

# Annual Assessment

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

2008-2009

### Major Programs of Study

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

- History
- Political Science

Two culminate in a Bachelor of Science:

- Criminal Justice
- Psychology

One culminates in a Bachelor of Social Work:

- Social Work (Accredited Professional Degree)

Minors are offered in human services and sociology. Course work is offered in anthropology and geography. The programs submitted for a detailed review this year were Criminal Justice and Political Science.

### Mission

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

(The 2008 Assessment Report can be found, [http://www.uamont.edu/Social\\_and\\_Behavioral/sb/](http://www.uamont.edu/Social_and_Behavioral/sb/)).

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

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

- (1) **Research:** Develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** Develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

Given the specific application of the **Criminal Justice** (CJ) degree, Criminal Justice majors at UAM are also expected to have:

- (1) A core knowledge that includes a foundation in the concepts, strategies and current issues in law enforcement, crime scene investigation and criminal law.
- (2) An awareness of any new criminal laws and constitutional issues that emerge and the challenges and benefits from these development, as well as the most recent debates discussed in the field of Criminal Justice.
- (3) A holistic understanding of issues of diversity, as required by the Academy of Criminal Justice Sciences (ACJS) to help eliminate stereotypes based on a person's ethnic background, gender, sexual orientation, etc.

Additional SLOs for **Political Science** (PSCI) graduates:

- (1) To think critically about our government and its role in the world at the local, national and international levels.
- (2) To be more concerned about their local community and realize that they actions do make a difference to the local economy.

Student Learning Outcomes can be accessed at: [http://www.uamont.edu/Social\\_and\\_Behavioral/sb/](http://www.uamont.edu/Social_and_Behavioral/sb/)

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

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

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

Specific SSBS Student Learning Outcomes outlined in Question 1 are communicated to all prospective and current students majoring in all SSBS majors, including Criminal Justice and Political Science. The communication tools used include:

- The (2008-09) **SSBS Assessment Report**, which can be freely accessed at: <http://www.uamont.edu/Social and Behavioral/sb/>.
  - It should be noted that currently, the SSBS website is being updated to include a link that can be easily assessed by all potential and current UAM students that will include the SSBS unit SLOs for Criminal Justice and Political Science majors. Handouts that give detailed information about SBSS SLOs are also being created and will be available to students in fall, 2010.

The School of Social and Behavioral Sciences communicates general SLOs and expectations (both by and for the student) to **prospective students** for all SSBS majors (including Criminal Justice and Political Science) in the following ways:

- Prospective students are contacted by the School of Social and Behavioral Sciences both by **e-mail** and by **letters** (Appendix 1 Sample A) in response to recruitment lists provided 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.
- Prospective students and UAM students who are considering a major can access an **eight semester plan** for each major program of study offered by the unit. Each plan generally outlines the learning outcomes for every major program of study for each student and is posted at [http://www.uamont.edu/Social and Behavioral/sb/](http://www.uamont.edu/Social_and_Behavioral/sb/). There are plans to update the website to include the specific SLOs included in this report.
- The 2009-2011 **UAM Catalogue** contains the general SLOs on pages 108-109.
- Additional contacts are made when representatives of SSBS work at **departmental displays** at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc, whereby students are offered informational material related to studying CJ or PSCI in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces **brochures** (displayed on bulletin boards throughout the MCB building, see Appendix 1, Sample B) and **fact sheets** about careers in the field of criminal justice and Political Science (see Appendix 1, Samples C-E). These are available in the School of Social and Behavioral Sciences main office, on request.

Once in the major, students are primarily focused on the SLOs associated with their individual courses. While all CJ and PSCI courses adhere to the general SLOs outlined in Question 1, each class has specialized goals and objectives associated with the course structure of individual courses. These SLOs are communicated to current students through the **departmental course syllabi** required of all professors and adjunct faculty teaching CJ and PSCI courses.

- Four syllabi (1 from a core Criminal Justice course, 1 from a core Political Science course and two cross-listed between the two) have been selected to show how the SLOs for students (see Appendix 2, Samples A - D).
- The generalized SLOs for the SSBS will be included in most, if not all, course syllabi beginning in fall 2010.

General SLOs for the Criminal Justice and Political Science major and courses are communicated to **current students** in the following ways:

- Students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial **registration** and often during subsequent preregistration cycles verbally, through the use of the **8-semester plan** (see Appendix 3, Samples A & B). This is to ensure that they understand what is expected of them and are able to track their progress.
- There are currently plans to create departmental letters to send out to students that fail meet expectations, i.e. when their grades fall below a certain point and they are put on academic probation. This letter will include advice about how to better achieve the SLOs set for them, such as visiting with professors and asking questions to help them improve their academic performance.

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

The Criminal Justice and Political Science faculties are serious about helping CJ and PSCI majors achieve the SSBS Student Learning Outcomes by helping them improve their research and critical thinking skills, which in turn translates into a grounded knowledge in core subjects that comes through in enhanced presentation skills, self-awareness and preparedness for the workforce. Throughout a student's academic career at UAM, SLOs are developed through a range of activities, both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams.

The essential vocabulary and basic concepts of criminal justice and political science are gained in the required (core) introductory courses:

- CJ 1013 *Introduction to Criminal Justice* (see Appendix 2, Sample A)
- PSCI 2213 *American National Government* (see Appendix 2, Sample B)
- PSCI 2233 *Comparative Politics*

Writing and research skills are developed in classes specifically designed to take a student through the entire research process, as discussed below, including the following cross-listed courses:

- CJ 2153/PSCI 2283 *Research Methods in the Social Sciences* (see Appendix 2, Sample C)
- CJ 3313/PSCI 3313 *Statistics for the Social Sciences* (see Appendix 2, Sample D)

Travel and specialized field-study trips offer students the ability to contextualize what they have learned in their coursework and apply it to actual world events. The trips last year were to London and Washington, D.C., both of which were cross-listed between CJ and PSCI.

Most CJ and PSCI courses, while having different specifications, moreover include a combination of assignments and exams that emphasize the research, writing and analytical skills of students, including essays, analytical papers, case briefs and discussion notebooks, as augmented by verbal/oral presentations. To facilitate longer-term success, students in each academic major in the SSBS are taught basic skills, knowledge and theories that will help them move from one level of classes to another (example American National Government to Comparative Politics to Research Methods/Statistical Methods for the Social Sciences). Each discipline starts with general introductory classes that ultimately prepare students for upper-division seminars, but more importantly the workplace after graduation. Overall, the CJ and PSCI core curriculum is meant to provide students with the following:

- **Comprehensive and Accurate Research Skills:** All of the upper-division (and most of the lower-division) political science classes require students to write comprehensive research papers that adhere to strict referencing policies. This ensures the professionalism of their work once they enter the workforce as a professional employee. The CJ/PSCI Research and Statistical Methods classes directly speak to the development of research and writing skills, as discussed below:

- CJ 2153/PSCI 2283 *Research Methods in the Social Sciences* (See Appendix 2, Sample C) provide students with introductory knowledge and understanding of the different types of research methods used in criminal justice (and political science since it is a cross-listed course), but more importantly are taught how to approach using these existing methods in their own research projects undertaken while studying at UAM. In conjunction with the key terms and historical trends associated with research methods, as specifically applied to the Social Sciences, a student is expected to write (one or more) project(s) on topics of his/her choice. To help in this process, selected lectures during the semester start with how to choose and develop topics, but more importantly students are introduced to different approaches to writing literature reviews and/or academic projects they may encounter at UAM. A key focus of the course is how material can be collected and analysed including an in-depth discussion of each approach and whether each of these approaches produces logical, useable results.
- CJ 3313/PSCI 3313 *Statistics for the Social Sciences* (See Appendix 2, Sample D) provides students with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences. Lectures are organized to give the student an essential vocabulary which enables him/her to understand basic concepts of statistics and basic computational techniques that have historically been applied to research in the area of criminal justice and political science. The ultimate goal is for the student to use this information in his/her own research projects and learn the analytical application of statistical vocabulary and concepts.
- **Efficiency in Oral Presentations:** Most CJ and PSCI courses include oral presentations that range in length from a few minutes (in introductory classes) to an entire class lecture (at the upper-division level). This is then enhanced by the participation in academic conferences where they get exposure to and feedback from their direct peers and faculty.
  - In CJ, this starts with CJ 1013 Introduction to Criminal Justice which teaches students to analyze concepts using the Socratic Method. Because criminal justice has a large share of ethical issues, constructive debate and articulation of opposing viewpoints is strongly encouraged, especially in the upper-division courses which traditionally host between 10 and 20 students provide a comfortable, safe environment for a student to express his/her opinions openly and without fear of reprisal. These discussions are often quite lively since the students have, by this point, come to know one another in a classroom setting, but more importantly have come to trust that the faculty will not stifle their academic curiosity. The intention is to impart to CJ majors a combination of theory, skills practice and competency evaluation related to organizing thoughts and presenting those thoughts coherently in a verbal forum.
  - In Political Science, presentations begin in PSCI 2213 American National Government (Dr. Wright requires a presentation of group projects and Dr. Strong uses panel discussions where individual students must give a 5 minute presentation) and continue throughout the upper-division courses. Many Political Science students are also given the opportunity to present papers at regional and national conferences. In February 2009, for example, three UAM PSCI majors presented papers at the Arkansas Political Science

Association annual conference in Russellville, AR (Conference program included in Appendix 4, Sample A). UAM SSBS majors are included in Student Panels 1 & 2. Zack Tucker and Joshua ‘Hunter’ Gillum were both finalists for Best Undergraduate Student Paper; Gillum ended up winning this award (see Appendix 4, Sample B).

When combined, CJ and PSCI 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 types of activities to determine whether students are learning what the SSBS faculty desire them to learn. The assessment process is specific to the courses, since no pre-post testing is used in criminal justice courses. Curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses. The expectation is thus that mastery of SLOs is demonstrated with student performance, i.e. the student receives a passing grade, related to the course content and course objectives set-out for each course outlined in a student’s 8-semester plan.

### **Pre/Post Tests**

In the SSBS, only the Social Work department uses pre/post testing, as mandated by their governing body, CSWE. In Criminal Justice and Political Science, the assessment process is specific to the courses, since no pre-post testing is used. There are ongoing discussions over the issue of pre/post testing procedures but to date there is no consensus for the need to administer pre/post tests in the CJ and PSCI departments. For one, these are both small departments that host only two faculty members each. More importantly, because the four faculty members involved have the same students semester after semester, they can monitor their general academic achievement over the course of their degree program and make decisions about individual students accordingly.

### **Capstone Courses**

Capstone course are not used in the Criminal Justice and Political Science departments, but there has been more agreement about the possibility of one-day adding capstone courses to the curriculum than pre/post-testing. After all, a capstone course would be an ideal opportunity for graduating seniors in CJ, but especially PSCI (given the amount of writing required of them for this degree) to present their research findings in a public forum. This opportunity would not only strengthen the presentation of their research findings and their public speaking skills simultaneously.

With regard to the core philosophy underpinning CJ and PSCI curriculum standards, rather than having a capstone course, CJ and PSCI faculty require majors to take CJ 2283/PSCI 2283 *Research Methods in the Social Sciences* during their sophomore year, rather than in their last year of study. CJ/PSCI 2283 *Research Methods in the Social Sciences* provides students with an introductory knowledge and understanding of the different types of research methods used in criminal justice (and political science since it is a cross-listed course), but more importantly are taught how to approach using these existing methods in their own research projects undertaken while studying at UAM. In conjunction with the key terms and historical trends associated with research methods, as specifically applied to the Social Sciences, a student is expected to write (one or more) project(s) on topics of his/her

choice. To help in this process, selected lectures during the semester start with how to choose and develop topics, but more importantly students are introduced to different approaches to writing literature reviews and/or academic projects they may encounter at UAM. A key focus of the course is how material can be collected and analysed including an in-depth discussion of each approach and whether each of these approaches produces logical, useable results.

To see how these objectives are taught to the students, *see the CJ/PSCI 2283 Research Methods in the Social Sciences syllabus in Appendix 2, Sample C.* (In particular, note that the major project and presentation count as 40 per cent of the grade and require the students to not only write a comprehensive research paper that adheres to scholarly research principles, but they must also do a presentation of their findings to their peers in the class at the end of the semester.) This decision to require this courses during the sophomore year (as opposed to having them write this type of paper in their senior year) was made to help CJ and PSCI majors develop better writing skills earlier in their academic career and thereby improve their overall performance by strengthening their writing and critical thinking skills *before* they are able to advance to upper-division coursework.

### **Graduation Rates**

Graduation rates also serve as one of the Unit’s evidence of whether students have achieved the School’s SLOs. Table 1 reports the number of students who graduated with a baccalaureate degree in CJ or PSCI between the academic years of August 2003 through May 2009; the statistics for all other SSBS majors are included for comparison.

**Table 1**  
**Baccalaureate Degrees Awarded by Major**  
**August 2002 –May 2008**

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-2008</b>	<b>2008-2009</b>
Criminal Justice	18	8	11	17	20	8	11
Political Science	3	7	5	3	6	4	5
<b>Program Total</b>	<b>52</b>	<b>42</b>	<b>47</b>	<b>59</b>	<b>62</b>	<b>46</b>	<b>56</b>

Both the Criminal Justice and Political Science departments have experienced a change in faculty in the last three years, which has impacted the consistency of CJ and PSCI graduates from 2002 to 2009. For example, the Criminal Justice department, while graduating over 15 students in 2002-03, 2005-06 and 2006-07, fell below this in 2003-04, 2004-05, 2007-08 and 2008-09. It even dropped below 10 graduates in 2002-03 and 2007-08 respectively. With the hiring of Ms. Rejena Saulsberry in the Fall of 2008, CJ graduation rates are improving and are set to continue this trend. Political Science graduation rates have also varied greatly over the years, but the combination of hiring of Dr. Carol Strong in the Spring of 2008 and Dr. Chris Wright completing his Ph.D. in 2008 promises to increase the number of PSCI graduates over the next few years.

### **SSBS Senior Survey**

A Senior Survey is administered to all graduating SSBS seniors and is structured to obtain their thoughts about whether they had achieved the Unit’s SLOs in their course of their studies. (A copy of the Senior Survey is included in Appendix 5.) Part of the student survey addresses the issue of whether

or not graduates of the SSBS have attained employment in their field or have been accepted into graduate/law school. Table 3 presents the findings of these questions, as specific to CJ and PSCI majors (full statistics for all SSBS graduates combined are included in Appendix 5, Sample A):

**Table 3**  
**Graduate Employment Survey**

	Total Bachelor's Degree	Employed in Field	Employed Not in Field	Enrolled in Graduate or Professional School	Other	Information Not Available
<b>2005</b>						
Criminal Justice	17	6	6	1	2	2
Political Science	3	2	1	0	0	0
<b>Total</b>	<b>20</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>2006</b>						
Criminal Justice	20	8	2	0	0	10
Political Science	6	1	1	1	0	3
<b>Total</b>	<b>26</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>13</b>
<b>2007</b>						
Criminal Justice	8	5	3	0	0	0
Political Science	4	1	2	0	0	1
<b>Total</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>2008</b>						
Criminal Justice	11	4	5	1	0	3
Political Science	3	1	0	2	0	0
<b>Total</b>	<b>14</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>3</b>

During the 2008-2009, approximately thirty-five percent of all SSBS graduates are employed in the field of their respective major. Fifteen percent of the students enrolled in graduate or professional school. Thirty percent of the students are employed but not in field, and nine percent are not employed. Information was not available for eleven percent of the graduates.

Of the 2008-09 graduates, 71.42% of CJ and PSCI former majors found employment shortly after leaving UAM. Over a third of this group of graduates found employment in their field. A further 3 students

gained acceptance into either graduate or law school, with 2 of the 3 graduating PSCI majors falling into this category. Information was not available for approximately 21% of all CJ/PSCI graduates.

It should be noted that the Unit is currently working on how to construct future surveys to collect more accurate results about whether or not students have achieved the Unit’s SLOs. The reason behind this chance comes from the fact that the current senior survey (see Appendix 5) gives valid results for whether or not a student has gained employment in (or out) of their field and/or gained admission to graduate/law school, but not much more. Only one additional statistically based question is asked, i.e. among which of the following areas do you believe you improved the most from your classes in the SSBS: content knowledge/subject matter within my academic major; written and oral communication skills; critical thinking; ability to discuss issues intelligently; and research skills. While this touches on the majority of the stated Unit SLOs, it does not provide reliable quantitative information about whether or not students have actually achieved the desired skills. To this end, a new senior survey is currently being piloted and will be administered to all 2009-10 SSBS graduates.

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

Each year, the SSBS uses various tools to analyze student performance and thereby ensure that our programs offer a quality educational experience, ranging from annual reports sequencing retention and pass/fail rates of students within the different SSBS majors to records of individual students presenting papers at conferences or gaining enrollment in post-graduate educational facilities. This section outlines the different measures used by the SSBS to chart the academic prowess and achievement of CJ and PSCI majors. (Information about all SSBS majors is included in Appendix 6, Samples A-D, for comparative purposes.)

**Annual Enrollment Rates by Major**

One of the first indications of a program’s viability is found in annual enrollment numbers by major. Table 4 provides an overview of students enrolled in either the CJ or PSCI (including pre-law):

**Table 4  
Enrollment by Major  
Fall Terms 2003-2008**

	2003	2004	2005	2006	2007	2008
Criminal Justice	82	102	99	81	90	80
Political Science	19	18	15	16	17	13
Pre-Law	13	13	15	15	8	14
<b>PROGRAM TOTAL</b>	<b>287</b>	<b>317</b>	<b>331</b>	<b>300</b>	<b>305</b>	<b>305</b>

\* Information about all SSBS majors is included in Appendix 6, Sample B, for comparative purposes.

