defines achieving the benchmark level.

**Student must receive a rating of good (4 on 5 or higher on 5 point scale)

Table 2

Majors by Discipline

Fall Terms 2010-2014

	2010	20111	2012	2013	2014
Criminal Justice	93	126	120	123	113
History	27	40	28	33	38
Political Science/Pre-Law	24	14	20	16	21
Psychology	89	81	87	81	108
Social Work	69	90	79	52	48
SSBS TOTAL	302	354	334	305	328
PERCENT	9.2%	9.1%	8.5%	7.8%	8.4%
UNIVERSITY TOTAL	3683	3920	3945	3895	3854

Table 3
Baccalaureate Degree by Major May 2010 - May 2014

	2011	2012	2013	2014	2015
Criminal Justice	12	14	7	20	22
History	7	7	7	11	7
Political Science	8	4	4	7	5
Psychology	15	16	19	15	20
Social Work	8	13	8	13	1
Program Total	50	51	45	66	55

During the 2014-15 academic year, the School of Social and Behavioral Sciences had a total of 328 majors, which accounted for 8.4% of the total of students attending the University of Arkansas at Monticello (including the Technical Colleges). Table 1 summarizes the number of SSBS majors subdivided by discipline and compares the total number of SSBS majors with the entire UAM student body. The total number of students enrolling in majors within the School of Social and Behavioral Sciences has increased, largely due to the growth in Psychology. This growth is partially attributed to students moving to Psychology from Social Work as a result of the before mentioned problems. The primary reason; however, appears to be the growth in popularity of the Licensed Practical Counselor (LPC) degree. This replaces the former Examiner degree and allows the Masters level person to provide counseling services. It is the most common graduate degree sought by our Psychology students and is anticipated to continue to be in high demand.

SSBS Senior Survey

This spring the first SSBS senior survey was administered. This survey was designed to measure the students' subjective satisfaction and impression of their educational experience. Twenty-eight of the fifty-five graduates returned the survey.

Table 4
Exit Interview Data
(See Appendix 6 for full measure)

1. Well trained in basic principles and theories	1.38
2. Well trained in the use of Technology	1.50
3. Skilled in professional and scientific writing	1.60

4. Skilled in oral presentation	1.50		
5. Skilled in use of research Databases	1.,25		
6. Sound academic advising by Faculty	1.38		
7. NOT SCALED	N/A		
8. Satisfied with overall Education	1.38		
9. Analyzing scientific literature	1.75	** 3.50	
10. Good critical thinking skills	1.80	** 3.00	
11. Good oral and written skills	1.75	** 3.12	
12. Critical analysis of information	2.00	** 3.50	

* Note lower score indicates greater satisfaction with skill level: 1 = excellent 4/5 = poor.
**Perceived skills upon entering the major.

The data suggest that the students were generally satisfied with their education. Moreover they reported that they had developed the skills required for their disciplines. The data is limited as only half of the students returned their surveys. This was largely due to delays in the administration of the instrument. The Assessment Committee will develop a standardized procedure for administering and collecting the surveys in the future. The students' written comments were generally positive. The only exceptions were the requests for more information about graduate schools and more graded assignments in classes so that students could better gage their performances. By far the primary strength of the School was the faculty. Several faculty members were directly commended for their efforts to help students.

In the spring semester of 2016 an employer satisfaction/success in graduate school survey will be sent regarding this year's graduates. Currently there is no hard data to report in these areas. The school does collect some information in this area. As stated earlier, in psychology, majors typically enroll in practicum course as part of their psychology curriculum, which includes interactive discussions between the course supervisor and the site/practicum supervisors. As part of the evaluation process of a practicum placement, the course supervisor visits the unpaid internship site at least once in the semester and talks to the practicum supervisor about any issue relevant to the class. At the end of the semester, the supervisor is then requested to fill out a student evaluation form and forwarded it to the class instructor.

A six hour practicum spanning two semesters during the senior year is a required part of the human services minor, which combines psychology requirements with elements of the sociology minor

and/or social work major. This is a popular option for many psychology majors, as it is designed primarily for students preparing for human services careers across a wide range of settings. It moreover provides a theoretical foundation for specific applied skills needed for Bachelor's level employment in the field of psychology. Participating students are required to find an internship site, which includes (but is not limited to) the Development Center, the Centers for Youth and Family, the Center for Family Services, the Vera Lloyd Presbyterian Home and Family Services and local nursing homes.

Additionally, informal channels exist between the UAM psychology faculty and the local/regional community. The Dean 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. 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 programs including the Southeast Arkansas AmeriCorps Program. Dr. Kim of psychology provides psychological and educational services and consultation to various community agencies, schools and mental health facilities. He is a licensed Supervising Psychologist, a forensic evaluations/expert witness and provides clinical services (i.e. psycho-educational testing, custody evaluation, forensic evaluation, program analysis, in-service, etc.) for underserved populations in the community and region. By working and/or volunteering within the community, the psychology faculty are able to talk to local employers about what they are expecting from recent graduates in the field, as well as what they think about UAM graduates compared to those from other universities.

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

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

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

This fall the School will focus upon developing cohesive cohorts by majors. It has been clear from student responses on the exit interviews that "feeling like part of a group" has been helpful in the students' success and motivation. History, Political Science, and Social Work have had very successful and active honor's programs. In fact, the vast majority of their majors were active members of their perspective societies. This will be more difficult with the larger majors of Psychology and Criminal Justice. To address this problem the honor societies have created clubs in both majors that participate in most of the societies' activities. Having honors students and other majors interact in a social setting allows for greater participation and will allow the honor students to serve as mentors. The School will encourage and support these organizations. This includes funding to develop travel and meetings. It is believed that a more cohesive group will greatly help improve the students' performance and motivation.

An additional priority has been to formalize rules and procedures for field study programs and student travel for which academic credit is awarded. Clear differentiation needs to be made between field studies (which receive academic credit and are funded by the students) and conference travel (which does not receive academic credit and is funded by departmental and/or personal funds). The Horizons Committee has completed its work and established guidelines (see Appendix 7). As with the Honor societies, trips have been limited to a few students. This has partially been due to cost, but also to the demands of international travel. This year the faculty is focusing more on domestic programs including regional trips. This will allow for more participation and offer a greater variety of opportunities.

In addition, the Retention Committee has developed a series of recommendations that will be incorporated into the curriculum this year:

- Development of Points of Pride for distribution to help students become more aware of opportunities within the School. **(Retention Committee: Fall, 2015)**.
- Setting prerequisites for courses typically taken by under prepared students. This will be modified based upon a review of UAM's current retention plan. **(Individual majors: Spring, 2016, see page 24)**.
- More intrusive advising with respect to completion of general education requirements, especially science. **(Advisors: Fall, 2015)**.
- Additional class time devoted to discussing study habits, note taking, and behaviors that lead to success in college. **(Faculty: Fall, 2015)**.
- More information on student organizations within the school and encouraging Participation. **(Organizational leaders: Fall, 2015)**.
- Adding community involvement component to more classes. **(Faculty: Spring, 2016).**
- Incorporating Honors Societies students as mentors and helping establish study sessions. **(Retention Committee: Spring, 2016)**.
- Increasing the number of tests/assignments to help students to better gauge their performance. **(Faculty: Fall, 2015)** .
- Meet with Early College Experience students to recruit for the University. **(History**

faculty, Spring 2016).

- Increasing more domestic trips to the Horizons Program. This will allow more students to be involved at a lower cost. **(Select faculty: Spring 2016).**

Adding information concerning career development and graduate school. (**Faculty: Fall, 2015)**.

All of these will be the responsibility of the faculty as monitored by the Committee and the Dean.

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

A strong civic engagement component was added to several classes. This type of approach is meant to engage students in experiential learning that exceeds mere service learning projects. With this approach, students are encouraged to participate in projects. These may range from small research projects about problems within their local community to larger, multi-disciplinary projects that engage students directly in projects to address problem. These projects involve the students in more than just book learning; rather it is about becoming truly active citizens. Elements of this approach were part of several Criminal Justice, History, and Political Sciences classes and Honor's Societies. All Honors Societies are anticipated to have civic related programs this academic year.

The Retention and Recruitment Committee has explored ways to formalize student interaction and feedback tools/mechanisms including public meetings and official letters sent from the SSBS. More specifically, discussions have been pursued to create a group of SSBS mentors using members of the Honor Societies. The intention is two-fold. First, 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. This hopefully will encourage them to become involved and serve as the mentors.

Two additional smart rooms were completed during the fall 2014 semester. As a result all but two classrooms on the 2nd and 3rd floors of the MCB are equipped with projection screens and have internet access.   A portable projection system, two laptops, and a tablet have been added to our inventory. These helped to improve instruction, teacher interaction, and hopefully make the classes more interesting for this visual, technologically sophisticated generation of students. The School has further added digital cameras to allow the streaming of materials. The demand for smart rooms is very high as 95% of the faculty employs smart room technology as a primary educational tool. There have been difficulties in the past with scheduling faculty with smart room availability.

