

Delta State

Academic Affairs/Provost and VPAA

College of Arts and Sciences

Social Science(s)/History

SSH Mission Statement

**Mission statement**

The Division of Social Sciences and History educates undergraduate and graduate students, provides expertise, leadership, and energy to Delta State University, and interacts with and encourages the empowerment of the wider Mississippi Delta. Students develop intellectual curiosity, tolerance of and openness to different views and values, cultivate critical thinking and strong written and oral communication skills through seminars, community engagement, lectures and field activities via in-class, on-line, and hybrid instruction formats in the areas of anthropology, community development, criminal justice, geography, history, paralegal studies, political science, pre-law, social justice and criminology, and sociology. The Division provides excellent advising and professional development programs. Students are exposed to an extraordinary educational experience that raises them to their highest potential as scholars and as effective citizens who help create strong and resilient communities. These endeavors are strengthened by two centers of excellence: the Center for Community and Economic Development and the Madison Center for the Study of Democracy, Human Rights and the Constitution.

**Related Items**

There are no related items.

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**BA-HIS 01: LO Events, themes, and developments of World History**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments of World History.

**Data Collection (Evidence)**

Faculty administered objective-style Pre and Post Tests to students enrolled in HIS 103 and 104 during the 2013-14 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

**Results of Evaluation**

In the initial assessment students evinced very basic content knowledge, showing themselves to be familiar with some major world events, but completely unfamiliar with others. Most students chose to write on familiar topics.

Students' answers in general contained little or no detailed/specific information, with some students doing little more than simply restating the question. The answers were very brief, consisting of only one paragraph in nearly every case.

By contrast, students produced answers containing much more detailed/specific information in the Post Test, and chose to write on a wider variety of topics.

They showed an enhanced ability to include detailed/specific information such as the names of important figures, countries involved, and approximate dates of historical events being discussed. Student answers also increased in length, with most writing closer to one page, which is in stark contrast to the shorter paragraphs composed in the initial assessment.

Student answers furthermore demonstrated significant acquisition and retention of knowledge of course content and material, but also a willingness to discuss an increased variety of major historical developments of which they had barely acknowledged awareness at the beginning of the semester such as the French Revolution.

Finally, students also evinced an increased ability to think critically in their analyses of events at the end of the semester when compared with the very general comments they produced during the initial assessment.

No assessments of students' Non-Western History aptitude were undertaken in the 2011-2012 academic year.

**Use of Evaluation Results**

Faculty in the History Unit will continue to modify the current form of assessment in the academic year 2012-13.

As the results indicate, students significantly improved their understanding of major events and developments. As importantly, students also demonstrated a much greater aptitude for composing essay answers, employing detail and more rigorous historical analysis.

The current form of the Pre and Post Test appears more capable of measuring students' ability to read, analyze, and craft a detailed written response. While these are all important skills – and part of the program's general education competencies – they are not the same as understanding the major events, themes, and developments of American and European History. In the future perhaps an objective-style test would better measure these outcomes.

To meet the learning outcome of demonstrating understanding of the major events, themes, and developments of Non-Western History, the History Program faculty created two World History general education survey courses that will emphasize the development of the world's diverse cultures and civilizations.


Improvement of student understanding of historiography over the semester demonstrates the strength and clarity of HIS 400.

History Program faculty need to continue to develop this evaluation procedure to create a more standardized method of analysis.

While History Majors exhibit the ability to understand and analyze historiography and secondary sources, History Program faculty grew concerned that their lack of hands-on research and analysis of raw primary sources was not fulfilling general expectations of a History Major.

In order to meet the goal that History Majors will conduct "an original research project before completion of the degree," History Program faculty created HIS 498- Individual Research and Writing. Faculty will guide students through the research process. This course will debut in Spring 2014.

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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#### **BA-HIS 02: LO Events, themes, and developments in American and European History**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments in American and European History.

#### **Data Collection (Evidence)**

Faculty administered objective-style Pre and Post Tests to students enrolled in HIS 201 and 202 during the 2013-14 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

#### **Results of Evaluation**

#### **Use of Evaluation Results**

#### Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

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**BA-HIS 03: History Methodology**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Bachelor of Arts in History degree program graduates will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

**Data Collection (Evidence)**

Faculty administered Pre and Post Tests to students enrolled in HIS 400 during the 2013-14 academic year. The tests will consist of objective questions and an essay.

Results of tests will be compared to determine students' understanding of historiography.

**Results of Evaluation**


These evaluations were completed independent of grading. Indeed, the evaluation rubric was not used to grade the papers this past year but it will be implemented in the upcoming academic year.

**Use of Evaluation Results**

While History Majors exhibit the ability to understand and analyze historiography and secondary sources, History Program faculty grew concerned that their lack of hands-on research and analysis of raw primary sources was not fulfilling general expectations of a History Major.

In order to meet the goal that History Majors will conduct "an original research project before completion of the degree," History Program faculty created HIS 498- Individual Research and Writing. Faculty will guide students through the research process. This course will debut in Spring 2014.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 08: Perspectives**

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**BA-HIS 04: Writing, Analytical, and Interpretive Skills**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Bachelor of Arts in History degree program graduates will have the skills to think critically and write persuasively using the style of trained historians and with the ability to assess historical interpretation.

**Data Collection (Evidence)**

Faculty will collect writing assignments from History Majors in HIS 400, a course designed for upperclassmen.

Writing assignments will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details and understanding of historiography, and flowing, error-free prose.

Results of research projects will be compared to assess students' research skills.

**Results of Evaluation**

**Use of Evaluation Results**

**Related Items**

There are no related items.

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**BA-HIS 05: Research Skills****Start:** 7/1/2011**End:** 6/30/2012**Learning Outcome**

Bachelor of Arts in History degree program graduates will demonstrate the ability to conduct research by completing a capstone research project in HIS 498. This project will require students to construct an extensive, original research paper analyzing primary and secondary sources and employing the methods of professional historians.

**Data Collection (Evidence)**

Faculty will guide and evaluate student research papers derived from the HIS 498 course.

Research papers will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details, and flowing, error-free prose.

**Results of Evaluation****Use of Evaluation Results****Related Items**

There are no related items.

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**BA-PSC 01: Concepts, Theories and Analytic Skills in Diverse Political Issues****Start:** 7/1/2011**End:** 6/30/2012**Learning Outcome**

Graduates in the Political Science major will be able to:

1. ability to understand and use key terminology in the discipline;
2. discuss and apply major theories and concepts of political science and its sub-fields;
3. demonstrate critical thinking in verbal and written communication;
4. access and use electronic and traditional library resources to research key local, state, national or international policy issues and present results;
5. analyze and explain political, legal or policy problems and formulate policy alternatives or options;
6. use electronic and traditional library resources to research key local, state, national or international policy issues and present results;

**Data Collection (Evidence)**

A variety of measures are used to assess the students. These methods include:

pre- and post-tests;

assessment of comprehension of analytical readings assignments, including journal articles, political speeches, excerpts from chapters from assigned texts and book reviews;

short critical thinking and writing activities are assigned in all courses;

response papers reflecting lecture content and reading assignments;

chapter tests are used to assessing student study habits and retention;

problem-solving assignments requiring deductive and inductive reasoning;

research papers;

multiple-choice and essay examinations within and at the end of each semester.

In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.

## Results of Evaluation

For the purpose of all matrices in Political Science courses, proficiency is measure as achieving the grade of "C" or better. See the attached composite matrixes for evaluation by selected courses. For PSC 443 Media Law and Politics, 100% of the students were proficient in specified LOs. For the PSC 407: Criminal Law, 65% of the students were proficient in specified LOs.

### Use of Evaluation Results

More focus on increasing the emphasis on interactive teaching and increasing the opportunities for speaking through additional short in-class presentations.

More short writing assignments will be added to course activities. Faculty members will continue to emphasize writing in their courses, using a variety of strategies and activities. For example in the fall 2011 semester, PSC 103 students were required to address a broader range of readings in descriptive statistics that relate to the more traditional readings in the course.


Continue to refer students having difficulties to make full use of the DSU Writing Center. In addition, the students must show proof that they have received assistance at the Writing Center.

The proposed rough drafts will be built into the weekly schedule of class assignments.

A significant amount of work has to be done to remedy students' deficiencies in the fundamentals. Given the relative sophistication of legal rationality and models, it is hard to imagine an efficient approach to solving students' basic problems and, at the same time, getting them to think through the course literature and problems. Nonetheless, an attempt will be made to provide some creative approaches to solving this dilemma by way of tutorials or workshop mechanisms.

Professors will continue to search for topics that students with a limited analytic background in the disciplinal areas for discussion. Professors will consider readopting second text and memos for undergraduate students that has a collection of articles on developments to help students understand real-world examples of major concepts.

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

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## BA-PSC 02: Research Skills Grounded in Political Issues

**Start:** 7/1/2011

**End:** 6/30/2012

### Learning Outcome

Students completing a degree in political science will understand and apply research methods in evaluating diverse social and political problems as part of a team effort.

### Data Collection (Evidence)

Data are collected by internal course assessments, especially in PSC 103 Introduction to Political Science and PSC 201 American National Government.

Senior portfolio documents are collected and evaluated for all Political Science majors.

Oral internship defenses.

Class discussion are used as means to determine if students understand key terms and concepts in Political Science; additionally, chapter tests are also used to determine if an understanding of terms and concepts are understood. Students are expected to earn the grade of "C" to measure mastery of stated objectives.

Completion of an actual research project by:

1. Defining a research problem
2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

#### **Results of Evaluation**

Students use various evaluation and communication tools to explore new ideas and to build new analytic skills. The goal is to provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts. Most courses are inquiry-based, once comfortable with in-class discussion, students generally raise thoughtful questions about how to interpret political science literature and engage with their classmates over the meaning of a reading.

All graduates explored quantitative and qualitative research designs used within the political science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting. All students who successfully completed the research methods course scored As and Bs.

Last year two DSU Political Science students presented papers developed in their senior classes at the Mississippi Political Science Association conference. One of the Political Science graduates is now a Ph.D., student at Vanderbilt University. The second student graduated in December 2011. Both students returned for the 2011 MSPSA conference and presented papers that were developed in senior classes at DSU. Both students were also nominated to serve as undergraduate and graduate student board members.

#### **Use of Evaluation Results**

More focus on increasing the emphasis on interactive teaching and increasing the opportunities for speaking through additional short in-class presentations.

More short writing assignments will be added to course activities. Faculty members will continue to emphasize writing in their courses, using a variety of strategies and activities. For example in the fall 2011 semester, PSC 103 students were required to address a broader range of readings in descriptive statistics that relate to the more traditional readings in the course.

Continue to refer students having difficulties to make full use of the DSU Writing Center. In addition, the students must show proof that they have received assistance at the Writing Center.


The proposed rough drafts will be built into the weekly schedule of class assignments.

Professors will continue to search for topics that students with a limited analytic background in the disciplinary areas for discussion. Professors will consider readopting second text and memos for undergraduate students that has a collection of articles on developments to help students understand real-world examples of major concepts.