Table 5, below, takes this information and breaks it down further by dividing the departmental majors by classification, i.e. freshman, sophomore, junior or senior:

**Table 5**  
**Majors by Classification**  
**Fall 2008**

Major	Classification	Total
CRIMINAL JUSTICE	Freshman	33
	Sophomore	15
	Junior	7
	Senior	19
	Pre-Freshman	4
	Post-Bachelor	2
	Special (non-degree seeking)	
	Subtotal	80
POLITICAL SCIENCE	Freshman	4
	Sophomore	5
	Junior	2
	Senior	2
	Subtotal	13
PRE-LAW	Freshman	2
	Sophomore	0
	Junior	1
	Senior	9
	Pre-Freshman	0
	Post-Bachelor	0
	Subtotal	14
	<b>Total</b>	

\* Information about all SSBS majors in included in Appendix 6, Sample C, for comparative purposes.

Table 6, below, provides the enrollment numbers by major for entering first-time freshman for comparative purposes:

**Table 6**  
**First Time Freshmen by Major**  
**Fall 2004-2008**

Major	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
<i>Criminal Justice</i>	38	30	27	38	33
<i>Political Science</i>	3	4	5	5	4
<i>Pre Law</i>	10	10	8	3	2
<b>PROGRAM TOTAL</b>	<b>115</b>	<b>107</b>	<b>97</b>	<b>89</b>	<b>83</b>

\* Information about all SSBS majors in included in Appendix 6, Sample D, for comparative purposes.

In 2008, CJ majors constitute approximately 26% of the overall total of SSBS majors, which is in line with the enrollment figures for 2006 that accounted for 27% of SSBS majors. Overall, however, these two years are slightly lower than the annual trends since 2003, where CJ majors normally account for approximately 30 percent of all SSBS majors. When considering the information from Table 5 (majors by classification), CJ enrollment figures drop by almost half after the freshman year, but are fairly consistent between the sophomore and senior levels. This can be accounted for by the fact that many students in the SSBS declare their major in their sophomore and junior years after trying different introductory classes. Once students commit to the second year of study in the Criminal Justice program, the success rate towards graduation become normalized.

PSCI (including pre-law) majors constitute approximately 9% of the overall total of SSBS majors. Enrollment numbers for political science courses have dropped from 19 to 13 since 2003, but as discussed in Question 4, this does not reflect the quality of the students majoring in political science, nor does it speak to the longer-term effect of having a fully staffed faculty with terminal degrees in political science. There is nevertheless room for improvement, regardless of size. The changes proposed to overcome this difficulty and thereby enhance student performance are discussed below.

### **Teacher Made Tests and Research Papers**

Student performance is measured using teacher constructed tests that consist of objective short answer and essay questions. Scantron Par Scoring is used by most faculty to determine reliability/validity factors for examinations, which help faculty to improve the quality of questions presented to the students. In the Criminal Justice and Political Science departments, the assessment process is specific to the courses, since no pre-post testing is used. Curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses.

More specifically, most courses, while having different specifications, include a combination of assignments and exams that emphasize the research, writing and analytical skills of each CJ/PSCI major, including essays, discussion notebooks, verbal/oral presentations and analytical papers over DVDs, Internet-Media Clips, policy documents, etc. For example, in CJ 1013 *Introduction to Criminal Justice*, three exams (including the final exam) count as 60% of a student's final grade, with two writing assignments making up the other 40%. CJ 3313 *Statistics for the Social Sciences*, homework and quizzes combined equal 50% of the grade, with four tests/exams making up the other 50%. In CJ 2283 *Research Methods in the Social Sciences*, given that it is meant to improve student writing skills, the research project and the end of semester presentation accounts for the majority of a student's final grade for the semester. Whatever criteria are used when compiling grades, they must be explicitly explained in the respective course syllabus so that the students understand what is expected of them.

It should be further noted that *all* upper-division Political Science classes require comprehensive research papers/projects and administer exams with a significant written component, as a proficiency of research and writing is critical to student success in any field related to political science. While PSCI 2213 *American National Government* primarily uses multiple choice tests, short writing assignments are nevertheless used. PSCI 2223 *Comparative Politics* expands on these assignments and requires students

to write more substantive essays: short assignments and a comparative essay equal 45% of the grade, with three tests/exams making up a further 45%, all of which include a written exam essay as a component of the grade. In PSCI 2283 *Research Methods in the Social Sciences*, given that it is meant to improve student writing skills, the research project and the end of semester presentation accounts for the majority of the student's final grade for the semester.

Other signs of vibrancy are found in the success of the majority of UAM upper-division political science majors. Four PSCI students (or recent graduates) presented a total of 6 papers of their original research at conferences throughout Arkansas in the 2009 Spring semester, including the Arkansas Political Science Association's annual conference in Russellville and Henderson State University's annual undergraduate research conference in Henderson. Two PSCI students, Zack Tucker and Joshua Gillum were finalists for best paper award at the ArkPSA conference; Mr. Gillum ended up with the award after five months of deliberation. This trend promises to continue into the 2009-10 academic year, with 7 PSCI students contracted to present papers at the 2010 ArkPSA annual conference (see Appendix 4, Samples A & B). In addition, Mr. Gillum has been invited to attend a two-day conference held at Georgetown University in October 2009, entitled "A Common Word between Us and You: A Global Agenda for Change." Additional achievements: Zack Tucker was a delegate to the Democratic National Convention in 2008; two recent graduates, Lauren Raynor and Colt Roan have already been accepted into law school; and former PSCI graduate, Zack Baumgarten, is working full-time in Washington D.C. as the Director of Constituent Services for Arkansas Congressman Mike Ross.

A significant number of our departmental students are active within the Student Government Association at UAM. The SGA president, Sandy Herring, is a Political Science major, as is the President Pro Tem, Zack Tucker. Yvonne Hinshaw, Joshua Gillum and Anthony Boykin are all involved in the SGA Assembly and/or the SGA Supreme Court. In line with these responsibilities, a group of PSCI students under the direction of Zack Tucker rewrote the pre-existing SGA Constitution to streamline the document and make it more responsive to UAM's current student body population and their diverse needs. (A discussion of SSBS students participating in this process was discussed in the March 5, 2009 SSBS faculty meeting; see Appendix 9, Sample A, Item 10.)

### **Other Measures of Student Performance**

While the Political Science department is relatively small, it offers quality graduates, which speaks to the fact that Political Science majors are achieving the SLOs set for them. For example, Table 2 below summarizes the number of honor graduates from political science between 2003 and 2009.

**Table 2**  
**Honor Graduates from Political Science**  
**August 2003 –May 2009**

Political Science	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Cum Laude (3.5+)	0	2	1	0	1	1*
Magna Cum Laude (3.7+)	0	0	0	1	1	1
Summa Cum Laude (3.9+)	2	0	0	0	0	0
Total	2 (of 7)	2 (of 5)	1 (of 3)	1 (of 6)	2 (of 4)	2 (of 5)

\* A third Political Science graduate had a 3.49 cumulative G.P.A. in May 2009

These statistics demonstrate that while a small program, political science typically attracts students that are willing to work hard and achieve their academic potential, often because they have aspirations of attending graduate/law school and/or working for the government.

**Changes Related to Student Performance**

The faculty is also in frequent contact with local law enforcement agencies due to the cooperative supervision of student interns placed with those agencies in the last year (or two) of their academic program at UAM. To recapitulate, UAM students have worked with agencies including local police and sheriff’s departments, the Arkansas Game and Fish Commission, the Arkansas Department of Community Corrections, and the U.S. Marshal Service (see Question 1 from the *Curriculum* section of this report). These frequent informal contacts have provided the faculty with valuable insight into agency opinions of the quality of program graduates. These contacts have also given the CJ faculty guidance as to what curricular enhancements would benefit the criminal justice community. The requirement that all criminal justice majors take ENGL 3253 Technical Writing, for example, stemmed from complaints from criminal justice agency administrators that criminal justice graduates were not writing technical reports of sufficient quality in the field. While these informal relationships have been fruitful in the past, the criminal justice faculty believe that the value of these comments can be increased by formalizing the process by forming a Criminal Justice Advisory Committee composed of the Dean of Social and Behavioral Sciences, the criminal justice faculty, and representatives from the law enforcement, corrections, and probation and parole services in our service area.

With regard to changes within the PSCI department, steps have been taken to improve retention rates for the PSCI program by strengthening the pre-law stream of the Political Science major. Previously, incoming freshman with an interest in going to law school either become PSCI majors or leave the major completely, since there is no pre-law degree. As radically changing the curriculum and offering a separate pre-law degree is not realistic, especially given the state mandate for all programs to graduate at least 6 students a year, other tactics are currently being explored. For example, the Political Science degree also offers a range of pre-law courses designed to prepare students for law school after graduation. Two new and innovative courses were added this year to the SSBS curriculum, including *Mock Trial* under the direction of Ms. Crystal Ratliff, j.d., where the students are required to prepare for and run a mock trial at the end of the semester, and *British Legal History*, under the direction of Mr.

William Daniels. In addition, Ms. Rejena Saulsberry, j.d. was hired as an Assistant Professor of Criminal Justice. Given the dual applicability of her legally-based courses, plans are underway to cross-list those courses between CJ and PSCI to ensure that pre-law students can also benefit from her experience and expertise without losing them from the PSCI department.

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

### **Informal Meetings with Students**

When Dr. Trey Berry became Dean of the SSBS, he initiated meetings with students to ask them what they felt would improve their academic experience and strengthen their academic skills while studying at UAM. These meetings have been continued under the Interim Dean, Dr. Carol Strong. The following changes resulted from these discussions:

- **Expanded Pre-Law Courses Offered:** When the observation was made that there were not enough pre-law classes in the UAM curriculum to prepare pre-law students for postgraduate work, several pre-law classes (i.e. *British Legal History*, *Mock Trial*, *Evidence Law*, and *Law and Sex*) were added to the curriculum as specialized topics in either criminal justice or political science.
- **Graduate/Professional School Forum:** When students in History and Political Science expressed doubt that they knew how to successfully apply law school/ graduate school, the SSBS annual Graduate/Professional School Forum was created, which gives students the chance to interact with professors and professionals in various fields to discuss the choosing of schools, the application process, GRE/LSAT test tips and study guides and the study within and survival skills necessary for successful graduate studies. (An example of the flyer for the graduate/professional school forum is included in Appendix 7.)
- **SSBS Horizons Program:** When students were interested in having field study courses that allowed them to travel throughout the country and abroad and thereby expand their horizons, the SSBS Horizons Program was initiated, which expanded the existing international travel program to the United Kingdom (alternating between Ireland, Scotland and London) to include a national component (alternating between Washington D.C. and New York City), see Appendix 8.

Plans for future initiatives include:

- **Graduate Entrance Exam Study Sessions:** In response to expressed concerns about UAM students feeling unprepared to take the graduate/law school entrance exam, study sessions are planned for the Fall 2009 semester to help students study for the GRE and the LSAT.
- **SSBS Student Research Forum** - After various students in the History, Political Science, Sociology and Social Work departments attended and presented at state-wide and regional conferences over the past year, other students asked if there would be an opportunity to hear about their experiences and thereby encourage other students to participate in independent research. In response, Interim Dean Carol Strong plans to organize an SSBS Student Research Forum that will be open to all SSBS students who have either attended conferences or are

working on collaborative projects with departmental faculty members. The inaugural Forum will feature the recent conference experiences of two PSCI majors, Zack Tucker and Joshua Gillum.

### Senior/Alumni Surveys

The following is a summary of the type of responses found in the senior/alumni surveys (full survey included in Appendix 5):

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

In response to the results of the recently administered senior surveys, where recent graduates exhibited concerns about their writing skills, as well as their ability to manipulate statistical data in the workforce, CJ 2153/PSCI 2283 *Research Methods in the Social Sciences* (Appendix 2, Sample C) and CJ 3313/PSCI 3313 *Statistics for the Social Sciences* (Appendix 2, Sample D) were added to ensure that all CJ and PSCI majors were given the opportunity to learn research, writing and analytical skills specific to the field of criminal justice and political science, as opposed to methods more applicable to history or psychology.

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

This admittedly touches on the majority of the stated Unit SLOs, but it does not provide reliable quantitative information about whether or not students have actually achieved the desired skills. It should thus be again noted that the Unit is currently working on how to construct future surveys to collect more accurate results about whether or not students have achieved the Unit's SLOs. To this end, a new senior survey is currently being piloted and will be administered to all 2009-10 SSBS graduates.

## Employer Satisfaction Surveys

Currently, there are no formal employer satisfaction surveys for either Criminal Justice or Political Science, but informal channels nevertheless exist. Dr. McKee of the Criminal Justice department, for example, has routinely kept in contact with local agencies involved in hiring and training UAM interns and/or graduates. These frequent informal contacts have provided the faculty with valuable insight into agency opinions of the quality of program graduates, as well as guidance as to what curricular enhancements would benefit the criminal justice community. Examples of these changes, as well as why there was a need to make them, have been discussed in previous sections, so they will just be recapitulated here. The requirement that all criminal justice majors take ENGL 3253 *Technical Writing*, for example, stemmed from complaints from criminal justice agency administrators that criminal justice graduates were not writing technical reports of sufficient quality in the field. Similarly, to adhere to the changing nature of the workforce, CJ 4393 *Victimology* and CJ 4413 *Drugs in Society* were added to the curriculum to improve the diversity of course offerings and to recognize the increasing importance of victim services within the criminal justice system.

## Faculty Meetings

Faculty members of each division frequently meet for **impromptu divisional meetings**, both formally and informally, to discuss student performance on measures such as teacher made tests, textbook adoption and other course assignments. **Departmental meetings** are held approximately once a month and allow the entire school to meet and discuss issues that impact all SSBS students and faculty, including student retention, undergraduate research initiatives, conference participation, registrar deadlines and conference reports, see Appendix 9, Sample A. Over and above this, the Unit leader sponsors an all day retreat during **professional development week**, at which time faculty concentrate on improving the School's academic programs and student success rates and the school's strategic plan for the upcoming academic year. It is also a time to devise strategies to successfully implement these objectives. This past year, the faculty in the SSBS examined the issues of pre/post tests in various lower-division classes, graduation rates tabulations, improving the Senior Survey, statistics of majors and minors in each discipline and the viability of each of the disciplines within SSBS, but there was a specific focus on issues related to student retention, undergraduate research and helping UAM students successfully enter graduate school. (A copy of the agenda for the 2009 faculty planning retreat is included in Appendix 9, Sample B.) The Unit uses all of the above information to improve its strategic plan, implement new projects/assignments in the classroom and better counsel students toward successful graduation and graduate school and professional opportunities.

SSBS faculty take the departmental faculty meetings seriously and make changes based on the discussions held at these times. For example, former SSBS Dean, Trey Berry created a new departmental committee, the *Student Retention Committee*, after a lengthy (impromptu) discussion about ways to better retain students in the department. This committee has now been formed and from the meetings to date, various issues related to student retention have been discussed and strategies are currently underway to bring certain proposals to fruition. Current discussions revolve around the creation of **pre-law society**, where students interested in going to law school can come together and share ideas to help them achieve their goals. Another initiative within the department is a **mentoring program**, where our upper-division majors will meet with the new recruits (we have added three new majors in the last week from the freshman/sophomore classes) and give them advice about how to

succeed in the department and work to their best potential throughout their academic career. For this, they will receive a *Certificate of Service to the Department* before graduation. Other debates revolve around finding ways to help SSBS students understand what plagiarism is and learn how to reference properly to avoid these problems.

**The Academy of Criminal Justice Sciences (ACJS)**

The criminal justice program strives to achieve a balanced presentation of the issues of the field. Core courses mirror the *Certification Standards for College / University Criminal Justice Baccalaureate Degree Programs* of the Academy of Criminal Justice Sciences (ACJS). Table 1 (below) presents the Academy’s standards and the UAM courses that correspond to each standard.

**Table 4  
ACJS Standards Compared with UAM CJ Curriculum**

ACJS Certification Standard	UAM Criminal Justice Courses*
Administration of Justice	CJ 1013 Introduction to Criminal Justice* CJ 2143 Juvenile Justice* CJ 374V Field Study in Criminal Justice CJ 4383 Principles of Administration* CJ 4393 Victimology
Corrections	CJ 2123 Corrections* CJ 3353 Probation and Parole
Criminological Theory	CJ 4373 Criminology* CJ 4413 Drugs and Society
Law / Adjudication	CJ 2293 Law and Society CJ 3233 Criminal Law* CJ 3243 Constitutional Criminal Procedure* CJ 4493 Civil Liberties and Civil Rights
Law Enforcement	CJ 2113 Policing in America* CJ 3263 Criminalistics CJ 3613 Criminal Investigations and Evidence
Research and Analytic Methods	CJ 2283 Research Methods in the Social Sciences* CJ 3313 Statistics for the Social Sciences* CJ 479V Independent Study in Criminal Justice

\*Degree requirements applicable to all majors. Unmarked courses are electives that can be used toward the 9 hours of required criminal justice elective courses.

Several curriculum changes have been implemented because of these standards:

- The Academy of Criminal Justice Sciences (ACJS) also requires that undergraduates systematically explore the issues of diversity. Eliminating stereotypes based on a person’s ethnic background, gender, sexual orientation, etc. is an essential part of the criminal justice education. This is accomplished by requiring students to take SOC 3453 *Race and Ethnic Relations*. Issues

of diversity are also considered within specific courses such as the discussion of racial profiling in CJ 2213 *Policing and America*.