New modes of presentation have been incorporated to provide students with a wide range of opportunities and experiences. Online courses are offered by every major. Our goal is to make it possible for students to complete all of their major requirements online. The Criminal Justice Major is structured so that students may complete all major requirements online or face to face (see Appendix 8). The faculty does recognize the importance of face to face experiences and have therefore begun to

offer hybrid courses involving online, in class, and streaming technology. As stated earlier, our analysis has found that student evaluations are lower for online courses than for face to face, even for the same instructor. Moreover, most of our majors are actually cultivated from the survey courses. This has not been seen with the hybrid course. Moreover, have some face to face contact allows the faculty to recruit and mentor individuals into becoming majors. The School will continue to explore other modes of delivery designed to help students succeed and complete their degrees.

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

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

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

- **Student Evaluations** are conducted on-line. The response rate had been very poor under the old system. The new system employs **Blackboard** and resulted in a 40% response rate for the spring 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 reviewed 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. At the end of the survey, students are given the opportunity to write individual comments about any aspect of the course. This information is then used by the individual faculty member to continually improve his/her course syllabi and expectations to better meet the needs of the student without compromising the objectives held for class assignments/tests.

- The SSBS not only welcomes, but has hosted **impromptu meetings** from individual and groups of students that come forward to discuss different ways to improve the curriculum in the SSBS. Changes already implemented, as discussed in Question 6, include expanded travel opportunities through additional field study trips both nationally and internationally, as well as the organization of pre-law classes/ seminars specifically directed at helping UAM students pursue graduate and law school and the introduction of graduate/law school entrance exam study sessions.

- All of the majors have established honors societies. Social Work and Psychology have also created auxiliary clubs for non-honors students. These allow for greater participation for more students.

- 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 present a lecture to a class in the discipline 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

students the opportunity to have input into the type of professors that are hired to teach the courses that they will need to graduate.

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

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

All student forms mentioned above can be accessed at:
- http://www.uamont.edu/SocialWork/bswfieldpracticum.htm.

Faculty members are involved in the student learning and assessment process in the following ways:
- **Teaching Courses**: Faculty members are directly involved in the student learning and assessment process through their creation of courses that provide students with the core knowledge and theories needed to be competitive graduates in their field. The faculty use teacher made tests, standardized tests, research papers, short papers, projects, class presentations, undergraduate research projects, presentations at various state and regional professional meetings, and other similar types of activities to ensure that students are achieving the SLOs expected of them.
- **Office Hours**: Faculty members are moreover expected to keep regular office hours to give students the opportunity to come by and ask questions about their assignments and/or daily lectures. Office hours are to conform to University policy.
- **Advising Duties**: All SSBS faculty are assigned a list of advisees. These advisees come to them for advice and counseling about which courses they should take and in what order they should take them to ensure a timely completion of baccalaureate degrees.

- Faculty members within each major frequently meet for **impromptu divisional meetings** to discuss student performance on measures such as teacher made tests, textbook adoption and other course assignments.
- Over and above this, the Dean sponsors a 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. The faculty will examine the issues of pre/posttests 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. This year there will be special focus on issues related to student retention, undergraduate research, and helping UAM students successfully enter graduate school.

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

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

o **Field Education Director's Evaluation of Field Agency.** This form provides feedback and input to the agency regarding placement. This form is completed by the Social Work Field Education Director and submitted to the agency at the end of each student's field practicum experience.

All practicum related forms mentioned above can be accessed at:
http://www.uamont.edu/SocialWork/bswfieldpracticum.htm.

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

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

- Prospective students are contacted by the School of Social and Behavioral Sciences by **letter** in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the university. These individuals are encouraged to visit with faculty during office hours, sit in on lectures and/or attend orientation meetings hosted by the department at the beginning of the fall semester.
- Faculty from the School visits local schools to discuss fields related to SBSS majors.
- The Early College Program has grown greatly and helps prepare students for college.
- For those students that have already designated their interest in majoring in psychology, the SSBS sends out **recruitment letters** addressing a specific interest in the field of psychology and how UAM prepares them for their future.
- Direct contact is made to prospective students through **departmental displays** manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc, whereby students are offered informational material related to studying Psychology in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces **brochures** (see Appendix 8) and **fact sheets** (see Appendix 4) about careers in the various departments found in the SSBS. All promotional information is either given/mailed to the students directly or is available in the School of Social and Behavioral Sciences main office, on request.

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

- **SSBS Student Research Forum**: Several students attended and presented at state-wide conferences and are scheduled to attend national conferences in the 2014-15 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. The students develop and refine their presentation as part of the research methods or related courses within their majors.
- **SSBS Student Retention Committee:** As with assessment, retention has not been formally examined in recent semesters. The Retention Committee was reformed and charged with developing a comprehensive program. The Committee has examined past/fail rates within the lower level survey classes. Introduction to Psychology has a very high failure rate. A review indicates that remedial students accounted for the vast majority of the failures, and that nearly

two-thirds of the failures resulted from high student absences and failure to complete all of the tests. This occurred despite the instructors' attempting to motivate students to attend. The Committee has concluded that the nature of the course requires good reading and writing skills. Poorer students seem to become discouraged and just stop attending. The Committee recommends making Comp I a pre or co-requisite for the course. It is hoped that the new retention plan developed by the University will help reduce the failure rate.

- **Academic honor societies** have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. All five majors has a UAM chapter, including Alpha Phi Sigma – the National Criminal Justice Honor Society; Phi Alpha Theta – The National History Honor Society; Pi Sigma Alpha – the National Political Science Honor Society; Psi Chi – the National Psychology Honor Society; and Phi Alpha – the National Social Work Honor Society.
    - o It should be noted that UAM chapter of the Phi Alpha Theta History Honor Society has been named best 'best chapter nationally' for seven consecutive years and has been nominated again this year.

- 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

- The SSBS *Horizons* **Program** offer students more travel/study opportunities than previously, which helps personally engage them in their studies and expands their knowledge of the world. The confidence and knowledge that they gain on these trips has been found to help retain students toward graduation, but also to prepare them for their careers after graduation. (A full description of this program is included in Appendix 7).

- **Display Case**s on the 2nd and 3rd floor hallway showcases the achievements of students and faculty 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.

- **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 8) 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.

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

- Flexible scheduling is a hallmark of the School. The faculty for each major is instructed to design schedules that meet student demands. This includes offering early morning and mid-afternoon class that meet on Mondays and Wednesdays, as well as online and hybrid course. The faculty is further encouraged to make certain that students are able to take any course either online or face to face. Only Criminal Justice has fully reached that goal. All of the other majors are making progress in their efforts.
- The unit supports the Early College High School program by offering core courses like American History and Survey of Civilization.

- 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.
- It must be noted that the number of summer courses offered have greatly decreased. This is partially due to changes in financial aid but also results from institutional policy. Faculty members are hesitant to offer upper level courses as they tend to have low enrollment and therefore will be canceled. This hampers the progression of some students.

The SSBS is engaged in several programs/methods to help graduate students, including:
- Students can pursue **Independent Undergraduate Research Projects** under the supervision of a number of SSBS faculty members. The majority of these projects have been presented at state, regional and national conferences, in both undergraduate and professional settings. Currently, the following professors are supervising at least one independent research project (sometimes as many as five) with motivated students: Dr. Kyle Day and Dr. Clint Young (History), Dr. Carol Strong (Political Science), Dr. Rick Clubb and Dr. Wayne Poniewaz (Psychology), and Ms. Marie Jenkins (Social Work).

- **Graduate/Professional School Forum** gives students the chance to interact with professors and professionals in various fields to discuss the choosing of schools, the application process, GRE/LSAT test tips and study guides and the study within and survival skills necessary for successful graduate studies. Students from every classification (freshman-senior) may attend. This forum provides a way for students to understand that the faculty and staff in the SSBS care to see them succeed to the point of graduation and beyond.

ATTACHMENT

COUNCIL ON SOCIAL WORK EDUCATION STRENGTHENING THE PROFESSION OF SOCIAL WORK
1701 Duke Street, Suite 200,
Alexandria, VA 22314
TEL 703.683.8080
FAX 703.683.8099
www.cswe.org

December 15, 2014

Jack Lassiter, Ph.D. Chancellor
University of Arkansas at Monticello
Office of the Chancellor
P.O. Box 3596
Monticello, AR 71656

Dear Chancellor Lassiter:

At its November 2014 meeting, the Commission on Accreditation (COA) reviewed the Reaffirmation application for the baccalaureate social work program. The COA voted to reaffirm the program's accreditation for eight-years ending in October 2021, due to a one year postponement received this cycle, with a Progress Report to be reviewed by the Commission on Accreditation.

In taking this action, the Commission identified the following area of concern:

Accreditation Standard 4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS 82.0.3; AS M2.0.4).

One of the measures used to assess the ten core competencies is an integrative paper. The integrative paper grading rubric provides a holistic assessment of the ten competencies but does not reflect an assessment that uniquely measures practice behaviors for each competency.

The program is asked to clarify how it measures the practice behaviors for each of the ten competencies in the integrative paper.

Please submit three (3) copies of the Progress Report no later than August 1, 2015 for review during the November 2015 Commission on Accreditation meeting.