See the Composite Matrixes for the 2011-2012 Assessment Process in Political Science: Selected Courses;

-  PSC 302 Politics of Globalization
-  PSC 324 Southern Politics
-  PSC 361 Politics of Developing Areas
-  PSC 370-570 International Politics
-  PSC 406 State and Local Government
-  PSC 407 Criminal Law
-  PSC 441-American Constitutional Theory
-  PSC 492 Black Political Thought
-  PSC 499 Middle East Politics

#### **Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 08: Perspectives**

 **GE 10: Values**

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**BS-SSC-ADS: Communities, theories of community and community development**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

- (1) Explain various theories of community, community development and economic development
- (2) Describe the parameters of sustainability and strategies for implementing sustainable community development
- (3) Utilize research skills to gather and analyze data on communities
- (4) Categorize various roots of social change (e.g. population, technology, social movements) and evaluate how social change occurs

**Data Collection (Evidence)**

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting community studies.

Each student will be required to demonstrate an understanding of diversity in communities through written work, oral presentation, and/or class projects.

Students' advisors will review their students' portfolio content once each year and provide feedback for improvement.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.

Students will demonstrate abilities to engage in an actual social research project in collaboration with community-based partner organizations and analyze and report on data collected

**Results of Evaluation**

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

**Use of Evaluation Results**

Evaluation of results is not possible as there are no recent graduates and no students are currently enrolled in this concentration area.

**Related Items**

There are no related items.

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**BS-SSC-GEO\_01: Key geographic concepts of place, space, region, and landscape**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

A student with a concentration in geography will:

- (1) have the ability to understand and use key geographic concepts such as place, space, region and landscape
- (2) Explain the principal physical geographical factors affecting main regions and populations of the world
- (3) Design and evaluate geographic research
- (4) Apply a geographic perspective to significant social problems and issues
- (4) Explain the principal physical geographical factors affecting regions of the world

#### **Data Collection (Evidence)**


- (1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects


#### **Results of Evaluation**

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

#### **Use of Evaluation Results**

#### **Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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#### **BS-SSC-SOC 01: Concepts and theoretical approaches to understanding society**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

Students will comprehend and critically analyze different theoretical approaches and the way they relate to various methodologies used in sociological inquiry.

Be able to apply sociological perspectives to the examination of relationships between individuals and society.

#### **Data Collection (Evidence)**

Students complete multiple papers on various substantive topics of interest that demonstrate a critical understanding of the social world.



Each student is required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.


### Results of Evaluation

All graduates explored quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting. All students who successfully completed the research methods course scored As and Bs.

### Use of Evaluation Results

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 08: Perspectives**

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### BS-SSC-SOC 02: Quantitative and qualitative research designs

Start: 7/1/2011

End: 6/30/2012

#### Learning Outcome

#### Bachelor of Science in Social Sciences : Sociology Concentration

#### Learning Outcomes

By the end of their degree program, students will be able to:

- (1) Explain and analyze several theoretical approaches to understanding the social world
- (2) Apply a sociological perspective to the relationship between individuals and society
- (3) Describe quantitative and qualitative research designs

#### Data Collection (Evidence)

- 1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

Completion of an actual social research project by:

1. Defining a research problem

2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

#### **Results of Evaluation**


All graduates successfully explored and understood quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates completed an actual empirical social research project and analyzed and reported findings from data collected.

They completed oral presentations of their studies in a pseudo professional setting. All students who successfully completed the required research methods course scored As and Bs.

#### **Use of Evaluation Results**

#### **Related Items**

 **GE 03: Quantitative Skills**

### **BS-SSC-SSC\_01: Concepts and theories relating to a range of social scientific and institutional issues**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

By the end of their degree program, students will be able to:

- (1) Interpret a wide range of social issues
- (2) Apply social theory to political issues
- (3) Explain environmental concerns
- (4) Describe issues pertaining to the criminal justice system
- (5) Interpret social issues from a spatial perspective
- (6) Explain economic development concepts

#### **Data Collection (Evidence)**

- (1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

#### **Results of Evaluation**

#### **Use of Evaluation Results**

#### **Related Items**

There are no related items.

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**BS-SSC-SSC\_02: Quantitative research skills in the context of diverse social, political, and spatial problems**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

1. Students completing a concentration in the Social Sciences will conduct research that applies theory in explaining a social, economic, political or environmental problem.
2. Students completing a concentration in Social Sciences will understand and apply research methods in evaluating diverse social, political, and spatial problems as part of a team effort.

**Data Collection (Evidence)**

Oral and written assessment of written work and oral presentations by each student.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological/political/criminal justice and geographical studies.

Success of seniors' research papers in various regional and local undergraduate paper competitions.

Each student will be required to submit a portfolio that documents his or her academic progress from entry-level to final semester.

Students' advisors will review portfolio content every other semester and provide feedback for improvement.

Each completes an actual social research project by:

Defining a research problem

1. Developing specific research questions.
2. Identifying and applying appropriate research methods.
3. Collecting and analyzing empirical data.
4. Reporting results in written and oral formats

**Results of Evaluation**

All graduates successfully completed their senior portfolios and received exemplary feedback from the Division of Social Science and History faculty members. Submitted writing samples demonstrated improvement in critical thinking and writing skills. They also illustrated basic skills necessary to gather, analyze, and interpret data in understanding social, political, and spatial processes in society.

All graduates successfully explored and understood quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates completed an actual empirical social research project and analyzed and reported findings from data collected.

They completed oral presentations of their studies in a pseudo professional setting. All students who successfully completed the required research methods course scored As and Bs.

**Use of Evaluation Results****Related Items**

There are no related items.

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**BSE – SSC 01: Dispositions to organize and provide instruction in Social Studies**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Graduates from the Bachelor of Science in Education–Social Sciences program will demonstrate the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

BSE students, who are licensed to teach at the 7-12 school levels, should possess the knowledge and capabilities to organize and provide instruction in Social Studies and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, institutions and environment.

Graduates from the Bachelor of Science in Education–Social Sciences program will have substantial field and clinical experiences by a completion of 21 credit hours of professional education courses.

#### **Data Collection (Evidence)**

Students pursuing the Bachelor of Science in Education–Social Sciences degree are required to complete a series of assessments, including the Praxis I and II tests, portfolio and teacher work samples, and student teaching internships. Their program of study includes two curriculum courses taught by faculty in the DSSH, CUR 494 Methods of Teaching Social Studies I and CUR 495 Methods of Teaching Social Studies II, as well as CUR 498 Directed Teaching Internship.

Candidates complete a minimum 10 hours of field experiences in which the discovery of tools of inquiry, and meaningful observation and instructional techniques occur.

In planning and implementing lessons, candidates engage in instruction methods that allow them to incorporate National Council for Social Studies standards, for example, to complete the methods courses each candidate is required to develop a lesson plan and teach a lesson on the topic of cultural diversity at a local high school site. This lesson is evaluated by a certified social studies cooperating teacher as well as the methods course instructor.

Data are collected from the student teaching internship portfolio documents, Praxis II test scores, and evaluation instruments from the student teaching internship as well as field experiences which have been incorporated into the social studies methods courses. Teacher interns and methods course students alike are evaluated by their cooperating teacher, subject area University supervisor, and College of Education supervisor. Data are tabulated and filed in an assessment report. All information is analyzed by the subject area supervisor and discussed by the Social Science Education Committee.

#### **Results of Evaluation**

The use of a standardized grading scale (university wide) and the same grading rubric for all social science courses was useful in scoring.

History of Western Civilizations I and II were the lowest scoring areas for internal course grades which also correspond to lower scores on the World History sub-score portion of the Praxis II content knowledge exam (see assessments 1 & 2). The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History containing 26 questions for each subject area. Until Spring 2012 Delta State University required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis documented in this report (see: assessments 1&2) it was determined by the social science and history faculty that there was a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance due to the fact that the Praxis II exam assess knowledge of World History and not History of Western Civilizations. To remedy this, program changes will be implemented beginning Fall 2012 and will be continued on an annual basis (See Use of Evaluation Results).

Delta State University has a 100% pass rate for all education programs, because the content area (Praxis II) exam must be passed before the candidate enters the Teacher Education program and becomes eligible for student teaching. Average scores increased slightly for each consecutive year 2009-2011. The overall passing score is 143, with all students represented in the report passing. Candidate overall scores were: 149, 154, 160, 160, 166, 167 in 2012

The Social Science Education program requires a "C" or better for all core courses in the program. The courses used to assess the NCSS standards are all core courses. Therefore, there is a 100% pass rate for the internal course based assessment. Students who scored below a "C" in any required coursework were made to re-take the course. For example, two students earned a score of "D" for History of Western Civilizations I between the years 2009-2012. Both students earned a score of "C" or better on their second attempt. By NCSS theme: Theme 1.2 (History of Civilization I and II and United States History I and II) had the lowest mean score (2.1) for 2009, Theme 1.7 (Macroeconomics) had the lowest mean score (2.5) for year 2010 and Theme 1.6 and 1.7 (American National Government and State and Local Government) shared the lowest mean score (2.9) for year 2012. Theme 1.3 (World Regional Geography and Human Geography) maintained the highest mean scores for year 2009-2011 (3.05, 3.45 and 3.45 respectively).

### Use of Evaluation Results

Two units of World History are now required Beginning Fall 2012 for all social studies education candidates instead of History of Western Civilizations.

Data will be re-evaluated on an annual basis, with careful attention to the areas that were the lowest scoring.

Professors who teach in the BSE program continue to expose students to the issues of cultural diversity and have gained real world experience in dealing with and teaching about diversity issues in Mississippi Delta area schools. Increased emphasis is being placed on culture, diversity, nationality, race, class and gender as they relate to our state, nation and the globe in the curriculum.


Over the past three years Praxis II scores have risen each year for three consecutive years. Overall, all students fulfilled the requirement of a score of 143 or better on the Social Studies content area exam with a 100% pass rate. The lowest scores were in the area of World History with scores one to two points below the average range for one or two students on the lower end of the average range, but within or above the average range on the higher end. These lower scores may be due to the fact that History of Western Civilization courses are taken early in the program and leave candidate's little time to adjust from their transfer institutions; usually community colleges, which may have differing expectations of candidate performance. The Division of Social Sciences and History places great emphasis and rigor on required coursework as needed for the Social Science Education program and teacher licensure. These lower scores in World History correspond directly to data derived from internal course grades which again show that History of Western Civilizations I and II were the lowest scoring areas for internal course grades, which also corresponds to lower scores on the World History sub-score portion of the Praxis II content knowledge exam. The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History, containing 26 questions for each subject area, but does not directly assess candidate knowledge of the History of Western Civilizations. Until Fall 2011 Delta State University had required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis derived from Praxis II scores and the internal-end-of-course grades it as determined by the Social Science and History Faculty that there is a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance on state licensure exams due to the fact that the Praxis II exam assesses candidate knowledge of World History and not History of Western Civilizations. Thus, the History Curriculum and Assessment Committee revamped the curricular requirements, with DSU Academic Council Approval students will be required to complete two sections of World History courses starting in Fall 2012. The program supervisor worked closely with History faculty, the division Chair for Social Sciences and History, the Dean of the College of Arts and Sciences as well as Delta State University's Academic Council to remedy this problem. When program changes are implemented Fall 2012 and data collection will proceed with careful assessment of the outcome of this change.

After analysis of previous Praxis II data along with test score data from previous years it was decided that steps should be taken to promote even higher Praxis II scores in the Social Science Education program. In this regard, the program coordinator implemented test preparation procedures in the methods of teaching social studies courses, CUR 492 and 494 and has accumulated and provided a virtual library of online and hard copy test prep materials and resources for all candidates in the Social Science Education program.