- ACJS Standards also require that an ethics component be integrated into the curriculum. This is accomplished by CJ 2133 *Criminal Justice Ethics* in the criminal justice program. In response, the faculty has made a commitment to weaving ethical issues into specific course content: for example, CJ 2123 *Corrections* includes a critical analysis of the death penalty, emphasizing inherent ethical dilemmas in addition to its deterrent and retributive function.

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

Several departmental-wide changes have been made in the last two years, as discussed in questions 5 and 6, including:

- The national component of the Horizons Program is running smoothly. This builds on the existing program to the United Kingdom, whereby UAM students have been given the opportunity to travel to the U.K., Ireland and Scotland since 2006; national trips had been held since 1999. During the 2009 spring semester, the following trips were sponsored by the SSBS Horizons Program: London, faculty mentors – Dr. Chris Wright and Dr. Adam McKee; Williamsburg, faculty mentors – Dr. Bill Shea and Dr. Kyle Day; and Washington D.C., faculty mentors – Dr. Carol Strong and Ms. Crystal Ratliff.
- The pre-law/ graduate school seminar has been held for the past three years to help students plan for their academic pursuits after graduation. The following faculty members are scheduled to give presentations in Fall 2009: Dr. Ben Brown, Dr. Kyle Day, Ms. Rejena Saulsberry, Dr. Carol Strong and Dr. Clint Young.
- Ms. Crystal Ratliff taught PSCI 479V *Mock Trial* for the second year running during Fall 2009.

The following have been implemented in the 2008-09 academic year and are set to continue:

- A **Student Research Forum** is planned for the 2009-10 academic year, under the direction of Dr. Carol Strong.
- A **Student Retention Committee** is planned to come to order during the 2009-10 academic year. The members of this committee are to include: Dr. Carol Strong (chair), Ms. Rejena Saulsberry, Dr. J Freer, Dr. Clint Young, Dr. Ben Brown and Dr. Dottie Everts.

The priorities that have emerged from the 2008-09 academic year are as follows:

- The most pressing, joint deficiency related to the CJ and PSCI departments is a lack of data concerning overall student learning outcomes and satisfaction.
  - One of the first tasks associated with this objective is to reformulate the **senior survey**. New survey questions will need to be piloted and refined, meaning that it will be a couple of years before a comprehensive database can be compiled and analyzed by the faculty.
    - ***This task is the responsibility of the Dean with the cooperation of the faculty. Discussions will be held in faculty meetings spring, 2010, after which time a small ad hoc committee will be convened to implement the changes.***

- Also required are experiments with alternative communication channels, such as creating a **departmental facebook page** targeted at collecting information from and about recent program graduates. If successful, surveys *specific* to the criminal justice program could be distributed on a regular basis that could cover ongoing issues such as the challenges faced by new recruits in the workforce and the relevancy of the education gained while studying at UAM. This information could then be entered into an analyzed against the quantitative (as well as the qualitative) data already collected by the SSBS department and presented in its annual report, which can be viewed on the UAM website through the SSBS department webpage.
  - *This task is also the responsibility of the Dean with the cooperation of the faculty. A small ad hoc committee will be organized spring, 2010 and given the responsibility of exploring this option during the 2010 fall semester.*

**Improvements Specific to CJ:** Improvement plans within the CJ department specifically include the increased use of **satisfaction surveys** to include employers, and the establishment of an **advisory board** composed of representatives of criminal justice agencies within the UAM service area. The implementation of these tactics will be incremental, but can be pursued immediately and at little cost to the institution. Output here requires intellectual inquiry into the types of questions needed to yield concrete, comparable results to help the CJ faculty make decisions about any needed changes to the departmental curriculum.

- *The responsibility for these tasks is Dr. Adam McKee, in conjunction with the SSBS Dean. Improvements to satisfaction surveys are scheduled for spring, 2010. Because the organization of an advisory board consisting of representatives of criminal justice agencies within the UAM service area will take more time, discussions of the logistics involved will commence during spring, 2010 and then continue into the 2010-11 academic year.*

**Improvements Specific to PSCI:** The most pressing objective for the Political Science Department is to find strategies to bolster the numbers of majors and graduates. The first step in this direction was ensuring that the PSCI department is fully staffed with **faculty members holding PhDs in Political Science**, which has instilled confidence throughout the university and with the students regarding the quality of the courses offered. The Political Science department is continually offering courses meant to enhance the learning process of our majors and ensure that they are trained for their careers and/or postgraduate work once they leave UAM. This is then combined with other recruiting techniques, such as the recent decision to host a **student seminar forum** where two students present their own research each month in front of their peers and the faculty. The first forum will be held on November 18 and will feature two political science majors. Not all forums will include political science majors, since this is a School of Behavioral and Sciences initiative, but our majors will feature prominently, as attested to the proportion of political science majors that attended conferences last Spring Semester.

Another initiative within the department is a **mentoring program**, where our upper-division majors will meet with the new recruits (we have added three new majors in the last week from the freshman/sophomore classes) and give them advice about how to succeed in the department and work to their best potential throughout their academic career. For this, they will receive a **Certificate of Service to the Department** before graduation. More immediate changes include the establishment of a **Political Science Honor Society** and the further consolidation of the *Young Democrats*, with the intention that a *Young Republicans* club will be established in the next two years.

- *The responsibility for these tasks is shared between Dr. Carol Strong and Dr. Chris Wright, but each one has a primary contact person. For example, the student seminar program has been organized by Dr. Carol Strong, with the support of the entire SSBS faculty. The establishment of the Political Science Honor Society is currently underway under the direction of Dr. Chris Wright. Discussions about starting a PSCI mentoring program and issuing Certificates of Service to the Department is the responsibility of Dr. Carol Strong, who is currently conducting surveys with the students to see what they think is important and how they would be interested in participating.*

The general objectives for the School of Social and Behavioral Science are presented below.

**Table 5  
Tasks, Timelines and Responsibility Related to Proposed Changes**

Task	TimeLine/Deadline	Responsible Party	Project Frequency
Faculty retreat on Assessment	August 2009	Dean	Annual
Unit Assessment committee	August 2009	Dean	Annual
Unit Committee submit Unit plans	September 2009	Faculty	Update annually
Select or administer pre-post tests	Fall-Spring	Faculty	Being Developed
Identify students to serve on committee	September 2009	Faculty and Dean	Annually or as needed
Complete post baccalaureate survey	April 2010	Faculty	Annual
Complete discipline reports	May 2010	Faculty	Annual
Complete unit report	August 2010	Dean	Annual

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

The School of Social and Behavioral Sciences offers the following:

- Flexible scheduling in terms of location instructional modality and availability are all ways the Unit makes student learning accessible. Students can take evening and night classes during the Fall and Spring semesters.
- The School periodically offers courses on Saturdays.
- The School further offers a wide range of online courses in all disciplines. The exception is currently Criminal Justice Department, which does not currently offer online classes although online classes have been offered previously. Several faculty changes over the last few years have made it difficult to implement new online courses with the consistency needed to sustain this type of program with any continuity and/or confidence. With the stabilization of a qualified faculty in the criminal justice department, strategies are being developed to renew online course offerings.
- Students can take SBS courses that will lead to an Associate degree at either the McGehee or Crossett campuses.

- The unit offers course sections via Compressed Interactive Video (CIV).
- The unit supports the Early College High School program by offering core courses like American History, Survey of Civilization and Introduction to Psychology. The School has not tracked a difference between traditional and alternative academic quality. The examination of differences such as attrition/retention rates, grade distribution between traditional classes and alternative modes of instruction will be charged to the Unit Assessment Committee.

Table 5 provides a five-year profile of the unit’s practices of making student learning accessible through alternative modes of instruction and flexible scheduling.

**Table 6  
Alternative Modes of Instruction**

Alternative Modes of Instruction							
*Offered in Fall/Spring/Summer	CIV	WEBCT & ONLINE	Weekend	NIGHT	EARLY COLLEGE HS	INTER-SESSION	FIELD STUDY
2002-2003	HIST 1013 PSCI 2213 PSY 1013 HIST 1023			HIST 1013 HIST 3553 PSCI 2213 PSY 1013 SWK 4313 CJ 3243 HIST 1023 HIST 3513			CJ 3783 PSCI 462V HIST 388V
2003-2004	HIST 1013 HIST 2223 SWK 2213		PSCI 2213	HIST 1013 SOC 2213 SWK 3653 SWK 3663	HIST 2223		CJ 3283 PSCI 462V
2004-2005	HIST 1013 HIST 2223 PSCI 2213 HIST 1023 SWK 1013	CJ 1013 CJ 4403 CJ 2143	PSCI 2213	HIST 1013 HIST 2223 HIST 349V(EUROPE) HIST 349V(AFRICA) PSCI 2213 PSY 1013 * PSY 3473 PSY 4623 SWK 2213 * SOC 3453 SWK 3523 SWK 3543 CJ 2213 CJ 4403 HIST 2023 PSY 3483 SWK 1013			GEOG 354V GEOG 5113 HIST 348V HIST 581V CJ 3783 HIST 5603 PSCI 462V
2005-2006	HIST 2223 PSI 2213 HIST 1023 PSY 1013	CJ 2133 CJ 3553 CJ 4393 CJ 4413* HIST 3593 PSCI 2213 PSY 1013 PSY 2203 CJ 2143 SWK 3653	PSCI 2213	PSY 1013* PSCI 2213 PSY 2203 SOC 2213* SOC 3453* PSY 4643 SWK 1013 SWK 3653	PSY 1013* HIST 1023	PSCI 2213 PSY 2203	CJ 3783 GEOG 354V GEOG 5113 HIST348V (PACIFIC NW) PSCI 462V
2006-2007	HIST 2223 PSI 2213 HIST 1023 PSY 1013 SOC 2213	CJ 2133 CJ 3553 CJ 4393 CJ 4413* HIST 3593 PSCI 2213 CJ 2143 CJ 3233 SOC 3453 SWK 3653	PSCI 2213	HIST 5603 PSY 1013* PSCI 2213 PSY 2203 SOC 2213* SOC 3453* SWK 1013 SWK 3653, 3513	PSY 1013* HIST 1023	PSCI 2213 PSY 2203 SOC 3453	CJ 3783 GEOG 354V GEOG 5113 PSCI 462V

2007-2008	HIST 1013 PSCI 2213	HIST 3593 PSY 3443 SWK 3653 SWK 3663 PSY 4623 PSY 4673 CJ 4403 CJ 4393 CJ 4413 PSCI 2213 PSY 3463 PSY 3423 SWK 4633 CJ 4403		HIST 3593 HIST 2213	HIST 1023 PSY 1013	HIST 2223 PSY 2203 SOC 3453	CJ 374V PSCI 374V
2008-2009		HIST 3593 PSCI 2213 PSY 4623 SWK 3143 PSY 3243 PSY 3443 PSY 4673 CJ 2143 PSY 3463 SWK 4625		HIST 2113 PSCI 462V SWK 1013 SOC 2213 PSY 1013 HIST 1013 HIST 349V	HIST 1023 HIST 2223	CJ 374V PSY 2203 PSY 3243 SOC 3435 PSCI 374V	CJ 374V PSCI 374V CJ 489V PSCI 462V PSY 465V SWK 4679 SWK 4681

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

**Student Evaluations** are distributed in all classes towards the middle-to-end of each semester. These evaluations are anonymous and ask the student to provide both qualitative and quantitative analysis of their instructor and the specific course taken during that semester. This information is returned to the individual faculty member after final grades for that semester have been finalized and after being perused by the Dean. Both quantitative and qualitative questions are used in these surveys ranging from study habits to questions related to the overall effectiveness of the professor, including his/her concern for the student, his/her capacity to lead class discussions and the type of feedback provided on the assignments when the assignments are returned to the student. At the end of the survey, students are given the opportunity to write individual comments about any aspect of the course. This information is then used by the individual faculty member to continually improve his/her course syllabi and expectations to better meet the needs of the student without compromising the objectives held for class assignments/tests.

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

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

several pre-law classes (i.e. *British Legal History*, *Mock Trial*, *Evidence Law*, and *Law and Sex*) were added to the curriculum as specialized topics in either criminal justice or political science.

There are four majors (criminal justice, psychology, history, and social work) that have established **student clubs or honor societies**. The paperwork is currently underway to establish a Political Science honor society. The student membership of the four (soon to be five) discipline clubs will serve as a focus group for gleaning information regarding the successful attainment of student learning outcomes as another way of involving students directly in the assessment process and to help retain them toward degree completion.

Another way that students are included in the assessment of the departmental decisions comes at the time when new faculty is interviewed and hired. During the interview process, each candidate must give a **mock lecture** to a class in the department that they will be teaching, if hired. At the end of the lecture, students can ask questions about the lecture that they just heard, or alternatively about the way that the person being interviewed envisions their role as a university professor. A new tactic has been to organize actual question and answer sessions with students, to give some of the better students in the school the chance to have input into the type of professors that are hired to teach the courses that they will need to graduate.

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

Retention of students begins with recruitment and extends throughout the student’s academic career. Once in the department, student retention is underpinned by the quality of the teaching faculty employed in the criminal justice department. The curriculum, which includes a base of core subjects bolstered by quality seminars on special projects and field study trips to the United Kingdom and Washington/New York, has been carefully formulated to ensure that the student has access to courses that are both informative and interesting, thereby attracting and retaining students in the department.

Over and above this, the SSBS is engaged in several programs/ methods to help retain students and make them more excited about learning. These include special academic programs, special events, social and academic organizations, and changes to the physical plant within the Memorial Classroom Building, as outlined below:

- **Academic honor societies** have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. A national chapter of the Phi Alpha Theta History Honor Society was established for the first time on the UAM campus in 2008 and has won ‘best chapter’ two years running. Psi Chi Psychology Honor Society chapter was established this year and the paperwork is currently being prepared for a Political Science Honor Society. We hope to have that organization working on the UAM campus in 2009-2010.
- 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. Ben Brown, Dr. Kyle Day, Dr. Dorothy Everts, Dr. J Freer and Dr. Carol Strong.

- The **Annual Awards Banquet**, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school
- 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 8).
  - This year, the academic trips sponsored by the Horizons Program included:
    - United Kingdom Study Trip
    - Washington D.C.
    - Colonial Williamsburg
    - Arkansas Symposium for Psychology Students
    - Phi Alpha Theta History Honor Society State Conference
- **Graduate/Professional School Forum** gives students the chance to interact with professors and professionals in various fields to discuss the choosing of schools, the application process, GRE/LSAT test tips and study guides and the study within and survival skills necessary for successful graduate studies. Students from every classification (freshman-senior) may attend. This forum provides a way for students to understand that the faculty and staff in the SSBS care to see them succeed to the point of graduation and beyond. (A flyer for this forum is included in Appendix 7.)
- A **Display Case** was established in the 3<sup>rd</sup> floor hallway in spring, 2009 that showcases *only* the achievements of students in the department. The student achievements that have been highlighted in this case range from various political science, psychology and social work students going to and presenting at conferences to a number of students that have won prestigious scholarships based on their academic performance.
- **Bulletin Boards** have been erected in the 2<sup>nd</sup> and 3<sup>rd</sup> floor hallways that highlight: “News”, “Phi Alpha Theta”, “Law School Opportunities”, “Graduate School Opportunities”, “Psychology History”, “Criminal Justice Career Opportunities”, and “Horizons Program”. The SSBS brochure (see Appendix 1, Sample B) is also displayed. We hope that these boards will help students know about important information, and to know that we care about their success at UAM and beyond.
- A total of *five* “**Smart Rooms**” have been completed on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the Memorial Classroom Building (Last year there was only one “Smart Room”). These will help improve instruction, teacher interaction, and hopefully make the classes more interesting for this visual generation of students.

New initiatives implement or discussed in the 2009-2010 academic year:

- **SSBS Student Research Forum:** The fact that various students in the History, Political Science, Sociology and Social Work departments attended and presented at state-wide conferences in February 2009 – and are scheduled to attend national conferences in the 2009-10 academic year – has attracted attention among the student body. In response to impromptu 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, Dr. Carol Strong conceived of the SSBS Student Research Forum. This will be a SSBS initiative whereby qualified students are given the opportunity to present the findings of their individual research in a public forum consisting of their UAM peers and faculty.
- A **Student Retention Committee** has been organized to discuss specific tactics (both academically and socially) to help recruit, retain and graduate quality student in the school.
  - Two initiatives that are currently being considered from this committee is the establishment of a **SSBS mentoring program**, where upper-classmen in the school meet and greet the new students to help them socialize within the department and learn about the opportunities open to them, and an orientation dinner at the beginning of the fall semesters to welcome students back and get them ready to begin the academic year.
- **Academic Achievement Letters** are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean's lists or they present a paper at a conference. These letters can then be put into their portfolios and used to promote themselves for jobs, graduate school or law school.
- **Encouragement Letters** are currently being drafted to be sent in future semesters to students that have been put on academic probation to encourage them to take steps in the next semester to bring their grades up and thereby get off of probation. Included in this letter will be brochures about services already available at UAM to help them improve their study habits and improve their academic performance, i.e. information will be included about such services as *Weevils at Work*, a student mentoring program offered by UAM honor students for those struggling with their studies.