Please be in touch with Megan Fujita, Accreditation Associate in the Office of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Carmen Ortiz Hendricks, ACSW Chair

COH/mf

Cc: Andre Lewis, MSW
Director, Department of Social Work

Appendix 1

Horizons Trip Requirements: Spain

HIST 348V / PSCI 462V SEM: Spain
Spring 2015 – Wednesday 12:10 – 1:00 PM
MCB 207

Intersession 2015 – All Day & All Night in Madrid!

Dr. Clinton Young
young@uamont.edu
MCB 227
(870) 460-1547

Dr. Carol Strong
strong@uamont.edu
MCB 216
(870) 460-1687

Office Hours for Dr. Young and Dr. Strong found in Appendix 1.

Course Description

This international field study is intended to provide students an experiential learning program that will provide them a more comprehensive understanding of world around them. This program synthesizes academic rigor in the classroom with directed, first-hand knowledge of a major industrial city within the international community.

This program consists of a two-part course that begins with a series of one-hour seminars conducted during the spring semester, at which times students will be introduced to the political and economic structure of the country to be visited, but equally importantly to the historical background, which in turn will allow students to better evaluate the contemporary cultural environment that exists and will be experienced in country. Another important component of the spring seminar series is to prepare students for what will be (for most of them) their first experiences outside of the United States and outline what is expected of them while acting as ambassadors of the university. For many, this can be very confronting, as they begin to measure their perceptions of world events with those of people from another culture. Each seminar is carefully designed to provide students with the academic expertise and guidance needed to provide them with the skills needed to benefit from their time spent in country. It also ensures that students are empowered to appraise their own preconceptions about world politics and

prepare themselves for careers in an increasingly globalized community. The course is then formalized through class presentations and a comprehensive essay.

Finally, this program culminates in the students being immersed in the culture that they have been studying for five months during their ten-day international field study program held during the Summer Intercession term immediately following the spring semester.

Student Learning Outcomes and Program Objectives

Students who complete this course will:
- Broaden their horizons by travelling to an international destination that allows them to experience cultural norms other than that of south-east Arkansas and thereby appraise their perceptions of the world with that of another international culture.
- Gain academic knowledge of the country of destination that includes a historically-relevant, politico-economic analysis of its contemporary cultural context.
- Develop critical analysis skills through a carefully crafted seminar series that will allow them to gain first-hand knowledge of the world around them with confidence.
- Foster a more nuanced self-awareness through the comparison/contrast of what other cultures believe about world events and subsequent political responses.
- Enhance their research capabilities and their public speaking skills.
- Gain a deeper understanding of and respect for American politics, multiculturalism and historical evolution through the assessment of other international cultures.
- Learn how to transform ideas into impact within an increasingly globalized world.

Class Schedule and Assignments
(The instructors retain the right to deviate from or alter the following schedule of assignments and topics.)

Week 1 (7 January)—Introductory: Field Study Expectations and Applying for your Passport

Week 2 (14 January)—History of Spain (I): Imperial Spain—Religion and Society
  📖 Hooper, Chapters 8-10

Week 3 (21 January)—History of Spain (II): Modern Spain—Civil War and Fascism
  📖 Hooper, Chapters 1-2

Week 4 (28 January)—Spanish Politics (I): The Process of Democratization
  📖 Hooper, Chapters 3-7

Week 5 (4 February)—Spanish Politics (II): The Regional Question in Spain
  📖 Hooper, Chapters 16-20

Week 6 (11 February)—Spanish Politics (III): Spain, the United States, and Foreign Policy
  📖 Hooper, Chapters 11-12, 25

Week 7 (18 February)—Spanish Culture (I): Spanish Art and Literature
  📖 Hooper, Chapters 26-28   **Research Paper Proposals Due**

Week 8 (25 February)—Spanish Culture (II): Spanish Music and Academic Research in Spain
    📖 Hooper, Chapters 29-30

Week 9 (4 March)—Contemporary Issues (I): Immigration and Multiculturalism
    📖 Hooper, Chapters 21-24

Week 10 (11 March)—Contemporary Issues (II): Euro-terrorism and ETA
    📖 Hooper, Chapters 13-15

Week 11 (18 March)—Contemporary Issues (III): Challenges to the European Union
    📖 Hooper, Chapters 31
Spring Break (25 March)—No Class

Week 12 (1 April)—Travelling to Spain (I): Packing and the Art of International Travel

Week 13 (8 April)—Student Presentations (I)

Week 14 (15 April)—Student Presentations (II)

Week 15 (22 April)—Travelling to Spain (II): Final Preparations
    Research Paper Due

Final Exam Period: April 29-May 5, 2015

Intercession Term: May 11-22, 2015
                            Exact dates of the Madrid trip will be announced in mid-January

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

Important Dates, Spring 2015

January 7 (Wed) - First day of classes
January 9 (Fri) - Last day to register or add classes.
January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.
February 27 (Fri) - Deadline to apply for August and December graduation.
March 18 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track* classes.
March 23-27 (Mon-Fri) - Spring Break.
April 6 (Mon) - Preregistration for Summer and Fall 2013 begins.
April 17 (Fri) - Preregistration for Summer and Fall 2013 ends.
April 28 (Tues) - Last day of classes.
April 29 - May 5 (Wed-Tues) - Final exam period.
May 8 (Fri) - Commencement.
May 11 – May 22 (Mon-Fri) – Sumer 2015 Intersession Complete Term

Assessment Requirements: Spring 2015

1.   Current Events Presentation:

During the semester, you will be expected to pay attention to the world news and look for items that have to do with Spain. During Weeks 13 and 14, you will present one of these news items to the class. You should explain what the news story is and how it is reflective of the history, political systems, or the culture of Spain as we have studied them in class. You are expected to find news stories from reputable and reliable news outlets, such as *The New York Times* or *The Economist*. (You will also need to turn in a copy of the news story at the end of your presentation.) Presentations should be no more than ten minutes in length, including time for questions.

The current events presentation will count as 40% of your overall grade for the Spring Semester.

2.   Research Paper:

Each student will be required to write a ten-page paper discussing the same topic that you plan to introduce to the rest of the group in Madrid. The paper should provide a broad overview of the topic that you have chosen, and should then relate the topic to specific events, locations, or ideas relevant to the culture of Spain. For example, if you choose to discuss the prevalence of regionalism in Spain, you will need to begin by providing an overview of regionalist political movements in general; you will then need to discuss the specifics of either the Basque or Catalan movements in Spain.

You must use at least 6-8 scholarly sources for this assignment and use appropriate references and citations in the text of the paper. You will turn in a paper proposal on 18 February that will outline the topic of your paper, your research questions, your tentative argument, and a preliminary list of 6 sources. The final draft of the paper will be due on 22 April.

The research paper will count as 60% of your overall grade for the Spring Semester.

Assessment Requirements: Intersession 2015

1.   Trip Journal

Students will be required to keep a daily journal of all activities—at least one page per day. You will want to bring a notebook to protect your journal. You can keep your journal in paper form so you can fill it out in pen while we are on the trip, but we ask that you transcribe your journal into digital form and submit it by email. Your journal will be due the Monday following our return. Many past students have chosen to complete their journals during the trip and submit them immediately upon our return. Regardless of how you prepare your journal, it should be a single, digital document with a professional appearance.

In your journal, you should keep track of your impressions and reactions to the places we visit and the people that we encounter. You should also relate what you experience in Spain to what we learned in class during the Spring Seminar. What reinforces what you already learned? What new and unexpected things did you experience? How are your experiences changing the way you view the world and your preconceived notions about things? Use the journal not only as a record of what you have done, but how your travel experiences are enhancing what you learned in the classroom.

The trip journal will count as 40% of your grade for Intersession 2015.

2.   Panel Discussion

Each student will be required to act as the leader and moderator on a discussion of their research topic from the Spring Semester during the trip to Madrid. During the discussion, each student is expected to

demonstrate their knowledge of the topic and guide students in analyzing how that topic is relevant to the politics and culture of Madrid.

The panel discussion will count as 20% of your grade for Intersession 2015. This part of your grade also includes your participation as an active participant in panel discussions led by the other students as well.

3. Participation

The final component of the trip grade will be participation. You are required to attend all group functions, to show up on time, and be an active participant. (Anybody who spends more time looking at their smart phone than at the world around them will fail automatically.) You will also be graded in part on your attitude. This element had been added to remind you of the fact that we are a group, and groups function better when people behave in a courteous and collegial way. Jet lag and airport security will make you tired, grumpy, and irritable. You must keep this in mind. Negativity is contagious in a group setting and will not be tolerated.

Participation will count as 40% of your grade for Intersession 2015.

Word to the Wise, Avoid Plagiarism:

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

Plagiarism is defined as:

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

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

Appendix 2
Council on Social Work Education

Ten Core Competencies, Social Work Department

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

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

Social Workers:
a) advocate for client access to the services of social work;

b) practice personal reflection and self-correction to assure continual professional development;

c) attend to professional roles and boundaries;

d) demonstrate professional demeanor in behavior, appearance, and communication;

e) engage in career-long learning; and

f) use supervision and consultation.

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

Social Workers:
a) recognize and manage personal values in a way that allows professional values to guide practice;

b) make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

c) tolerate ambiguity in resolving ethical conflicts; and

d) apply strategies of ethical reasoning to arrive at principled decisions.