The Social Studies Education program has a rigorous curriculum, with high standards required for course grades in order to stay in the program and to enter into the Teacher Education Program. There are very few electives allowable in the program, due to the large number of content area courses that are required. The internal requirement for course based assessment is met; with all scores below a C retaken before the students are admitted to the Teacher Education Program and allowed to student teach. Nevertheless, data show that overall; candidate performance in required coursework has improved each year for three consecutive years as documented in this report, and reflects the hard work of an exceptional group of social studies teacher candidates.

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### Related Items

 [GE 01: Critical and Creative Thinking](#)

 [GE 02: Communication](#)

 [GE 04: Inquiry and Technology](#)

 [GE 08: Perspectives](#)

 [GE 09: Cross-disciplinary Appreciation](#)

**BSJC-01: Social Institutions and interaction and the criminal justice system**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

- Program graduates will demonstrate the ability to understand and apply the key terms and concepts in Social Justice and Criminology.
  
- Program graduates will demonstrate the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
  
- Program graduates will indicate and demonstrate the ability to write effectively about Social Justice and Criminology.
  
- Students will develop the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

**Data Collection (Evidence)**

- Diverse internal course assessments: exams, papers, and group discussions
  
- To test general social justice and criminology knowledge, students are given a pre-test in SSC 101 testing basic and advanced concepts and theories. They are then given a post-test (the same test) in SSC 499 to assess the change in their level of knowledge.
  
- Several Social Justice and Criminology courses administer pre- and post-tests to test change in course specific knowledge.
  
- The Social Justice and Criminology Curriculum Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness

**Results of Evaluation**

The SJC Curriculum and Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness.

Proficiency is defined as a grade of "C" or better in an undergraduate course.


Final Exam Test results from SOC 435.	77 % of students were proficient while 23 % were deficient
Classroom discussions, tests, and essays from SOC 435.	87 % of students were proficient while 13 % were deficient
Essay exam from CRJ 436	70 % were proficient were proficient while 30 % were deficient
Final Papers from SOC 446	87 % were proficient while 13 % were deficient
Final Papers from SOC 446	70 % were proficient were proficient 30 % were deficient

**Use of Evaluation Results**

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.
5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.
6. Proficiency is defined as a grade of "C" or better in an undergraduate course.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 06: Social Institutions**

**BSJC-02: Research Skills in Social Justice and Criminology**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Graduates are able to develop a well-articulated and thoughtful research project dealing with a well-defined criminological research problem. They demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis.

**Data Collection (Evidence)**

Social Justice and Criminology majors use electronic and traditional library resources to research key criminological issues and present results in oral and written formats.

**Results of Evaluation**

In SSC 101, SJC students take a pre-test on information in the Social Sciences, and they take a similar test in SSC 499. Results can then be compared as a rough measure of how much students have learned during their studies in the Division of Social Sciences. Table A below shows how SJC students performed.

**TABLE A: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS  
FALL SEMESTER, 2011**

Name	Major	Assessment Pre-Test Taken in SSC 101			Assessment Post-Test Taken in SSC 499	
		Semester	Score	Percent	Score	Percent
Student 1	SJC	SP 10	18	45.0	20	50.0
Student 2	PSC	SP 09	26	65.0	31	77.5
Student 3	SOC	FA 10	25	62.5	22	55.0
Student 4	SJC	FA 09	14	35.0	11	27.5
Student 5	SJC	SP 10	18	45.0	0	0.0
Student 6	SJC	N/A	N/A	N/A	8	20.0
Student 7	SJC	SP 10	15	37.5	36	90.0
Student 8	SJC	SP 09	16	40.0	24	60.0
Student 9	SJC	FA 10	19	47.5	20	50.0
Student 10	SJC	FA 09	18	45.0	0	0.0
Student 11	SJC	SP 11	16	40.0	10	25.0
<b>Overall Average</b>			18.5	46.25	20.2	50.5

The average score for students that took SSC 499 during Fall semester, 2011 improved from 18.5 (46.25%) correct responses in SSC 101 to 20.2 (50.5%) correct responses in SSC 499. Four SJC students improved their scores from SSC 101 to SSC 499, and two SJC students got lower scores in SSC 499 than SSC 101. The remaining students did not take one of the exams.

**TABLE B: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS  
SPRING SEMESTER, 2012**



Name	Major	Assessment Pre-Test			Assessment Post-Test	
		Taken in SSC 101			Taken in SSC 499	
		Semester	Score	Percent	Score	Percent
Student 1	SJC	SP 12	21	52.5	29	72.5
Student 2	SJC	SP 11	12	30.0	21	52.5
Student 3	SJC	SP 10	16	40.0	0	0.0
Student 4	SJC	FA 10	23	57.5	25	62.5
Student 5	SJC	SP 11	20	50.0	13	32.5
Student 6	SJC	FA 11	12	30.0	17	42.5
Student 7	SSC	SP 10	15	37.5	15	37.5
Student 8	SJC	FA 11	14	35.0	0	0.0
Student 9	SJC	FA 10	25	62.5	24	60.0
Student 10	SJC	SP 09	23	57.5	29	72.5
Student 11	SJC	FA 09	13	32.5	12	30.0
Student 12	PSC	FA 10	21	52.5	30	75.0
Student 13	SJC	SP 11	25	62.5	22	55.0
Student 14	SJC	FA 10	22	55.0	18	45.0
Student 15	SOC	N/A	N/A	N/A	23	57.5
Student 16	SJC	FA 09	19	47.5	38	95.0
<b>Average</b>			18.75	46.8	22.6	56.4

All SJC students who completed their degrees in the academic year 2011-12 demonstrated basic skills necessary to gather, analyze, and interpret data in conducting social research, as all students scored 80 percent and above in the final research paper.

#### Use of Evaluation Results

Attention will continue to be placed on the importance of critical thinking, analyzing information, the value of research, and making connections between courses from across the program of study. Through emphasis on both practical and academic elements of Social Justice and Criminology, students are being guided toward critical thinking and making connections between theory, methods and practice. Students are advised to pursue diverse internship experiences and take advantage of research opportunities.

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.
5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.

#### Related Items

 [GE 03: Quantitative Skills](#)

 [GE 07: Cultural Awareness](#)

**MED-SEC-HIS\_01: Advanced concepts, ideas and methods in history**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

History graduate students will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

History graduate students will demonstrate an ability to critically analyze historical developments, figures, and eras by applying key concepts and methods derived from an understanding of historiography.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in history and the social sciences.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in the social sciences.

**Data Collection (Evidence)**

Written assignments (analytical essays, book reviews)

Class discussions

Comprehensive exams

Thesis projects

Written assignments from courses, particularly HIS 500

Teacher Work Sample (TWS) and documentation from the SSC 602 course

**Results of Evaluation**

Students analyzed historical figures, developments, and eras through various writing assignments and class discussions. At the graduate level, students are expected to enhance their analysis of history through a deeper engagement with historiography. Students who did not take Historiography as undergraduates are required to take the Historiography course (HIS 500) at the graduate level.

In the evaluated courses, students performed well in discussions and demonstrated a good general knowledge of the subjects being taught. However, writing clearly, succinctly and persuasively proved to be the students' main weakness.

One student from this program took and passed comprehensive exams in the 2011-2012 academic year. (No student has pursued the thesis option in recent years.)

Although the student did well on the exam, History faculty are concerned that comprehensive exams are too narrow. Comprehensive exams have been based exclusively on the specific courses each student has taken. The History faculty contends that the comprehensive exams should require a broader understanding of historical developments and scholarship than the current approach provides.

**Use of Evaluation Results**

In response to the accreditation requirements from the National Council for Accreditation of Teacher Education (NCATE).

the M.Ed. in Secondary Education-History program required “teaching track” candidates to complete SSC 602 (Trends in the Teaching of the Social Sciences), along with a practicum course, for completion of the program. In addition to this change, History faculty will work to alter the curriculum in the upcoming year.

For the History M.Ed. program, curriculum changes will reflect our previously-stated concerns about comprehensive exams.

History faculty will also consider creating graduate reading lists to accompany course work and demand a broader knowledge base for exams.

The History 600-level graduate courses have been reconfigured for approval by Academic Council to allow for more chronological flexibility, thematic concentration, and geographic diversity.

Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates (e.g. Seminar in European History in the Nineteenth Century).

Several 600-level courses are to be replaced with eight more broadly and less chronologically confining seminars: Early European History, Modern European History, Topics in European History, Early American History, Modern American History, Topics in American History, Topics in World History, and History of the Mississippi Delta. This reconfigures the History graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program fourteen 600-level courses, all but two of which are confined within a particular set of dates.

#### **Related Items**

There are no related items.

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#### **MED-SEC-SSC\_01: Advanced social science concepts and methods**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

Social Science graduate students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts, theories and methods.

#### **Data Collection (Evidence)**

- Course-based projects.
- Written comprehensive exams, including intensive comp preparation sessions.
- Tracking of student performance and retention (quantitative). This allows us to better understand factors in graduate student success, particularly completion of program and completion of comprehensive exams.

#### **Results of Evaluation**

**COURSE-BASED PROJECTS:** Students taking graduate level courses in the Division appear to do adequately in their content areas. However, they need more development in the areas of research project conceptualization and design, field research, analysis of data, compilation of results, and appropriate writing strategies for the social sciences.

Five students from this program took comprehensive exams in the 2011-2012 academic year. Three of these students passed on the first try; two students passed after being asked to retake parts of the exam. No students failed the comps; however, no comprehensive exam scores were in the highest brackets (this follows from results explained above under 'course-based projects'). Several other candidates opted to postpone their comps based on their own assessments that they were not fully prepared. Professors offered two comp preparation sessions over the course of the year, and also worked intensively with candidates to help them prepare. This appears to have improved performance.

**DATA TRACKING:** 23 candidates were present in the program from Spring 2011 to Summer 2012. Of these, 6 were dismissed, 5 were inactive as of June 2012, 5 completed their degrees, and 7 remained in good standing in June 2012 and planned to graduate in the following academic year. None were writing theses, so all have taken or will take comps. Students were dismissed for not maintaining required 3.0 graduate GPA. Upon examination of the data:

1. Among dismissed students, mean UNDERGRADUATE GPA was 2.89 (n=6), and two had non-DSU undergrad degrees. (GPA under 3.0 for admittance requires provisional acceptance status).

2. Among students who completed (n=5), mean UNDERGRADUATE GPA was 3.27; 4 of the 5 who completed had DSU undergrad degrees, and the other had a prior DSU grad degree.

3. Last recorded graduate GPA for those students with DSU undergrad degrees (n=14) was 3.44.
4. Last recorded graduate GPA for those students without DSU undergrad degrees (n=7) was 2.68.

\*NOTE: 2 students did not have undergrad GPAs recorded in our files.

Despite the small sample size and brief temporal span, it is possible to make several generalizations:

1. A DSU undergrad degree is a predictor of graduate success at DSU. Most of these students, but not all, have degrees in undergraduate Social Sciences degrees, and so are already familiar with our level of academic rigor and other issues.
2. Students admitted provisionally (undergrad GPA less than 3.0) swell recruitment numbers but harm retention. There are several exceptions—students who were admitted provisionally but either completed or are in good standing—but these are only students with BS degrees in the Social Sciences division at DSU.