## APPENDIX 1

### Departmental Fact Sheets, Criminal Justice and Political Science

#### *Sample A*

### SSBS Recruitment Letter from Weevil Welcome Days

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

THE UNIVERSITY OF ARKANSAS AT MONTICELLO

February 18, 2008

Dear,

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

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

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

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

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

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

Sincerely,

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

MONTICELLO-CROSSETT-McGEHEE  
WWW.UAMONT.EDU

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**APPENDIX 1**

**Departmental Fact Sheets, Criminal Justice and Political Science**

*Sample B*

**SSBS Informational Brochure**

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**APPENDIX 1**

**Departmental Fact Sheets, Criminal Justice and Political Science**

*Sample C*

**SSBS Recruitment Document**

**Majors/Minors Offered**

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# School of Social and Behavioral Science

Programs Offered

Majors

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

Minors

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

Course work available in Anthropology, Geography and Sociology

### School Highlights

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

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

- (1) **Research:** Develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** Develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

### For More Information

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

## **APPENDIX 1**

### **Departmental Fact Sheets, Criminal Justice and Political Science**

#### ***Sample D***

### **Information Sheet about Majoring in Criminal Justice**

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## **What Can You Do with a College Degree in Criminal Justice?**

### **Career options for aspiring government agents, inspectors, investigators, officers, and more**

Career opportunities in the field of criminal justice can be separated into the local, state, and federal levels. In addition to the geographic differences, each level maintains different requirements for candidates' background and experience. A criminal justice degree may cover some of the eligibility requirements for just about any of the positions, but each level requires more experience and, often, more education than the one below it. Fewer opportunities generally exist at each succeeding level.

### **Police Officers and Law Enforcement**

The most common place to start is the local, city, or county police force. Although a criminal justice degree is not always required, it is helpful and increases the potential for promotions. Depending on the size of the department, most police departments have military-style rankings: corporal, sergeant, lieutenant, captain, and chief. Most departments of moderate size also have separate positions for detectives. Larger departments offer even more specialization with harbor patrols, Special Weapons and Tactics (SWAT) units, canine patrols, and others.

At the state level, police officers are most often referred to as troopers. While their jobs are similar to city officers, they spend much more time enforcing traffic laws on state and interstate highways. They also are called upon to handle emergency scenes and to assist local departments when needed. Some troopers are assigned to provide protection and security for courts, or to work as investigators.

### **Other Criminal Justice Careers**

State and federal governments operate court systems that provide many other career opportunities for the criminal justice graduate. Besides obtaining a law degree and becoming a lawyer or judge, criminal justice majors might work as court counselors, pretrial officers, victim services counselors, or bailiffs.

State and federal governments also operate correctional facilities. Three of every five correctional jobs are supplied by state systems. A few of the positions available in correctional facilities are: correctional treatment specialist, corrections counselor, juvenile probation officer, parole officer, warden, clinical psychologist, caseworker, substance abuse specialist, and facilities specialist.

The federal government has fewer opportunities, but the positions tend to offer more variety and a

higher profile. Individual departments within the federal government have their own particular needs and requirements for law enforcement personnel. Some of these are:

- **Federal Bureau of Investigation.** The FBI employs agents to investigate crime, conduct undercover assignments, examine business records for evidence of white-collar crime, collect evidence of espionage, and track movement of stolen property across state lines. These agents are specifically charged with the responsibility of investigating organized crime, copyright infringement, civil rights violations, kidnapping, bank robbery, and much more.
- **Drug Enforcement Agency.** It is the primary responsibility of the DEA to enforce regulations relating to illegal drugs. DEA agents may be assigned to infiltrate a drug-trafficking group, conduct surveillance of suspected drug activities, or pursue U.S. drug-related activities overseas.
- **U.S. Marshals.** These officers are involved in nearly all federal law enforcement activities and have the authority to pursue federal fugitives. They protect the federal judiciary and are charged with transporting federal prisoners.
- **Immigration and Naturalization Services.** Border agents, immigration inspectors, criminal investigators, and immigration agents are assigned to protect more than 8,000 miles of U.S. border from illegal entry. They patrol the borders, but also interview people and inspect passports of those seeking entry to the United States. INS agents may also be used to detect the smuggling of illegal drugs and other contraband.
- **Bureau of Alcohol, Tobacco, Firearms, and Explosives.** These agents investigate violations of federal laws involving alcohol, tobacco, firearms, and explosives, as well as violations involving child pornography, customs fraud, narcotics, and others.
- **U.S. Customs.** Inspectors examine incoming cargo and baggage from trains, vehicles, aircrafts, and vessels. Their job is to prevent any type of contraband from entering the country illegally. Other agencies. Some of the other federal agencies that provide opportunities for criminal justice graduates are the Secret Service, Department of State, Forest Service, National Park Service, Postal Service, and the Bureau of Indian Affairs Office of Law Enforcement.

Criminal justice careers are available in any number of agencies. Forensic scientists may work at all levels of law enforcement, although it is unlikely that they would be employed at smaller police departments. Forensic experts might specialize in drug, homicide, sex offenses, child abuse, and arson investigations. Their primary roles are to collect and process information that can be used as evidence in court. Some specialties include: arson investigator, ballistics expert, document specialist, fingerprint specialist, polygraph examiner, and toolmark specialist.

In private security, organizations contract with individuals or companies to protect property and prevent losses of all types. Some of the most common groups or businesses that contract for private security are amusement parks, mall, colleges, hospitals, country clubs, and many different retail and industrial clients.

Criminal justice graduates might use their major as the foundation to move into other fields of law. Some go on to become defense and protecting attorneys, public interest advocates, and state attorneys general. Others have gone on to become officers in the military. Those interested in pursuing a career in research can obtain a Ph.D. and become a college professor.

Another career option is that of private detective. Detectives conduct surveillance primarily on

individuals to obtain information for their clients. They might be used to obtain evidence in cases involving insurance fraud, child custody, employment verification, or even infidelity. Law firms, corporations, and individuals all use private detectives to uncover evidence for their own purposes. A single company, such as a retail store, might even employ detectives to prevent shoplifting and theft.

### **Planning for a Career in Criminal Justice**

The qualifications for becoming a professional in criminal justice vary somewhat depending on the job, but some requirements can be generally applied across the board. Most criminal justice professions require a bachelor's degree. While not always required, it is a solid starting point because it provides the basic knowledge of law enforcement that forms the foundation of most the careers discussed above.

Prospective candidates for law enforcement and corrections careers should start a physical training regimen. Most of the positions require some physical exertion and have a physical exam as part of the application process. In addition, many of the jobs require written, oral, and occasionally psychological exams. Applicants should have a clean record themselves. Anyone convicted of a felony will be disqualified from many criminal justice positions. Finally, once an individual is hired, they are usually required to serve a probationary period where they can be observed and evaluated for employment potential.

Many criminal justice majors use the degree to prepare for law school. Law schools do not have specific preferences for majors in determining acceptance, but the training in legal procedures and critical thinking will be helpful to the student who plans to become a lawyer.

### **Certification and Licensure**

No special license is required for most criminal justice professions. However, many professions, including the jobs of a police officer or a federal agent, require special training and coursework that must be successfully completed before being hired.

### **For more information about probation officers and correctional treatment specialists, check:**

- [American Probation and Parole Association](#)
- [American Correctional Association](#)

Information on entrance requirements, training, and career opportunities for correctional officer and correctional jobs in a jail setting:

- [American Jail Association](#)
- [Federal Bureau of Prisons](#)

## **APPENDIX 1**

### **Departmental Fact Sheets, Criminal Justice and Political Science**

#### ***Sample E***

### **Information Sheet about Majoring in Political Science**

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#### ***What Can You Do With a College Degree in Political Science?***

##### **Career Options for Aspiring Political Scientists**

While many who choose to pursue political science degrees hope to launch political or other civil service careers in the future, there are a plethora of additional career prospects one can consider as well.

##### **Political science Career Paths**

###### **High School Teacher**

Many political science graduates can apply their skills to help educate high school students in politics, history, and civics. Political science majors are especially suited to advise students in a variety of co-curricular activities like debate, journalism, and student government. Many high school students first discover politics in their teens, and high school teachers can fuel their interest by helping students to learn about our political process.

###### **College Professor**

Students at traditional colleges often exercise their right to vote for the first time. They also shape many of the political opinions that they will carry throughout their adult lives. College professors not only help students learn the importance of participating in the political process, but they can inspire young adults to take more direct roles as campaigners and activists.

###### **Legislative Aid**

Many recent political science graduates get their first paid jobs as aids to state or federal legislators. Aids research topics of specific interest for their elected officials, and they communicate directly with constituents to understand challenges facing families in a legislator's home district. The most skilled legislative aides play major roles in shaping political discourse by leveraging their significant expertise in a specialized field.

## **Campaign Manager**

Experienced organizers and activists marshal the significant donations of time and money to help their candidates win elections. While politicians take center stage at debates and other public appearances, campaign managers toil behind the scenes to work out platform compromises and to lobby influential local officials to support their causes.

In the past, campaign managers often used their roles as stepping stones to positions in government. Recently, a new group of career campaign managers has emerged. These experts work as freelancers and consultants for campaigns of all sizes. They work with potential mayors, senators, and presidents that seek their specific expertise in the hard battles of modern political campaigns.

## **State Legislator**

Despite the constant attention on Capitol Hill, the vast majority of lawmakers work part-time in state capitols around the country. These legislators often balance professional careers in their hometowns with their passion for public service. Professionals from areas such as law or medicine often pursue degrees in political science to help understand their responsibilities as elected officials.

## **Agency Specialist**

Federal or state agencies such as the Environmental Protection Agency, Social Security Administration, or Federal Emergency Management Administration hire recent political science graduates to keep the wheels of government moving. These civil servants research new policies and enforce existing regulations at the pleasure of Congress and the President. Top ranking specialists often testify before Congress to report on trends in government agencies or challenges facing government institutions.

## **Legislative Attorney**

Lawyers with a background in political science can specialize in reviewing potential laws for their enforceability or their Constitutionality. These specialist attorneys work in Washington, D.C., or in state capitols, where they help legislators write effective laws. By anticipating loopholes and eliminating vague clauses, legislative attorneys help speed new initiatives on their way to becoming new laws.

## **District Attorney**

Though many prosecutors learn about their specialty in law school, attorneys who invest in a political science degree enjoy an edge when campaigning for top political offices in cities and states. To win elections, district attorneys must balance their expertise in the law with their ability to understand the needs and wants of voters in their districts.

## **Judge**

Judges who must earn the trust of voters during elections can benefit from the skills and knowledge gained during a political science degree program. Judges who must earn political appointments from mayors, governors, or presidents can use their political science backgrounds to develop the personal connections necessary to position themselves for appointment to these powerful roles.

## **Lobbyist**

A variety of professionals, especially attorneys and former politicians, use their connections and influence to persuade public officials to consider the political agendas of their clients. Traditionally, lobbyists have worked for large industries like banking, manufacturing, and agriculture. Their work paves the way for tax subsidies, grants, or other programs that benefit private business. Recently, private political action committees have hired lobbyists to help influence politicians' position on moral and cultural issues.

## **Consultant**

In businesses like banking, insurance, and agriculture that rely heavily on forecasting to anticipate return on investment, professionals need to anticipate government moves that can impact their sales. Consultants analyze government bodies and report on potential laws and campaigns that can sway future profits.

## **Press Secretary**

Professionals with backgrounds in both journalism and political science can help elected officials manage their public personas by handling press appearances and fielding questions. Press secretaries vet all requests for interviews, and often work with teams of specialists to polish an official's public remarks.

## ***Preparing for Political Science Career Opportunities***

Prospective political science majors who have not yet graduated from high school can bolster their chances of success in college. By enrolling in advanced placement courses in history and mathematics, high school students can earn valuable college credit. Students can use this credit to finish their degree programs sooner, or to free up time during the semester to participate in career building internships.

Many political science students benefit from participating as volunteers in political campaigns. Some degree programs even allow students to earn course credits for campaign work by keeping a detailed journal of their experiences, emphasizing the ways that they are applying the principles they have studied in class.

## Political Science Career Trends

Though American voters tend not to participate in the democratic process as much as citizens of other democratic countries, we still enjoy a healthy fascination with the political process. With satellite television and the Internet fueling unprecedented levels of public debate, political science has become a hot career choice for many young professionals. Some political science graduates have launched lucrative and influential careers as political pundits. Though they have never held public office, they write bestselling books, comment on weblogs, and appear on political talk shows to bolster their political points of view.

Although political science professionals compete ferociously for positions in and around Washington, D.C., more lawmakers from other regions in the country have started to rely more heavily on teams of skilled supporters. Mayors of large cities have watched their own campaigns evolve into mirrors of major national elections. Senators and Representatives who wield tremendous power inside the Beltway must still answer to constituents at home who want to understand how their officials' actions benefit them in the long run.

All these campaigns require strategists, researchers, coordinators, publicists, and pollsters. Though a handful of large firms have sprung up to meet the needs of high profile politicians, most political science professionals begin their careers by putting their skills to work in a small election or in a local cell of a larger campaign. Many professionals start off as unpaid volunteers or interns, but the most successful professionals can leverage their success into large salaries and speaking fees.

In addition, many professionals can enhance their existing careers by enrolling in postgraduate political science study. Local businesspeople, attorneys, and activists can enroll in part-time political science programs that can provide them with valuable skills to organize communities and win elections. Likewise, specialist professionals with an understanding of political science can lobby effectively for changes to laws that benefit their industries.

## Skills of Successful Political Science Majors

Those who succeed in political science careers and degree programs often express a number of the following skills and characteristics:

- **Thorough understanding of the American political system.** Because many political science majors use their degrees to either study or participate in our political system, graduates leave their degree programs with intimate knowledge of even the most obscure processes and traditions. Students learn the history of parliamentary procedure and the innovations that American lawmakers have introduced to our system over the centuries.
- **Efficiency in oral presentation.** Whether debating rivals on political issues or leading classroom discussions, political science majors learn to speak confidently in a variety of group settings. Because history shows us that the charisma a politician can sometimes overpower the facts of a debate, political science majors discover the crucial speech and presentation skills that will help them express their ideas effectively.
- **Comprehensive and accurate research skills.** Lawmakers, lobbyists, and lecturers all rely on their ability to discover the solutions to complex questions so they can present the strongest

arguments on a political issue. Whether preparing for a debate or writing a comprehensive piece of literary punditry, political science professionals rely on hard facts to sell their ideas to the public.

- **Effective interview skills and techniques.** When developing platforms on controversial issues, political science majors must learn to appreciate the views of the voters that they hope to represent. During their degree programs, students learn to effectively and ethically interview citizens to understand their opinions without introducing bias into their questions. By understanding the strength of statistical representations of populations, political science majors can appreciate the power of political polling.
- **Strong written communication skills.** Political science professionals exercise the pen far often than soldiers use their swords. During their degree programs, students learn to write clear, concise reports and memos. Political science majors discover the craft of writing effective letters to policy makers, newspaper editors, and other people of influence. They also understand the importance of distilling complex political scenarios into persuasive opinion pieces and executive summaries.
- **Understanding of international politics and policy.** Though most politics happens at home, skilled political science professionals view the world with a keen understanding of the ways that foreign affairs can influence America life. Students learn the differences between major forms of government and the distinctions that exist between our version of democracy and the kinds of representative governments in other countries. Most importantly, political science majors develop an appreciation for the traditions of diplomacy. The ability to respect foreign points of view even when we disagree with them is a powerful skill that can prevent deadly conflict.

### **Professional Associations for Political Science Majors**

- [American Political Science Association](#)
- [International Political Science Association](#)

## APPENDIX 2

### Course Syllabi

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Sample A

## **INTRODUCTION TO CRIMINAL JUSTICE**

**CJ 1013**

**Spring 2010**

Professor: Ms. Rejena Saulsberry

Office: MCB 209

Phone Number: (870) 460-1710

E-mail: saulsberry@uamont.edu

Class Time: M,W,F 11:10 p.m. - 12:00 p.m. MCB 317

Office Hours: **M, W, F** 12:00 p.m. to 1:00 p.m., 2:00 p.m. – 3:00 p.m. **T, H** 10: 00 a.m. – 11: 00 a.m.,  
12:30 – 1:30 p.m.: **By Appointment**

#### Required Text:

Schmallegger, F. (2007) *Criminal Justice: A Brief Introduction* (8<sup>th</sup> Edition). Upper Saddle River, NJ: Prentice Hall.

#### Course Description:

And overview of the criminal justice system, including law enforcement, the court system and corrections.

#### Course Objectives

Introduction to Criminal Justice is an introduction to the criminal justice systems and its components. Students will acquire a basic understanding of criminal justice terminology, philosophy and current issues with regard to the criminal justice system. Students will learn the basic functions of law enforcement, courts and correctional agencies which will be coupled with an overview of the history of these various components of the criminal justice system as a whole. Once this course is completed, students will be able to understand the different ethical and moral issues inherent in the system, as well as engaged in a reasoned discussion with regard to the problems that plague the system today.

#### Students with Disabilities:

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

**beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

For assistance on a College of Technology campus contact:

- McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.
- Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

### Code of Conduct

The following action is prohibited under the Student Conduct Code:

**Disorderly Conduct:** Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others will not be tolerated. 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.

### Participation and Attendance

All students are expected to have read and be prepared for class, which might include reciting or discussing the assigned material. Every student will begin the semester with a total of 50 class participation points that are calculated into your final grade. **Failure to fully be prepared and participate when called on in class will result in a five (5) point deduction from your total participation points.**

Please note that information presented in class may not always be covered in the text. Class attendance is a necessary part of this course. Each student is allowed **6 hours of unexcused absences**. Excused absences will be determined by the instructor. Any student who exceeds their allowable unexcused absences will have their grade lowered a letter per absence up to **10 hours of unexcused absences**. **Unexcused absences in excess of 10 hours will result in failure of the course.**

Anyone who is frequently (more than 3 times) late for class may have his or her **overall** grade lowered by **5 points**. You will be considered late after roll has been taken. If you need to leave class early, please inform me before class begins.

