

**Annual Assessment  
School of Social and Behavioral Sciences  
2007-2008**

**Introduction**

The annual assessment report for the School of Social and Behavioral Sciences (SSBS) includes responses to the ten questions prepared by the Committee on Assessment of Student Academic Achievement (CASAA). The ten questions are embedded in the report as headings to ensure ease in reviewing the responses to the questions. CASSA is a campus committee and its membership is comprised of representatives from each school and division. The representative for Social and Behavioral Sciences in 2007-2008 was Dr. Larry Smith.

This report is organized into two parts. The first section includes the responses to the ten questions for the School. It contains information that pertains to the six major programs of study within the School. The second section contains assessment program reports for two of the six academic programs. Both the School and program reports have appendices that contain documentation to support the responses.

The plan will be to examine assessment for the School and then focus on the assessment data for two degree programs in each assessment year. The programs submitted for a detailed review this year were History and Social Work. A time line for subsequent program assessments is outlined in Question 7 of this report.

**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.**

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 (See Appendix A).

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) develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences;
- (2) develop an understanding of the behavior interactions and environment of humans and the related social structures and forms;
- (3) develop an understanding of the interdependent nature of the individual family and society and its impact on human behavior;
- (4) develop a knowledge base of social and cultural institutions, processes, structures, and diversity;
- (5) use appropriate technologies and methodologies to gather, analyze, and communicate research data; evaluate and manage information for presentation in academic and professional settings;
- (6) develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments assumptions and evidence from the social and behavioral sciences.

Specific learning outcomes for each major program of study are identified in the eight semester plan (See Appendix 1). Also in Appendix 1 are selected course syllabi that reflect the learning outcomes for transferable courses. The annual assessment plan and eight semester plans are posted at [http://www.uamont.edu/Social and Behavioral/sb/](http://www.uamont.edu/Social_and_Behavioral/sb/). The eight semester plans for History and Social Work are included in **Appendix 1**.

**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. Students graduating from the School of Social and Behavioral Sciences should be educated about organizations and peoples who have influenced our society and to be able to think critically when faced with situations arising in their discipline of study <b>(Goals 1 &amp; 6) (Goals 2,3,4)</b>.</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. The School of Social and Behavioral Sciences attempts to enable students with the ability to communicate well in written and oral communication formats and to conduct basic research within their field of study <b>(Goals 1 &amp; 5)</b>.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal</p>	

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 School of Social and Behavioral Sciences holds an annual law school/ graduate school seminar to help students prepare for the application and testing process of graduate school admissions and the study skills needed for the graduate and law schools (**Goal 5**).

The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development. The School of Social and Behavioral Sciences has also launched a new initiative to encourage undergraduate research and achievement with students and faculty members on a one on one basis. It is the hope that these projects will help foster better research and professional skills in the students who participate. (**Goal 5**).

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

The learning outcomes for the unit are communicated to prospective and current students in several ways. 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 identifies the learning outcomes for every major program of study. The plans are posted at [http://www.uamont.edu/Social\\_and\\_Behavioral/sb/](http://www.uamont.edu/Social_and_Behavioral/sb/). Copies of the eight semester plans are in **Appendix 3**. The Unit's Annual Assessment report is posted to the website address: <http://www.uam-press.uamont.edu/wordpress/>

Students are also advised of the learning outcomes by their faculty advisors and/or by the dean during their initial registration and often during subsequent preregistration cycles.

Current students are also presented the learning outcome goals at a new Graduate/Professional School Forum that is organized each fall semester by the SSBS. This forum attracts students from each major within the School of Social and Behavioral Sciences, and some from other schools on campus. The handout flyer for the Graduate/Professional School Forum is included in **Appendix 6**.

Some additional learning outcomes can be seen in the Mission Statement in Question #2.

Print materials such as a color coded fact sheet for each major program of study are currently available for distribution to students. A new brochure for the School is being updated to include the learning outcomes during the 2008-2009 assessment years.

Any new print materials will be available to Admissions Academic Affairs and in the School's main office in MCB 224 for distribution to prospective students and current students interested in a major or minor within the School.

The learning outcomes for the Unit are included in Mission Statement and in the 2007-2009 catalog as a strategy for communicating with prospective and current students about learning outcomes for the Unit. Learning outcomes include an overall description of the Unit. Students in each academic major in the School of Social and Behavioral Sciences are taught basic skills, knowledge and theories that will help them move from one level of classes to another (example Introduction to Psychology to Advanced General Psychology). The concept of critical thinking is also presented to students through, class discussions, exams, and class projects in most academic majors. Students acquiring better oral and written communication skills are considered important to the faculty in the School of Social and Behavioral Sciences and most majors have capstone or upper level courses that require some significant written papers or oral presentations.

Additionally, the requirements for each major program of study include the appropriate eight semester plan. Current students are informed of the learning outcomes when they receive a course syllabus. Learning outcomes are listed in all of the transferable courses. Samples of course syllabi are available in Appendix 3.

**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.**

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 Social and Behavioral Science faculty desire them to learn. The expectation is that mastery is demonstrated based on student performance on any given topic related to the course content and course objectives.

The Social Work Program administers pre/post tests as required by their accrediting body. The data indicated a significant pretest-posttest increase. The faculty is currently designing ways in which to further define the actual effected size of their findings. The Criminal Justice faculty also administered a pretest-posttest measure. The members of the history faculty are also developing a pre/post test for the American History II class. The data from these tests will be analyzed during the fall semester of 2008. In addition, one of the focuses of the 2008 SSBS Fall Faculty Planning Retreat will be to further modify these measures and to develop measures for the remaining disciplines. **See Appendix 8**

Graduation rates also serve as one of the Unit's evidence of whether students have achieved the School's student learning outcomes. Table 1 reports the number of students who graduated with a baccalaureate degree with a major in the School of Social and Behavioral Sciences between the academic years of August 2003 through May 2008. **During assessment year 2006 through 2007, a total of 46 students with Social and Behavioral Sciences majors graduated with a baccalaureate degree.** During the fall terms from 2002 to 2007, the School enrolled 9.5 to 11

percent of the total University population. **In 2007-2008, 15 or 38% of students graduating with honors were majors in the School of Social and Behavioral Sciences.**

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

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-2008
Criminal Justice	18	8	11	17	20	8
History	3	6	7	6	3	10
History & Social Studies	3	5	1	4	2	5
Political Science	3	7	5	3	6	4
Psychology	20	13	11	14	20	11
Social Work	5	3	12	15	12	8
<b>Program Total</b>	<b>52</b>	<b>42</b>	<b>47</b>	<b>59</b>	<b>62</b>	<b>46</b>

Table 2 provides a four year profile of the number of students completing the requirements for an Associate degree and who subsequently earned a second degree with a major within the School. **During the assessment year, 36 students earned an Associate degree and subsequently completed a baccalaureate degree with Social and Behavioral Sciences between August 2007 and May 2008.** The number of students receiving an Associate degree in 2007-2008 was slightly higher when compared to 2006-2007.

**Table 2**  
**Associate Degree by Major**  
**August 2004 – May 2008**

	2004-2005	2005-2006	2006-2007	2007-2008
Criminal Justice	6	9	11	7
History	2	2	4	7
History & Social Studies	2	2	2	0
Political Science	1	1	3	3
Psychology	1	6	7	12
Social Work	15	5	8	7
<b>Program Total</b>	<b>27</b>	<b>25</b>	<b>35</b>	<b>36</b>

In addition, during the spring of 2008, a Senior Survey was administered to graduating seniors to obtain their thoughts about whether the goals for learning outcomes of the SSBS had been realized in their course of study. The results of this survey were very positive and showed that many seniors believed that they had achieved some or part of the learning outcome goals set forth by the SSBS. The results of the Senior Survey are as follows:

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

**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.**

A review of course syllabi from each major program indicates that the faculty use a variety of measures to analyze student performance. For example, student performance is measured using teacher constructed tests that consist of objective short answer and essay questions. Courses such as statistics include problem solving types of items. Faculty assign research papers, collect journals, and other types of written assignments. Still in other courses students make oral presentations and make presentations using technology such as projectors and computers for power point. As stated previously, student learning outcomes will be included in course syllabi beginning in spring 2009. Selected syllabi and tests are in **Appendix 3**.