#### **Use of Evaluation Results**

In response to the identified need for students to understand the diverse approaches to the teaching of social sciences, the course SSC 602, Teaching Methods in Social Sciences was taught for the second time in Spring 2012. From students' response to this class, it was evident that graduate students needed a seminar to help them become familiar with ethics and research methods at the graduate level; the class also fostered a community of graduate students and a sense of inclusiveness and mutual support that appears to be important for student success and retention. It should be noted that SSC 602, a live class, was not taken by several who opted for an online alternative.

The M.Ed. in Social Sciences was to undergo restructuring in 2010-11 and 2011-2012. However, by the end of spring 2012, concrete advances in modifying the degree program had not been made official by insertion into the Graduate Catalog.

The level of emphasis on comps preparation will continue to be maintained, with two meetings for all grad students (Fall and Spring) and further individualized help.

Applicants with less than 3.0 GPA will be much more carefully screened, and selection of provisional applicants will be much more selective.

Instructors will place further emphasis on defining the level of rigor that is expected to all students, so that non-DSU undergrads coming into the program will be better prepared to understand the level of excellence that is expected

#### **Related Items**

There are no related items.

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#### **MS-CD\_01: Comprehension and application of theories of community and development frameworks**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

Community Development graduates will be able to explain diverse theoretical perspectives pertaining to community development.

Students will demonstrate competence understanding how the social world works and how the social science approach overcomes many common errors in everyday reasoning.

#### **Data Collection (Evidence)**

Students writing assignments including essays, several drafts of research papers, and final research papers.

Course-based research projects.

Practicum reports.

Presentations at professional meetings.

Proficiency is defined as a grade of "B" or better in a graduate course.

### **Results of Evaluation**

Students complete Community Development courses which are cross-listed with Sociology or Social Sciences that involve applied research projects and research based on secondary data analysis.

Three of the current students, who are scheduled to graduate from the program in the forthcoming academic year, are working on practicum projects.

All four students (non-thesis) who graduated from the program in the 2011-12 academic year took comprehensive exams and passed the exam. Two students are scheduled to take the comprehensive exams and defend practicum project over summer 2012.

Students authored/co-authored with faculty to prepare reports, and a student's research paper was accepted for presentation at the annual meeting of Southern Sociological Society (SSS) 2012.

Students learned to write professional research papers based on faculty feedbacks which they received at different stages of writing and preparing reports for several courses.

Students are increasingly exposed to core social science theories, especially those from community and development sociology. Many of the courses were recently revised, some courses have been offered again after a few years off the schedule, and new courses have been developed. Sociology of Community (COD 575) and Community Development (COD 600) are required, and Delta in Global Context (COD/SOC 526), Sustainable Development (COD/SOC 521) and Sociology of Development (COD 567) are offered as electives.

Recent graduates are engaged in a wide variety of professional positions, many including professional research. A spring 2012 graduate will attend law school in fall 2012.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

One student was employed by a State Agency related to the field of community development. Another graduate was employed in the field of education.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH.

An international student from Uganda and a Teach for America (TFA) fellow completed the Degree in spring 2012.

### **Use of Evaluation Results**

A concentrated evaluation of comprehensive exams (completed by students in the past academic year) by the DSSH Chair revealed that in general, CD students show a satisfactory grasp of the meaning of community development and related concepts and ideas. However, there is concern that students display only rudimentary knowledge of the main principles of these frameworks. While students are able to identify the main frameworks/techniques of community development, there are general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. For example, students often identify elements of the self-help/ technical

assistance and conflict perspectives but they tend not to adequately integrate the importance of these approaches in understanding planning, implementation and evaluation and outcome/social change of community development strategies. Students tend not to articulate the strengths and weaknesses of Community Development theories at rigorous level. Therefore:

- Faculty members will continue to focus on key concepts and interpretive skills across the curriculum.
- CD students are being encouraged to engage in research across the CD program of study and to engage in this work beyond their courses.
- Faculty members are working to improve standards for the comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.
- Faculty members redesigned courses as well as the comprehensive exams, and provided students with practice questions for comprehensive exams based on students' areas of focus.
- Faculty members are encouraging students to carry out research for practicum projects, and use the skills they learn in program to apply for suitable jobs in the field of community development in local, state and national level.

**Related Items**

There are no related items.

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**MS-CD\_02: Research methods and data analysis strategies in Community Development**

**Start:** 7/1/2011

**End:** 6/30/2012

**Learning Outcome**

Graduates of the Community Development program will demonstrate knowledge of various research methods

**Data Collection (Evidence)**

Course-based research projects.

Practicum reports.

Comprehensive exams.

Professional presentations.

Students writing assignments including preliminary research proposal, drafts of research papers, and final research reports.

Professional research papers based on faculty feedbacks which they receive at different stages of writing and preparing reports for several courses.

Students' presentation of their research to classmates and receive peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

**Results of Evaluation**

A majority of Community Development courses, a majority of which are cross-listed with Sociology or Social Sciences, involve applied research projects and research based on secondary data analysis.

Three of the current students, who are scheduled to graduate from the program in the forthcoming academic year, are working on practicum projects.

All four students (non-thesis) who graduated from the program in the 2011-12 academic year took comprehensive exams and passed the exam. Two students are scheduled to take the comprehensive exams and defend practicum project over summer 2012.

Students authored/co-authored with faculty to prepare reports, and a student's research paper was accepted for presentation at the annual meeting of Southern Sociological Society (SSS) in April 2012.

Students learned to write professional research papers based on faculty feedbacks which they received at different stages

of writing and preparing reports for several courses.

Student presented their research to classmates and received peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

Recent graduates are engaged in a wide variety of professional positions, many including professional research. A spring 2012 graduate will attend law school in fall 2012.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

One student was employed by a State Agency related to the field of community development. Another graduate was employed in the field of education.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH.

An international student from Uganda and a Teach for America (TFA) fellow completed the Degree in spring 2012.

#### **Use of Evaluation Results**

Graduates from the Community Development program go on to work in the Mississippi Delta, throughout the state and region and even nationally in nonprofit organizations, faith-based groups, schools and government agencies. There are also those who continue on with their graduate studies in pursuit of doctoral degrees. There are many successes warrant celebration, for example:

Corbin Freres is a 2012 MSCD graduate who is now a 2015 J.D. candidate at the College of Law, University of Illinois - Urbana/Champaign

Corbin notes in an email to the Chair of the DSSH:

"After a month of law school, I really wanted to connect back to you. I am so very thankful for the opportunity that you helped me obtain. Additionally, my studies with Delta State have become very relevant in my conversations with Professors here, especially as I consider my future summer opportunities. There is one class that I hope to take in the future called Global Justice with a short trip to Costa Rica. During the presentation, the light bulbs continued to flash. I thought that it reminds me...Woman and Gender Development...Sustainable Development...etc. Once again, thank you so much."

Emanuel Edmond, another recent graduate has held several positions and received many promotions in his short career; something he directly attributes to his training and mentorship received in the MSCD program at Delta State University. He has co-authored numerous publications, the most recent being, "A Church-based Dietary Intervention for Rural, Lower Mississippi Delta, African American Adults: Delta Body and Soul Pilot Study," for the Journal of Rural Health. He is a sought after speaker on Health and Health Technology related issues. Until December 2011, Emanuel served as the Lead Project Facilitator for United States Department of Agriculture-Agricultural Research Service (USDA-ARS), at the Delta Health Alliance (DHA), in Stoneville, Mississippi. He has since been promoted to Coordinator of Health Information Technology (HIT) and Special Grants for the Delta Health Alliance. He coordinated efforts for all Health Technology programs at the DHA and assists the program Director with day-to-day operations of HIT and Special Grants programs. He is now the new Project Funding Director at the Delta Regional Authority.

John Bridges a recent graduate notes:

"The completion of the MSCD program helped me to gain a good perspective on how social problems and community development issues impact health care disparities in Mississippi. The MSCD program gave me a good social science background and lens through which I can better understand medicine and how it affects community. I also learned important skills in research and evaluation, which I continue to develop here at UMMC."

Elliot Meador (Male, Caucasian America and Hearin Fellow), 2010 is MSCD graduate who is currently a PhD student at the University of Missouri.

Donielle Lovell, a MSCD graduate completed her PhD at the University of Missouri. She is currently an Assistant Professor of Sociology, Western Kentucky University. Donielle notes: "The DSU Community Development program provided a firm foundation for me. I entered the PhD program in Rural Sociology at the University of Missouri feeling confident in not only community development and research methods, but also sociological theory. The mix of theory and practical experience provided by each DSU faculty member serves me well in my doctoral program, and in my leadership consulting work. Finally, the MSCD faculty members are among the finest I have had the privilege to study under. They are both challenging and passionate about their work in the Mississippi Delta--an excellent combination for the classroom and the region."

Eric Atchison, a MSCD graduate currently works as an Institutional Research Analyst at State Board of Trustees for Mississippi Institutions of Higher Learning, Jackson, MS. Prior to that, he served as research and information specialist at Office of Institutional Research & Planning, Delta State University from 2008 to 2012.

Eric Atchison notes:

"The Community Development program at DSU provided me with the knowledge and skills to identify, collect, and analyze data as well as the ability to critically analyze and interpret various projects within social research. These skills have helped me to assist in projects focused on improving the quality of life of Delta residents, survivors of Hurricane Katrina on the Mississippi Gulf Coast, and currently students enrolled at DSU. I tend to view our campus as a community and have been able to address many of the issues we face using methods learned within the MSCD program. The program has made a huge impression on my views of society and what direction I see myself going in the future."

#### Recommendations for Improving the Community Development Program

1. Provide media training for students in order to inform community about community development (includes public speaking opportunities)
2. Have students directly participate in a community organization early in the program
3. Instill a passion for social action change
4. Actively recruit students from other disciplines (e.g. liberal arts)

Develop a system to keep track of graduates.

5. Over the last couple of years, all core courses in the MSCD program are offered online only. Therefore, MSCD faculty members now focus on a learner-centered approach and are reorienting pedagogy to the self-learning environments of online students. There is need to procure cutting edge instructional technologies for online synchronous and asynchronous learning activities.

6. Quality writing continues to be elusive for many MSCD students as evidenced by course papers and some practicum and thesis projects. Faculty members stress the importance of writing well, and they work with individual students to improve their writing skills, nevertheless, there is much to be done. Although the MSCD programmatic content and professors cannot completely address the inadequate of writing skills among students, it would be helpful to identify an existing course for more intensive writing instruction and feedback.

#### Related Items

There are no related items.

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#### MSJC\_01: Concepts and theories

Start: 7/1/2011

End: 6/30/2012

#### Learning Outcome

1. Graduates students will demonstrate mastery over the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
1. Graduate students will demonstrate the mastery in understanding and applying the key terms and concepts in Social Justice and Criminology.



1.

#### **Data Collection (Evidence)**

- Diverse internal course assessments: exams, papers, and group discussions.
- Specific internal course assessment of CRJ 630 Theories of Criminal Behavior, a theory-driven and writing-intensive course provides students with specialized perspectives of the criminal justice system
- Comprehensive examinations.
- Practicum/thesis reports.
- Proficiency is defined as a grade of "B" or better in a graduate course.

#### **Results of Evaluation**

Seven of the 13 students who took CRJ 630 passed with a grade of B or higher. Three received F's because of incomplete writing assignments and plagiarism.

Analysis showed that students did better on essay exams than they did on longer writing assignments.