### Student Dishonesty

DO NOT CHEAT. Cheating on exams, outside assignments, or papers is a violation of the academic honor code. (pg. 49 of catalog) If you are caught cheating you will be given an “F” for the assignment, and your case will be referred to Academic Affairs for further action. For purposes of this class cheating is defined as follows:

- a) Writing copied from someone else’s work and presented as your own.
- b) Use of prohibited materials during class exams.

c) Plagiarism: Using someone else's work or ideas and not giving that person proper credit.

If you have any questions regarding the any of the above forms of prohibited conduct please feel free to contact me for guidance.

### Course Requirements

Grades for the semester will be calculated as follows:

**Exams:** 600 points

**Case Briefs:** 200 points

**Criminal Justice Issue Notebook:** 100

**Class Participation:** 100 points

**Total Possible:** 1,000 points

Grade scale:

A (1,000 - 900 points)

B (899 – 800 points)

C (799 – 700 points)

D (699 --- 600 points)

F (599 and below)

### Examinations

There will be four examinations during the semester worth 150 points for a total of 600 points. Examinations will be comprised of true and false, multiple choice and short answer questions. Examination dates are indicated on the class outline.

If you miss an exam there may be an opportunity to take a make-up. Make-up exams are given at the **sole discretion of the instructor**. You must have a valid reason why you missed the exam and be able to offer proof to support your position. If you are sick, you will need a signed excuse from your physician. If you will be away participating in a UAM sponsored event, please provide the instructor with a signed note from the organization sponsor before the exam. Make-up exams must be taken within a reasonable time after the original test date.

### Case Brief

You are required to brief two Appellate or Supreme Court decisions which will be distributed later in the semester. Each brief is worth 100 points of your total course grade.

### Criminal Justice Issue Notebook

All students are to pick a current issue in criminal justice from a list of topics that will be provided to you. Once the topic is chosen, you must choose a position to take on the issue (Example "I am against the legalization of partial birth abortions.") You must then complete at minimum 10 news articles on that issue along with a short summary of each one. The articles and summaries will be handed in together **Friday, April 16<sup>th</sup>**. The notebook is worth 100 points of your final grade

## Class Participation

Every student will begin the semester with a total of 100 class participation points that are calculated into your final grade. Failure to fully be prepared and participate when called on in class may result in a five (5) point deduction from your total participation points. Additionally, videos may be shown at some point during the semester as part of that day's lecture, and any unexcused absence on that day will result in a five point deduction from your total participation grade.

## Class Schedule

**Please Note: The professor reserves the right to deviate from this schedule as needed. Reading assignments will be made at the beginning of each lecture hour.**

### Week One (January 11-15) **January 13 First Day of Class**

- Introduction of the class and review of class syllabus and requirements
- Chapter 1 What is Criminal Justice?
- Reading: A Brief History of Crime in America pp. 6 -8, American Criminal Justice: Systems and Functions pg. 13—14; American Criminal Justice: The Process, pp. 14-20

### Week Two (January 18-22) **January 18<sup>th</sup> MLK Holiday (no class)**

- Chapter 2 The Crime Picture
- Chapter 4 Policing: Purpose and Organization
- **January 20 Last day to register or add classes**

### Week Three (January 25-29)

- Chapter 5 Policing: Legal Aspects

### Week Four (February 1- 5)

- Chapter 3. Criminal Law
- Opinion for Case Brief Distributed
- **Exam I Friday February 5<sup>th</sup>**

### Week Five (February 8-12)

- Chapter 5 Policing: Legal Aspects

### Week Six (February 15 – 19)

- Chapter 5 Policing: Legal Aspects

### Week Seven (February 22 - 26)

- Chapter 3. Criminal Law

### Week Eight (March 1- March 5)

- Chapter 3. Criminal Law
- **Exam II Friday March 5<sup>th</sup>**

- **March 3<sup>rd</sup> – Deadline to file for August and December Graduation**

Week Nine (March 8 - 12)

- Chapter 7. The Courts

Week Ten (March 15 - 19)

- Chapter 8: The Courtroom Work Group and the Criminal Trial
- **Case Brief I Due Friday, October 30**
- **Case Brief II Opinion Distributed Friday, October 30**

Week Eleven ( March 22 - 26) **Spring Break**

- No classes.

Week Twelve (March 29 – April 1)

- Chapter 9: Sentencing
- **Exam III Friday, April 1<sup>st</sup>**

Week Thirteen (April 5 - 9)

- Chapter 10 Probation, Parole and Community Corrections
- **Case Brief II Due Friday, April 9<sup>th</sup>**
- **April 7<sup>th</sup> Last day to drop with W.**

Week Fourteen (April 12 -16)

- Chapter 11 Prisons and Jails
- **Notebooks Due Friday April 16<sup>th</sup>**

Week Fifteen (April 19 - 23)

- Chapter 13 Juvenile Justice

Week Sixteen (April 26 -30)

- Current Issues in Criminal Justice (Lecture)
- **April 29<sup>th</sup> Last day to withdraw from classes.**

Week Seventeen (May 3 - 4)

- Review
- **May 4<sup>th</sup> Last day of classes.**

**Final Exam Thursday, May 6<sup>th</sup> 8:00 a.m. – 10:00 a.m.**

## APPENDIX 2

### Course Syllabi

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Sample B

**PSCI 2213**  
**American National Government**  
**Spring 2009**

**Professor: Dr. Strong**  
**Class Times: MW&F, 9:10-10:00**

**Office: 216 MCB**  
**Contact Phone: 1-870-460-1687**

**Office Hours: See the last page of this syllabus for a schedule of office hours.**

**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 and what makes it unique from other world governments, especially as we transition to a new presidential administration. The course will explore the historical evolution of the American government and the U.S. Constitution from its founding to today. 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, including an analysis of the major institutions that make-up the U.S. government, a discussion of how the different branches of government work together, and profiles of the primary political actors involved in the decision-making process. It will also discuss the three branches of government, the importance of a separation of power, federalism, political parties, interest groups, elections, public opinion and the media. In addition, to remain current, this course will consider the 2008 presidential election and the current transition to a new presidency. Students will be asked to evaluate various key issues related to the operation of the American Government in order to help them make informed decisions related to U.S. politics. Students who complete this course should:

- Gain a basic knowledge of the structure and organization of the American Government and the U.S. Constitution, including its main institutions, its primary political actors and the concepts of federalism, limited government and separation of powers.
- Improve their research, essay writing and public speaking skills.
- Understand what is involved in the current transition from the Bush administration to the Obama administration, including issues such as the War on Terrorism and the ensuing economic crisis.

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**Components:**

The course grade is divided into the following components:

- Attendance and Participation 10 %
- Discussion Panel 5%
- Combined Mid-terms 40 %

- Literature Review 25 %
  - Final Exam 20 %
- 100 %

### 1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. Attendance will be taken at the beginning of each class period. If you are late, it is YOUR responsibility to make sure that your attendance has been recorded BEFORE you leave the lecture theater. For the exact details of the attendance policy for this course, please read the corresponding entries found in the 'class policies and helpful hints' section of this syllabus. You will find the exact number of points that you will receive at the end of the semester, as calculated by the number of lectures that you miss during the semester. Participation is also a part of your grade, which will be calculated by how much you participate in class.

**Attendance will count as 5 % and participation will count as 5 % of each student's overall grade for the semester. Combined, this component will count as 10% of your final grade for the semester.**

### 2. Discussion Panel:

As part of the participation grade, you must participate in 1 of the discussion panels and most of the open discussions held throughout the semester, which will require you to prepare information for the panel discussion that you can present confidently on the day. You are allowed to get information from the Internet, but you are not to just read a couple of paragraphs from a relevant website as your presentation. Instead, you are to read at least 2 sources related to your topic and write your own summary, which will be turned in after you finish your presentation and assessed as part of your grade. The level of your participation and the information presented on these days will determine your combined participation grade for this class. Be aware that you will lose points if your paper is less than 3-5 minutes long, especially if it is only 1-2 minutes long. You will also lose points if your presentation is not written in your own words.

**The Discussion Panel will count as 5% of your final grade for the semester.**

### 3. Literature Review/ Essay:

Each student will prepare a short essay, 2-3 pages (1000-1500 words) in length, that covers one of the topics explored in this class during the semester. **A list of possible topics will be handed out in class.** You are allowed to come up with your own topics, but they must be approved of by me. *Be aware that you can do the same topic for your discussion panel presentation and your essay but that they ARE NOT THE SAME ASSIGNMENT.* You must complete all the requirements for both.

In addition, you will receive a reading pack by the end of the third week of the class, once you have chosen your topic. This will include 2-3 readings related to your topic that you **MUST** use in your essay. If you do not use these as sources, you will lose points on your final grade.

Finally, since this is a 2000 level class, and most of you are freshman, I have included two exercises to help you understand how to approach this assignment.

- Firstly, one of the class periods will cover how to write a literature review and how to reference the sources that you use correctly. Attendance to this class is voluntary, but if you do not come (a sign-in sheet will be used), I do not want to hear any complaints later on that you did not understand what was expected of you.
- You are then required to submit a page-long draft of your research paper that includes a thesis statement and several references, done correctly as they will be outlined in class, which will count for 25 % of the compiled essay score. If you do not turn this in, you will lose 25 points off

the final score of your paper *before* I start to assess the quality and accuracy of your essay. So, it is important. The feedback will then help you write the final draft.

**The draft will be due on the 9<sup>th</sup> of February; the completed Essay will be collected on the 13<sup>th</sup> of March. Combined, they will count as 20% of your overall grade for the semester.**

### **3. Examinations:**

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

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

- **The three midterms will be given on the days listed on the class schedule. Combined, they will count as 40% of your final grade.**
- **The final will be set according to the university’s exam schedule and will count as 20% of the semester grade.**

***Be aware that you will be required to sit with at least one chair in between each person.***

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. ***The content of the make-up exam will be at the discretion of the instructor.***

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### **Grading Scale:**

The grading scale is as follows:

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

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### **Required Book:**

You will need to purchase the following book this semester:

- Gary Wasserman: *The Basics of American Politics*, 13<sup>th</sup> edition, (New York: Pearson Education, Inc., 2008).

You will be expected to read and understand all of the chapters in this book. If you read the assigned reading *before* the class to which particular chapters are assigned, it will help you to better understand the topic under discussion.

## Schedule of Classes:

### Topic 1: What is Politics? / Why We Need a Government

*Readings: Wasserman (Chapter 1)*

- 14 Jan (W) Introduction to Class, Discuss Syllabus
- 16 Jan (F) Introduction to the Study of Politics: Defining Key Terms
- 19 Jan (M) *No Classes for Martin Luther King Day*
- 21 Jan (W) Why Is Politics Important? What Is Your Role in the Political Process?

### Topic 2: The US Constitution and the Bill of Rights

*Readings: Wasserman: (Review Chapter 1, Read Chapter 2); also the Declaration of Independence and the Constitution.*

- 23 Jan (F) The Declaration of Independence: An Explanation
- 26 Jan (M) The Early Days and the Need for a More Centralized Government
- 28 Jan (W) The U.S. Constitution: The Basics, Part I
- 30 Jan (F) ***Panel Discussion I: The Constitution***  
Instructions: Each person will have to sign up to research two of the amendments of the constitution. The panel will discuss which of the amendments is the most important.
- 2 Feb (M) Amending the US Constitution: The Bill of Rights and Beyond
- 4 Feb (W) The U.S. Constitution: The Basics, Part II

### Topic 3: The Three Branches of Government

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

- 6 Feb (F) The Organization of the U.S. Government: The Basics  
***Draft Essay Due***
- 9 Feb (M) Federalism, Limited Government and a Separation of Power, Part I
- 11 Feb (W) Federalism, Limited Government and a Separation of Power, Part II
- 13 Feb (F) ***Mid-Term Exam I***  
(Covering: Topics 1 & 2, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and federalism)
- 16 Feb (M) Making Essays a Little Bit Less Scary/ How to Research a Topic

## **II. The Executive Branch**

*Readings: Wasserman (Chapter 3).*

- 18 Feb (W) The Presidency, Part I
- 20 Feb (F) The Presidency, Part II
- 23 Feb (M) The Presidency, Part III
- 25 Feb (W) ***Panel Discussion 2: The Presidency***

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

- 27 Mar (M) The Presidency, Part IV

## **III. The Legislative Branch**

*Readings: Wasserman (Chapter 4).*

- 2 Mar (M) The US Congress: The Basics
- 4 Mar (W) The US Congress: Comparing the Senate and the House, Part I
- 6 Mar (F) The US Congress: Comparing the Senate and the House, Part II
- 9 Mar (M) ‘Pork and Bills,’ The Working of the Senate and the House
- 11 Mar (W) ***Mid-Term Exam 2***  
(Covering: Topic 3, Sections I, II & II)
- 11 Mar (W) Open Discussion

***Spring Break, 16 March to 20 March, No Classes***

## **IV. The Judicial Branch**

- 23 Mar (M) The Supreme Court, Part I
- 25 Mar (W) The Supreme Court, Part II
- 27 Mar (F) Landmark Cases of the Supreme Court

***Essay Due***

### **Topic 4: Civil Rights and Liberties**

*Readings: Wasserman (Chapter 6).*

- 30 Mar (M) A History of Civil Rights in America
- 1 Apr (W) Comparing Civil Rights and Liberties, Part I
- 3 Apr (F) Comparing Civil Rights and Liberties, Part II

- 6 Apr (M) **Panel Discussion 3: Civil Rights and Liberties, Then and Now**  
Instructions: Each person will have to sign up to research either an important event or leader of the U.S. Civil Rights movement of the 1950s and 1960s. You can also discuss the related issues.
- 8 Apr (W) **Mid-Term Exam 3**  
(Covering: Topic 3, Sections III & IV)

**Topic 5: Voters and Political Parties**

*Readings: Wasserman (Chapters 7 & 9).*

- 10 Apr (F) Who Votes in the United States
- 13 Apr (M) Political Parties, Part I
- 15 Apr (W) Political Parties, Part II
- 17 Apr (F) Political Parties, Part III
- 20 Apr (M) Electing the President, The Process

**Topics 6: The Media and the US Political Process**

*Readings: Wasserman (Chapter 8).*

- 22 Apr (W) The Media and the US Political Process, Part I
- 24 Apr (F) The Media and the US Political Process, Part II
- 27 Apr (M) **Panel Discussion 4: The Role of the Media in Politics**  
Instructions: Each person will have to sign up to research and talk about a topic related to the role of the media in politics. This can be either a specific example of how the media influences political issues, or a more generalized topic. Come see me to talk further about possible topics.
- 29 Apr (W) Lobbying Practices, Part I
- 1 May (F) Lobbying Practices, Part II
- 4 May (M) Closing Discussions and Review for Final Exam

Final Exam Period, May 6-12, 2009. Be aware that the Final Examination will be comprehensive.

*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.*

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**Class Policies and Helpful Hints:**

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

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

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

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
1-2	100
3-4	95
5	90
6	88
7	85
8	80
9	78
10	75
11	70
12	68
13	65
14	60
15	50
16	40
17	30
18	20
19	10
20	Loss of 1 Letter Grade (this means you lose 10 points off your FINAL grade for the class)
21	Loss of 2 letter Grades (this means that you lose 20 points off your FINAL grade for the class)
22	Loss of 3 Letter Grades (this means that you lose 30 points off your FINAL grade for the class)
23	You can get no higher than a D for the class
24 or more	You will fail this class with an 'F'

**Consultation/ Office Hours:** I have office hours every day, except Friday afternoon. Alternatively, you can make a specific appointment to talk to me about issues related to the course that concern you. Please check my schedule for exact times. *Please be advised that each hour is allocated to a particular course.* What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more.

**Open Door Policy:** If you have any questions related to the material of this course, or want to discuss how to develop better studying skills, you are more than welcome to come and see me during office hours. You just need to be respectful of any students that are already in my office and wait your turn! Remember that you are welcome whenever you have a problem, question or concern. I am here to help any student seriously wanting to improve.

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

**Also be aware that if I catch you texting during class, you will lose participation points from your final grade. If you continue to do it, you will be asked to leave class, since this distracts the other students.**

**Email/ Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency that must be attended to ASAP. *Be aware that you must receive a confirmation email from me to show that I received your email.* If I do not respond, I have not received it and you must send it again.

Also be aware that I do not accept the final copy of essays by email unless there are exceptional circumstances involved, which must have been approved of by me before the deadline for submission.

If you must send an email with an attachment, it would be advisable to also send an additional one-line email to me *without the attachment* to ensure that I know that you have submitted something to be considered.

***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.

**Expectations, Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints that you may not always agree with. To further this essential part of your experience at UAM, this class should be considered a 'Free Speech' zone. Free speech means that you might hear things that are sometimes uncomfortable to hear and which may challenge the limits of your tolerance. There is, however, no right *not* to be offended guaranteed in the US constitution, meaning that you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say.

In order to foster an environment where students feel comfortable, 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. Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others is prohibited in and will lead to you being ejected from the classroom.

Also, 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.

**Expectation, 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 exams.

There are also four discussion panels and various open discussions held at various times throughout the semester. You must directly participate in 1 of the discussion panels and a majority of the open discussion, or your participation grade will be severely compromised.

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!

**Expectations, 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. Additional readings, if any, will be handed out at the beginning of the week for which it is to be incorporated into the lectures. If you are absent on these days, additional readings can be collected during the instructor's office hours.