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

Social Workers:
a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

b) analyze models of assessment, prevention, intervention, and evaluation; and

c) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice.

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

b) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

c) recognize and communicate their understanding of the importance of difference in shaping life experiences; and

d) view themselves as learners and engage those with whom they work as informants.

5. Advance human rights and social and economic justice.

Social workers:
a) understand the forms and mechanisms of oppression and discrimination;

b) advocate for human rights and social and economic justice; and

c) engage in practices that advance social and economic justice.

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

Social workers:
a) use practice experience e to inform scientific inquiry; and

b) use research evidence to inform practice.

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

Social workers:
a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation ; and

b) critique and apply knowledge to understand person and environment.

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

Social workers:
a) analyze, formulate, and advocate for policies that advance social well-being; and

b) collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

Social workers :
a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Additional, unofficial competencies include:

- **Engagement**:

Social workers:

a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;

b) use empathy and other interpersonal skills; and

c) develop a mutually agreed-on focus of work and desired outcomes

- **Assessment:**

Social workers:

a) collect, organize, and interpret client data;

b) assess client strengths and limitations;

c) develop mutually agreed-on intervention goals and objectives; and

d) select appropriate intervention strategies.

- **Intervention:**

Social workers:

a) Initiate actions to achieve organizational goals;

b) Implement prevention interventions that enhance client capacities;

c) Help clients resolve problems;

d) Negotiate, mediate, and advocate for clients; and

e) Facilitate transitions and endings.

- **Evaluation:**

Social workers:

a) Critically analyze, monitor, and evaluate interventions.

Departmental Fact Sheets

Majors/Minors Offered

School of Social and Behavioral Science

Programs Offered

- Criminal Justice
- History
- Human Services (teaching related)
- Political Science
- Psychology
- Social Work (accredited)

Minors

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

Course work available in Anthropology, Geography and Sociology

School Highlights

- University recognition for faculty excellence in teaching
- Multiple opportunities for student and faculty interaction
- Small class size
- National field study opportunities
- Internships for selected majors
- Rapid growth of criminal justice and social work majors

- CSWE accredited Social Work Program
- Student organizations include Psychology Club, Social Work Club (M.A.D.) Phi Alpha National Social Work Honor Society, and American Criminal Justice Association-Lambda Alpha Epsilon.

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

(1) **Research**: Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.

(2) **Critical Thinking**: The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.

(3) **Grounded Knowledge**: A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) **Presentation Skills**: The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.

(5) **Self**-**Awareness**: An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.

(6) **Sociocultural Awareness**: Recognition for, understanding of and respect for sociocultural diversity.

(7) **Preparedness for the Workforce**: Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

Career Planning: Realistic ideas about how to use the knowledge, skills and values

For More Information

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

Appendix 3 (cont.)

Sample Departmental Fact Sheets, Psychology

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

Information Sheet about Majoring in Psychology

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

(1) **Research**: Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.

(2) **Critical Thinking**: The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.

(3) **Grounded Knowledge**: A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) **Presentation Skills**: The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.

(5) **Self**-**Awareness**: An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.

(6) **Sociocultural Awareness**: Recognition for, understanding of and respect for sociocultural diversity.

(7) **Preparedness for the Workforce**: Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

(8) **Career Planning**: Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

But… What can you do with a 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 Unites 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.

APPENDIX 4

Sample Syllabi for Courses Offered in the SSBS

PSCI 2213, American National Government, 3 credit hours
(ACTS Equivalent # PLSC 2003)
Fall 2014

Professor: Dr. Strong   **Office: 216 MCB**
Class Times: MWF, 10:10-11:00   **Contact Phone: 1-870-460-1687**
Contact Email: strong@uamont.edu
Prerequisite: None
Office Hours: See Appendix II, found on the last page of this syllabus.

Course Description:

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

Students who complete this course should:
- Gain a better understanding of how our country was founded and how this influenced the democratic system that has developed over time.
- Gain a better understanding of the US Constitution and how it has been amended over time and how this relates to the way that the American government operates now.
- Have a basic knowledge of the structure and organization of the American Government, including its main institutions, its primary political actors and the concept of federalism.

- Be able to write a short essay that critically assesses one a topic related to the American government.
- Improve your public speaking skills through participation in one of the three discussion panels.

Components:

The course grade is divided into the following components:

- Attendance   5%
- Participation/Quizzes   5%
- Interactive Project   10%
- Position Paper for project   15 %
- 3 Mid-term Exams   15% (each)
- Final Exam   20 %
                                      ____
                                      100 %

---

1.   **Attendance and Participation**:

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

Please note, however that penalties will apply if it is discovered that you have been signing for people who are not actually present on the day, as this constitutes cheating and will be dealt with accordingly. Also note that if you miss more than 40% of the total number of classes for the semester, the date of last attendance that will be turned into the registrar will be the date of the last exam that you took, provided you have taken all exams to that point for the semester.

To earn **participation** grades, you are expected to take part in weekly quizzes/short assignments and discussions, as well as scheduled forums. Quizzes and in-class short assignments will not be announced beforehand, but will be conducted during the first ten minutes of class. Quizzes (which will consist of a series of short answer and/or multiple choice questions) and assignments (which will require you to write your answer in the form of a paragraph) will be based on the reading assignments for that class, as well as material covered during the last class. There is no make-up for quizzes and in-class short assignments, if you are late to class. If a short assignment is to be completed as homework, you will be given instructions and a due date in class. Please note that you will be given the chance to make up *missed quiz points* by taking advantage of extra credit opportunities announced throughout class, most of which will be related to the lecture of the day and will require the student to do additional research about specific questions raised during the lecture. You will have the opportunity to make points equaling 115 for this component of the grade by doing extra credit questions regularly throughout the semester.

The timing and topic of '**class forums**' will be announced in class and will consist of a class period where students are given reading assignments outside of class and expected to participate in all activities associated with the forum.

2.   **Position Paper**:
As part of the project, each student will write a position paper related to the group project developed throughout the semester. Basic Requirements:
- It must be 3-4 pages in length (about 1500 words)
- It must be typed on a computer
- It must use standard formatting settings (i.e. 11.5/12 pt. font)
- It must be 1.5 (minimum)/double spaced (maximum)
- It must be based on the topic announced in class.

- It must include references both within the text and in the bibliography; this means that it is not enough to just have a bibliography/works cited page listing the sources at the end.

Additional instructions will be handed out in class. However, be aware that while related to the group project, it is not the same thing. This is an essay and should be approached as such. This means that if you do not use scholarly references at all, you will not make above a 50 for the paper; if you do not use the article handed out in class, you will not make above a 72 for the paper.

You have the opportunity to turn in a draft version of the paper to make sure that you are doing what you are supposed to do for this project. **The position paper is due March 20th.** (**Please note**: If you choose not to do the essay, the highest you can make in this class is an 84.)

3.   **Interactive Project**:

An interactive community development project will be developed throughout the course culminating in a group presentation at the end of the semester. Specific instructions will be handed out in class during week 4, however the basic requirements are as follows:

- Everyone in the group must speak for at least 3-5 minutes.

- Everyone must be proactive and work out who their group is, or they will not be allowed to give their presentation on the day of the presentation.

- Everyone must make sure that their presentation materials/tools (i.e. powerpoint presentations, handouts, etc.) are ready BEFORE the day of the presentation, meaning that they must have been sent to me in advance.

(**Please note:** If you decide to not do the panel, the highest you can get in this class is an 89.)

4.   **Examinations**:

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

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

Make-up exams will be given under extreme circumstances and proof must be provided for the absence (i.e. a doctor's note) before the make-up exam is scheduled and given. They will moreover be considered only if you have contacted the professor within 48 hours of the absence and have established (in writing) a definite time for the make-up, which must be finished within a week of the original date of the exam. ***Be aware that the content of the make-up exam will be at the discretion of the instructor and that even a good excuse does not mean that you will automatically get to do a make-up. Also note that the make-up exam will not be given in the MCB Auditorium, but rather Dr. Strong's office, MCB 216.***

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

(**Please note:** To pass the class, you must pass at least one mid-term and the final.)

Grading Scale:

The grading scale is as follows:

A: 90 % to 100 % (exceptional work) B: 80 % to 89 % (good work)   C: 70 % to 79 % (average work)

D: 60 % to 69 % (below average)   F: Below 60 %   (failing)

Required Book:

You will need to purchase the following book this semester:
* Charles Turner *et al*: *Introduction to American Government*, 7th edition, (Redding, CA: BVT Publishing, 2011).

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

Schedule of Classes:

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

Topic 1:   <u>**What is Politics? / Why We Need a Government**</u>
Readings: Turner et al (Introduction)

> Wks 1-2(Aug 20 – Aug 29)   Discuss Syllabus, Expectations of Course/ Key
>   Political Terms

Topic 2:   <u>**The US Constitution and the Bill of Rights**</u>
Readings: Turner et al (Chapter 1); also the Declaration of Independence and the Constitution (You must memorize the Preamble for the exam).