Comprehensive examinations from four 2011-2012 students were analyzed. Two students passed their written exams on their first attempt. Two students passed after rewriting theory and method sections.

#### **Use of Evaluation Results**

As with other graduate programs in the Division, faculty members are working to improve standards for the comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.

A concentrated evaluation of comprehensive exams (completed by students in the past academic year) by the DSSH Chair revealed that in general, MSJC students show a satisfactory grasp of the main perspectives, concepts and theories of social justice and criminology. However, there is concern that students display under-developed knowledge of the main principles of theories. While students are able to identify the main frameworks/techniques of social justice and criminology, there are general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. MSJC students tend not to articulate the strengths and weaknesses of social justice and criminology theories at rigorous level. Therefore:

- MSJC faculty members will continue to focus on key concepts and interpretive skills across the curriculum.
- MSJC students are being encouraged to engage in research in various content areas of the program of study and to engage in this work beyond their courses.
- Faculty members are working to improve standards for the MSJC comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.
- MSJC faculty members redesigned courses as well as the comprehensive exams, and provided students with practice questions for comprehensive exams based on students' areas of focus.
- Faculty members are encouraging students to carry out research for practicum projects, and use the skills they learn in program to apply for suitable jobs in the field of social justice and criminology in local, state and national level.
- To curb plagiarism, instructors stringently observe DSU academic dishonesty rules and worked with students to help them understand and overcome the problem of plagiarism

 Assessing the Master of Science in Social Justice and Criminology- More specific considerations for 2012-13

#### **Related Items**

There are no related items.

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#### **MSJC\_02: Research methods and data analysis strategies**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Learning Outcome**

1. Graduate students will demonstrate mastery over the ability to effectively conduct advanced research issues in Social Justice and Criminology.

2. Graduate students will indicate and demonstrate mastery over the ability to write clearly about Social Justice and Criminology issues.

3. Students will demonstrate mastery over the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

#### **Data Collection (Evidence)**

Diverse internal course assessments: exams, papers, and group discussions.

To test general social justice and criminology knowledge, students are given a pre-test in SOC 535 testing advanced concepts and theories. They are then given a post-test at the end of the semester to assess the change in their level of knowledge.

Several Social Justice and Criminology graduate courses administer pre- and post-tests to test change in course specific knowledge.

Specific internal course assessment of SSC 669 Quantitative Research and Statistics (Note: All students in SSC 669 analyze data from a real-world research project.)

Comprehensive examinations.

Practicum/thesis reports.

#### **Results of Evaluation**

Main weaknesses identified in the research methods and statistics courses are limited basic preparation among students and their self-perceived lack of adeptness. Nevertheless, with concentrated tutoring by DSSH instructors a majority of students do well, passing the class with the required grade of B or higher.

Supplemental face-to-face workshops were offered to online methods and statistics students by instructors. However, they were not well attended.

As mentioned above, all students passed their written comprehensive exams including the theory and methods sections. However, two of the students had to rewrite the methods section before demonstrating an acceptable level of proficiency.

#### **Use of Evaluation Results**

- MSJC faculty is refining research methods and statistical analysis courses for more efficient delivery online. (However, the need for more cutting edge synchronous and asynchronous technology is blatant).
- Student research, especially the thesis option, is being emphasized.

#### **Related Items**

There are no related items.

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#### **SSF 2012\_01: Create a Social Science Computer Lab**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Create a Social Science Computer Lab.

Create a students' reading room (for postgraduates and undergraduates).

Write for a grant to purchase two computers.

Sustained strategy QEP strategy: Enhance student engagement through increased use of technology and web-based communication.

#### **Evaluation Procedures**

Progress toward development of a lab; use of the lab; improvements in student outcomes, especially in relation to research methods and statistics.

#### **Actual Results of Evaluation**

In the 2011-12 academic year, cubicles in the main office were made available to undergraduate and graduate students for access to laptops with the Statistical Package for Social Scientists software. However, computers are lacking and both equipment donations and funding are needed to proceed with an efficient social sciences computer lab.

The goal of securing computer work stations by the end of the 2011-2012 academic year did not materialize as limited

progress was made in securing funds to purchase computers for the lab, however, to garner grants, Dr. Garry Jennings and Dr. Paulette Meikle-Yaw continue to seek potential funding sources.

#### **Use of Evaluation Results**

To develop the lab, concerted efforts will continue in the upcoming academic year.

#### **Related Items**

There are no related items.

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### **SSH 2012\_02: Hire Faculty in Social Justice and Criminology and History**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Hire One European History professor

Hire One U.S. History professor

Hire Two Social Justice and Criminology professor

Assure high quality, diverse, engaged faculty and staff.

Maintain a highly qualified, diverse, engaged, and distinguished faculty.

Sustained strategy QEP strategy: Enhance student engagement through increased student-student interaction and faculty-student interaction.

#### **Evaluation Procedures**

Faculty search processes and outcomes. Whether proposed new faculty members are hired.

#### **Actual Results of Evaluation**

During the academic year 2011-12 two faculty members in the History Unit handed in letters of resignation. To replace these faculty members, a limited search was conducted and an offer was made to one of the candidates for the position of Visiting Assistant Professor of European History in May 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester. Another limited search was conducted in June 2012 and an offer was made to one of the candidates for the position of Visiting Assistant Professor of U.S., History in June 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester. During the fall 2011 semester an instructor of Social Justice and Criminology resigned, the vacated position was subsequently changed to tenure-track Assistant Professor of Social Justice and Criminology, to fill this position, a search was conducted during the fall 2011 semester and an offer was made to one of the candidates for the position of Assistant Professor of Social Justice and Criminology in February 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester.

A faculty search took place in spring 2012 for another Social Justice and Criminology professor. The position was not previously filled because an appropriate candidate was not identified from a rather small pool of applicants in the spring semester of 2011. Having evaluated the applications, the Search Committee came to the conclusion the applicants did not meet the requirements for the position. A new search was conducted in fall 2012 and the position was filled in March 2012. The new faculty member will begin work in the fall 2012 semester.

#### **Use of Evaluation Results**

With a full cadre of the Social Justice and Criminology professors in place, the integrity of the undergraduate and graduate Social Justice and Criminology degree programs in the Division is enhanced and the programs are positioned for growth and sustainability. The MSJC degree program now has a coordinator (the Chair of the DSSH formerly served as coordinator for this program). The Social Justice and Criminology program has the highest per capita number of graduates at both post graduate and undergraduate levels each year in the Division and we hope to improve enrollment numbers in the next three years.

#### **Related Items**

 [SP3.Ind01: Faculty and staff hiring](#)

 [SP3.Ind06: Diversity](#)

 [SP3.Ind07: Credentials](#)

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### **SSH 2012\_03: Increase funds through grants and contracts, including private funds.**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Continue to increase funds through grants and contracts, including private funds. Create a Development Team

#### **Evaluation Procedures**

Number and content of proposals submitted and awarded; progress and completion of funded projects; new partnerships

formed for soliciting funds for scholarships.

#### **Actual Results of Evaluation**

During the 2011-2012 academic year, several DSSH faculty members wrote and submitted proposals for funding of grants and contracts from government agencies and foundations. Most of these efforts included partnership with other campus entities (departments and centers) and outside organizations, including nonprofits and other universities (see "Grants, contracts, partnerships, and other accomplishments" section below). These efforts included collaboration with the DSU Center for Community and Economic Development, the Madison Center, the Office of Graduate Studies and Continuing Education, and the Office of Institutional Grants, along with other organizations such as the Coalition for a Prosperous Mississippi, Friends of Dahomey National Wildlife Refuge, Inc. Some of these projects were funded, others are under-review.

Given current financial constraints, and recognizing that faculty members in the DSSH have heavy teaching loads and limited professional energy to devote to grant writing, there are plans for increased efforts to secure successful grants in the Division in cooperation with its partners. For example, professors Garry Jennings and Mark Bonta were recently appointed as Senior Faculty Associates in the CCED to specifically work on applying for and securing external grants and contract funds for applied research and evaluation projects that involve community-based organizations. In this regard, Dr. Mark Bonta secured a \$20,000 grant as principal investigator for the Committee for Research and Exploration of the National Geographic Society for a 1-year project entitled "Biodiversity and Endemism in Unsurveyed Cloud Forests of Northeastern Honduras." Dr. Garry Jennings secured \$100,000 from the Federal government for the Yazoo City Athenaeum in May 2012. Dr. Meikle-Yaw secured \$6000 from the Southern Regional Asset-Building Coalition to conduct a study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta."

A new development team is in place for the purpose of fundraising and expanding programs in the DSSH, with a short-term focus on garnering private funds from local (Mississippi) sources. A member of this team was instrumental in sourcing private funds for a fellowship to be awarded to a student in the new Master of Arts in Liberal Studies degree program. The team is working on establishing fundraising priorities and exploring ways to approach potential donors. Efforts include identifying the marketable strengths of the DSSH, for example, what makes us indispensable for the community and region and the concrete ways that donors can contribute to DSSH programs. To start the marketing process, the DSSH continues to produce and circulate newsletters.

#### **Use of Evaluation Results**

DSSH faculty members, staff and partners will continue to pursue grants and contracts, especially in regard to funds to support scholarly activities, community based research, graduate student fellowships, and equipment. The DSSH will also expand its network to solicit funds from new funders. In this regard, the DSSH in collaboration with the Federal Reserve Bank of St Louis hosted an Assets Building symposium and the Federal Reserve Bank of St Louis , Memphis branch paid for the total cost of \$2700.

#### **Related Items**

  [SP2.Ind01: Enrollment](#)

  [SP2.Ind02: Retention](#)

  [SP2.Ind07: Scholarships and Aid](#)

  [SP5.Ind06: Community Outreach](#)

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#### **SSH 2012\_04: Expand study abroad courses**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Continue to develop and expand study abroad courses. Establish partnerships with other universities in the USA and overseas. Seek private funding.

#### **Evaluation Procedures**

Number of study abroad opportunities; content of courses; number of students who participate in study abroad opportunities; student reflections.

#### **Actual Results of Evaluation**

Continuation of the DSSH's tradition of offering study abroad opportunities over the past several years is paramount. In spring 2012 accompanied Dr. Garry Jennings, fifteen DSSH students travelled to Rome and Florence, in Italy. Before travel, Dr. Jennings conducted several on-campus seminars that covered apt literature, harmonized readings with the trip plan, and explained on-site course assignments. Each student was assigned an individual project requiring initiative and thoughtful preparation beyond the broader expectations for this travel course. These projects will be presented in a public presentation early in the fall 2012 semester.

Professor and students also used contemporary commentators to flesh out some of the more subtle features of Renaissance politics. Other readings included discussions of the major archeological and architectural sites in Rome and

Florence, their association with important figures and historical events, and why these sites are important in terms of art, politics and power. Students were also provided with a web page filled with my photography from previous trips. This enabled them to identify the major landmarks and sites that they, themselves, will engage on the trip. Students visited Roman archeological sites including the Coliseum, the Arch of Constantine, the palaces of Augustus and Livia and other structures on Palatine Hill, the Forum, the Baths of Caracalla, the Temple of Jupiter, and the National Museum; admission to the Vatican Museum; train fare between Rome and Florence; admission to the Academia and Uffizi Museums in Florence; and, admission to the Duomo in Florence and the climb to its dome. Italy, its history, politics, art, its culture, and its language, are foundational to our understanding of the Western Intellectual tradition. Exposure to these features and to Roman and Florentine philosophers, historians, and artists deepens our students' understanding of this tradition well beyond discussions of the republican model. These opportunities broaden their intellectual horizons, ennoble students' spirits, and, in short, enfold them in a profound experience with beauty. Professor Jennings' energy and initiative are to be highly valued by all the students who participated.