Because this is a presidential election year, 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, or watching PBS programs like the Jim Lehrer News Hour.

**Plagiarism/ Academic Honesty:** Academic honesty is expected of all students. I expect that you will do your own research and write your 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 an 'F' for the exam or assignment in question.

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

Plagiarism is defined as:

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

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

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

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.

***If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.*** 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 issue, 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 'F' for the paper, or worse. It depends on how serious the offense.

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

**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, Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact:

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

**Students on Academic Probation:** If you are on academic probation, or if you have failed this class before, I am available to help you during office hours. As long as you come to me with sincere questions and a desire to learn, I will help you better understand how to write essays and prepare for tests and discussion panels. *The only catch is that you MUST come to me early in the semester to ensure that you give yourself the best chance of passing this class.* If you wait until the semester is half over, you have half the chance of improving your academic performance. If you wait until closer to the end of the semester, there is little that I can do for you at that time.

**Submissions:** When turning in work, you must ensure that I have stamped your work with the date that you submitted it *and* that you have initialed the stamp to show that you agree with the date of submission. The work will then be put into a box and kept there until the work has been assessed and is given back to you. Let me be completely clear: If your assignment is not in this box when I leave the room, it has not been turned in and will be considered late.

**Submissions, Electronic:** On those RARE occasions that I accept work by email, it will not be considered to have been turned in until you have received a confirmation email from me saying that I have received it. This email will include the date in which it was officially received and put into the box with everyone else's work.

**Submissions, Late:** Late literature reviews **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. There are penalties to turning your work in late, which is outlined in the following chart:

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.*

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## **Appendix I:**

### **Possible Extra Credit**

#### **Mini-Essay Questions for the Mid-Term Exams for the Spring 2009 Semester**

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Directions for Mini-Essay Questions: If you do not do well on a particular mid-term examination, you may choose a mini-essay from the following list that best corresponds to the information covered on that test. These must be completed within two weeks of the test, if you want to receive full credit.

You are to write 1 to 1 ½ pages answering the question fully and use at least 2 sources that are referenced in the paper. If you copy your answer directly from the Internet, you will not receive the extra points. It must be in your own words.

#### **Mid-Term Examination 1**

(13 February)

- Discuss the different sections of the U.S. Constitution, including the Bill of Rights and the Amendments, and give reasons what this document means and why it is so important.
- Compare and contrast the following terms: 'limited government,' 'checks and balances,' and 'separation of powers.' Be sure to give specific examples of each of these concepts to support your definitions.
- Discuss the term 'federalism' and what it means in relation to the US political process?

#### **Mid-Term Examination 2**

(11 March)

- Discuss how the President of the United States is elected, beginning with the primaries and ending with a description of the Electoral College.
- Discuss how a Bill becomes a law in the U.S., including the problems involved in this process.

#### **Mid-Term Examination 3**

(8 April)

- Pick 3 landmark cases of the Supreme Court related to either civil rights and/or liberties and, after briefly stating the basics of each case, discuss their importance in U.S. political history.
  - Discuss the development of the two-party system in the U.S., including the origins of the Democratic and the Republican parties.
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**Appendix II:  
Policies and Grading Sheets for Essays**

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Part A:

When doing essays, the following penalties will apply:

No sources used	You can get no higher than a 59
Required sources are not used, but other <i>suitable</i> sources are used	You can get no higher than an 85
No references	You can get no higher than a 59
References are used, but without dates	You will lose 10 points
References are used, but page numbers are not used when they should be	You will lose 10 points
References are used, but sentences/paragraphs are cut and pasted from the Internet (or are copied exactly from a book/ journal) without using quotation marks	You will lose 10 points every time it is done
No references are used and information is cut and pasted from another source	You will lose 20 points every time it is done
Quotations that are longer than 3-4 sentences	You will lose 8 points every time it is done

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**Appendix II, Part B:**

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**Example of Essay/ Literature Review Grading Sheet**

(This will help to let you what is expected from you when you write your analytical literature review for this class, as each section impacts on your final grade.)

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**Name:**

**Title:**

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**Grade:**

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**Bibliography and Sources Used**

**(Thesis) Statement of Main Argument**

**Organization**

**Grammar and Referencing Style**

**Originality**

**Analytical Component**

**General Comments**

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## APPENDIX 2

### Course Syllabi

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Sample C

**PSCI 2283/ CJ 2153**  
**Research Methods in the Social Sciences**  
**Spring 2009**

**Professor: Dr. Strong**  
**Class Times: T & Th, 1:40-3:00**

**Office: 216 MCB**  
**Contact Phone: 1-870-460-1687**

**Office Hours: See the last page of this syllabus for a schedule of office hours.**

#### **Course Description:**

This course is designed to provide students with an introductory knowledge and understanding of the different types of research methods used in political science and criminal justice and how to use them. This information will be underpinned by workshops designed to teach you how to put these different concepts and techniques to work when writing college assignments as a student here at UAM. The course will explore every aspect of the writing process, starting with a consideration of how to choose and develop topics and including different tactics to help you to write different types of literature reviews and/or academic projects. A key focus of this course will be on the different ways that material can be collected and analysed, including an in-depth discussion of the pros and cons of each approach and whether or not each of these approaches produce logical, useable results. Students who complete this course should:

- Have an introductory understanding of the different types of research found in political science and criminal justice.
- Be able to distinguish between the different types of research and read the respective conclusions with discrimination.
- Be able to conduct research that is both logical and dependable.
- Have a better understanding of how to construct a quality piece of research at the college level and produce an essay/result to showcase the conclusions drawn and the arguments made.
- Be able to present your work in a more comprehensive and logical manner.

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#### **Components:**

The course grade is divided into the following components:

- Attendance/ Participation 5 %
- Assignments 10 %
- First Mid-term 10 %
- Second Mid-term 15 %
- Major Project/ Presentation 40 %

• Final Exam	20 %
	_____
	100 %

### 1. Attendance and Participation:

Attendance and Participation are calculated as part of your semester grade. This means that you are required to attend class on a regular basis, to keep up with your readings and to participate in class. Attendance will be taken at the beginning of each class period. If you are late, it is YOUR responsibility to make sure that your attendance has been recorded BEFORE you leave the lecture theater. For the exact details of the attendance policy for this course, please read the corresponding entries found in the ‘class policies and helpful hints’ section of this syllabus. You will find the exact number of points that you will receive at the end of the semester, as calculated by the number of lectures that you miss during the semester.

**Attendance/Participation will count as 5 % of each student’s overall grade for the semester.**

### 2. Major Project:

Each student will prepare a major project throughout the semester that will be due on the 21<sup>st</sup> of April. It is expected to be between 15-20 pages and that it uses a comprehensive number of sources and references. This project will be the culmination of the work done throughout the semester. At the beginning of the semester, you will choose a topic that you will conduct different types of research for throughout the semester. At different points, you will be responsible for different types of assignments related to your research. These assignments will then be revised and reworked to form the basis of your final project, which will be underpinned by your own analysis and interpretation of the literature and statistics collected and assessed in this class.

While you will not be asked to do different research for the final project, this is the point where you take everything you learned and thought about through the semester and pull it all together in a comprehensive project. It must include an abstract, a concise introduction with a clear thesis statement, a literature review / body that incorporates your analysis of your collected media/secondary/primary resources, your own analysis, and a relevant conclusion that draws everything together. ***Be aware that this is not meant to be a situation where you can just staple all of your assignments together and expect to get a good grade on the final paper.***

In addition to revising your assignments to fit into the final project – yes, I said after revising! – you will construct a section that provides your own analysis of the information collected, as well as a comprehensive conclusion.

### Presentation:

At the end of the semester, each student will be expected to give a ten-minute presentation of the topic that you have been working on throughout the semester. The structure of (and expectations for) this presentation will be discussed during class.

**The major project will be due on 21<sup>st</sup> of April and will be worth 30% of your final grade. Your presentation will be assigned to a class period during the last two weeks of class and will count as 10% of your final grade. Combined, this component will count as 40% of your final grade.**

### 2. Progressive Assignments:

Each student will be asked to turn in a draft of their work at various points throughout the semester to ensure that you understand the assignment and that you are not waiting until the last day to try and do your major project. You will get instructions for these assignments at the times that they are due.

**This component, when all the assignments are combined, will count as 10% of your final grade for the semester.**

**3. Examinations:**

Three examinations (two ‘midterms’ and a final) will be given *only* on the days listed on the class schedule.

- The first two mid-term examinations are objective. The first will be worth 10% of your final grade and the second will be worth 15%. Combined, they will count as 25% of your final grade.
- The final will be set according to the university’s exam schedule and will count as 20% of the semester grade.

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. *The content of the make-up exam will be at the discretion of the instructor.*

**Each of the exams will be worth 15 % each of your final grade, 45% in total.**

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**Grading Scale:**

The grading scale is as follows:

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

**Required Books:**

You will need to purchase the following book this semester:

- Mildred Patton: *Understanding Research Methods: An Overview of the Essentials*, 7<sup>th</sup> edition, (Glendale, CA: Pycszak Publishing, 2009).
- Robert Perrin: *Pocket Guide to APA Style*, 2<sup>nd</sup> edition, (Boston: Houghton Mifflin Company, 2007).

You will be expected to read and understand all of the chapters in this book. 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.

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**Schedule of Classes:**

1	15 Jan (th)	Introduction to Course: Outlining Expectations	
2	20 Jan (t)	Introduction to Research Methods: <ul style="list-style-type: none"><li>• Empirical Research</li><li>• The Scientific Method</li><li>• Variables</li><li>• Operationalizing Variables</li></ul>	<i>Reading:</i> Part A, pp. 1-13.

3	22 Jan (th)	<p>Having a Plan: Subject, Reader and Kinds of Writing</p> <ul style="list-style-type: none"> <li>• Research Hypotheses, Purposes and Questions</li> <li>• Forming a Research Question</li> <li>• Formulating a Hypothesis Question</li> </ul>	<p><i>Workshop:</i> Research questions and thesis statements</p> <p><i>Reading:</i> Part A, pp. 14-28.</p>
4	27 Jan (t)	<p>Workshop: Choosing a subject and a strategy</p> <ul style="list-style-type: none"> <li>• Know your audience: Informative Reports, Interpretive Analysis and Lit Reviews</li> <li>• The Role of theory in Research</li> </ul>	<p><i>Workshop:</i> Critical Thinking Exercise</p>
5	29 Jan (th)	<p>Reading, Thinking, Writing: The Critical Connection</p> <ul style="list-style-type: none"> <li>• Reviewing Literature</li> <li>• Finding ideas in the literature, considering a body of literature</li> </ul>	<p><i>Reading:</i> Part B, pp. 29-42.</p>
6	3 Feb (t)	<p>Workshop: Using the Library</p> <ul style="list-style-type: none"> <li>• Learning to manipulate databases</li> <li>• Finding sources</li> <li>• Making a distinction between primary and secondary sources.</li> <li>• Inter-library Loans</li> </ul>	
7	5 Feb (th)	<p>Qualitative versus Quantitative Analysis: An Introduction</p>	
8	10 Feb (t)	<p>Comparative Analysis: An Introduction</p> <ul style="list-style-type: none"> <li>• What is a Case Study?</li> </ul>	
9	12 Feb (th)	<p>Gathering and Evaluating Internet Sources:</p> <ul style="list-style-type: none"> <li>• Surfing the Web</li> <li>• Encyclopedia websites.</li> </ul>	<p><i>Workshop:</i> Literature Reviews of Media Sources</p>

		<ul style="list-style-type: none"> <li>• News journals on the Internet.</li> <li>• Statistical websites</li> </ul>	
10	17 Feb (t)	Sampling, Part I	Part C, pp. 43-57
11	19 Feb (th)	Sampling, Part II	
12	24 Feb (t)	<b><i>Mid-Term Exam 1</i></b>	
13	26 Feb (th)	Understanding Referencing Styles: Choosing What's Most Appropriate	<i>Workshop:</i> Referencing
14	3 Mar (t)	Instrumentation, Part I	<i>Reading:</i> Part D, pp. 59-86
15	5 Mar (th)	Instrumentation, Part II	
16	10 Mar (th)	Understanding and Writing Introductions and Abstracts <ul style="list-style-type: none"> <li>• What is the difference between an abstract and an introduction?</li> <li>• What is a thesis statement?</li> </ul>	<i>Reading:</i> Part I, pp. 163-178  <i>Workshop:</i> Good and Bad Abstracts
17	12 Mar (th)	Understanding and Writing Literature Reviews <ul style="list-style-type: none"> <li>• What is the difference between an introduction and a literature review?</li> </ul>	
18	17 Mar (t)	<i>No Classes</i>	<i>Spring Break</i>
19	19 Mar (th)	<i>No Classes</i>	<i>Spring Break</i>
20	24 Mar (t)	Experimental Designs	<i>Reading:</i> Part E, pp. 87-99
21	26 Mar (th)	How to use Qualitative Comparative Political Analysis to your advantage: <ul style="list-style-type: none"> <li>• Conducting Primary Research, The Pitfalls and Benefits</li> <li>• What is the difference between small 'n' studies and Large 'N' Studies?</li> <li>• What is the value of qualitative research?</li> </ul>	<i>Reading:</i> Part H, pp. 147-162

22	31 Mar (t)	<b>Mid-Term Exam 2</b>	
23	2 Apr (th)	Quantitative Comparative Political Analysis: <ul style="list-style-type: none"> <li>• Why are statistics important?</li> <li>• Why are statistics controversial?</li> </ul>	<i>Reading:</i> Part F, pp. 101-115
24	7 Apr (t)	Statistics: How to use them in both Quantitative and Qualitative Pieces	<i>Reading:</i> Part F, pp. 115-132
25	9 Apr (th)	Common Mistakes in Writing: <ul style="list-style-type: none"> <li>• Just saying what everyone else says.</li> <li>• Page-long paragraphs and quotations.</li> <li>• Organization blunders</li> <li>• Logical Fallacies, again.</li> </ul>	It's time to bring all of the sources together and make an actual project to turn in 2 ½ weeks!
26	14 Apr (t)	Surveys and Interviews, Part I	
27	16 Apr (th)	Surveys and Interviews, Part II	
28	21 Apr (t)	Giving Presentations	<b>Major Project Due</b>
	23 Apr (th)	CV and Resume Writing	
29	28 Apr (t)	Presentations	
30	30 Apr (th)	Presentations	
31	5 May (t)	Presentations	

**Final Exam Period: 6-12 December**

*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 via email and in class.*

**Important Dates**

- January 5 (Mon) - Application deadline for regular registration. Tuition and fees due for preregistered students.
- January 12 (Mon) - Schedule changes. New student orientation. Night registration.
- January 13 (Tues) - Open registration.
- January 14 (Wed) - First day of classes.
- January 19 (Mon) - Martin Luther King Holiday. Offices/classes closed.
- January 21 (Wed) - Last day to register or add classes.
- February 27 (Fri) - Deadline to apply for August and December graduation.

March 16-20 (Mon-Fri) - Spring Break.  
 April 6 (Mon) - Preregistration for Summer and Fall 2009 begins.  
 April 8 (Wed) - Last day to drop with a W.  
 April 17 (Fri) - Preregistration for Summer and Fall 2009 ends.  
 April 30 (Thurs) - Last day to withdraw from class.  
 May 5 (Tues) - Last day of classes.  
 May 6-12 (Wed-Tues) - Final exam period.  
 May 15 (Fri) - Commencement.

**Class Policies and Helpful Hints:**

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

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

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

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'

**Consultation/ Office Hours:** I have office hours every day, except Friday afternoon. Alternatively, you can make a specific appointment to talk to me about issues related to the course that concern you. Please check my schedule for exact times. ***Please be advised that each hour is allocated to a particular course.*** What *this* means is that *any* student from *any* course can come to see me during *any* one of my office hours, but students of the allocated course get priority in that particular hour. All *this* means is that if a student comes to an unallocated office hour, you just have to wait your turn, nothing more.

**Open Door Policy:** If you have any questions related to the material of this course, or want to discuss how to develop better studying skills, you are more than welcome to come and see me during office hours. You just need to be respectful of any students that are already in my office and wait your turn! Remember that you are welcome whenever you have a problem, question or concern. I am here to help any student seriously wanting to improve.

**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 person calling you. No calls made by you will be tolerated during class time.

**Email/ Voice Mail:** In addition to my office hours, you may also contact me by email or through my voice mail. I will check my email everyday and will respond to student emails every Tuesday and Thursday, unless there is an emergency that must be attended to ASAP. *Be aware that you must receive a confirmation email from me to show that I received your email.* If I do not respond, I have not received it and you must send it again.

Also be aware that I do not accept the final copy of essays by email unless there are exceptional circumstances involved, which must have been approved of by me before the deadline for submission.

If you must send an email with an attachment, it would be advisable to also send an additional one-line email to me *without the attachment* to ensure that I know that you have submitted something to be considered.

***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.

**Expectations, Classroom Behavior:** Part of the college experience is being exposed to ideas and viewpoints that you may not always agree with. To further this essential part of your experience at UAM, this class should be considered a 'Free Speech' zone. Free speech means that you might hear things that are sometimes uncomfortable to hear and which may challenge the limits of your tolerance. There is, however, no right *not* to be offended guaranteed in the US constitution, meaning that you have my permission (and encouragement) to disagree with anything that you hear me (or other students) say.

In order to foster an environment where students feel comfortable, 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. 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, 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.