> Wks 3-4 (Sept 1 – Sept 12) Declaration of Independence/U.S. Constitution
>   No Classes, Labor Day, Monday, September 1

Topic 3:   <u>**The Internal Workings of the U.S. Government**</u>

I.   <u>Federalism</u>
Readings: Turner et al (Selections from Chapters 5 &7 starting on pg. 243).

> Wk 5 (Sept 15- Sept 19)   Federalism, the Basics

II.   <u>Political Participation and Political Parties</u>
Readings: Turner et al (Selections from Chapters 5 &7 starting on pg. 243).

> Wk 6 (Sept 22- Sept 26)   Participation and Political Parties
>
> September 22, ***Mid-Term Exam 1***
>
> Wk 7 (Sept 29 – Oct 3)   Campaigns and Elections

III.   <u>The Legislative and Executive Branches</u>
Readings: Turner et al (Chapters 8, 9 & 10; review Chapter 11)

> Wks 8-9 (Oct 6 – Oct 17)   The United States Congress
>
> Wks 10-11 (Oct 20 - Oct 31)   The United States Presidency
>
> October 31, ***Mid-Term Exam 2***

Topic 4: **Protecting American Civil Rights and Liberties**

I. The Judicial Branch

Readings: Turner et al (Chapter 12)

Wk 12 (Nov 3- Nov 7)   The United States Supreme Court

II. Civil Rights and Liberties

Readings: Turner et al (Chapter 3)

Wks 13-15 (Nov 10 – Nov 24)   Civil Rights/Civil Liberties

November 24, *Mid-Term Exam 3*

Thanksgiving Break, No Classes, Nov 26-28

Pre-Finals Week: Dec 1 – 5   Group Presentations and final discussions

Finals Week: Dec 8 – 12   Wednesday, April 30th, 3:15-5:15, *Final Exam*

Other Important Dates

SESSION	FIRST CLASS DAY	LAST CLASS DAY	LAST DAY TO DROP WITH A "W"
Full Term (1)	August 20	December 12	October 29

August 20 (Wed) – First day of classes.

August 22 (Fri) – Last day to register or add classes.

September 1 (Mon) – Labor Day Holiday. Offices and classes closed.

October 29 (Wed) – Last day to drop a session 1 class or withdraw from the term. Grade(s) will be W.

November 3 (Mon) – Nov 14 (Fri) - Preregistration for Spring 2015

November 27-28 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 5 (Fri) - Last day of classes.

Class Policies and Helpful Hints:

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

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

Academic dishonesty consists of the following:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc.
Cheating includes but is not limited to the following classes of dishonesty:
a.   Copying from another student's paper;

b.	Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
c.	Collaboration with another student during examination;
d.	Buying, selling, stealing, soliciting or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and
e.	Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
Plagiarism: Plagiarism is defined as adopting and reproducing as one's won, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

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

Plagiarism is more specifically defined as:

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

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

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

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

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

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

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

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

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

Attendance: There is a strict, but generous attendance policy for this course. At the beginning of each class, attendance will be taken. It is your responsibility to ensure that your name has been recorded before you leave the auditorium, if you want your attendance recorded for that day and do not want to be marked absent. The list will not be changed once I have left the classroom, except in exceptional circumstances.

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

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

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

Number of Unexcused absences	Your participation grade at the end of the semester
1	100
2	95
3	90
4	85
5	80
6	78
7	75
8	70
9	68
10	65
11	60
12	50
13	30
14	0
15	0
16	Loss of 1 Letter Grade (this means you lose 10 points off your FINAL grade for the class)
17	Loss of 2 letter Grades (this means that you lose 20 points off your FINAL grade for the class)
18	Loss of 3 Letter Grades (this means that you lose 30 points off your FINAL grade for the class)
19	You can get no higher than a D for the class
20	You will fail this class with an 'F'

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

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

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

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

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

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

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

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

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

Other Make-up Work: If you are absent on an exam day or your designated panel discussion day, you must be able to prove that it was an excused absence, i.e. an illness with evidence from a physician, university-sponsored activity, religious observances. You must also then arrange to make up the exam within two class days, unless there are extenuating circumstances, i.e. an extended illness. Failure to do this will result in a '0' for the assignment in question. ***Be aware that no work will be accepted after the final class period unless it is related to the final exam***.

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

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

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

Participation: Please be aware that participation is a part of your overall grade for the semester. All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Failure to be fully prepared and participate will affect both your participation grade and your ability to do well on your exams. This means that attendance is important and is counted toward the participation component of your grade. If you miss class, there is also the strong chance that this choice will adversely impact on your examination grades because *information presented in class may not always be covered in the text*, but you are still responsible for it. Suggestion: Come to class on a regular basis!

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

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

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

Any student requiring accommodations should contact the Office of Special Student Services, Harris Hall Rm 120; ph. (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; or **Crossett**: Office of Special Student Services representative on campus - Phone (870) 364-6414; Fax (870) 364-5707.

<u>Appendix I</u>:   Extra Credit Questions:

You will be given the opportunity to do 3 (three) extra credit assignments to improve your test grades by as much as 10 points, depending on the quality of your answers. Be aware: 1) extra credit points will be allotted according to the amount of work that you have done when writing the answers to these questions; 2) you cannot pass the class by extra credit questions alone, instead you must pass exams; 3) these questions apply to tests only and not quizzes; and 4) all extra credit essays must be turned in by the last day of class or they will not be accepted.

Choose any of the following questions:

1. Compare and contrast the Declaration of Independence and the US Constitution.
2. Compare and contrast the 3 'constitutional principles' and discuss what they mean to the US political process.
3. What does the term 'federalism' mean to the US political process and how has it changed from its inception to today?
4. Compare and contrast the powers and functions of the three branches of government.
5. Discuss how a Bill becomes a law and the problems involved in this process.
6. Discuss the role of the US Supreme Court in America and discuss the strengths and limitations of this role.
7. What are the similarities and differences between civil rights and civil liberties?

8. Discuss the American Party Structure and how it functions.
9. What are the benefits and challenges of the U.S. two-party system?

Appendix II: Evaluation Criteria for Essays and Participation

When I evaluate your **essays**, I will look at whether your message is: 1) an interesting contribution to our discussion, 2) expressed clearly and without clutter, 3) well-organized to accomplish its purpose, 4) persuasively argued, and 3) well-referenced and avoids plagiarism.

	Essay Qualities
A	Essay is meticulously crafted and presents an interesting yet defensible thesis. It is moreover clear, engaging and easy to read. It is carefully organized, clutter-free and is persuasively argued. Additionally, the text used in the essay is properly referenced and avoids plagiarism, even unintentional forms thereof.
B	Makes a reasonably compelling case for a fairly interesting thesis. It is organized, well-edited and uses correct punctuation and referencing practices. It is not difficult to read or follow the argument presented, even if the argument is somewhat unsubstantiated.
C	The essay has some merit but is confusing and/or difficult to read in sections. It makes claims but doesn't defend them properly. It uses sources but the referencing thereof is problematic. It gives mere historical and/or biographical information and does not use critical analysis throughout.
Other	The essay includes sloppy work showing insufficient effort. It is uninteresting, makes an indefensible argument, if it has one at all. It is poorly organized and argued and includes grammatical, referencing and editing errors. It is seriously lacking in clarity.
Fifty	The essay shows promise through the use of an interesting argument, but it has no reference citations in the body of the paper.
Zero	The essay includes intentionally plagiarized passages.

When I evaluate your **participation**, I will look at four things: 1) energy/enthusiasm for learning, 2) preparedness for class, 3) focus and attentiveness, and 4) clarity and insight.

	Class Participation
A	The student brings energy and enthusiasm for learning every day. He/she is consistently well-prepared and has done the reading before class. He/she makes especially insightful and interesting contributions (which can include asking relevant questions) to class discussions on a regular basis.
B	The student shows energy and enthusiasm for learning, but intermittently. He/she is usually prepared and is reasonably focused, but could be more consistent. He/she makes helpful but unspectacular contributions to class discussions.
C	The student shows little enthusiasm for learning but still pays attention in class. He/she does the reading intermittently but needs to spend more time on the comprehension and understanding of the texts read. He/she contributes to class, but what is said tends to lack focus, does not advance

	the discussion in fruitful ways and often focuses on details rather than critical analysis.
Other	Little apparent interest in learning. He/she is unfamiliar with the readings and frequently inattentive in class. He/she contributes no clarity or insight to in-class discussions, if they are made at all. He/she often spends time trying to hide the fact that they are texting in class.