Faculty frequently discussed student performance on measures such as teacher made tests, and other course assignments. One formal event at which these are discussed and analyzed is the annual SSBS Faculty Planning Retreat. During the 2007-2008 assessment year, the History, Social Work, Criminal Justice, and Psychology faculty implemented several program improvements. The political science and criminal justice faculty continued enrolling students in the research methods class at the sophomore level instead of at the junior/senior level. The intent was to provide students with more opportunities to develop and use their research, critical thinking and writing skills. In conjunction, a statistics class with an emphasis on the types of statistics used in criminal justice and political science research was developed. This serves as another strategy for improving the performance of students on course assignments. These are areas of improvement that could assist students in graduate work in these academic disciplines.

For history majors, the *Historiography and Historical Method* class has been reorganized to focus more on research and writing skills. Students will be required to research and write an extensive, original paper on a local or state topic. Also, the social work curriculum was reorganized to be more in line with the student learning goals of the School of Social and Behavioral Sciences and with accreditation requirements of CSWE.

Beginning in the spring of 2007, the School of Social and Behavioral Sciences initiated a discussion about UAM students within the SSBS and the success rates in graduate/law school admissions and graduate and law school success. This will be done by interviewing senior students and by interviewing alumni who are attending graduate programs. See **Appendix 6**.

**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.)**

During professional development week the Unit leader sponsors an all day retreat during which faculty concentrate on improving the School's academic programs and student success rates. During these meetings the faculty in the SSBS study any pre/post tests in various areas, hear about new programs to enhance oral and written communication skills, and have a lengthy discussion on the success rates in graduate/law school admissions and graduate and law school success of SBS graduates.

During the fall retreat of 2008, the faculty and staff reviewed the new Senior Seminar responses, graduation rate tabulations, and the statistics of majors and minors in each discipline. This included an examination of four year trends. The discussion centered on the question "Are We Meeting our Educational Mission in the School of SSBS?" The Unit Senior Survey was finalized by the Social and Behavioral Sciences faculty for use in all academic programs. In addition, Social Work also has its own exit survey. See Appendix 6.

The broad focus of the School of Social and Behavioral Sciences is to provide undergraduate programs that prepare students for successful careers or graduate school programs in specific fields of study. As an indicator of student learning outcomes, the School collects and examines data pertaining to the post baccalaureate plans of graduates. Table 3 on the next page, shows the number of graduates and whether they have attained employment or admission into graduate school.

During the 2007-2008, approximately forty-five percent of SSBS graduates are employed in the field of their respective major. Seventeen percent of the students enrolled in graduate or professional school. Sixteen percent of the students are employed but not in field, and fourteen percent are neither working nor employed. Information was not available for twelve percent of the graduates.

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.

**Table 3  
Graduate Employment Survey**

	Total Bachelor's Degree	Employed In Field	Employed Not In Field	Enrolled in Graduate or Professional School	Other	Information N/A
<b>2004</b>						
Criminal Justice	11	3	4	2	0	2
History	7	0	5	0	2	0
History & Social Studies	1	1	0	0	0	0
Political Science	5	1	4	0	0	0
Psychology	11	7	0	2	2	0
Social Work	12	8	0	2	0	2
<b>Total</b>	<b>47</b>	<b>20</b>	<b>13</b>	<b>6</b>	<b>4</b>	<b>4</b>
<b>2005</b>						
Criminal Justice	17	6	6	1	2	2
History	6	0	1	1	2	2
History & Social Studies	4	4	0	0	0	0
Political Science	3	2	1	0	0	0
Psychology	14	4	0	5	3	2
Social Work	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 Studies	2	1	0	0	0	1
Political Science	6	1	1	1	0	3
Psychology	20	7	2	7	0	6
Social Work	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>

	Total Bachelor's Degree	Employed In Field	Employed Not In Field	Enrolled in Graduate or Professional School	Other	Information N/A
<b>2007</b>						
Criminal Justice	8	5	3	0	0	0
History	10	3	4	1	1	1
History & Social Studies	5	3	1	1	1	0
Political Science	4	1	2	0	0	1
Psychology	11	4	4	2	1	0
Social Work	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>

**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.**

The dean of the SSBS will begin to implement a plan and designate a Student Learning Committee to better study and focus on **learning priorities** we have set forth as desired learning outcomes for our students.

These priorities are:

1. Better written and oral communication skills. These will be the goal of a deliberate movement to have each discipline more readily focused on a student's ability to more effectively communicate in these ways. Each discipline will be asked to have written component (exams or other assignments) to improve student written communication in every class. In addition, each discipline is to select two courses in which a significant oral presentation is or will become a requirement. The disciplines will report on this initiative during each Annual Faculty Retreat in August 2009.
2. To find ways to better measure student content knowledge in each discipline among our students, this assessment priority will continue to be a focus of the School's Annual Faculty Retreat. Each discipline will review or finalize a unit plan for assessing student learning outcomes – especially when it comes to content knowledge. Budget monies will be allocated for assessment to purchase tests, if required. Funds will be set aside for faculty development to attend workshops on assessment of content knowledge among students when possible.
3. Funding will be examined through a commission to study the comparison of traditional and alternative learning modes of instruction. Special attention will be given to problems associated with tracking students once they graduate.
4. The new *Horizons* Program has been initiated in our school to give SSBS students unique study/travel options to regional, national, and global destinations. Also, the *Horizons* Program promotes a new focus on undergraduate research with faculty mentors in the SSBS. See **Appendix 7**.

**Table 4**

Task	TimeLine/Deadline	Responsible Party	Project Frequency
Faculty retreat on Assessment	August 2008	Dean	Annual
Unit Assessment committee	August 2008	Dean	Annual
Unit Committee submit Unit plans	September 2008	Faculty	Update annually
Select or administer pre-post tests	Fall-Spring	Faculty	Being Developed
Identify students to serve on committee	September 2008	Faculty and Dean	Annually or as needed
Complete post baccalaureate survey	April 2009	Faculty	Annual
Complete discipline reports	May 2009	Faculty	Annual
Complete unit report	August 2009	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 makes student learning accessible in several ways. 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. Also, the School periodically offers courses on Saturdays. The School further offers a wide range of on line courses in all disciplines... Students can take social and behavioral sciences courses that will lead to an Associate degree at either the McGehee or Crossett campuses. In addition to courses being taught on site at either Crossett or McGehee, 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. Course schedules for the 2007-2008 are in **Appendix 5**.

Table 5

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

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

The new Senior Survey is one of the primary mechanisms that the SSBS has been implemented this year to involve students in the assessment process. The results of the survey were very positive (see page 7). The Senior Survey will be used to collect information from students that can be used to improve curriculum, methodology, and the overall mission of the SSBS.

Another way that the school involves its students in the assessment process is in the completion of student evaluations of faculty class performance each semester. These evaluations are used by faculty to improve their pedagogy and student performance. It is also used by the dean to evaluate faculty performance. There are four majors (criminal justice, psychology, history, and social work) that have established student clubs or honor societies. The student membership of the four 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.

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

The School of Social and Behavioral Sciences 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.

The new Horizons Program within the School of Social and Behavioral Sciences has begun to offer students travel/study opportunities that can help in exciting them about their studies and retaining them toward graduation. See APPENDIX 7.

This year these academic trips included:

United Kingdom Study Trip

The William Jefferson Clinton Presidential Library

Arkansas Post National Monument and Park

Natchez Spring Pilgrimage of Historic Homes

Arkansas Symposium for Psychology Students

Phi Alpha Theta History Honor Society State Conference

The new 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.

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. Twelve history majors became charter members of this organization. The Phi Alpha Social Work Honor Society was reorganized and membership renewed during the academic year. Currently, an application is being completed to establish a Psi Chi Psychology Honor Society chapter. We hope to have that organization working on the UAM campus in 2008-2009. A special meeting room has been remodeled in MCB 203 for the use of all three organizations.

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”. 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.

## APPENDIX 1 CSWE Standards

The Council on Social Work Education provides accreditation for schools of social work. The UAM Social Work Department received its initial accreditation in 2000, and the 2004 reaffirmation of the program continues with the program's submission of a restoration report on August 1. A copy of these standards is provided at the end of this report.

The following CSWE Accreditation Standard addresses the learning outcome objectives question for the University Educational Assessment Plan.