#### **Use of Evaluation Results**

Faculty in the DSSH believe in supporting efforts that help to produce "globally competent" students and that travel can enhance learning in ways that traditional classroom experiences may not. The Chair of the DSSH argues that "travel is social theory." Despite high cost for travel abroad courses, DSSH students and faculty continue to display interest in cross-border study opportunities. Therefore, faculty will continue to work within the DSSH and in partnership with other departments, the Office of Graduate Studies and Continuing Education and the Center for Community Economic Development to exploit the opportunities and challenges that exist in conducting sociological/community research overseas in the new global era. The goal is to offer a minimum of one such opportunity every two years. The DSSH will continue to use lessons learned for travel based courses to inform future travel endeavors.

#### **Related Items**

  [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

  [SP2.Ind04: Degrees](#)

  [SP5.Ind04: Cultural offerings](#)

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#### **SSH 2012\_05: Increase the number of graduates from the Division by 10% over the next 3 years**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Increase the number of graduates from the Division by 10% over the next 3 years.

#### **Evaluation Procedures**

Number of graduates, analyzed by program and for the Division as a whole; comparison with University-wide trends.

#### **Actual Results of Evaluation**

Graduation numbers increased the 2009 -2010 academic year, then declined somewhat in 2010-2011 and again in 2011-2012. However, two of the graduate programs which did not have graduates in the 2009-2010 academic year; Master of Education-History and Master of Education-Social Sciences had two and three graduates respectively in 2011-2012. A new Master of Arts in Liberal Studies (MALS) degree program was recently instituted, with an enrollment number of over ten students who are slated to begin their studies in fall 2012. An increase in DSSH graduates is anticipated.

#### **Use of Evaluation Results**

Continued attention will be given to student retention and graduation in the upcoming academic year. With the new SJC and History faculty, it is expected that renewed efforts will be targeted toward increasing the number of graduates from the DSSH.

#### **Related Items**

  [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

  [SP2.Ind01: Enrollment](#)

  [SP2.Ind02: Retention](#)

  [SP2.Ind03: Graduation Rate](#)

  [SP2.Ind04: Degrees](#)

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#### **SSH 2012\_06: Expand marketing efforts for undergraduate and graduate students**

**Start:** 7/1/2011

End: 6/30/2012

**Unit Goal**

Expand marketing efforts for undergraduate and graduate students offered through the DSSH, including outreach/recruitment in regional high schools and community colleges.

**Evaluation Procedures**

Participation in recruitment fairs for potential undergraduate and graduate students; quality of literature and other media used to attract and inform students; participation in new student orientation activities; increase in the number of majors in DSSH overtime.

**Actual Results of Evaluation**



Continued attention was placed on recruitment in 2011-2012. Faculty from all the disciplines in the Division participated in on-campus and off-campus recruitment fairs and student orientation events. DSSH faculty members are more interested in substantive and discipline specific outreach and recruitment efforts. The MSCD, DSSH, and Paralegal Studies brochures were distributed in diverse venues, including China in 2011.

**Use of Evaluation Results**

Access to resources is a limiting factor, however, the DSSH will continue to focus attention on the highest impact events and activities. The following are strategies for the upcoming academic year.

- Traditional College fairs: DSSH faculty members participate in several recruiting activities organized by the Office of Admissions and by Career Services and Placement.
- Widespread circulation of brochures and other printed programmatic materials.
- National History Day Teachers' Workshop to attract high-quality high school students to the History program at DSU.
- MSJC and Paralegal Studies: Targeted marketing: Distribution of informational letters and other relevant materials to targeted prospective recruits who serve in the Criminal Justice System in Mississippi and elsewhere.
- MSCD: Targeted marketing: Distribution of informational letters and other relevant materials to people who serve in the Community and Economic Development fields.
- DSSH Website and Social Networking: A website committee is working on overhauling the DSSH website to make it a stronger marketing tool. While the DSSH already has a Facebook account, plans are to use Twitter as another avenue to reach prospective students.
- International recruiting: The DSSH has been working closely with the Dean of Graduate Studies to recruit international students. DSS faculty member Mark Bonta spent three weeks in China during the month of June, 2011. While there, he focused on student recruitment and faculty development. This important outreach/recruitment effort was sponsored by the Dean of Graduate and Continuing Studies, DSU. While in Beijing, Mark met with Sid Krommerhoek, Huang Ying, and other employees of Zinch, an online-based student-recruiting company that matches prospective college students to universities. Mark shared information and ideas about DSU's programs, including graduate programs in the DSSH and learned about what types of programs and universities Chinese students apply to, and why.
- Outreach activities: Faculty members in the DSSH are working on plans to engage with high school students in the region to market substantive disciplinary areas (e.g. geography, history, political science and social justice and criminology). Faculty members in the DSSH working on plans to engage with high schools in the area around substantive disciplinary areas (e.g. geography, history, and political science) as a way of reaching out and recruiting students.

**Related Items**

  [SP2.Ind01: Enrollment](#)

  [SP2.Ind02: Retention](#)

  [SP2.Ind03: Graduation Rate](#)

  [SP2.Ind04: Degrees](#)

  [SP3.Ind06: Diversity](#)

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**SSH 2012\_07: Strengthen the relationship between the Division of Social Sciences, Madison Center and Center for Community and Economic Development (CCED)**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

Strengthen the relationship between the Division of Social Sciences, Madison Center and Center for Community and Economic Development (CCED). To develop and implement faculty associate initiatives at the CCED to better engage faculty and students in applied projects and programs.

A more collaborative relationship between the DSSH and the CCED with staff and students from different constituents working together to achieve the mission of the DSSH and the University

**Evaluation Procedures**

Number and content of projects undertaken between the DSSH and other DSU institutes and centers; faculty and student

involvement in these projects; funding and other resources made available; number of students supported through these projects; outputs from these efforts including scholarly presentations and publications. Appointment of faculty associates from the DSSH at the CCED.

#### **Actual Results of Evaluation**

As financial constraints increase and leadership positions decrease, the CCED was restructured to take advantage of the resources and a strong partnership with the DSSH. Four critical functions are evident: transition the Center's operation into the Division of Social Sciences and History directed by the Division's Chair; maintain efforts for externally funded projects and contracts; create new operational procedures based on availability of resources, cost-benefit, and mutual benefit considerations; and faculty associates' community-based research initiatives. The task expectation is to better use available resources to provide services through shared resources, seek external funding through project writing and offering management services, provide contractual services for other institutions, government agencies, and other Centers within and outside Delta State University, and accumulate financial resources necessary for investment in Center marketing and accumulating staff expertise as faculty associates and project managers.

The DSSH has made decisions pertaining to a strong collaborative relationship between the CCED Division of Social Sciences and History, which has led to increasing partnership/projects between the CCED through faculty associate positions. Two senior faculty associates from the DSSH were appointed to the CCED in June 2011. Three interdisciplinary faculty associates were appointed in August 2011. The inclusion of faculty associates expands credentials and resource accessibility for CCED growth and for stronger cooperation between the CCED and the DSSH.

As mentioned earlier, a new hire has a joint appointment status and dual responsibilities as the Associate Director of the CCED and Assistant Professor of Community Development in the DSSH. To achieve goal 7, the associate director works systematically with the CCED director, faculty associates, CCED program leaders, and DSSH faculty to execute an implementation plan that is specifically designed to support the mission and goals of the CCED and facilitate reinvention and reinvigoration of the academic and community based research components of the CCED. Program leaders in the DSSH and CCED work collaboratively on existing applied research and evaluation projects involving community-based organizations; applying for and securing external grants and contract funds. The associate director facilitates community engagement among Master of Science in Community Development students in the DSSH, especially those working on projects through the CCED. (Noteworthy Activities and Accomplishments among DSSH Faculty for the Academic Year 2011-2012 section for Madison Center accomplishments).

#### **Use of Evaluation Results**

Planning and implementation of collaborative projects between the DSSH, the Madison Center and CCED will continue in the coming academic year. These entities will jointly procure funding and other resources. DSSH in collaboration with CCED will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.

#### **Related Items**

 [SP3.Ind09: Professional development](#)

 [SP4.Ind08: Campus Efficiencies](#)

 [SP5.Ind04: Cultural offerings](#)

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#### **SSH 2012\_08: Increase DSSH visibility through a cutting edge website**

**Start:** 7/1/2011

**End:** 6/30/2012

##### **Unit Goal**

Increase visibility of the DSSH through a cutting edge website.

- Integrate the History website with the Division of Social Sciences website.

Systematic attention to updating and expanding the DSSH website.

- Greater emphasis on keeping information up-to-date and meeting DSU requirements.
- Maintaining accurate faculty profiles.
- Posting of programmatic and specialized materials for easy access by current and prospective students.
- Posting of departmental achievements.

##### **Evaluation Procedures**

Systematic attention paid to updating and expanding the DSSH website.

- Assessments of the effectiveness of current information and how they meet DSU requirements.
- Accurate faculty profiles.
- Contemporary programmatic and specialized materials for easy access by current and prospective students.
- Key departmental achievements posted.



### Actual Results of Evaluation

As planned, a new DSSH website committee was formed in August 2011. Over the course of the 2011-2012 academic year, webmasters Dr. Garry Jennings and Dr. Marjon Ames worked to merge the History Unit and the Division of Social Sciences websites. The website was remodeled as a prime marketing tool for the Division of Social Sciences and History. New information about faculty profiles and degree programs were added and a new navigation system facilitates easy access.

### Use of Evaluation Results

Continued attention will be placed on updating and expanding the DSSH website in the academic year 2012-13, with greater emphasis on keeping information up-to-date and meeting DSU requirements

### Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP2.Ind02: Retention](#)

 [SP3.Ind01: Faculty and staff hiring](#)

 [SP5.Ind04: Cultural offerings](#)

 [SP5.Ind06: Community Outreach](#)

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### SSH 2012\_10: Development of a sustainable development-focused curriculum

**Start:** 7/1/2011

**End:** 6/30/2012

#### Unit Goal

Development of a sustainable development-focused curriculum that involves DSSH faculty members and their courses in collaboration with other DSU departments.

The Division of Social Sciences and History (DSSH) wishes to build a sustainable development-focused curriculum that is based on the Population Organization, Environment and Technology (POET) model which integrates elements of science, ecological, technology and society in understanding environmental protection and development. The approach is to build an interdisciplinary, holistic and innovative professional curriculum. Attention is given to the social, economic and ecological dimensions of social change and development. Local, national, and international development strategies are investigated. Students are exposed to the sub-disciplines of environmental and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory.

#### Evaluation Procedures

Formation of a working group to pursue this goal; meeting minutes submitted; meetings with faculty from other departments and the Dean of Arts and Sciences, as appropriate.

Curriculum delivery involves DSSH faculty members and their courses in collaboration with other DSU departments. A diverse set of split-level and senior level courses are taught in the DSS in collaboration with the Division of Biological and Physical and Sciences. For example: Seminar in Environmental Education, Sustainable Development, Population and Environment, Social Organization and Change, Human Ecology, Conservation of Natural Resources and Population. These courses satisfy requirements for a Bachelor of Science degree in Environmental Science, Bachelor of Science degree in Social Sciences and the Master of Science in Community Development (MSCD) degree, Sustainable Development track.