Appendix III: Fall 2014 Schedule of Office Hours for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00		*OFFICE HOURS* *(8:30-9:30)*	*OFFICE HOURS*	*OFFICE HOURS* *(8:30-9:30)*	
9:10 - 10:00	*OFFICE HOURS*	*(from 9:40)* **Western**	*(from 8:30-10)*	*(from 9:40)* **Western**	*OFFICE HOURS*
10:10 - 11:00	**German I**	**Political Theory**	**German I**	**Political Theory**	**German I**
11:10 - 12:00	**American National Government**	*OFFICE HOURS*	**American National Government**	*OFFICE HOURS*	**American National Government**
12:10 - 1:00	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Afternoon Office Hours, by appt.*
1:10 - 2:00	*OFFICE HOURS*	*(from 1:40)*	*OFFICE HOURS*	*(from 1:40)*	*Afternoon Office Hours, by appt.*
2:10 - 3:00	*(1:30 – 3:00)*	**European Politics**	*(1:30 – 3:00)*	**European Politics**	*Afternoon Office Hours, by appt.*
3:10 – 4:00	*By Appt Only*	*OFFICE HOURS* *(till 3:30)*	*By Appt Only*	*OFFICE HOURS* *(till 3:30)*	*Afternoon Office Hours, by appt.*

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

UNIVERSITY OF ARKANSAS – MONTICELLO
Criminal Justice
School of Social and Behavioral Science

Course and Instructor Information	
Course Information	CJ 2153 Research Methods (3 Semester Hours) Term: Summer 1 Method of Instruction: Asynchronous Online Location: Online (UAM's Blackboard)
Instructor Information	Adam J. McKee, Ph.D. The instructor will normally be in his office (MCB 210) at the following times:* Monday: 9:00 A.M. to 11:00 A.M. Tuesday: 9:00 A.M. to 11:00 A.M. Wednesday: 9:00 A.M. to 11:00 A.M. Thur sday: 9:00 A.M. to 11:00 A.M. Other Times: By Appointment *Note that University faculty members are required to serve in many roles, some of them requiring attendance during regularly scheduled office hours. If a face-to-face meeting causes you a major inconvenience such as taking off work or making a long drive to campus, please schedule an appointment via email to insure that the instructor will be in the office when you arrive.* E-mail: McKee@uamont.edu The instructor will usually respond to emails within one business day.
Nature of Course Content and Goals	
Course Description	An overview of social science research methodology focusing on creating research designs, developing appropriate measures, creating testable hypotheses, and developing research skills.
Course Objectives	By the conclusion of the course you should be able to: - Define essential vocabulary that will enable the student to understand basic research concepts. - Describe the foundations and meaning of scientific inquiry. - Identify common flaws in research. - Apply methodological concepts to various research situations. - Conduct literature reviews of the social scientific literature. - Write professional quality papers.

UNIVERSITY OF ARKANSAS – MONTICELLO
Criminal Justice
School of Social and Behavioral Science

Learner Outcomes/ Assessments:	Learners will demonstrate an understanding of important facets of Research Methods by participating in discussions, reading assigned readings, taking six module quizzes, writing an *APA Style* research paper, and a comprehensive final exam.
Requirements and Policies	
Books and Resources:	**Required Materials and/or Text:** The readings from this course will come in the form of free online content imbedded in each module, as well as links to internet resources. Be sure to read these documents carefully prior to attempting any quizzes or discussion posts.
Attendance Policy:	Course enrollment and participation will be monitored and verified for all students during the first week of classes. Lack of participation during this time may jeopardize enrollment status, as well as your financial aid eligibility. Each student is expected to meet course expectations by completing the coursework required each week. Active participation and staying abreast of the material is essential to success in an online learning environment.
Note on Participation:	Study after study has linked successful academic performance with good class participation. Students who assume positions of responsibility must "show up" in order to be effective. Students are expected to be attentive to the course content by completing assigned readings, providing substantive posts and responses to online discussion forums, and completing and submitting all work on course assignments in a complete and timely fashion.
Assignment Policy:	**Late Work and Make Up Exams**: This is a very fast-paced course due to the compact summer schedule. You must complete readings, discussion posts, quizzes, and exams by the posted deadlines. Since a discussion requires active participation, discussion posts cannot be made up past the deadline under any circumstances. Make up quizzes will only be allowed under extremely compelling justifications.
Academic Integrity/ Plagiarism:	**Academic Integrity**: At a university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include: A. cheating - using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities B. lying—falsifying, fabricating, or forging information in either written, spoken, or video presentations C. plagiarism—using the published writings, data, interpretations, or ideas of another without proper documentation. **Plagiarism includes copying and pasting material from the internet into assignments without properly citing the source of the material.** *Episodes of academic dishonesty are reported to the Provost's office. The potential penalty for academic dishonesty includes a failing grade on a particular assignment, a failing grade for the entire course, or charges against the student with the appropriate disciplinary body.*
Appropriate Online Behavior	Prohibited learner conduct includes, but is not limited to the following: **Illegal Activities**: Students may not post, transmit, promote, or distribute content that they know is illegal or could reasonably be expected to know is illegal. Conduct that violates federal, state, or local laws is prohibited.

UNIVERSITY OF ARKANSAS – MONTICELLO
Criminal Justice
School of Social and Behavioral Science

	Theft: Students may not post, transmit, promote, or distribute content that violates copyright or other protected intellectual property rights. Unauthorized use of university property is prohibited. Theft or abuse of computer resources is prohibited. **Disrespect**: Students may not harass, threaten, or embarrass others. Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive. Students must refrain from behavior that may be perceived as inappropriate, offensive, and unfair and must treat all other learners, faculty, staff, and administrators with respect at all times. **Dishonesty**: Students may not intentionally provide false information, forge, alter, or falsify documents. Students may not represent the academic work of others as their own. Professional integrity is highly prized in the field of criminal justice, and you are expected to act in manner becoming a criminal justice professional. Students engaging in prohibited conduct will be subject to disciplinary action, including, but not limited to: course failure, probation, suspension, or expulsion. Such sanctions may lead to additional academic and financial consequences. Please refer to the University Catalog for details.
Disability Accommodations:	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; email: whitingm@uamont.edu. For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105. Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.
Writing Expectations:	Learning outcomes for criminal justice student writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria. • Written assignments must follow the *APA Style* (e.g., be typed, double-spaced, with one-inch margins and 12-point Times New Roman font). • The instructor expects that students will have knowledge of appropriate forms of documentation and use it where appropriate. The Criminal Justice program uses only the APA format and style of notation to credit all sources that are not the student's own. • There is a craft to writing. Spelling, grammar, punctuation and diction (word usage) are all tools of that craft. Writing at the university level will show careful attention to these elements of craft. Work that does not exhibit care with regard to these elements will be considered as inadequate for professional writing and graded accordingly. • All written work (except discussion posts) must be submitted via Blackboard as a Microsoft Word file. Please do not submit PDF files.
Links to Support:	**Book Store:** http://www.bkstr.com/uamontstore/home

	UNIVERSITY OF ARKANSAS – MONTICELLO
	Criminal Justice
	School of Social and Behavioral Science

	Issues with Blackboard:
	Contact Office of Academic Computing; phone 870-460-1663.
	Open Monday-Friday, 8 a.m.-4:30 p.m.
	https://universityofarkansasatmonticello.zendesk.com/home
	Library (and Library Computer Labs):
	http://www.uamont.edu/library/
	Issues with Email:
	Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.
	Student Handbook for Distance Education
	http://www.uamont.edu/AcademicComputing
	Information about the *APA Style*:
	/http://owl.english.purdue.edu/owl/resource/560/01/
	The *Criminal Justice Student Handbook* is available from the faculty.

Evaluation of Student Learning	

Criminal Justice Course Structure and Evaluation	The Criminal Justice curriculum is built upon multiple components that are integrated into *all* coursework:
	Read: Readings are assigned on the subject matter for each module. Students should read the assigned reading as directed. Some units will have readings from a textbook, and some will have other readings imbedded into the course module. **Discuss**: Discussion is designed to encourage student community learning. Ongoing discussion board forums generate interaction among students with regard to relevant course topics. Students will be required to make initial discussion posts as well as responses to peers for each module. **Watch:** Occasional multimedia content is designed to complement and enhance course material for the module. This multimedia content may take several forms: lecture recorded by the course professor, lecture recorded by a professional in the field, video links to relevant material, or power points to be viewed by students. **Write:** Students will complete and submit one or more written module assignments designed to process the course content for that module. **Evaluate:** Your grade for this course will come from module quizzes, your discussion board posts, and a comprehensive final exam.
	Course Requirement Summary
	Discussion Board Posts: For each unit, you will need to post an original post about a topic of interest from that unit's reading assignment, or respond to the instructor's prompts. In addition, you must post two responses to posts by other students. Original posts are worth a maximum of 30 points each, and response posts are worth a total of 10 points each. This means that your discussion posts for each Unit will be worth 50 points (Total possible points: 300). Note that your *discussion posts require critical thinking and professionalism*. "Text" style responses that violate the rules of grammar and add nothing

to the discussion are not adequate. Note that *milestones for your paper project will be incorporated into the discussion board grade* for different modules. You will need to be sure you read each post by the instructor to make sure you are responding appropriately.

Module Quizzes: Each module reading will be followed by a module quiz covering information from the module reading assignments. Each module quiz will be worth 100 points (Total possible points: 600).

Final Exam: The final exam for the course will cover all of the information presented in all six Modules. The format of the exam will be approximately 25 multiple-choice questions. The final exam will be worth 150 points.

Literature Review: This project, due along with your final exam, requires that you write a 10 page (*substantive content*; do not count the cover page, abstract, and references) *APA Style* paper defining a social scientific variable. This review must contain at least 10 scholarly sources (*Wikipedia* is not scholarly; use peer reviewed journal articles). This paper assignment is worth 150 points.