**Accreditation Standard 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the program.**

*The program needs to describe how it implements its plan and show evidence that the analysis of its evaluation is used to affirm and/or improve program.*

The program objectives, having been derived from the program and university goals and CSWE Foundation Program Objectives, have provided the parameters needed to help conceptualize how the program should conduct itself, and be evaluated. Students who graduate with a Bachelor of Social Work degree should be able to demonstrate their ability to perform beginning level social work practice skills as the table which follows this narrative defines. The assessment plan following the table provides examples of how these objectives are addressed by the curriculum content of the program. The CSWE Curriculum Standards follow the assessment plan. The curriculum committee suggests that, as a way to conceptualize the assessment process, for social work programs to identify the kind of social worker that The University of Arkansas at Monticello Social Work Department exists to produce as a primary guide in creating program missions, goals, and objectives. This "kind of social worker" can be latently identified in the mission statements for the university and the social work department. And as these statements are fully scrutinized with the goal of seeing the "end product" in mind, the image of type of social worker we want to produce emerges. *For the UAM social work student: The program*

*will produce proficient generalist social workers working primarily in rural and small town settings serving at-risk populations in an area dominated by poverty and low-resources, but who are generally strongly tied to their communities, who value their spirituality as an integral part of their lives and whom are generally open to culturally competent social work intervention at all levels.*

**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

**GRADUATE SCHOOL/ LAW SCHOOL INFORMATION MEETING**

## **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) develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences;
- (2) develop an understanding of the behavior interactions and environment of humans and the related social structures and forms;
- (3) develop an understanding of the interdependent nature of the individual family and society and its impact on human behavior;
- (4) develop a knowledge base of social and cultural institutions, processes, structures, and diversity;
- (5) use appropriate technologies and methodologies to gather, analyze, and communicate research data; evaluate and manage information for presentation in academic and professional settings;
- (6) develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments assumptions and evidence from the social and behavioral sciences.

APPENDIX 3  
Sample Syllabi

UNIVERSITY OF ARKANSAS AT MONTICELLO  
*School of Social and Behavioral Sciences*

SOCIAL WORK PROGRAM

**SWK 1013 - Introduction to Social Work**

**Instructor: MR. ANDRE L. LEWIS, MSW, LCSW**

Office:

Phone:

E-mail: lewisa@uamont.edu

**Office hours: Mondays: by appointment**

Semester: Fall, 2008

Days: Tuesday

(870) 364-6471

Times: 6:00 p.m.– 08:45 p.m.

Classroom: MCB 201

**I. Course Description:**

This course serves as an introduction to the profession of social work, to social welfare, and to the methods and fields of social work practice, with an emphasis on the empowering approach to the generalist social work method.

3 credits: 3 hours lecture

**II. Purpose of Course:**

The purpose of this course is to introduce the potential social work major and other interested students to the broad field of social work and social welfare. It focuses on the empowering approach to generalist social work; emphasizing that generalist social work is the foundation of all social work practice. It is designed to expose students to social welfare programs, to the values and ethics of professional social work, to the underlying approach to social welfare in the United States, and to the varying fields of social work practice. The course is designed to help students decide whether or not professional social work is an appropriate career choice.

**III. Course Objectives:**

Upon completing the course requirements the student should, with at least 70% accuracy, be able to:

1. Define social work.
2. Define the empowering approach to social work practice.
3. Define the strengths based approach to social work practice.
4. Define the ecosystems approach to social work practice.

5. Define micro, mezzo, and macro levels of social work practice.
6. Demonstrate an understanding of social welfare and social work in the United States, within the framework of international social welfare systems.
7. Define social welfare policy.
8. Demonstrate an understanding of social work values and ethics, including social and economic justice, and ethical behavior.
9. Demonstrate a multicultural understanding of the history of the social work profession in the United States.
10. Define and demonstrate an understanding of the mechanisms of oppression and discrimination, both in the United States and globally.
11. Demonstrate an understanding of the interface between policy, practice, research, and skills in social work practice.
12. Demonstrate an understanding of discrimination and oppression of marginalized groups.
13. Demonstrate the beginning ability to utilize critical thinking skills in the analysis of forms of oppression and discrimination on the micro, mezzo, and macro levels.
14. Demonstrate an understanding of professional standards as they relate to social work practice.
15. Demonstrate an understanding of the concept of spirituality and its application to social work practice.
16. Demonstrate knowledge of the different settings within which social workers practice.

#### **IV. Required Texts and Supplementary Readings:**

DuBois, B. & Miley, K.K. (2007). *Social Work: An Empowering Profession*. 6<sup>th</sup> Edition. Boston, MA.: Allyn & Bacon.

Supplementary readings may be assigned per the instructor's discretion.

#### **V. Course Outline:**

- 8-26 Introduction to Course; review of syllabus
- Chapter 1: Social Work: A Helping Profession
- 8-29 Chapter 2: Social Work: An Evolving Profession
- 9-02 Chapter 2; continued  
**First brief paper due by class time.**
- 9-09 Chapter 3: Social Work and Social Systems
- 9-16 Chapter 4: The Social Service Delivery System

Resource allocation and social justice

- 9-16 Chapter 4; continued  
Review for Exam I
- 9-23 **Exam I (In Class Exercise)**
- 9-30 Chapter 5: Values and Ethics in Social Work
- 10-7 Do Your Values Get in the Way?  
NASW Code of Ethics (**Review a copy of the Code of Ethics**)
- 10-14 Chapter 6: Social Work and Social Justice  
Global interconnectedness of oppression and discrimination  
  
Chapter 6: Social justice and allocation of resources: global perspectives
- 10-21 Guest Speaker: To be announced
- 10-28 Chapter 7: Diversity and Social Work
- 11-4 Chapter 8: Generalist Social Work—An Empowering Approach pgs.  
**Agency visit papers due**
- 11-11 Chapter 8: Generalist Social Work—An Empowering Approach  
pgs. 197-122  
  
Chapter 9: Social Work Functions and Roles
- 11-18 Chapter 9; continued  
**Exam II**
- 11-25 Chapter 10: Social Work and Social Policy  
  
Chapter 11: Social Work in the Public Domain
- 12-02 Chapter 12: Social Work in Health, Rehabilitation, and Mental Health;  
  
Chapter 13: Social Work with Families and Youth; pgs. 355-404  
  
Chapter 14: Adult and Aging Services; pgs. 405-442  
  
**Second brief paper due**

**VI. Course Requirements:**

- A. **Students should have read the assigned readings so that they may participate knowledgeable and constructively in class discussion.**
- B. **Attendance and Participation.** Regular attendance is anticipated and expected. Missing more than three (3) class sessions will result in a drop of one (1) letter grade. If you anticipate missing a class due to an unavoidable circumstance or in the event of an emergency, please make every effort to discuss this with me beforehand and if this is not possible, as soon as possible after the missed class session.
- C. **Papers.** You are required to write two (2) brief papers. The topic of the first paper is "What I Think Social Work Is." This paper must be two (2) to three (3) pages of text: It is not a research paper; it is a "thought" paper. You may earn a maximum of 50 points. **It is due at the beginning of class on September 2, 2008.** The topic of the second paper is "Why I Do (or Do Not) Want to Be a Social Worker." This paper must be three (3) to four (4) pages of text. It, too, is a "thought" paper rather than a research paper. **It is due at the beginning of class on December 2, 2008.** You may earn a maximum of 50 points.
- D. **Agency Visit.** You are to select a social worker/social service program/agency (with the instructor's help), make an appointment, interview a social worker and spend the day with them or human service worker, and write a brief, four (4) to six (6) page report on your visit and the information you gathered. You may earn a maximum of 100 points. **Due by November 4, 2008. Outline for paper will be given out and discussed in class.**
- E. **Exams.** There will be three (3) exams; including the final exam. The exam format will vary, but will always include a combination of multiple choice, short answer, True / False, and essay questions. Short vignettes may also be used. Most exam questions will require some application of objective knowledge. Each exam will be worth 100 points; you may earn a maximum of 300 points. The final exam will be a comprehensive exam.

**VII. Evaluation and Grading:**

90-100 = A  
80-89= B  
70-79=C  
60-69= D  
59-Below = F

## VIII. Grading Criteria for Papers:

Effective practice of generalist social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

- A. Presentation and Appearance.
  - A. Neatness
  - B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
  - C. Spelling
  - D. Punctuation
  - E. Correct usage of APA style
  
- B. Organization
  - A. Structure and format of the paper
  - B. Logical sequencing and continuity of ideas
  
  - C. Clarity of expression
  - D. Conciseness
  
- C. Content as indicated by specific paper assignment

All formal papers will be typed, double-spaced, and paginated. APA style is to be used, including in-text references and the reference list. APA manuals are available at the bookstore and would be a valuable resource in your library.

Students experiencing writing difficulties are advised to seek assistance at the Writing Center in MCB 113. Please call 460-1388 or drop by the office to schedule an appointment.

## IX. Academic Dishonesty:

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course.

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a work in your list of references is insufficient. Rather, you must specifically acknowledge a source

each time you use that source, paragraph by paragraph, even sentence by sentence, as necessary. See APA Manual for guidelines for in-text references.