**Expectation, 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 exams.

There are also four discussion panels and various open discussions held at various times throughout the semester. You must directly participate in 1 of the discussion panels and a majority of the open discussion, or your participation grade will be severely compromised.

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!

**Expectations, 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. Additional readings, if any, will be handed out at the beginning of the week for which it is to be incorporated into the lectures. If you are absent on these days, additional readings can be collected during the instructor's office hours.

Because this is a presidential election year, 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, or watching PBS programs like the Jim Lehrer News Hour.

**Plagiarism/ Academic Honesty:** Academic honesty is expected of all students. I expect that you will do your own research and write your 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 an 'F' for the exam or assignment in question.

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

Plagiarism is defined as:

- 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.

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.

***If you do not put the sentence in quotation marks, the reader assumes that the words are yours and not someone else's.*** 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 issue, as I do check referencing in papers and adjust the mark accordingly. ***Failure to follow these guidelines and rules regarding the use of citations is plagiarism and constitutes Academic Misconduct, at best; and Academic Dishonesty, at worst.***

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

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

**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, Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926. For assistance on a College of technology campus contact:

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

**Students on Academic Probation:** If you are on academic probation, or if you have failed this class before, I am available to help you during office hours. As long as you come to me with sincere questions and a desire to learn, I will help you better understand how to write essays and prepare for tests and discussion panels. ***The only catch is that you MUST come to me early in the semester to ensure that you give yourself the best chance of passing this class.*** If you wait until the semester is half over, you have half the chance of improving your academic performance. If you wait until closer to the end of the semester, there is little that I can do for you at that time.

**Submissions:** When turning in work, you must ensure that I have stamped your work with the date that you submitted it *and* that you have initialed the stamp to show that you agree with the date of submission. The work will then be put into a box and kept there until the work has been assessed and is given back to you. Let me be completely clear: If your assignment is not in this box when I leave the room, it has not been turned in and will be considered late.

**Submissions, Electronic:** On those RARE occasions that I accept work by email, it will not be considered to have been turned in until you have received a confirmation email from me saying that I have received it. This email will include the date in which it was officially received and put into the box with everyone else's work.

**Submissions, Late:** Late literature reviews **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. There are penalties to turning your work in late, which is outlined in the following chart:

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.*

## Appendix I: Spring 2009 Schedule of Office Hours for Dr. Strong

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 9:00			OH: CP		
9:10 - 10:00	Comparative Politics (CP)	OH: ANG	Comparative Politics	OH: CP	Comparative Politics
10:10 - 11:00	American National Government (ANG)	OH: PI	American National Government	OH: Terrorism	American National Government
11:10 - 12:00	Contemporary Political Ideologies (PI)		Contemporary Political Ideologies		Contemporary Political Ideologies
12:10 - 1:00	OH: PI	Terrorism (to 12:30) OH: Terrorism		Terrorism (to 12:30)	
1:10 - 2:00	OH: ANG	(from 1:40)	OH: ANG	(from 1:40)	No Office Hours
2:10 - 3:00	OH: CP	Research Methods	OH: Terrorism	Research Methods	No Office Hours
3:10 - 4:00	OH: RM	OH: RM	OH: PI	OH: RM	No Office Hours
4:10 - 5:00					No Office Hours
5:00 - 6:00	By Appt Only	By Appt Only	By Appt Only	By Appt Only	No Office Hours

\* OH = Office Hours

## APPENDIX 2

### Course Syllabi

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Sample C

## **CJ 3313 / PSCI 3313** **Statistics for the Social Sciences**

*Location:* MCB 207  
*Instructor:* Dr. Adam J. McKee  
MCB 210  
mckee@uamont.edu

### *Office Hours:*

**Monday:** 8:00 to 10:00  
**Tuesday:** 8:00 to 9:00  
**Wednesday:** 8:00 to 10:00  
**Thursday:** 8:00 to 9:00  
**Friday:** 8:00 to 10:00

### ***Text and Materials***

The required text for this course is *Interpreting Basic Statistics: A Guide and Workbook Based on Excerpts from Journal Articles* by Zealure C. Holcomb. You will be given handouts by the instructor as well as internet resources. It is strongly recommended that you keep these in a ring binder.

### ***Course Description***

**A study of basic statistical methods commonly used in the social and behavioral sciences.**

### **Course Objectives**

The primary course objective is to provide students with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences. This objective is achieved through mastery of the following:

1. Essential vocabulary that will enable the student to understand basic concepts of statistics.
2. Basic computational techniques.
3. The emergence of statistics as a modern scientific tool.
4. Analytical application of vocabulary and concepts to various factual situations.

### ***Class Decorum***

**ACADEMIC DISHONESTY:** Seeking, obtaining, or accessing information in any form or by any method other than the unprompted knowledge of the student constitutes cheating. Plagiarism is the presentation of the work or ideas of another as one's own. Cheating on tests or plagiarism will result in a failing grade for the course and be referred to the Dean of Students for additional review (see the UAM Catalog for a description of the University's disciplinary procedure).

Unless specifically stated by the instructor, all assignments are to be completed by you alone. Do not work in groups unless specifically authorized to do so. Two or more students collaborating on an assignment will be considered plagiarism. This does not preclude the use of study groups and mutual aid—these are highly encouraged.

*ATTENDANCE, PARTICIPATION AND TARDINESS:* Students are expected to participate in class discussions. If you are more than 10 minutes late for class, don't come at all. Entering class late is disruptive and discourteous to other students.

Mandatory attendance will not be demanded within the scope of this class. I understand that there are going to be instances where you are not going to be able to make it, there may be a time when I am unable to attend class. However, missing class will adversely affect your grade in that information that I present within the scope of lecture and discussion may not be covered in the book. I have found that there is a direct correlation between the number of times that a student misses class and the grade that they earn. *MISSING CLASS WILL HURT YOU OVER THE ENTIRE SCOPE OF THE CLASS.* If you miss a class, talk to one of the students in the class to get a copy of the day's notes. *Any missed material is the responsibility of the student.*

*MAKE UP EXAMINATIONS AND LATE WORK:*

Failure to take an exam during the scheduled time will result in a failing grade for the exam. However, upon the occurrence of serious illness or other extremely compelling circumstances, supported by incontrovertible evidence, one make-up exam may be given. Missed exams will be taken on the last regularly scheduled day of class. Such exams will always be in a long essay format. Late work will be assessed a 10% penalty for every 24 hour period that lapses past the time the assignment is due. Deadlines are just that; early work is always accepted. If you think there is the slightest possibility that your computer will fail, your printer will malfunction, or a feral goat will eat your paper, plan to turn it in with a few days safety margin.

*Special Note:* The instructor reserves the right to administratively withdraw students from the class who cause a disruption to the learning environment or otherwise fail to conduct themselves in a manner befitting a student at the University of Arkansas at Monticello. Any behaviors expressly forbidden in the University Catalog are grounds for such withdrawal, as are violations of the Arkansas Criminal Code. Do not converse with other students and do not bring noisemaking electronic devices to class. This includes cell phones, beepers, and so forth. (Public safety professionals are exempt from this requirement while on duty).

You are expected to act in a professional manner in this course. You are required to act in accordance with University regulations and maintain a respectful demeanor toward your classmates. Any violation of University policy will result in your administrative withdrawal from the course. Consider your interactions with this course as a professional environment.

A Note from the Provost's Office

“The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.”

## Students with Disabilities

It is the policy of the University of Arkansas-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 219, phone 870-460-1154; TDD 870-460-1251; or fax 870-460-1810.

## Grading

*Your grade will come in the form of four examinations, periodic quizzes, and homework. Exams will consist of questions in any possible combination of formats, including essay. The grading scale is as follows:*

<b>90% - 100%</b>	<b>A</b>
<b>80% - 89%</b>	<b>B</b>
<b>70% - 79%</b>	<b>C</b>
<b>60% - 69%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

<b>Homework / Quizzes</b>	<b>50%</b>
<b>Tests (4)</b>	<b>50%</b>

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**100%**

## Grade Notification

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

## Important Dates

<b>Important Dates—Spring 2009</b>	
January 19 (Monday)	Martin Luther King Holiday—No Class
January 21 (Wednesday)	Last Day Register / Change Schedules
February 6 (Friday)	Exam I
February 27 (Friday)	Graduation Application Deadline
March 6 (Friday)	Exam II
March 18 (Wednesday)	Exam III
March 16 – March 20	Spring Break—No Class
April 6 – April 17	Preregistration for Summer / Fall
April 8 (Wednesday)	Last Day to Drop with a 'W'
April 30 (Thursday)	Last Day to Drop
May 5 (Tuesday)	Last Day of Classes
May 16-12	Final Exam Period

## Learning Objectives

The following learning objectives represent major objectives for the course. Keep in mind that some of these headings are very general and may seem deceptively simple. Use these objectives to guide you in studying for exams.

### Unit 1: Course Survival Skills

1. Identify strategies for successfully studying statistics.
2. Identify common causes of math anxiety.
3. Identify the strategies for dealing with math anxiety.

### Unit 2: Basic Math Review

1. Perform calculations according to the Basic Math Rules.
2. Perform calculations involving positive and negative numbers.
3. Perform calculations using fractions.
4. Perform calculations using decimals and percents.
5. Perform calculations using exponents and roots.
6. Describe and apply the order of operation rules.
7. Perform calculations using summation.

### Unit 3: Frequency Distributions

1. Define the following statistical terms: Statistic, data, descriptive statistics, inferential statistics, variable.
2. Define the levels of the scales of measurement and correctly classify variables among those levels.
3. Describe the function of a frequency distribution.
4. Construct a frequency distribution given raw data.
5. Interpret and construct a grouped frequency distribution.
6. Interpret and construct a frequency polygon.
7. Describe the characteristics of a normal distribution.
8. Identify the symbols commonly associated with the techniques discussed in this unit.

### Test I

#### Unit 4: Measures of Central Tendency

1. Define central tendency and explain its importance in the summarization of data.
2. Define and compute the mean given raw data.
3. Define and compute the median given raw data.
4. Define and compute the mode given raw data.
5. Select the appropriate measure of central tendency given data characteristics.

#### Unit 5: Measures of Variability

1. Define, compute, and explain the appropriate use of the range.
2. Define, compute, and explain the appropriate use of variance.
3. Define, compute, and explain the appropriate use of standard deviation.

4. Identify the statistical symbols associated with the computation and reporting of the range, variance, and standard deviation.

#### Unit 6: The Normal Curve

1. Describe the characteristics of the normal curve.
2. Describe the importance of the normal curve in the prediction and explanation of social variables.
3. Describe the limitations of normal curve in predicting and explaining social variables.
4. Solve problems concerning the proportion of cases under particular areas of the normal curve.

#### Test II

#### Unit 7: Percentiles and Standard Scores

1. Describe the use of percentiles in summarizing and explaining data.
2. Describe and compute z and other standard scores.
3. Convert standard scores to percentiles.
4. Solve problems concerning percentiles and standard scores.

#### Unit 8: Correlation Coefficients

1. Describe and interpret correlation coefficients.
2. Describe, interpret, and compute Pearson's r.
3. Describe and interpret other methods of correlation.

#### Unit 9: Linear Regression

1. Describe the purpose of regression.
2. Explain and interpret the elements of the regression equations.
3. Explain and interpret the standard error of the estimate.
4. Solve prediction problems using regression techniques.
5. Describe the limitations of linear regression in social research.
6. Describe the assumptions of regression analysis.
7. Interpret the results of a regression analysis from the results presented in a journal article.
8. Interpret the results of a regression analysis from an SPSS printout.

#### Test III

#### Unit 10: Inferential Statistics

1. Describe the role of probability in inferential statistics.
2. Solve simple probability problems.
3. Describe the sampling process and the importance of randomness.
4. Differentiate between statistics and parameters.
5. Describe hypothesis testing and the null hypothesis.
6. Describe Type I and Type II errors.
7. Describe the relationship between Statistical Significance and Type I errors.

#### Unit 11: The t Test

1. Describe the appropriate use of the t-Test for independent samples in social research.
2. Demonstrate the ability to compute t and determine the critical value of t using a t table.
3. Describe the assumptions of the t-Test for independent samples.
4. Describe the appropriate use of the t-Test for dependent (matched) samples.
5. Differentiate between directional and nondirectional tests.
6. Make a statement regarding the decision made based on the results of a t-Test.
7. Interpret the results of a t-Test from a SPSS printout.

#### Unit 12: Analysis of Variance

1. Describe the appropriate use of Analysis of Variance (ANOVA) in social research.
2. Correctly construct an ANOVA table.
3. Correctly interpret the results of an ANOVA.
4. Describe the importance of measures of association and effect size.
5. Describe the purpose of post hoc analysis.
6. Describe the relationship between the results of a t-Test, an ANOVA, and a regression analysis.
7. Interpret the results of an ANOVA analysis from a SPSS printout.
8. Explain why the ANOVA technique is of more limited use in the social sciences than regression techniques.

**APPENDIX 3**

**8-Semester Plans for Criminal Justice and Political Science**

*Sample A*

**Criminal Justice, 8-Semester Plan**

The sequence of courses to complete a Bachelor of Science in Criminal Justice degree is outlined in the 8-Semester Degree Plan, summarized and presented in the table below.

<b>Year/Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit</b>
Freshman Year First Semester (16 hours)	CJ 1013 MATH 1003 or 1043 ENGL 1013  HIST 1013 or HIST 1023	Introduction to Criminal Justice Survey of College Math/College Algebra Composition I Science Course and Lab Survey of Civilization I or Survey of Civilization II	3 hrs. 3 hrs. 3 hrs. 4 hrs. 3 hrs.
Freshman Year Second Semester (15 hours)	ART 1053 or MUS 1113 ENGL 1023 CJ 2143 PSCI 2213	Art or Music Appreciation Composition II Juvenile Justice American National Government Math/Science/Technology Elective	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Sophomore Year Third Semester (16 hours)	ENGL 3253 PSY 2203 CJ 2283	Technical Writing Statistical Methods for the Social Sciences Research Methods in the Social Sciences Science Course and Lab Minor Course 1	3 hrs. 3 hrs. 3 hrs. 4 hrs. 3 hrs.
Sophomore Year Fourth Semester (18 hours)	CJ 2133 SPCH 1023  CJ 2123  ENGL 2283 or 2293	Criminal Justice Ethics Public Speaking Humanities Elective Corrections Minor Course 2 World Literature I or World Literature II	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Junior Year Fifth Semester (15 hours)	PSY 1013 SOC 2223 CJ 2113 CJ 3233	Introduction to Psychology Social Problems Policing Criminal Law Minor Course 3	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.

Junior Year Sixth Semester (15 hours)	PSY 4673 PSY 3453	Elective Abnormal Psychology Race and Ethnic Relations Science/Math Elective Minor Course 4	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Senior Year Seventh Semester (15 hours)	CJ 4373	Criminology General Elective Elective Minor Course 5 Minor Course 6	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Senior Year Eighth Semester (15 hours)	CJ 3243	Elective Criminal Procedure General Elective Minor Course 7 / Elective Minor Course 8 / Elective	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.

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

**APPENDIX 3**

**8-Semester Plans for Criminal Justice and Political Science**

*Sample B*

**Political Science, 8-Semester Plan**

The sequence of courses to complete a Bachelor of Science in Political Science degree is outlined in the 8-Semester Degree Plan, summarized and presented in the table below.

<b>Year/Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit</b>
Freshman Year First Semester (15 hours)	PSCI 2213 MATH 1003 or 1043 ENGL 1013 HIST 2213 or HIST 2223 SOC 2213 or PSY 1013	American National Government Survey of College Math/College Algebra Composition I American History I or II Introduction to Sociology or Introduction to Psychology	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Freshman Year Second Semester (15 hours)	PSCI 2233 ENGL 1023  HIST 1013 or HIST 1023	Comparative Politics Composition II Speech Requirement Survey of Civilization I or Survey of Civilization II Choice of Minor Course 1	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Sophomore Year Third Semester (16 hours)	PSCI 2283 PSCI 4683 ENGL 2283 or ENGL 2293	Research Methods in the Social Sciences Western Political Theory World Literature I or World Literature II Science Course and Lab Choice of Minor Course 2	3 hrs. 3 hrs. 3 hrs. 4 hrs. 3 hrs.
Sophomore Year Fourth Semester (16 hours)	  MUS 1113 or ART 1053	Social Science Elective Science Course and Lab Humanities Elective Music Appreciation or Art Appreciation Choice of Minor Course 3	3 hrs. 4 hrs. 3 hrs. 3 hrs. 3 hrs.
Junior Year Fifth Semester (18 hours)	PSCI 3313	Political Science Elective (Upper-Division) Statistical Methods for the Social Sciences Foreign Language 1 Math/Science/Technology Elective Minor Course 4 Elective/Minor	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.

Junior Year Sixth Semester (15 hours)		Political Science Elective (Upper-Division) Political Science Elective (Upper-Division) Foreign Language 2 Minor Course 5 Minor Course 6	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Senior Year Seventh Semester (15 hours)		Political Science Elective (Upper-Division) Political Science Elective (Upper-Division) B.A. Identity Requirement 1 Minor Course 7 Elective (Upper-Division)	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.
Senior Year Eighth Semester (15 hours)		Political Science Elective (Upper-Division) Political Science Elective (Upper-Division) B.A. Identity Requirement 2 Elective (Upper-Division) Minor Course / Elective	3 hrs. 3 hrs. 3 hrs. 3 hrs. 3 hrs.

The actual 8-Semester Degree Plan document distributed and discussed with students can be viewed at [http://www.uamont.edu/Social\\_and\\_Behavioral/documents/psci8semester.pdf](http://www.uamont.edu/Social_and_Behavioral/documents/psci8semester.pdf).