Grading Scale:
Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

A = 90% - 100% (1080 - 1200 points)
B = 80% - 89% (960 - 1079 points)
C = 70% - 79% (840 – 959 points)
D = 60% - 69% (720 – 839 points)
F $\leq$ Below 69% (0 – 719 points)

Course Schedule		
Module	**Readings/Topics**	**Assignments and Due Dates**
Module 1	*Science, Constructs, and Definitions* **Reading:** Embedded in Blackboard Module	**Welcome Post:** Thu., May 28 **Discussion Deadline**: Wed., June 3 **Quiz Deadline**: Thu., June 4
Module 2	*Writing Literature Reviews* *Reading: Embedded in Blackboard Module*	**Discussion Deadline**: Mon., June 8 **Quiz Deadline**: Tue., June 9
Module 3	*Variables and Hypotheses* *Reading: Embedded in Blackboard*	**Discussion Deadline**: Wed., June 10 **Quiz Deadline**: Thu., June 11

	Module	
Module 4	*The APA Style* *Reading:* *Embedded in* *Blackboard* *Module*	**Discussion Deadline**: Mon., June 15 **Quiz Deadline**: Tue., June 16
Module 5	*Research Design* *Reading:* *Embedded in* *Blackboard* *Module*	**Discussion Deadline:** Wed., June 17 **Quiz Deadline:** Thu., June 18
Module 6	*Data Collection* *and Measurement* *Reading:* *Embedded in* *Blackboard* *Module*	**Discussion Deadline:** Mon., June 22 **Quiz Deadline:** Tue., June 23

Syllabus Disclaimer: This syllabus is intended as a set of guidelines for this course and the instructor reserves the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within conditions affecting this course. Any changes to the syllabus will be discussed with the students.

APPENDIX 5

Eight Semester Plans
The Social Work Curriculum

Freshman Year: **Social Work Majors**
First Semester: **Fall Hrs.**   **Second Semester:**   **Spring Hrs.**

ENGL 1013 Composition I	3	ENGL 1023 Composition II	3
HIST 1013 or 1023 Civ I or Civ II	3	COMM 1023 or 2283 or 2203	3
MATH 1003 Survey of Math or College Algebra	3	CIS 2223 Microcomputer Applications	3
PSY 1013 Introduction to Psychology	3	BIOL 1063 Intro to Biological Sci	3
SOC 2213 Introduction to Sociology	3	BIOL 1071 Intro to Biological Sci Lab	1
		Elective	3
Total	**15**	**Total**	**16**

Sophomore Year: Students Who Meet Admission Criteria are admitted to the B.S.W. Degree Program during the fall and spring semesters.

Third Semester:	Fall Hrs.	Fourth Semester:	Spring Hrs.
SWK 2123 Introduction to Social Work	3	SWK 3043 Social Welfare Policy I	3
SWK 2143 Professional Writing	3	SWK 3133 HBSE I	3
ENGL 2283 or 2293 World Literature I or World Literature II	3	Art 1053 or MUS 1113 or FA 1013	3
PSCI 2213 American National Gov.	3	Art/Music/Fine Arts Appreciation	
PHIL 2223 or 3523 or 4633	3	ECON 2203 or 2213 Macro or	3
Elective	3	Microeconomics	4
Total	**18**	Science with Lab	**16**
		Total	

Junior Year:

Fifth Semester:	Fall Hrs.	Sixth Semester:	Spring Hrs.
SWK 3233 HBSE II	3	SWK 3213 Generalist Social	3
SWK 3143 Social Welfare Policy II	3	Work Practice II	3
SWK 3113 Generalist Social Work Practice I	3	SWK 3343 SWK Research II	3
		SWK 3123 Cultural Diversity	3
SWK 3243 Research I / CJ 3313 Statistics for Social Sciences	3	Elective	3
Electives	**15**	**Total**	**15**
Total			

Senior Year: Field Practicum and Advanced Social Work Electives

Seventh Semester:	Fall Hrs.	Eighth Semester:	Spring Hrs.
SWK 4675 Field Practicum I	5	SWK 4705 Field Practicum II	5
Social Work Elective	3	Social Science/Humanities/SWK	3
Social Work Elective	3	Elective	3
Social Work Elective	3	Social Work elective	3
Total	**14**	**Total**	**14**

Eight-Semester Plan for the Bachelor of Science in Psychology			
First semester (15 hours)			Hrs.
PSY	1013	Introduction to Psychology	3
HIST	1013 or 1023	Survey of Civilization I *or* Survey of Civilization II	3

		Eight-Semester Plan for the Bachelor of Science in Psychology	
ENGL	1013	Composition I	3
MATH	1003 *or* 1043	Survey of Mathematics *or* College Algebra	3
COMM	2283 *or* 2203 *or* 1023	Business and Professional Speech *or* Interpersonal Communication *or* Public Speaking	3
Second Semester (16 hours)			Hrs.
PSY		Psychology Elective (3000 or higher)	3
ENGL	1023	Composition II	3
SWK	2123	Introduction to Social Work	3
		Science Course with Laboratory**	4
ART *or* MUS	1053 *or* 1113	Art Appreciation *or* Music Appreciation	3
Third Semester (16 hours)			Hrs.
PSY	2203	Statistical Methods	3
SOC	2213	Introduction to Sociology	3
PSCI	2213	American National Government	3
ENGL	2283 *or* 2293	World Literature I *or* World Literature II	3
		Science Course with Laboratory**	4
Forth Semester (16 hours)			Hrs.
PSY	2294	Experimental Psychology with Laboratory	4
PSY		Psychology Elective (3000 or higher)	3
SOC	3453	Race and Ethnic Relations	3
HIST	2213 *or* 2223	American History I *or* American History II	3
		B.S. Identity Requirement ****	3
Fifth Semester (15 hours)			Hrs.
PSY		Psychology Elective from Group I ***	3
PSY		Psychology Elective (3000 or higher)	3
PSY		Elective *****	9
Sixth Semester (15 hours)			Hrs.
PSY		Psychology Elective from Group II ***	3
PSY		Psychology Elective (3000 or higher)	9
		B.S. Identity Requirement ****	3
Seventh Semester (15 hours)			Hrs.
PSY		Psychology Elective from Group III ***	3
PSY		B.S. Identity Requirement ****	3

Eight-Semester Plan for the Bachelor of Science in Psychology			
		Elective *****	9
Eighth Semester (13 hours)			Hrs.
PSY		Psychology Elective from Group IV ***	3
		Elective *****	9

*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85th General Assembly.

**Sciences must represent two of the following four groups: (1) Earth Science w/Laboratory; (2) Biological Science w/Laboratory; (3) Chemistry w/Laboratory; or (4) Physics w/Laboratory.

***Required groups indicated above:

Group I. One of the following courses:
PSY 3253 Adolescence
PSY 3433 Child Development

Group II. One of the following courses:
PSY 3463 Guidance and Counseling
PSY 4673 Abnormal Psychology

Group III. One of the following courses:
PSY 3483 Physiological Psychology
PSY 4603 History and Systems in Psychology

Group IV. One of the following courses:
PSY 3243 Social Psychology
PSY 4623 Psychology of Personality

**** UAM requires all students seeking a Bachelor of Science degree to complete at least seventeen hours of mathematics, natural sciences, or technology known as B.S. Identity Requirement courses. Courses to satisfy this Identity Requirement are listed in the current catalog.

***** The B.S. degree in Psychology requires completion of the requirements for a Minor. If the requirements for the Minor have not been met the student should select a course from her/his Minor area as the elective.

Bachelor of Science in Criminal Justice

Bachelor of Science in Criminal Justice

Recommended Sequence of Courses* - Fall Semester Start Date - A student who begins in spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

First Semester (16 Hours)		**Credit Hours**
CJ 1013	Introduction to Criminal Justice *(ACTS Equivalent # CRJU 1023)*	3
HIST 1013	Survey of Civilization I *(ACTS Equivalent # HIST 1113)* **or**	
HIST 1023	Survey of Civilization II *(ACTS Equivalent # HIST 1123)*	3
ENGL 1013	Composition I *(ACTS Equivalent # ENGL 1013)*	3
MATH 1003	Survey of Mathematics *(ACTS Equivalent # MATH 1003)* **or**	
MATH 1043	College Algebra (ACTS Equivalent # MATH 1043)	3
	Science Course with Lab**	4
Second Semester (15 Hours)		**Credit Hours**
CJ 2143	Juvenile Justice	3
PSCI 2213	American National Government *(ACTS Equivalent # PLSC 2003)*	3
ENGL 1023	Composition II *(ACTS Equivalent # ENGL 1023)*	3
ART 1053	Art Appreciation *(ACTS Equivalent # ARTA 1003)* **or**	
MUS 1113	Music Appreciation *(ACTS Equivalent # MUSC 1003)*	3
	B.S. Identity Requirement (Math/Science/Technology elective) ***	3
Third Semester (16 hours)		**Credit Hours**
CJ 2283	Research Methods	3
CJ 3313	Statistical for Social Sciences	3

Bachelor of Science in Criminal Justice

ENGL 3253	Technical Writing	3
	Science Course with Lab**	4
	Elective or Minor	3
Fourth Semester (15 hours)		**Credit Hours**
CJ 2133	Criminal Justice Ethics	3
CJ 2123	Corrections	3
ENGL 2283	World Literature I *(ACTS Equivalent # ENGL 2113)* *or*	
ENGL 2293	World Literature II *(ACTS Equivalent # ENGL 2123)*	3
COMM 2283	Business And Professional Speech *or*	
COMM 2203	Interpersonal Communication *or*	
COMM 1023	Public Speaking *(ACTS Equivalent # SPCH 1003)*	3
	B.S. Identity Requirement (Math/Science/Technology) ***	
Fifth Semester (15 hours)		**Credit Hours**
CJ 2113	Policing in America	3
CJ 3233	Criminal Law	3
		3
PSY 1013	Introduction to Psychology (Acts Equivalent #PSYC 1103) Elective or Minor CJ Elective	3
		3

Sixth Semester (15 hours)	**Credit Hours**

Sixth Semester (15 hours)		Credit Hours
	CJ Elective	6
SWK 3123	Cultural Diversity	3
	Elective or Minor	6

Seventh Semester (15 hours)		Credit Hours
CJ 4373	Criminology	3
	CJ Elective	3
	Elective or Minor	9

Eighth Semester (13 hours)		Credit Hours
CJ 3243	Constitutional Criminal Procedure	3
CJ 4XX3	Capstone	3
	Elective or Minor	7

Total Hours: 120

*This suggested Sequence of courses fulfills the requirements of Act 1014 of the 85th General Assembly.