**X. Important Dates:**

August 20	First day of classes University Wide
August 26	Last day to register or add classes
September 1	Labor Day Holiday
<b>September 2</b>	<b>1<sup>st</sup> thought paper due</b>
<b>September 23</b>	<b>Exam 1</b>
September 27	Parents/Family appreciation
October 18-	Homecoming
<b>November 3</b>	Preregistration for spring begins
<b>November 4</b>	<b>Deadline for Agency Paper</b>
November 5	Last day to drop with a “W”
November 14	Preregistration for spring ends
<b>November 18</b>	<b>Exam 2</b>
November 25	All classes will meet as usual
November 27-28	Thanksgiving Holiday. All offices and classes closed
<b>December 2</b>	<b>2<sup>nd</sup> thought paper due</b>
December 2	Last day to withdraw from classes
December 5	Last day of classes
December 08-12	Final Exams
<b>December 09-</b>	<b>Final Exam (6:00 am to 8:00 pm)</b>
December 17-	Graduation

**XI. Disability Statement:**

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 120; phone 870-460-1026; TDD 870-460-1626; Fax 870-460-1926.

For Assistance on the Technology College campus contact:

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

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

**XII. Disruptive Behavior:**

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.

### **MISSION STATEMENT AND STUDENT LEARNING OUTCOMES**

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 with a term limit until 2004. In 2005 the program was *conditionally* reaccredited. Full accreditation was awarded in October 2006. The term of the accreditation will be until 2013 (See Appendix A) .

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) develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences;
- (2) develop an understanding of the behavior interactions and environment of humans and the related social structures and forms;
- (3) develop an understanding of the interdependent nature of the individual family and society and its impact on human behavior;
- (4) develop a knowledge base of social and cultural institutions, processes, structures, and diversity;
- (5) use appropriate technologies and methodologies to gather, analyze, and communicate research data; evaluate and manage information for presentation in academic and professional settings;
- (6) develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments assumptions and evidence from the social and behavioral sciences.

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES  
HIST 2213 AMERICAN HISTORY I**

**DR. TREY BERRY**  
MWF 8:10 – 9:00 a.m.  
Fall 2008  
MCB 226

**COURSE DESCRIPTION:** The growth of the United States from discovery to 1876.

**PURPOSE OF THE COURSE:** The purpose of the course is to give a student a substantial base of knowledge of the trends, events, ideas and people that contributed to the American civilization, character and life. This course will not follow traditional patterns of studying history. Major emphasis will be given to the topics and ideas (domestic and international) that have shaped American civilization.

**Instructor: Dr. Trey Berry**

Dean, School of Social and Behavioral Sciences  
Office: MCB 225  
Office hours: MW – 9-12, 1-4; TTh 8-11; and by appointment  
Office phone: 460-1047  
Home phone: (870) 246-9579  
E-mail: berry@uamont.edu  
Classroom: MCB 226

**COURSE REQUIREMENTS:**

**Exams:** There will be three major exams during the semester. These exams will be multiple choice and essay in form. All exams are worth 100 points. Make-up exams will be given the week before final exams. There will be a comprehensive component on the final exam. A student must inform the instructor before the exam if they are going to be absent.

**Reading Quizzes:** Fourteen to fifteen reading quizzes will be given during the semester. All reading quizzes are worth 10 points. You may drop two quizzes. There are no make-ups for missed reading quizzes.

**Text:** *The Enduring Vision: A History of the American People, Vol. I: To 1877.*

**Attendance:** Attendance is crucial! Following the **fifth** (5th) absence a student will be lowered one letter grade for the course. After this, a student's grade will be lowered a letter grade for each additional absence. School academic or sports trips are the **only** exception to this rule. These are *ONLY* excused when a written letter from the sponsoring professor or coach is presented.

**\*Upon the ninth absence the instructor reserves the right to drop you from the class!**

**\*A student with perfect attendance will receive 10 bonus points in the class**

### **Code of Conduct:**

You are expected to conduct yourself in a civil manner, respectful of yourself, the instructor and of others. According to the UAM Student Conduct Code: Disorderly Conduct is: "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.

The following action is prohibited and will cause you to be asked to leave the class:

1. Any disruptive behavior or speech
2. Excessive talking to your neighbor
3. Sleeping in class
4. Working on other homework or class assignments in class

If there are repeated violations of any of these, the *instructor reserves the right to drop you from the class.*

### **Cell Phones:**

Simple – **turn off your cell phones when you enter class!!** If your phone rings after the first week of class, you will be asked to leave the class for that day and counted absent. If you are seen text messaging in class, you will be asked to leave and counted absent for that day. If there are numerous violations of these cell phone restrictions, *the instructor reserves the right to drop you from the class.*

### **Academic Dishonesty:**

Cheating, plagiarism, or any other form of academic dishonesty will be taken **very** seriously, which will result in a failing grade for this course. I will also report your case to the Office of the Provost and make a strong request that you be dismissed from the University. Please see the current UAM catalog for specific regulations.

### **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 education opportunities. Each student is responsible 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) 460-1251; fax: (870) 460-1810.

**Grading Scale:****100 - 90 = A****89 - 80 = B****79 - 70 = C****69 - 60 = D****59 - = "We all know!"****Your grade will be determined using the following percentage scale:**

Total Points Possible: 420 points

Exams: 300 points- 71 %

Reading Quizzes: 120 points – 29%

**Receiving Your Grades:**

UAM is no longer mailing your grade reports to you. You may access your grades through Campus Connect on the UAM homepage, [www.uamont.edu](http://www.uamont.edu). If, however, you still want your grades to you, complete the grade request form available in the Registrar's Office.

**Important Dates** (please note that these dates may change due to unforeseen circumstances):Late September – **First Exam**Early November – **Second Exam**

September 1 – Labor Day Holiday

November 5 – Last day to drop with a "W"

November 26-30 – Thanksgiving Holiday

December 2 – Last day to withdraw from class

December 5 – Review for the Final Exam and Class Evaluation

December 8 – 12 – Final Exams

**MONDAY, DECEMBER 8 at 1:30 p.m. – FINAL EXAM – AMERICAN HISTORY I****MISSION STATEMENT AND STUDENT LEARNING OUTCOMES:**

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 with a term limit until 2004. In 2005 the program was *conditionally* reaccredited. Full accreditation was awarded in October 2006. The term of the accreditation will be until 2013 (See Appendix A) .

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) develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences;
- (2) develop an understanding of the behavior interactions and environment of humans and the related social structures and forms;
- (3) develop an understanding of the interdependent nature of the individual family and society and its impact on human behavior;
- (4) develop a knowledge base of social and cultural institutions, processes, structures, and diversity;
- (5) use appropriate technologies and methodologies to gather, analyze, and communicate research data; evaluate and manage information for presentation in academic and professional settings;
- (6) develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments assumptions and evidence from the social and behavioral sciences.

***\*\* I have an open door policy. At any time you would like to come by and talk about the course or just about life - please feel free to do so at your convenience. I want you all to do well and I am here to help.***

APPENDIX 4

Eight Semester Plans  
Bachelor of Arts Degree in History  
Recommended Sequence of Courses\*  
Fall Semester Start Date

A student who begins in spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

First Semester (15 hours)			Credit Hrs	Second Fall Semester (16 hours)		
Credit Hrs.						
PSY 1013	Intro. to Psychology OR			HIST 1023	Survey of Civilization II	
3						
SOC 2213	Intro. to Sociology	3		SPCH	Speech Requirement**	
3						
HIST 1013	Survey of Civilization I	3		ENGL 1023	Composition II	
3						
ENGL 1013	Composition I	3			Science Course & Lab.***	
4						
MATH 1003	Survey of Mathematics OR				Minor	
3						
MATH 1043	College Algebra	3				
	Minor	3				
Third Semester (16 hours)			Credit Hrs.	Fourth Semester (15 hours)		
Credit Hrs.						
	Science Course & Lab***	4		HIST 2223	American History II	
3						
ART 1053	Art Appreciation OR				Minor	
3						
MUS 1113	Music Appreciation	3			Math/Science/Tech Elective	
3						
HIST 2213	American History I	3			Humanities Elective	
3						
ENGL 2283	World Literature I OR	3			B.A. Identity Requirement	
3						
ENGL 2293	World Literature II					
	Minor	3				
Fifth Semester (15 hours)			Credit Hrs.	Sixth Semester (15 hours)		
Credit Hrs.						
	Amer. History (Upper Level)	3			Non-American Hist. (Upper Level)	
3						
	Non-American Hist. (Upper Level)	3			Amer. History (Upper Level)	
3						
HIST 3513	Historiography	3			Minor	
3						
	Minor	3			Foreign Language	
3						
	Foreign Language	3			B.A. Identity Requirement	
3						

	Seventh Semester (16 hours)		Eighth Semester (16 hours)
		Credit Hrs.	
Credit Hrs.	American Hist. (Upper Level)	3	Minor
3			
	Non-American Hist. (Upper Level)	3	Minor
3			
	Electives	10	Electives
10			

\*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85<sup>th</sup> General Assembly.