#### Actual Results of Evaluation

In the 2011-12 academic year, the faculty taught courses necessary for the Sustainable Development Track for Master of Science in Community Development students and offered Social Science courses required for Environmental Sciences students in the Division of Biological and Physical Sciences.

In the 2011-12 academic year the DSSH worked with colleagues from the Office of Institutional Grants, DSU College of Business and College of Arts and Sciences to seek funding from the McNair Research Scholars Program to develop academic and applied research programs opportunities for students. Response to this funding proposal is pending.

#### Use of Evaluation Results

Much more effort is needed in formalizing an academic program in Sustainable Development with the support of multiple departments and the Dean of Arts and Sciences.

### Related Items



There are no related items.

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**SSH2010\_09: Increase student engagement in applied research and service-learning projects**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

Enrich student learning by engaging more students in applied research and service-learning projects.

**Evaluation Procedures**

Track number of activities and courses that offer applied research and service-learning opportunities; review content and quality of projects; number of students supported through these projects; document outcomes of projects; student, faculty and community partners' views on the contribution of these opportunities for improving student learning and contributing to quality of life.

**Actual Results of Evaluation**

Tremendous strides were made in this area in the 2010-11 academic year, where over 25 DSSH students engaged in community based research. Students' involvement in community based-applied research will continue. Dr. Meikle-Yaw secured \$6000 in July 2012 from the Southern Regional Asset-Building Coalition to conduct a study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta." Students from the DSSH will help to execute this study in fall 2012.

In December 2011, the Madison Center and the College of Arts and Sciences established a formal relationship with the Washington Center, in Washington, DC. In December 2011, Prof. Garry Jennings and Mr. Matthew Baker visited the Washington Center on 16th Street to confirm in person the new relationship with the Washington Center. This relationship will provide internship opportunities for Delta State graduate or undergraduate students under the guidance of a campus-wide committee to be formed in the fall 2012 semester.

This year's chosen representatives were DSSH student Emily Garcia, a graduate student in Social Justice and Criminology, and DSSH student Matthew Baker, a senior in Political Science. Both students received scholarship support from the state in the amount of \$6,500. A second award of \$500 for both Emily and Matthew was championed by Dean Hankins and supported through the Ferguson Fund. Emily Garcia interns with the Association of Flight Attendants-Communication Workers of America (AFA-CWA). As an intern, she conducts research relevant to the aviation industry's proposal to implement and develop ecologically-friendly technologies in collaboration with NextGen, NASA, the Department of Homeland Security, the Department of Transportation, the Department of Agriculture, and various committees and members whose jurisdiction includes the airline industry. She also has responsibility for compiling White Papers for members of Congress which provide the comprehensive objectives set forth by the aviation industry in pursuit of the development of bio-fuel alternatives and biomass cultivation. Because of her extensive work on Capitol Hill this summer, she has been exposed to the strategies and practices of lobbyists who work in the airline industry. While interning for the AFA-CWA, she has had the opportunity to meet Nancy Pelosi, Barney Frank, Patrick Leahy, and Bennie Thompson among others. Her chosen course at the Washington Center is The Presidential Leadership of Congress which focuses on the evolution of the executive office from the Revolutionary Era to the Contemporary Era. This course also is also supportive of her graduate thesis which examines the evolution and application of the executive prerogative. Clearly, the Washington Center has provided her with a wealth of opportunities to work in political arena and provides a very power and has afforded the means by which to reflect on the goals that I am pursuing and will pursue in the future.

Matthew Baker interned with the American Security Project, a non-partisan think tank focused on national security policy. He notes that his "primary role at ASP has been to research and write on energy security issues facing the United States. Such research is an invaluable experience for any student, and has a greater breadth of understanding as to how politics and business actually function." He has also elected to participate in two courses taught by Washington area academics one of which is the Essentials of Aspiring Leaders course. Matthew's evaluation of his experience is expansive: "the opportunity to come to the most powerful city in the world, to interact with its people, and see how it operates first-hand is something that should continue to be encouraged for the best students in Mississippi universities."

Recent efforts have been made to revitalize the Community Development Student Organization and foster rewarding service learning environments for students.

**Use of Evaluation Results**

Students and faculty members will build on past success to be even more engaged in the world around them, improved student retention, and better relationships with community, regional and organizations.

This goal will carry over into the 2012-2013 academic year, with additional attention focused on tracking student participation and outcomes and identifying quantitative indicators.

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**Related Items**

There are no related items.

## Section IV.a

### Brief Description

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The Division of Social Sciences and History (DSSH) housed nine operational academic degree programs during the 2011-2012 academic year. Two certificate programs were also housed in the DSSH in the 2011-2012 academic year.

The nine degree programs and two certificate programs housed within the DSSH are as follows:

- Bachelor of Arts in History
- Bachelor of Arts in Political Science
- Bachelor of Science in Education–Social Sciences
- Bachelor of Science in Social Justice and Criminology
- Bachelor of Science in Social Sciences (including emphasis areas in Applied Development Studies, Geography, Social Science, and Sociology)
- Master of Science in Community Development
- Master of Science in Social Justice and Criminology
- Master of Education, Secondary Education–History
- Master of Education, Secondary Education–Social Sciences
- Certificate in Paralegal Studies
- Certificate in Criminal Justice


DSSH courses are offered via in-class, online and hybrid instruction formats. The Master of Science in Social Justice and Criminology program is offered fully online. The Master of Science in Community Development can be completed fully online.

During the 2011-2012 academic year, there were 15 full-time faculty members (including the Division Chair). For the 2012-2013 academic year, there will be again 15 full-time faculty members in the Division. In addition, the DSSH employs a limited number of adjunct instructors each semester for specific programs.

Student learning outcomes for the various programs are tracked through performance on exams, papers, practicum and internship projects, comprehensive exams (graduate students) and thesis projects (graduate students). Additionally, for undergraduate programs, the Division offers two courses that are critically important to assessment: SSC 101 Engaging the Social Sciences and SSC 499 Integrative Seminar in Social Sciences. These are one-credit courses used to address issues related to student retention, graduation and assessment. They are required courses for baccalaureate level students in the Political Science, Social Sciences, and Social Justice and Criminology degree programs. SSC 101 is intended for first year (freshmen and transfer) students, and SSC 499 is completed by DSSH students in their final year of studies. Integrative Seminar in the Social Sciences assists students in the Social Sciences with tools that help them transition from college to professional life, and to conduct a variety of assessment activities for the Division. Students provide feedback that the DSSH uses to maintain high quality programs that are responsive to student needs. These course were developed five years ago by Dr. Alan Barton, they involve faculty across the Division and diverse invited speakers who talk about navigating the University, academic programs and their relevance for students' career trajectories and professional development.

Each SSC 101/SSC 499 student is required to produce an academic portfolio, and participate in pre-and post-test assessments related to learning outcomes across disciplines in the DSSH. Students initiate a professional portfolio in SSC 101, and keep their coursework and records of their achievements during their time at DSU. In SSC 499 they compile relevant records into an assessment portfolio, which the Division maintains for the purposes of evaluation. In addition to their value as assessment tools, the portfolios serve as important conduits of student engagement. While working on their portfolios, the students use a variety of reasoning and creative skills such as planning, evaluating and prioritizing. They are thinking about their degree program and looking at the bigger picture. The portfolios also serve students in their professional development, as they are helpful in finding and getting a job. See the Document Directory source for a comprehensive 2011-12 Engaging the Social Sciences report, and for a comprehensive Integrative Seminar in Social Sciences 2011-12 report.

## Sources

-  [SSC 101 Engaging the Social Sciences 2012-13 report.doc](#)
-  [SSC 499 Integrative Seminar in Social Sciences 2011-12 report.doc](#)

## Section IV.b

### Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

Table 1 shows the number of majors in DSSH academic programs from the fall of the 2007-2008 academic year through the fall of the 2011-2012 academic year. The number of majors decreased slightly between the year 2010-2011(266) and the 2011-2012 academic year (254). Nevertheless, two academic programs increased in the number of majors. These data demonstrate that the unit has a high number of majors; the decline in numbers is of concern for the academic unit and forms the basis for a three-year the recruitment and retention strategic plan for the Division. The DSSH is fully cognizant that the decrease in the number of majors reflects of a wider macro context for example, declining wider university enrollment numbers (see table 3), and the current economic strain among families in the Mississippi Delta.

**Table 1:** Number of Majors

Academic Program	Academic Year (Fall Data)				
	07-08	08-09	09-10	10-11	11-12
BA HIS	27	20	19	20	22
BA PSC	36	39	32	21	21
BSE	40	34	33	33	19
BSCJ	103	93	95	92	99
BS	34	35	27	24	19
MED–History	6	7	8	8	8
MED–Social Sciences	19	8	13	16	16
MSSJC	17	25	32	28	28
MSCD	21	16	21	24	22
Total	303	277	280	266	254

Note: Numbers are from the fall semester of the academic year. For example, 2011-2012 numbers are from the fall semester of 2011.

Data Source: The Office of Institutional Research & Planning, Delta State University.

Table 2 shows the number of majors for the fall and spring semesters in the 2011-2012 academic year. There is a drop in numbers, this is of concern for the academic unit and forms the basis for a recruitment and retention plan for the Division. There was a drop in MSSJC students in spring 2012; this is mainly due to new students who did not attain the required grades in their first semester.

**Table 2:** Number of Majors in 2011-2012 Academic Year

<i>Academic Program</i>	<i>Semester</i>	
	<i>Fall</i>	<i>Spring</i>
BA HIS	22	25
BA PSC	21	14
BSE	19	29
BSSJC	99	73
BS	19	16
MED–History	8	6
MED–Social Sciences	16	12
MSSJC	28	24
MSCD	22	12
<b>Total</b>	<b>254</b>	<b>211</b>

Data Source: The Office of Institutional Research & Planning, Delta State University

**Table 3:** Delta State University, Enrollment Summary 2007 to 2011

<i>Year ( Fall Semester)</i>	<i>Enrollment</i>
2007	4,091
2008	4,064
2009	4,031
2010	3,823
2011	3,728

Data Source: The Office of Institutional Research & Planning, Delta State University

**Table 4:** Number of Graduates 2007-2012

<b>Academic Program</b>	<b>Academic Year (Fall Data)</b>				
	07-08	08-09	09-10	10-11	11-12
BA HIS	8	7	3	3	4
BA PSC	10	3	9	9	2
BSE	6	5	13	6	8
BSCJ	19	29	22	17	19
BS	8	15	7	6	2
MED–History	2	2	0	5	2
MED–Social Sciences	2	8	0	3	3
MSSJC	9	2	8	4	4
MSCD	9	8	5	5	4
<b>Total</b>	<b>73</b>	<b>79</b>	<b>67</b>	<b>58</b>	<b>48</b>

Note: Numbers are from the entire academic year

Data Source: The Office of Institutional Research & Planning, Delta State University

The DSSH had outstanding credit hour production during the 2011-2012 academic year. Table 5 shows data for the summer 2011, fall 2011 and spring 2012 semesters. It is evident that the DSSH continues to make a notable contribution to credit hour production for the College of Arts and Sciences in particular, and to DSU in general.