**Sciences must represent two of the following four groups: (1) Earth Science w/Laboratory; (2) Biological Science w/Laboratory; or (3) Chemistry w/Laboratory; or (4) Physics w/Laboratory.

***UAM requires all students seeking a Bachelor of Science degree to complete at least seventeen Hours of mathematics, natural sciences, or technology known as B.S. Identity Requirement courses. Courses to satisfy this Identity Requirement are listed in the current catalog.

Bachelor of Arts Degree in History

Recommended Sequence of Courses*-Fall Semester Start Date-A Student who begins in Spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

First Semester (15 hours)	Credit Hrs.
HIST 1013 Survey of Civilization I (ACTS Equivalent # HIST 1113)	3
PSCI2213 American National Government (ACTS Equivalent # PLSC 2003) ENGL 1013	3
Composition I (ACTS Equivalent # ENGL 1013)	3
MATH 1003 Survey of Mathematics (ACTS Equivalent # MATH 1003) or MATH 1043 College Algebra (ACTS Equivalent # MATH 1043)	3
SOC 2213 Introduction to Sociology (ACTS Equivalent # SOCI1013) or PSY 1013 Introduction to Psychology (ACTS Equivalent # PSYC1103)	3

Second Semester (16 hours)	Credit Hrs.
HIST 1023 Survey of Civilization II (ACTS Equivalent# HIST 1123)	3
ENGL 1023 Composition II (ACTS Equivalent # ENGL 1023)	3
COMM 2283 Business and Professional Speech or COMM 2203 Interpersonal Communications or COMM 1023 Public Speaking (ACTS Equivalent # SPCH1003)	3
Science Course with Lab**	4
Elective ****	3

Third Semester (16 hours)	Credit Hrs.
HIST 2213 American History I (ACTS Equivalent # HIST 1113)	3
ART 1053 Art Appreciation (ACTS Equivalent #ARTA 1003) or MUS 1113 Music Appreciation (ACTS Equivalent # MUSC1003)	3
ENGL 2283 World Literature I (ACTS Equivalent # ENGL 2113) or ENGL 2293 World Literature II (ACTS Equivalent # ENGL 2123)	3
Science Course with Lab**	4
Elective ****	3

Fourth Semester (15 hours)	Credit Hrs.
HIST 2223 American History II (ACTS Equivalent # HIST 1113)	3
Humanities Elective	3
Math/Science/Technology Elective	3
BA. Identity Requirement***	3
Elective ****	3

Fifth Semester (15 hours)	Credit Hrs.
HIST 3513 Historiography	3
HIST American (3000 level or higher)	3
HIST Non-American History (3000 level or higher)	3
Foreign Language***	3
Elective ****	3

Sixth Semester (15 hours)	Credit Hrs.
HIST American History (3000 level or higher) HIST Non-American	3
History (3000 level or higher) B.A. Identity Requirement***	3
Foreign Language***	3
Elective ****	3
	3

Seventh Semester (15 Hours)	Credit Hrs.
HIST American History (3000 level or higher)	3
HIST Non-American History (3000 level or higher)	3
Elective ****	9

Eighth Semester (13 hours)	Credit Hrs.
Elective (3000 level or higher)	6
Elective ****	7

TOTAL HOURS – 120

*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85th General Assembly.

** Sciences must represent two of the following four groups: (1) Earth Science w/Laboratory; (2) Biological Science w/Laboratory; (3) Chemistry w/Laboratory; or (4) Physics w/Laboratory.

***UAM requires all students seeking a Bachelor of Arts degree to complete six hours of one foreign language and six hours of courses known as the B.A. Identity Requirements courses. Courses to satisfy this Identity Requirement are listed in the current catalog.

**** The B.A. degree in History requires completion of the requirements for a Minor. If the requirements for the Minor have not been met, the student should select a course from her/his Minor area as the elective.

Appendix 6

University of Arkansas at Monticello
Social and Behavioral Science Undergraduate Programs
Exit Interview Form

Please carefully consider each of the statements and evaluate how well you think your understanding or skills in each area have improved through your undergraduate experience in the Social and Behavioral Sciences Program at UAM. Your comments and suggestions are strongly encouraged and welcomed, so space is provided beneath each statement to allow for any specific comments. If you require more space, please write on the back of the page.

1.   After completion of my major program of study, I am confident that the program provides a satisfactory education and training in the basic principles and theories of my major.
1=Strongly Agree,   2= Agree,   3= Disagree,   4= Strongly Disagree

2.   After completion of my degree I am confident that I can use the relevant technology for my major.
1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

3.   After completion of my degree I am confident in my skills in professional and scientific writing.
1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

4.   After completion of my degree I am confident in my skills at making oral presentations related to my discipline.
1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

5.   After completion of my degree I am confident in my ability to perform literature searches using databases relevant to my major.
1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

6.   After completion of my degree I believe I have received satisfactory academic advising in making sound curricular decisions.

1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

7.   Can you make some suggestions to improve the academic advising provided to students in your degree?

 8.   I am satisfied with the overall education I received in my major field of study.
1=Strongly Agree,   2=Agree,   3=Disagree,   4=Strongly Disagree

9.   Development of skills at reading and analyzing primary and scientific literature.
a.   When you began your program of study how would you rate your skills at reading and analyzing scholarly literature in your field?

Excellent   Very Good   Good   Fair   Poor

b.   At the end of your program of study how would you rate your skills at reading and analyzing scholarly literature in your field?

Excellent   Very Good   Good   Fair   Poor

Comments:

10.   Development of critical thinking skills
a.   When you began your program of study how would you rate your critical thinking skills?
Excellent   Very Good   Good   Fair   Poor

b.   At the end of your program of study how would you rate your critical thinking skills?

Excellent   Very Good   Good   Fair   Poor

Comments:

11.   Development of oral and written communication skills
a.   When you began your program of study how would you rate your oral and written communication skills?
Excellent   Very Good   Good   Fair   Poor

b.   At the end of your program of study how would you rate your oral and written communication skills?

Excellent   Very Good   Good   Fair   Poor

Comments:

12.   Developing intellectual judgment and confidence in critically analyzing information in your field
a.   At the beginning of your program of study how would you rate your ability to critically read, analyze, and interpret information in your field.

Excellent   Very Good   Good   Fair   Poor

b.   At the end of your program of study how would you rate your ability to critically read, analyze, and interpret information in your field.

Excellent   Very Good   Good   Fair   Poor

Comments:

13.   Why did you choose your major at UAM?

14.   What did you really like about your major?

15.   Do you think there are any gaps in your learning experience in your major field of study?

16.   What changes or suggestions would you recommend in your major?

17.   Would you recommend your major to an incoming student? Why or why not?

University of Arkansas at Monticello
Social and Behavioral Science Programs
Exit Interview Form

Please fill out this form with your honest thoughts and opinions for each question. This page is separate from the remainder of the Exit Interview Form to ensure your responses will be anonymous. Any written comments you can provide will be most helpful to us and most appreciated.
Thank you.

Congratulations and our best wishes for your future success!

Please provide the following information so the programs in Social and Behavioral Science can contact you in the future for the purpose of tracking your career changes.

Name: _____

Email: _____

Permanent Address: _____

_____

_____

_____

Information Sheet Operating Procedures 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 <u>one tenure-track faculty member from each discipline</u> (chosen by the faculty in the area) and <u>on faculty member chosen by the dean.</u> 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 <u>two</u> 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 <u>2.00 G.P.A.</u> and be in <u>good standing</u>* with the University. Students enrolling in the *Delta Issues Seminar* must have completed the necessary <u>prerequisites of that specific discipline</u>, have at least a <u>2.00 G.P.A.</u>, and be in <u>good standing</u> 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 cannon be on academic and/or disciplinary probation of suspension, and you must have a good record in the Office of Finance and Administration.

International Travel/Study Programs

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

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

Discipline Specific International Study Opportunities

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

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

Faculty Travel/Study

The School of Social and Behavioral Sciences <u>faculty</u> 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 <u>one</u> faculty member to an <u>international</u> 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