\*\*Speech Requirement can be met by taking one of the following courses: (1) Public Speaking; (2) Business and Professional Speech; or (3) Interpersonal Communication.

\*\*\*Sciences must represent two of the following three groups: (1) Astronomy w/Lab or Earth Science w/Lab; (2) Biological Science w/Lab; or (3) Chemistry w/Lab or Physics w/Lab.

NOTE: UAM requires all students seeking a Bachelor of Arts degree to complete six hours of one foreign language and six hours of courses known as B.A. Identity Requirement courses. Courses to satisfy this Identity Requirement are listed in the current catalog. This fulfills the requirements of Act 1014 of the 85<sup>th</sup> General Assembly.

### Bachelor of Social Work Recommended Sequence of Courses\* Fall Semester Start Date

A student who begins in spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

	First Semester (15 hours)			Second Semester (16 hours)	
		Credit Hrs.			
Credit Hrs.	SOC 2213	Intro. to Sociology	3	ENGL 1023	Composition II
3					
	HIST 1013	Survey of Civilization I OR	3	SPCH	Speech Requirement**
3					
	HIST 1023	Survey of Civilization II			Science Course & Lab***
4					
	ENGL 1013	Composition I	3	PSY 1013	Intro. to Psychology
3					
	MATH 1003	Survey of Mathematics OR		SWK 1013	Intro. to Social Work
3					
	MATH 1043	College Algebra	3		
3					
	CIS	Computer Course	3		
3					
	Third Semester (16 hours)			Fourth Semester (15 hours)	
		Credit Hrs.			
Credit Hrs.	SWK 2133	Hum. Beh. in Soc. Evn. I	3	SWK 2233	Hum. Beh. In Soc. Env. II
3					
	SOC 3453	Race and Ethnic Relations	3	MATH/SCI	Math/Science Elective
3					
	PSCI 2213	American National Govt.	3		Humanities Elective
3					
	ENGL 2283	World Literature I OR		ANTH 2203	Cultural Anthropology OR
3					

ENGL	2293	World Literature II	3	ANTH	2213	North American Indians
	3	Science Course & Lab.***	4	ART	1053	Art Appreciation OR
				MUS	1113	Music Appreciation
	3					

Fifth Semester (18 hours)			Credit Hrs.	Sixth Semester (15 hours)		
Credit Hrs.				Credit Hrs.		
SWK	3113	Generalist Practice I	3	SWK	3213	Generalist Practice II
	3					
SWK	3143	Social Welfare Policy I	3	SWK	3223	Social Welfare Policy II
	3					
PSY	2203	Statistical Methods	3	SWK	3243	Methods of SWK Research
	3					
PSY	4673	Abnormal Psychology	3	SWK		Elective
	3					
SOC	2223	Social Problems OR		PSY	4623	Personality
	3					
SOC	3413	The Family	3			
ECON	2203	Macroeconomics	3			

Seventh Semester (15 hours)			Credit Hrs.	Eighth Semester (14 hours)		
Credit Hrs.				Credit Hrs.		
SWK	4313	Generalist Practice III	3	SWK	4419	Field Practicum
	9					
SWK		Elective	3	SWK	4421	Field Practicum Seminar
	2					
SWK		Elective	3	SWK	4633	Gen. SWK Rural Environment
	3					
SOC/PSY		Elective	3			
SOC/PSY		Elective	3			

\*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85<sup>th</sup> General Assembly.

\*\*Speech Requirement can be met by taking one of the following courses: (1) Public Speaking; (2) Business and Professional Speech; or (3) Interpersonal Communication.

\*\*\*Sciences must represent two of the following three groups: (1) Astronomy w/Lab or Earth Science w/Lab; (2) Biological Science w/Lab; or (3) Chemistry w/Lab or Physics w/Lab.

APPENDIX 5  
Course Schedules Summer 2007- Summer I 2008

SUMMER II 2007  
 ENROLLMENT SUMMARY REPORT

Social & Behavi	1914	90	C J	2143	JUVENILE JUSTICE	3	TBA	WB:	ONLINE	Botts J Mich
30 18 12										
	1940	90	C J	4403	SEM:ORGANIZED CRIME	3	TBA	WB:	ONLINE	Botts J Mich
30 8 22										
	3221	01	GEOG	2213	GEN GEOGRAPHY I	3	MTWHF	10:10AM	MCB226	Shea WL
20 6 14										
	3602	01	HIST	1023	SURVEY CIVILZTN II	3	MTWHF	08:00AM	MCB201	Corby R
60 11 49										
	3622	01	HIST	2223	AMER HIST II	3	MTWHF	08:00AM	MCB226	Shea WL
40 11 29										
	3659	90	HIST	3593	ARKANSAS HISTORY	3	TBA	WB:	ONLINE	Holley JD
15 15 0										
	5821	90	PSCI	2213	AMER NATL GOVT	3	TBA	WB:	ONLINE	Greathouse C
15 12 3										
	5862	01	PSCI	462V	SEM:POLITICS/FILM	3	MTWHF	12:30PM	MCBAUD	Greathouse C
15 6 9										
	5878	01	PSCI	478V	INTERNSHIP	6	TBA	AR:	AR	Wright C
1 1 0										
	6047	01	PSY	3473	HUMAN SEXUALITY	3	MTWHF	10:10AM	MCB316	Clubb R
40 15 25										
	6062	90	PSY	4623	PERSONALITY	3	TBA	WB:	ONLINE	Kim M
15 14 1										
	6067	90	PSY	4673	ABNORMAL	3	TBA	WB:	ONLINE	Kim M
15 12 3										
	6621	01	SOC	2213	INTRO SOCIOLOGY	3	MTWHF	08:00AM	MCB310	Everts D
30 24 6										
	6645	01	SOC	3453	RACE ETHNIC RELTNS	3	MTWHF	10:10AM	MCB315	Everts D
30 20 10										
	6521	01	SWK	3213	GEN SWK PRAC II	3	MTWH	10:10AM	MCB218	Lewis Andre
25 6 19										
	6531	90	SWK	4313	GEN SWK PRAC III	3	TBA	WB:	ONLINE	Huffman Amy
25 12 13										
Social & Behavi	1901	01	C J	1013	INTRO CRIM JUSTICE	3	M W F	01:10PM	MCB202	Botts J Mich
25 23 2										