**APPENDIX 4**

**Documentation of Student's Conference Participation**

*Sample A*

**Excerpt – Arkansas Political Science Association 2009 Annual Conference Program**

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***2009 Arkansas Political Science Association (ArkPSA)  
Annual Meeting/Conference***

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***Friday, February 27, 2009***

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**Executive Committee Lunch (11:30am - 12:45pm)**

**Location -** Board Room of Guest House (Building 4)

**Registration (12:00noon - 4:00pm)**

**Location -** Event Center Lobby (Building 5)

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**Session #1 (1:00pm - 2:30pm)**

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***American Politics Panel #1: “Institutional Cornucopia: Courts, Presidential Primaries, and Political Leadership”***

**Location -** Training Room A, Business Services (Building 1)

**Chair:** Tom McInnis, University of Central Arkansas, tomm@uca.edu

**PAPERS:**

“Choosing a Nominee: Presidential Primary Debates and Party Activists”

Mike Yawn, Sam Houston State University, mike.yawn@shsu.edu

“The Roberts Court and the Fourth Amendment”

Tom McInnis, University of Central Arkansas, tomm@uca.edu

“Political Charisma and Revolutionary Leadership”

Carol Strong, University of Arkansas at Monticello, strong@uamont.edu

**Discussant:** Mike Yawn, Sam Houston State University, mike.yawn@shsu.edu

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***American Politics Panel #2: “Electoral College Reform: Challenges and Possibilities”***

**Location - Training Room B, Downstairs in Guest House (Building 4)**

**Chair:** Richard Wang, Arkansas State University, [rwang@astate.edu](mailto:rwang@astate.edu)

**PAPERS:**

“Exploring the Importance of Presidential Electoral Reform: Concerns, Hurdles, and Possibilities”

Gary Bugh, Texas A & M University at Texarkana, [gary.bugh@tamut.edu](mailto:gary.bugh@tamut.edu)

“The Anti-federalists Criticisms of the Electoral College”

Michael Rogers, Arkansas Tech University, [mrogers6@atu.edu](mailto:mrogers6@atu.edu)

“The Good, the Better, the Best: Improving on the 'Acceptable' Electoral College”

Paul Schumaker, Kansas University, [schu@ku.edu](mailto:schu@ku.edu)

**Discussant:** Clay Arnold, University of Central Arkansas, [carnold@uca.edu](mailto:carnold@uca.edu)

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***Arkansas Politics Panel #1: “Arkansas Politics and Government”***

**Location - Training Room C, Event Center (Building 5)**

**Chair/Discussant:** Andrew Dowdle, University of Arkansas-Fayetteville, [adowdle@uark.edu](mailto:adowdle@uark.edu)

**PAPERS:**

“The Impact of Political Socialization on Women and Men State Legislators’ Political Party Identification”

Donald E. Whistler, University of Central Arkansas, [donw@uca.edu](mailto:donw@uca.edu)

Mark Ellickson, Missouri State University, [mce348f@missouristate.edu](mailto:mce348f@missouristate.edu)

“The 2008 Presidential Election in Arkansas: He’s Not One of (Most of) Us”

Jay Barth, Hendrix College, [barth@hendrix.edu](mailto:barth@hendrix.edu)

Janine A. Parry, University of Arkansas, Fayetteville, [parry@uark.edu](mailto:parry@uark.edu)

Todd G. Shields, University of Arkansas, Fayetteville, [tshield@uark.edu](mailto:tshield@uark.edu)

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**Session #2 (2:45pm – 4:15pm)**

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***Student Panel #1: “Foreign and Domestic Security Issues”***

**Location - Training Room A, Business Services (Building 1)**

***Chair/Discussant:*** Carol Strong, University of Arkansas at Monticello, [strong@uamont.edu](mailto:strong@uamont.edu)

**PAPERS:**

“Al Qaeda: A New Generation of Terror”

Hunter Gillium, University of Arkansas at Monticello, [jhg2111@uamont.edu](mailto:jhg2111@uamont.edu)

“The Democratic Peace: Alternative Models Assessed in Militarized Disputes”

Lilly Roberts, Arkansas Tech University, [lroberts1@atu.edu](mailto:lroberts1@atu.edu)

“Unconventional Political Behavior in the Middle East”

Cameron Wimpy, Arkansas State University, [cwimpy@astate.edu](mailto:cwimpy@astate.edu)

“Ted Bundy: A Sociological Profile of an American Serial Killer”

Nikita Walker, University of Arkansas at Monticello, [nmw6217@uamont.edu](mailto:nmw6217@uamont.edu)

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***Student Panel #2: “Perspectives on (Presidential) Leadership”***

**Location - Training Room B, Downstairs in Guest House (Building 4)**

***Chair/Discussant:*** TBA

**PAPERS:**

“Franklin Delano Roosevelt: An Unsurpassed Level of Greatness”

Morgana Glass, Arkansas Tech University, [mherrmann@atu.edu](mailto:mherrmann@atu.edu)

“Andrew Jackson”

Robert “Davey” Yates, Arkansas Tech University, [ryates@atu.edu](mailto:ryates@atu.edu)

“Thomas Jefferson”

Rebecca Embry, Arkansas Tech University, [rembry@atu.edu](mailto:rembry@atu.edu)

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***Student Panel #2: “Perspectives on (Presidential) Leadership” (continued)***

“Harry S. Truman”

Caleb Watanabe, Arkansas Tech University, cwatanabe@atu.edu

“The Effects on the Judicial Nomination Process by the Nominations of Ronald Reagan”

William Ramblin, Arkansas State University

“Political Elites and Their Influence on the American Political Process”

Zack Tucker, University of Arkansas at Monticello, zat1217@uamont.edu

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***International Relations Roundtable #1: “America and the World: Assessing Global Reactions to the Change of Guards at the White House”***

**Location - Training Room C, Event Center (Building 5)**

**Chair /Discussant:** Jacek Lubecki, University of Arkansas at Little Rock, jxlubecki@ualr.edu

PARTICIPANTS:

“Domestic politics of US foreign policy: Obama Presidency and Republic opposition”

Joseph Giammo, University of Arkansas at Little Rock, jdgiammo@ualr.edu

“U.S.-Western European Relations”

Andrew Drummond, University of Arkansas at Little Rock, aidrummond@ualr.edu

“The U.S. and Africa”

Daniel Egbe, Philander Smith College, egbed2004@yahoo.com

“China's Reaction to the Incoming U.S. President”

Mark Mullenbach, University of Central Arkansas, markm@uca.edu

“U.S.-Middle Eastern and US-Russian/Eastern European Relations”

Jacek Lubecki, University of Arkansas at Little Rock, jxlubecki@ualr.edu

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***Political Theory Panel #1: “The Individual in Political Theory”***

**Location - Hickory Lodge Atrium (Building 6)**

**Chair/Discussant:** Paul Babbitt, Southern Arkansas University, prbabbitt@saumag.edu

PAPERS:

“The Consequences of Mill’s Consequentialism”

Sujith Kumar, University of Central Arkansas, sskumar@uca.edu

“The Internal Division of the Modern Individual”

Sebastien Viguiet, Princeton University, viguiersebastien@yahoo.fr

“Aristotle’s Political Economy”

Steven Thompson, Ouachita Baptist University, thomasons@obu.edu

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**Reception (4:30pm – 6:00pm)**

**Location - Event Center Dining Room (Building 5)**

Drinks (cash bar)

**Dinner (6:15pm – 8:00pm)**

**Location - Event Center Dining Room (Building 5)**

(Two entrée dinner with Chicken Cordon Bleu & London Broil, salad, rolls, and butter, two vegetables, pasta/potato, Crème Brulee, drinks)

Official Welcome: Dean Georgena Duncan, School of Liberal and Fine Arts, ATU

Speaker Sponsored by the UCA Model UN: Ambassador Jason Yuan, Representative, Taipei Economic & Cultural Representative Office in the United States.

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## **APPENDIX 4**

### **Documentation of Student's Conference Participation**

#### ***Sample B***

#### **Announcement of Arkansas Political Science Association's 2009 Conference Winners**

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### **Arkansas Political Science Association**

#### **Awards**

##### **2009 Arkansas Political Science Association (ArkPSA) Conference - "Best Paper" Awards:**

- (1) Best Faculty Paper - Dr. Michael Rogers, Arkansas Tech University, "Elected Monarchy and Aristocratic Junto: Criticisms of the Election of the President During Ratification of the Constitution."
- (2) Best Graduate Student Paper - Cameron C. Wimpy, Arkansas State University, "Unconventional Political Behavior in the Middle East."
- (3) Best Undergraduate Student Paper - Hunter Gillium, University of Arkansas at Monticello, "Al-Qaeda: A new Generation of Terror."

##### **Faculty/Graduate Student Best Paper Committee members:**

Paul Babbitt, Southern Arkansas University (Chair)  
Clay Arnold, University of Central Arkansas  
Kim Hoffman, University of Central Arkansas  
Sharon Wrobel, University of Arkansas at Little Rock  
Richard Wang, Arkansas State University

##### **Undergraduate Student Best Paper Committee members:**

Andrew Bagley, PCCUA  
Carol Strong, University of Arkansas at Monticello  
Sharon Wrobel, University of Arkansas at Little Rock

(see <http://www.arkpsa.org/facultyaward.htm>; accessed 7/7/10).

APPENDIX 5

SSBS Senior Student Information Survey

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**Senior Student Information Survey**  
*School of Social and Behavioral Sciences*

Name: \_\_\_\_\_

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

Your plans following graduation from UAM:

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

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Have you found permanent employment? If so, where?

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

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cell # \_\_\_\_\_

Other phone # \_\_\_\_\_

E-mail \_\_\_\_\_

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

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

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

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

**APPENDIX 6**

**Enrollment Figures for the School of Social and Behavioral Sciences**

*Sample A*

**SSBS Graduate Employment Survey  
2008-09**

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

**APPENDIX 6**

**Enrollment Figures for the School of Social and Behavioral Sciences**

*Sample B*

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**SSBS Enrollment by Major  
Fall Terms 2003-2008**

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

**APPENDIX 6**

**Enrollment Figures for the School of Social and Behavioral Sciences**

*Sample C*

**SSBS Majors by Classification  
Fall 2008**

Major	Classification	Total
CRIMINAL JUSTICE	Freshman	33
	Sophomore	15
	Junior	7
	Senior	19
	Pre-Freshman	4
	Post-Bachelor	2
	Special (non-degree seeking)	
	Subtotal	80
HISTORY	Freshman	5
	Sophomore	10
	Junior	7
	Senior	8
	Post-Bachelor	1
	Subtotal	31
HISTORY & SOCIAL STUDIES	Freshman	1
	Sophomore	1
	Junior	3
	Senior	2
	Pre-Freshman	
	Post-Bachelor	
	Subtotal	7
POLITICAL SCIENCE	Freshman	4
	Sophomore	5
	Junior	2
	Senior	2
	Subtotal	13
PRE-LAW	Freshman	2
	Sophomore	0
	Junior	1
	Senior	9
	Pre-Freshman	0
	Post-Bachelor	0
	Subtotal	14

PSYCHOLOGY	Freshman	21
	Sophomore	10
	Junior	21
	Senior	18
	Pre-Freshman	9
	Special (non-degree seeking)	0
	Post-Bachelor	0
	Subtotal	79
SOCIAL WORK	Freshman	21
	Sophomore	19
	Junior	22
	Senior	18
	Pre-Freshman	0
	Special (non-degree seeking)	0
	Post-Bachelor	1
	Subtotal	81
<b>Total</b>		305

**APPENDIX 6**

**Enrollment Figures for the School of Social and Behavioral Sciences**

*Sample D*

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**SSBS First-Time Freshmen by Major  
Fall 2004-2008**

<b>Major</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
<i>Criminal Justice</i>	38	30	27	38	33
<i>History</i>	0	1	3	5	5
<i>History/Social Studies</i>	10	7	3	0	1
<i>Political Science</i>	3	4	5	5	4
<i>Pre Law</i>	10	10	8	3	2
<i>Psychology</i>	34	24	33	23	21
<i>Social Work</i>	20	31	18	15	21
<b>PROGRAM TOTAL</b>	<b>115</b>	<b>107</b>	<b>97</b>	<b>89</b>	<b>83</b>
<b>PERCENT</b>	<b>11%</b>	<b>11%</b>	<b>10%</b>	<b>9.4%</b>	<b>8.7%</b>
<b>UAM TOTAL</b>	<b>1050</b>	<b>975</b>	<b>957</b>	<b>943</b>	<b>952</b>

APPENDIX 7

Flyer for SSBS Graduate and Law School Forum

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**GRADUATE SCHOOL**  
*and*  
**LAW SCHOOL**  
**FORUM**

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

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

Sponsored by the School of Social and Behavioral Sciences

**To be covered:**

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

The mission of the School of Social and Behavioral Sciences is to develop competent professionals, leaders and socially responsible graduates who can effectively interact with diverse populations function in multi-disciplinary and technologically advance work environments in their chosen occupations and professions and serve the citizens of the state the nation and the global community. The School offers major programs of study in **criminal justice, history, history and social studies, political science, psychology and social work**. Minors are offered in human services and sociology. Course work only is offered in anthropology and geography. The social work program is an accredited professional degree. The Council of Social Work Education (CSWE) is the national accrediting body for social work programs. The Social Work Program attained initial accreditation in 2000 and renewed accreditation was awarded in October 2006. The term of the accreditation will be until 2013.

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

- (1) **Research:** Develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** Develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

## APPENDIX 8

### Information Sheet for SSBS Horizons Program

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# *Horizons* Program

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

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

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

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

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

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

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

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

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

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

The committee’s responsibility will be:

1. Monitor the annual progress and direction of The *Horizons* Program.
2. Review applications and select one faculty member to participate in an international conference each academic year.
3. To review applications and faculty recommendations for students participating in the National and International Travel/Study opportunities.

4. To aid the dean of Social and Behavioral Sciences in identifying individuals who may support The *Horizons* Program's mission and various opportunities.
5. To aid the dean of Social and Behavioral Sciences in identifying grant funding opportunities.
6. To review and critique new programs proposed by the faculty that may broaden the *Horizons* Program.

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

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

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

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

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

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

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

### **Student Eligibility:**

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

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

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

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

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

These may include, but not limited to:

Washington, D.C.

Quebec City

New Orleans

New York

Williamsburg/Jamestown/Richmond

Chicago

Santa Fe/Albuquerque

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

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

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

#### Examples:

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

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

### **Student Eligibility-**

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

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

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

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

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

### **Discipline Specific International Study Opportunities**

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

### **Student Eligibility-**

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

### **Faculty Travel/Study**

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

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

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

### **Undergraduate Research:**

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

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

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

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

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

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

### **Development and Funding**

#### **Phase I- Spring- Summer 2008**

1. Present The *Horizons* Program plan to the School of Social and Behavioral Science Faculty, to the Provost, and to the Chancellor.
2. Continue to work with the faculty within the School of Social and Behavioral Sciences to fine tune and enhance The *Horizons* Program mission, programs, and scope.
3. Request “seed money” of \$4,500 from the UAM administration to launch the program.
4. Create and distribute a School of Social and Behavioral Sciences Alumni Newsletter that highlights the work of the faculty and students during 2007-2008 **and** unveils the program to our alumni.

5. Identify and visit possible individuals who may support The *Horizons* Program mission and goals.
6. Search for grant funding opportunities to fund various discipline specific programs.
7. Create a brochure that presents The *Horizons* Program in an appealing way for prospective students and supporters.

***Phase II- Fall 2008-Spring 2009***

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

***Phase III- Summer 2009-Spring 2010***

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

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

## **APPENDIX 9**

### **Faculty Meeting Agendas**

#### ***Sample A***

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### **School of Social and Behavioral Sciences --- FACULTY MEETING March 5, 2009**

#### **Agenda:**

1. Budget Report (Reports from UCA, HSU, OBU)
2. *Horizons* -Undergraduate Research & Scholarship & Travel Study – A Very Good Year!
3. Faculty Search Reports
4. Security
5. Summer & Fall Schedules
6. Textbook Adoptions
7. Date of Last Attendance
8. Committee Reports:  
CASA Committee      Program Review Committee  
C & S Committee  
General Education Committee
9. Psi Chi Report
10. SGA New Constitution
11. Phi Alpha Theta Conference
12. Final Exams
13. Faculty Research Grants
14. Classroom Etiquette

#### **Horizons -- Undergraduate Research & Scholarship & Study Trips**

**Wayne** – 2 Students to State Psychology Convention in Siloam Springs  
**Amy & Neeley** – 5 students to Lobby Day

**Carol** – 3 students deliver papers at Arkansas Political Science Association  
**Dottie** – Nikki Walker - paper at Southern Sociological Society meeting in New Orleans  
**Ben** – 2 students conducting undergraduate research with him this semester  
**Kyle** – 4 students presenting papers at Phi Alpha Theta Convention at UAM  
**Kyle** – Change in Historiography class  
**SURF** – 2 applications  
**Myeong, Adam, Neeley** -- Internships –  
**Chris and Adam** – England – 21 students  
**Crystal and Carol** – Washington, D.C. – 15 students  
**Bill and Kyle** – Williamsburg & Jamestown – 10 students

## **APPENDIX 9**

### **Faculty Meeting Agendas**

#### ***Sample B***

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### **FACULTY PLANNING MEETING**

Professional Development Week --- Agenda

August 20, 2009

Welcome New Faculty ----- Congratulations!

Thanks for Your Patience!

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

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

#### **NUTS & BOLTS:**

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

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