FALL 2007  
ENROLLMENT SUMMARY REPORT

DEPARTMENT			SEQ	SC	DEPT&NO	COURSE TITLE	Cr	DAYS	STARTS	LOCATED	INSTRUCTOR
LMT	ENR	REM									
25	23	2	1901	02	C J 1013	INTRO CRIM JUSTICE	3	T H	01:40PM	MCB204	Botts J Mich
25	10	15	1912	60	C J 2123	CORRECTIONS	3	M W F	02:10PM	MCB202	Botts J Mich
0	19	-19	1913	90	C J 2133	CRIM JUST ETHICS	3	TBA	WB:	ONLINE	McKee A
30	21	9	1914	01	C J 2143	JUVENILE JUSTICE	3	M W F	11:10AM	MCB207	Botts J Mich
25	20	5	1923	01	C J 3233	CRIMINAL LAW	3	M W F	10:10AM	MCB207	McKee A
25	5	20	1931	01	C J 3313	STATS FOR SOC SCI	3	T H	11:10AM	MCB207	McKee A
25	12	13	1961	01	C J 3613	CRIM INVEST/EVIDEN	3	T H	09:40AM	MCB207	McKee A
15	7	8	1940	01	C J 4403	ST:TORTURE	3	T H	01:40PM	MCBAUD	McKee A
30	20	10	1940	90	C J 4403	SEM:WHITE COLLAR CRI	3	TBA	WB:	ONLINE	Botts J Mich
0	7	- 7	1989	01	C J 489V	C J INTERNSHIP	3	TBA	AR:	AR	McKee A
50	46	4	3601	01	HIST1013	SURVEY CIVILZTN I	3	M W F	08:10AM	MCB201	Corby R
50	49	1	3601	02	HIST1013	SURVEY CIVILZTN I	3	M W F	09:10AM	MCB201	Corby R
50	50	0	3601	03	HIST1013	SURVEY CIVILZTN I	3	T H	09:40AM	MCB201	Smith Larry
50	49	1	3601	04	HIST1013	SURVEY CIVILZTN I	3	T H	11:10AM	MCB201	Smith Larry
35	33	2	3601	71	HIST1013	SURVEY CIVILZTN I	3	H	06:00PM	CROSSET	Way John
25	18	7	3601	90	HIST1013	SURVEY CIVILZTN I	3	T	06:00PM	MCB305	Smith Larry
25	9	16	3601	92	HIST1013	SURVEY CIVILZTN I	3	T	06:00PM	MCGCIV	Smith Larry
0	5	- 5	3601	40	HIST1013	SURVEY CIVILZTN I	3	MTWHF	01:40PM	LAKECIV	Ternus Dana
0	5	- 5	3601	41	HIST1013	SURVEY CIVILZTN I	3	MTWHF	08:55AM	DREWCIV	Ternus Dana
0	19	-19	3601	42	HIST1013	SURVEY CIVILZTN I	3	MTWHF	08:55AM	STARCIV	Ternus Dana
0	1	- 1	3601	44	HIST1013	SURVEY CIVILZTN I	3	MTWHF	09:45AM	HERMCIV	Ternus Dana
50	49	1	3602	01	HIST1023	SURVEY CIVILZTN II	3	M W F	10:10AM	MCB201	Smith Larry
50	49	1	3602	02	HIST1023	SURVEY CIVILZTN II	3	M W F	11:10AM	MCB201	Smith Larry
50	43	7	3602	03	HIST1023	SURVEY CIVILZTN II	3	T H	08:10AM	MCB201	Corby R
40	39	1	3621	01	HIST2213	AMERICAN HIST I	3	M W F	08:10AM	MCB226	Day John K
40	38	2	3621	02	HIST2213	AMERICAN HIST I	3	M W F	10:10AM	MCB226	Shea WL
40	40	0	3621	03	HIST2213	AMERICAN HIST I	3	M W F	11:10AM	MCB226	Shea WL
40	39	1	3621	04	HIST2213	AMERICAN HIST I	3	M W F	09:10AM	MCB226	Shea WL
0	5	- 5	3621	40	HIST2213	AMERICAN HIST I	3	MTWHF	10:35AM	STARCIV	Ternus Dana
			3621	42	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana

0	10	-10	3621	43	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana
0	3	- 3	3621	44	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana
0	3	- 3	3621	45	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana
0	2	- 2	3621	46	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana
0	2	- 2	3621	47	HIST2213	AMERICAN HIST I	3	TBA	WB:	ONLINE	Ternus Dana
0	1	- 1	3622	01	HIST2223	AMER HIST II	3	T H	01:40PM	MCB201	Tillman MH
40	37	3	3622	90	HIST2223	AMER HIST II	3	W	06:00PM	MCB305	Tillman MH
20	21	- 1	3622	91	HIST2223	AMER HIST II	3	W	06:00PM	CROCIIV	Tillman MH
20	10	10	3622	92	HIST2223	AMER HIST II	3	W	06:00PM	MCGCIV	Tillman MH
20	7	13	3650	61	HIST3503	MIDEAST & NOR AFRICA	3	W	04:45PM	MCB218	Corby R
20	23	- 3	3651	61	HIST3513	HISTRGPHY&HIS METH	3	M	04:45PM	MCB226	Smith Larry
15	23	- 8	3657	01	HIST3573	COLONIAL AMERICA	3	T H	08:10AM	MCB202	Shea WL
25	23	2	3659	02	HIST3593	ARKANSAS HISTORY	3	M W F	10:10AM	MCB202	Day John K
25	22	3	3659	61	HIST3593	ARKANSAS HISTORY	3	H	04:45PM	MCB201	Berry Trey
25	9	16	3659	91	HIST3593	ARKANSAS HISTORY	3	TBA	WB:	ONLINE	Day John K
25	21	4	3699	01	HIST399V	ST:EUROPE 1919-1960	3	TBA	AR:	AR	Smith Larry
1	3	- 2	3660	01	HIST4603	MODERN AM 1900-45	3	T H	11:10AM	CFR208	Day John K
30	21	9	5821	01	PSCI2213	AMER NATL GOVT	3	M W F	09:10AM	MCBAUD	Wright C
60	54	6	5821	02	PSCI2213	AMER NATL GOVT	3	M W F	10:10AM	MCBAUD	Ratliff Cry
31	30	1	5821	03	PSCI2213	AMER NATL GOVT	3	M W F	01:10PM	MCBAUD	Wright C
50	37	13	5821	90	PSCI2213	AMER NATL GOVT	3	TBA	WB:	ONLINE	Wright C
20	19	1	5829	01	PSCI2293	LAW & SOCIETY	3	M W F	10:10AM	MCB204	Wright C
20	11	9	5831	01	PSCI3313	STATS FOR SOC SCI	3	T H	11:10AM	MCB207	McKee A
25	7	18									

FALL 2007  
ENROLLMENT SUMMARY REPORT

DEPARTMENT			SEQ	SC	DEPT&NO	COURSE TITLE	Cr	DAYS	STARTS	LOCATED	INSTRUCTOR
LMT	ENR	REM	---	--	-----	-----	--	-----	-----	-----	-----
15	8	7	5862	01	PSCI462V	SEM:TORT.& THE STATE	3	T H	01:40PM	MCBAUD	Wright C
30	14	16	5868	01	PSCI4683	WSTRN POLITCL THRY	3	T H	09:40AM	MCB203	Wright C
30	1	29	5878	01	PSCI478V	INTERNSHIP	3	TBA	AR:	AR	Wright C
60	59	1	6001	01	PSY 1013	INTRO PSYCHOLOGY	3	M W F	08:10AM	MCB316	Morrison P
60	57	3	6001	02	PSY 1013	INTRO PSYCHOLOGY	3	M W F	09:10AM	MCB316	Clubb R
60	58	2	6001	03	PSY 1013	INTRO PSYCHOLOGY	3	M W F	10:10AM	MCB316	Poniewaz W
60	59	1	6001	04	PSY 1013	INTRO PSYCHOLOGY	3	M W F	11:10AM	MCB316	Poniewaz W
60	54	6	6001	05	PSY 1013	INTRO PSYCHOLOGY	3	M W F	01:10PM	MCB316	Morrison P
60	56	4	6001	06	PSY 1013	INTRO PSYCHOLOGY	3	T H	08:10AM	MCB316	Kim M
60	27	33	6001	72	PSY 1013	INTRO PSYCHOLOGY	3	H	06:00PM	MCGEHEE	Walsh M
60	15	45	6001	74	PSY 1013	INTRO PSYCHOLOGY	3	M	06:00PM	SEACBEC	Walsh M
0	5	- 5	6001	40	PSY 1013	INTRO PSYCHOLOGY	3	MTWHF	02:30PM	STARCIV	Creach Laura
0	5	- 5	6001	90	PSY 1013	INTRO PSYCHOLOGY	3	TBA	WB:	ONLINE	Creach Laura
25	23	2	6020	01	PSY 2203	STATISTICL METHODS	3	T H	11:10AM	MCB316	Poniewaz W
25	24	1	6020	02	PSY 2203	STATISTICL METHODS	3	T H	09:40AM	MCB317	Clubb R
40	28	12	6025	01	PSY 3253	ADOLESCENCE	3	M W F	11:10AM	MCB204	Morrison P
30	15	15	6041	01	PSY 3413	PSYCH OF LEARNING	3	T H	01:40PM	MCB317	Poniewaz W
15	13	2	6042	90	PSY 3423	INDUSTRIAL	3	TBA	WB:	ONLINE	Kim M
30	33	- 3	6044	01	PSY 3443	DEVELOPMENTL	3	M W F	10:10AM	MCB121	Clubb R
30	27	3	6044	02	PSY 3443	DEVELOPMENTL	3	T H	11:10AM	MCB115	Morrison P
40	29	11	6047	01	PSY 3473	HUMAN SEXUALITY	3	M W F	11:10AM	MCB310	Clubb R
30	9	21	6049	01	PSY 3493	TESTS & MEASUREMENTS	3	T H	09:40AM	MCB316	Kim M
30	30	0	6062	60	PSY 4623	PERSONALITY	3	M	04:45PM	MCB316	Kim M
10	4	6	6065	01	PSY 465V	PRACTICUM	3	TBA	AR:	AR	Kim M
0	1	- 1	6065	03	PSY 465V	PRACTICUM	4	TBA	AR:	AR	Kim M
1	1	0	6079	01	PSY 479V	IS:UNDERGRD RESEARCH	3	M W F	02:10PM	AR	Morrison P
50	49	1	6621	01	SOC 2213	INTRO SOCIOLOGY	3	M W F	08:10AM	MCB310	Everts D
50	45	5	6621	02	SOC 2213	INTRO SOCIOLOGY	3	M W F	09:10AM	MCB310	Everts D
50	45	5	6621	03	SOC 2213	INTRO SOCIOLOGY	3	M W F	10:10AM	MCB310	Everts D
35	12	23	6621	72	SOC 2213	INTRO SOCIOLOGY	3	W	06:00PM	MCGEHEE	Patrick Kim
			6621	73	SOC 2213	INTRO SOCIOLOGY	3	H	06:00PM	SEACBEC	Patrick Kim



50	45	5	3601	03	HIST1013	SURVEY CIVILZTN I	3	T H	09:40AM	MCB201	Smith Larry
0	6	- 6	3601	30	HIST1013	SURVEY CIVILZTN I	3	MTWHF	01:35PM	MHS	Watts M
50	32	18	3602	01	HIST1023	SURVEY CIVILZTN II	3	M W F	08:10AM	MCB201	Corby R
50	39	11	3602	02	HIST1023	SURVEY CIVILZTN II	3	M W F	09:10AM	MCB201	Corby R
50	48	2	3602	03	HIST1023	SURVEY CIVILZTN II	3	T H	11:10AM	MCB201	Smith Larry
0	3	- 3	3602	30	HIST1023	SURVEY CIVILZTN II	3	MTWHF	08:55AM	DREWCIIV	Ternus Dana
0	5	- 5	3602	32	HIST1023	SURVEY CIVILZTN II	3	MTWHF	01:40PM	LVILCIV	Ternus Dana
0	18	-18	3602	42	HIST1023	SURVEY CIVILZTN II	3	MTWHF	08:55AM	STARCIIV	Ternus Dana
40	39	1	3621	01	HIST2213	AMERICAN HIST I	3	M W F	08:10AM	MCB226	Berry Trey
40	39	1	3621	03	HIST2213	AMERICAN HIST I	3	T H	01:40PM	MCB201	Tillman MH
40	23	17	3621	61	HIST2213	AMERICAN HIST I	3	W	06:00PM	MCB201	Tillman MH
40	33	7	3622	01	HIST2223	AMER HIST II	3	M W F	09:10AM	MCB207	Day John K

SPRING 2008  
ENROLLMENT SUMMARY REPORT

DEPARTMENT			SEQ	SC	DEPT&NO	COURSE TITLE	Cr	DAYS	STARTS	LOCATED	INSTRUCTOR
LMT	ENR	REM	----	--	-----	-----	--	-----	-----	-----	-----
40	20	20	3622	02	HIST2223	AMER HIST II	3	M W F	09:10AM	MCB226	Shea WL
40	35	5	3622	03	HIST2223	AMER HIST II	3	M W F	10:10AM	MCB226	Shea WL
40	21	19	3622	04	HIST2223	AMER HIST II	3	M W F	11:10AM	MCB226	Shea WL
0	4	- 4	3622	30	HIST2223	AMER HIST II	3	MTWHF	10:35AM	STARCIV	Ternus Dana
0	3	- 3	3622	90	HIST2223	AMER HIST II	3	TBA	WB:	ONLINE	Ternus Dana
20	24	- 4	3649	01	HIST349V	SEM:EUROPE 1890-1933	3	T H	01:40PM	MCB207	Smith Larry
20	17	3	3655	61	HIST3553	AFRICA	3	W	04:45PM	MCB218	Corby R
25	23	2	3659	01	HIST3593	ARKANSAS HISTORY	3	M W F	10:10AM	MCB207	Day John K
25	24	1	3659	91	HIST3593	ARKANSAS HISTORY	3	TBA	WB:	ONLINE	Day John K
25	15	10	3661	01	HIST4613	RECNT AM 1945-PRES	3	T H	11:10AM	MCB315	Day John K
25	20	5	3665	01	HIST4653	AM CIV WAR & RECON	3	T H	09:40AM	MCB204	Shea WL
1	3	- 2	3679	01	HIST479V	IS:CHINESE HISTORY	3	TBA	AR:	AR	Berry Trey
60	38	22	5821	01	PSCI2213	AMER NATL GOVT	3	M W F	09:10AM	MCBAUD	Wright C
60	39	21	5821	02	PSCI2213	AMER NATL GOVT	3	M W F	10:10AM	MCBAUD	Strong Carol
60	31	29	5821	03	PSCI2213	AMER NATL GOVT	3	M W F	11:10AM	MCBAUD	Wright C
30	25	5	5821	71	PSCI2213	AMER NATL GOVT	3	H	06:00PM	CROSSET	Way John
45	47	- 2	5821	90	PSCI2213	AMER NATL GOVT	3	TBA	WB:	ONLINE	Wright C
40	16	24	5823	01	PSCI2233	COMPARTV POLITICS	3	M W F	09:10AM	MCB121	Strong Carol
15	2	13	5828	01	PSCI2283	RESEARCH METHODS	3	M W F	01:10PM	MCB204	McKee A
10	8	2	5831	01	PSCI3313	STATS FOR SOC SCI	3	M W F	10:10AM	CFR208	McKee A
10	4	6	5841	01	PSCI3413	CONSTI CRIM PROC	3	T H	11:10AM	MCB207	McKee A
0	10	-10	5862	01	PSCI462V	SEM:SCOTTISH POLITIC	1	W	12:10PM	MCB203	Wright C
14	6	8	5862	02	PSCI462V	SEM:CAMPAIGN & ELE	3	M W F	10:10AM	MCB218	Wright C
25	5	20	5864	01	PSCI4643	AM FOREIGN POLICY	3	M W F	11:10AM	MCB204	Strong Carol
10	5	5	5866	01	PSCI4663	AM CONSTITNL LAW	3	T H	09:40AM	MCBAUD	Wright C
30	1	29	5878	01	PSCI478V	INTERNSHIP	3	TBA	AR:	AR	Wright C
2	2	0	5879	01	PSCI479V	IS:INT'L RELATIONS	3	TBA	AR:	AR	Strong Carol
60	44	16	6001	01	PSY 1013	INTRO PSYCHOLOGY	3	M W F	08:10AM	MCB316	Morrison P
60	56	4	6001	02	PSY 1013	INTRO PSYCHOLOGY	3	M W F	09:10AM	MCB316	Morrison P
60	57	3	6001	03	PSY 1013	INTRO PSYCHOLOGY	3	M W F	10:10AM	MCB316	Clubb R

60	51	9	6001	04	PSY 1013	INTRO PSYCHOLOGY	3	M W F	11:10AM	MCB316	Poniewaz W
60	21	39	6001	05	PSY 1013	INTRO PSYCHOLOGY	3	T H	08:10AM	MCB316	Kim M
30	32	- 2	6001	71	PSY 1013	INTRO PSYCHOLOGY	3	T	06:00PM	CROSSET	Walsh M
60	44	16	6001	74	PSY 1013	INTRO PSYCHOLOGY	3	H	06:00PM	MCGEHEE	Walsh M
0	9	- 9	6001	90	PSY 1013	INTRO PSYCHOLOGY	3	TBA	WB:	ONLINE	Creach Laura
30	32	- 2	6002	01	PSY 1023	ADV GEN PSYCH	3	T H	01:40PM	MCB317	Poniewaz W
25	25	0	6020	01	PSY 2203	STATISTICL METHODS	3	T H	09:40AM	MCB315	Clubb R
25	26	- 1	6020	02	PSY 2203	STATISTICL METHODS	3	T H	11:10AM	MCB316	Poniewaz W
25	24	1	6026	01	PSY 2263	MENTAL HEALTH	3	M W F	01:10PM	MCB201	Morrison P
25	23	2	6029	01	PSY 2294	EXPERIMENTAL PSY	4	T H	11:10AM	MCB317	Clubb R
25	23	2	6029	51	PSY 2294	EXPERIMENTAL PSY LAB		W	01:10PM	MCB310	Clubb R
40	41	- 1	6044	02	PSY 3443	DEVELOPMENTL	3	M W F	09:10AM	MCB310	Clubb R
30	33	- 3	6046	90	PSY 3463	PRIN GUIDN & COUN	3	TBA	WB:	ONLINE	Kim M
25	25	0	6060	01	PSY 4603	HIST & SYSTEMS	3	M W F	10:10AM	MCB317	Poniewaz W
10	12	- 2	6065	01	PSY 465V	PRACTICUM	3	TBA	AR:	AR	Kim M
1	1	0	6065	02	PSY 465V	PRACTICUM	4	TBA	AR:	AR	Kim M
30	30	0	6067	01	PSY 4673	ABNORMAL	3	T H	09:40AM	MCB316	Kim M
25	16	9	6068	02	PSY 4683	SEM:CHILDHOOD DISOR.	3	T H	11:10AM	CFR207	Morrison P
50	45	5	6621	01	SOC 2213	INTRO SOCIOLOGY	3	M W F	08:10AM	MCB310	Everts D
50	49	1	6621	02	SOC 2213	INTRO SOCIOLOGY	3	M W F	09:10AM	MCB204	Everts D
60	15	45	6621	72	SOC 2213	INTRO SOCIOLOGY	3	W	06:00PM	MCGEHEE	Patrick Kim
60	10	50	6621	73	SOC 2213	INTRO SOCIOLOGY	3	H	06:00PM	SEACBEC	Patrick Kim
25	25	0	6641	01	SOC 3413	THE FAMILY	3	T H	09:40AM	MCB317	Everts D

SPRING 2008  
ENROLLMENT SUMMARY REPORT

DEPARTMENT			SEQ	SC	DEPT&NO	COURSE TITLE	Cr	DAYS	STARTS	LOCATED	INSTRUCTOR
LMT	ENR	REM	----	--	-----	-----	--	-----	-----	-----	-----
35	35	0	6645	01	SOC 3453	RACE ETHNIC RELTNS	3	T H	11:10AM	MCBAUD	Everts D
20	13	7	6666	01	SOC 4663	SEM:STATE OF WRLD 08	3	M W F	10:10AM	MCB203	Everts D
25	19	6	6523	01	SWK 2233	HUMAN BEHAV II	3	T H	11:10AM	MCB204	Lewis Andre
25	5	20	6521	01	SWK 3213	GEN SWK PRAC II	3	T H	09:40AM	MCB218	Lewis Andre
25	11	14	6522	01	SWK 3223	SOC WELFARE POL II	3	M W	11:10AM	MCB310	Lewis Andre
25	19	6	6524	90	SWK 3243	METH SOCWK RES	3	TBA	WB:	ONLINE	Huffman Amy
20	14	6	6529	01	SWK 4294	SWK INTERN II	4	TBA	AR:	MCB218	Huffman Amy
20	14	6	6530	01	SWK 4302	SWK FIELD SEM II	2	W	02:10PM	MCB207	Huffman Amy
25	23	2	6563	90	SWK 4633	GEN SWK RURAL ENV	3	TBA	WB:	ONLINE	Huffman Amy

SUMMER I 2008  
ENROLLMENT SUMMARY REPORT

DEPARTMENT			SEQ	SC	DEPT&NO	COURSE TITLE	Cr	DAYS	STARTS	LOCATED	INSTRUCTOR
LMT	ENR	REM	----	--	-----	-----	--	-----	-----	-----	-----
Social & Behavi	15	7	8	1901	01	C J 1013	3	MTWHF	12:40PM	MCB207	McKee A
15	7	8	1913	02	C J 2133	CRIM JUST ETHICS	3	MTWHF	10:10AM	MCB207	McKee A
20	11	9	1974	79	C J 374V	CJ FIELD STUDY	3	TBA	AR:	FLDTRP	McKee A
1	1	0	1979	01	C J 479V	IS:ETHICS PUB ADMIN	3	TBA	AR:	AR	McKee A
1	1	0	1989	01	C J 489V	C J INTERNSHIP	3	TBA	AR:	AR	McKee A
40	11	29	3621	01	HIST2213	AMERICAN HIST I	3	MTWHF	10:10AM	MCB226	Day John K
0	1	- 1	3622	80	HIST2223	AMER HIST II	3	MTWHF	08:00AM	MCB201	Shea WL
25	22	3	3659	90	HIST3593	ARKANSAS HISTORY	3	TBA	WB:	ONLINE	Day John K
1	1	0	3679	01	HIST479V	IS:CHINESE HISTORY	3	TBA	AR:	AR	Berry Trey
0	6	- 6	9802	01	HIST5023	WH:PALES/ISRAELI CON	3	MTWHF	08:00AM	MCB315	Corby R
0	6	- 6	9881	78	HIST581V	FS:SOUTH AFRICA	3	MTWHF	AR:	FLDTRP	Corby R
0	3	- 3	9881	79	HIST581V	FS:SOUTH AFRICA	6	MTWHF	AR:	FLDTRP	Corby R
20	10	10	5874	79	PSCI374V	FS:SCOTLAND	3	TBA	AR:	FLDTRP	Wright C
1	1	0	5879	01	PSCI479V	IS:ETHICS PUB ADMIN	3	TBA	AR:	AR	McKee A
60	14	46	6001	01	PSY 1013	INTRO PSYCHOLOGY	3	MTWHF	10:10AM	MCB316	Clubb R
0	12	-12	6020	80	PSY 2203	STATISTICL METHODS	3	MTWHF	08:30AM	MCB316	Poniewaz W
0	15	-15	6020	81	PSY 2203	STATISTICL METHODS	3	MTWHF	08:30AM	MCB310	Clubb R

20	20	0	6044	90	PSY 3443	DEVELOPMENTL	3	TBA	WB:	ONLINE	Clubb R
0	13	-13	6044	91	PSY 3443	DEVELOPMENTL	3	TBA	WB:	ONLINE	Clubb R
0	2	- 2	6065	01	PSY 465V	PRACTICUM	3	TBA	AR:	AR	Kim M
0	1	- 1	6065	02	PSY 465V	PRACTICUM	1	TBA	AR:	AR	Kim M
0	20	-20	6645	80	SOC 3453	RACE ETHNIC RELTNS	3	MTWHF	08:00AM	MCB315	Everts D
0	1	- 1	6679	80	SOC 479V	IS:AMERICAN FAMILY	3	TBA	AR:	AR	Everts D
25	19	6	6565	90	SWK 3653	ST:GERONTOLOGY	3	TBA	WB:	ONLINE	Huffman Amy
25	23	2	6565	91	SWK 3653	ST:POVERTY	3	TBA	WB:	ONLINE	Huffman Amy

APPENDIX 6  
Senior Student Information Survey  
**Senior Student Information Survey**  
*School of Social and Behavioral Sciences*

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

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

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

**Your plans following graduation from UAM:**

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

---

**Have you found permanent employment? If so, where?**

---

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

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

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

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

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

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

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

- \_\_\_\_\_ **Content knowledge/subject matter within my academic major**
- \_\_\_\_\_ **Written and oral communication skills**
- \_\_\_\_\_ **Critical thinking**

\_\_\_\_\_ Ability to discuss issues intelligently

\_\_\_\_\_ Research skills

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

APPENDIX 7  
*Horizons Program*

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

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

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

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

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

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

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

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

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

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

The committee's responsibility will be:

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

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

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

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

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

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

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

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

### **Student Eligibility:**

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

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

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

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

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

These may include, but not limited to:

Washington, D.C.

Quebec City

New Orleans

New York  
Williamsburg/Jamestown/Richmond  
Chicago  
Santa Fe/Albuquerque

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

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

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

#### Examples:

- \*Social Work- to United Nations to learn about global social work activities.
- \*Criminal Justice- to Tucson, AZ or El Paso, TX to learn about the work to restrict illegal immigration.

### **Student Eligibility-**

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

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

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

International Travel/Study opportunities are also a priority that will be promoted through the *Horizons* Program.

Currently, the School of Social and Behavioral Sciences offers a *United Kingdom Study Program* that provides up to 20 students the chance to study (on a rotating

basis) in England, Ireland, or Scotland. This program is offered during the Spring of even-numbered years.

It is proposed that a *South Africa Study Program* be explored and initiated during the 2008-2009 academic year. This could possibly be a non-currency exchange program where two students in South Africa pay tuition, room and fee charges at their university- two UAM students pay their tuition, room, and fee charges in Monticello – *and they switch places* – studying overseas for one semester.

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

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

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

### **Student Eligibility-**

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

### **Faculty Travel/Study:**

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

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

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

### **Undergraduate Research:**

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

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

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

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

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

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

### **Development and Funding:**

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

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

7. Create a brochure that presents The *Horizons* Program in an appealing way for prospective students and supporters.

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

1. Identify grant funding opportunities for various programs.
2. Continue to identify and visit individual supporters
3. Launch *Delta Issues Seminar* (in two disciplines' course offerings during Spring Semester 2009)
4. Secure an endowment to create travel/study scholarships to allow economically-challenged students to participate in The *Horizons* Program. If this is funded by and 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 8  
Sample Tests