**Table 5:** Credit Hour Production in the Division of Social Sciences and History: 2011-2012

Academic Prefix	Summer 2011		Fall 2011		Spring 2012	
	UG	GR	UG	GR	UG	GR
ANT	0	0	84	0	0	0
COD	0	42	0	78	0	42
CRJ	33	12	534	108	405	108
GEO	403	9	525	6	597	3
HIS	300	0	1434	39	1227	24
MSC	0	0	31	0	8	0
PLS	24	0	82	0	39	0
PSC	177	12	480	36	485	18
SOC	108	78	891	72	717	75
SSC	0	0	146	51	150	51
<b>Total</b>		1198		4591		3949

Data Source: The Office of Institutional Research & Planning, Delta State University

## Section IV.c

### Diversity Compliance Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The DSSH takes diversity seriously, from the perspective of students, staff, and faculty. In recruiting, attention is devoted to engaging a diverse group of applicants. DSSH faculty members are highly engaged in campus-wide initiatives focusing on diversity. Several DSSH faculty members serve on the DSU Diversity Committee and DSSH Gender Studies Group, among other diversity focused groups. The DSSH Chair is a proponent of promoting diversity in university DSSH curricula; deliberate efforts are made to embed diversity issues and perspectives, through facts and ideas, theories, methods, readings, and field immersions in curricula. Deliberate efforts have been made by faculty in the DSSH to embed cultural diversity and multicultural ideas and perspectives into existing curriculum for relevant concentrations. In terms of student learning outcomes, students now gain an appreciation for all encompassing multiculturalism and cultural diversity issues and perspectives, as they develop competence to serve in an increasingly interconnected, intercultural world. Thus, DSSH faculty make purposeful effort to communicate the idea of diversity to students, through fact and ideas, theories, methodologies, readings, internships, field engagements etc.

DSSH faculty members were asked to provide examples that illustrate how they embedded course content with ideas, facts, theories and a range of opportunities that enhance multicultural awareness and understanding among students. The following are some accounts:

"As a proponent of promoting multiculturalism and diversity in Social Sciences curricula, I make deliberate effort to communicate diversity issues and perspectives, through fact and ideas, theories, methods, readings, and field immersions. In my Gender in Cross Cultural Perspective course and Principles of Sociology course, I embrace a critical focus on a number of key issues related to societal change in the developed world and developing world. Students are required to read materials that are based on the developing world as well to review books written on development issues. Students are required to read, assimilate, discuss, and present materials from diverse scholars from North America, the Caribbean, Latin America, and Africa. Also, they are required to write term papers on developing countries broadening the knowledge of diverse cultural systems, honing their critical thinking skills and developing their sociological imagination."

"Two of my courses shed light on the political, social and cultural problems that we face, not simply as Americans, but also as citizens of the world. Indeed, throughout all of our discussions, students are called to ask to what goals we aspire, to what principles we adhere, and how we commit ourselves to the broader human community. Embedded in these philosophical problems are the conflicts and difficulties that Americans have with multicultural issues broadly defined. These two classes offer instantiations of my concerns.

PSC 444, Civil Liberties / Civil Rights, begins by addressing the problems of free speech, especially those expressed during the First World War by principles socialists. Throughout the course, students are confronted with the rights of the accused, of gays and lesbians, of racial and ethnic minorities, and of women. All of these conflicts eventually emerge in the form of legal conflicts at the U.S. Supreme Court level. In this sense, this course shows the tensions and conflicts that Americans have about rights and liberties in the context of high court decisions.

To be more specific, U.S. Supreme Court decisions also reflect the most profound arguments that we have, be it over gender, race, ethnicity, religion, or nationality. The Court's decisions also include the way were conflate different identities with "other," "foreign," or "dangerous." These conflicts disturb and confuse our students and shake their very comfortable status. The background to these cases helps remind students of previous generations and their struggles for freedom and equality. Some decisions provide a sense of the dignity for our constitutional system; some cases very tragically show

the Court's "self-inflicted wounds" and the damage done to American citizenship. Finally some cases will disturb students, possibly even offend them. In all senses, PSC 444 paints a tapestry of the human spirit as it confronts the challenges of minds uninformed by a sense of justice or spirits blackened by hatred and rage. And it paints this tapestry with the full spectrum of humanity.

PSC 442/542, Civil Rights Law, is a much more intense version of the PSC 444 because it focuses on race, gender, sexuality and ethnicity. Narrower in scope, especially pointed in its evaluation of our history of civil rights in the United States, this course begins with a theoretical framework within which students work for the entire semester.

Early in the course, students are first challenged to assemble the theoretical underpinnings Classical Liberalism. It can be argued that, from John Locke's point of view, Classic Liberalism poses the question of how we might convert the "passions" of the human heart into the "interests" of the market place. His opposition to the workings of "patriarchy" is telling, though ultimately disappointing to the modern mind. Nonetheless, Locke's "Second treatise of Government, his "Letter on Toleration" and portions of his "Discourse on Human Understanding," suggest that the political and economic motivations in the Classic Liberal model will engender common agreement and work to protect the "perfectly free" and "roughly equal." He argues that these motivations will eventually enfold our natural and political agreements in a social contract in order to protect life, health, liberty and possessions. In this sense, Locke is in pursuit of protecting the fundamental underpinnings of our humanness. But lurking below the surface of this theory are assumptions about its workings that will eventually collide as the theory works its way into society. Students will eventually come to appreciate this collision in the doctrines developed in decisions by the U.S. Supreme Court.

As principle collides with interest, the original understanding of Classical Liberalism no longer obtains. What Locke saw as the civilizing influence of the marketplace, others saw as an engine for domination. This change was not a matter of scale. Classical Liberalism simply could not resist the passions that it sought to control. The good intentions of the social contract eventually grew into mechanism for legitimizing difference, differentiation, scarcity, and especially inequality. In all this, it intensified the notions of class and otherness. As students trace the development of the slave trade, the legitimization of slavery both in an economic and legal system, they begin to appreciate the consequences of Classical Liberalism in the language of a constitutional system. In this sense, students will use this model to pick apart the assumption made by the justices, the advocates, commentators and those who support the various sides in these constitutional battles. In this end, students will be able to determine how political, economic and social rationality have constituted our highest legal standards and the republic in which we now live.

The second part of the framework for this course asks whether the Constitution of 1787 has fulfilled the promises in the Declaration of Independence. At first glance, this question may seem elementary. On the contrary, this question establishes a framework in which to consider our commitment to constitutionalism and our dedication to intergenerational justice implicit in a document that stands as the work of a nation. With this in mind, the students will have to evaluate decisions in terms of their promise to future generations, their reference to groups not privileged in the original compact, well as the decisions effectiveness in articulating who we are as constituents of a constitutional system. Students will have to determine whether the formal sameness of citizenship implies a freedom of difference in any context. And they will, of course, trace the fate of citizenship in the decisions of the U.S. Supreme Court decisions as promises to be fulfilled.

Finally, the fourth part of the framework for PSC 442/542 confronts the essential dilemma that America confronted during the Civil Right Movement. Dr. Martin Luther King, Jr., long an advocate of non-violence, argued that all Americans must come to see the power of the majesty of the human soul as a single, guiding principle. Non-violence was the only way to reflect the madness of race hatred back onto the vicious racist. Against this position, Malcolm X questioned even the likelihood of white America joining Black America in its struggle for freedom and dignity. Although Dr. King recognized systematic racism, Malcolm X argued that that system was too deeply entrenched to grant admission to the Black man. Malcolm X, instead, fought for integrity, boldness of thought, and independence. He gave no quarter to those who would gratuitously grant rights while at the same time degrade the essentially humanity of the Black man. This fourth element in the framework asks students to contemplate our



current dilemmas. Can we fairly say that either Martin or Malcolm would have been in agreement on a course of action? How would they have gauged the quality of life for Blacks in America today, or, for that matter, any minority subject to the “tyranny of the majority”? Again, the answers to these questions will have to be discovered in the sinews of our constitutional decisions, the results of which compel our agreement, shape our society, and color our understanding of who we are as a people.

The four elements frame the semester’s discussion by asking students to consider whether we have dealt with the “passions” and “interests,” whether we have the ability to fulfill the promises of our fundamental documents, how we understand equality, and whether we have the courage to ask the right questions about who we are as human beings. I would argue that these two courses address the problems of multiculturalism in the context of American law and politics.”

“While in U.S. History I can’t say I spend a lot of time on multicultural awareness, I do make efforts to make my students consider the vast array of religious beliefs in the country and the experience of immigrants. For instance, in US survey classes we explore the influence of Calvinism on Protestantism, and how those beliefs differed from Catholicism and “new light” sects like the Baptists and Methodists. We also spend a good amount of time discussing the experience of Irish, German, Italian, Slavic, Russian, and Jewish immigrants. This inevitably leads us into a discussion of the current immigration debate. In this I try to stress the continuities of the resentment of immigrants as well as those things which attracted people to the U.S. I can’t say those fit multiculturalism as we normally think about it, but they do force the students to reconsider what they think they know about American culture.

“Multicultural instruction is a key component in courses such as American National Government, and State and Local Politics and several other Political Science courses. The goal is to stimulate and foster discussion and debate on how politics and policy making is affected by race, ethnicity and other key factors of multiculturalism. These courses lend themselves to frank and open discussion in regards to the implications of multiculturalism for democracy.”

“GEO 303 – World Regional Geography – Although the class in itself promotes cultural awareness ...Students are assigned a group project detailing the cultural differences as well as similarities associated between geographic locations within the United States and the world.”

A specific learning outcome of graduates from the BS in Education–Social Sciences program for example, is they should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. Thus, students are now incorporating diversity-relevant themes in their teacher work samples. The multicultural lesson is a one-day lesson which constitutes part of a 10 day social studies unit. Increased emphasis is being placed on issues of diversity relating to culture, nationality, race, class and gender. BSE students are being exposed to these issues more frequently. Thus, the following remark from a DSS instructor:

“In methods courses CUR 492 and CUR 492 – methods course students are required to write a one day Multicultural lesson plan corresponding specifically with the Mississippi Curriculum Framework and National Council for the Social Studies (NCSS) standards ...methods course students are then evaluated teaching that lesson in one of our Delta area high schools by the social science BSE supervisor and the student’s cooperating teacher.”

In general, DSSH, faculty members consciously and purposefully embrace issues of diversity/multiculturalism. Several Social Science Education faculty members actively promote multiculturalism and other diversity issues in curriculum and extra curricula activities.

## Section IV.d

### Economic Development Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section IV.e

### Grants, Contracts, Partnerships, Other Accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section IV.f

### Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section IV.g

### Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

### Vision Statement

**The Division of Social Sciences and History fosters an environment conducive to academic excellence, engaged learning, intellectual creativity, and respect for diversity, enabling students to become effective and engaged citizens in an increasingly interconnected and intercultural world. Faculty cultivate these values through dynamic teaching, research and scholarship and service to the Mississippi Delta community and beyond.**

### DSSH Teaching Strategic Plan 2012-2015

#### Specific Objectives (oriented toward specific outcomes/results)

##### I. Evaluation

Objective: Create a more formative and effective means of evaluating for DSSH courses.

##### II. Opportunities

Objective: The Division should provide opportunities for faculty to share their teaching strategies and experiences with colleagues and peers.

##### III. On-line Teaching

Objective: The Division should create and enforce standards for on-line teaching to improve course quality, to combat the perception that on-line courses are easier, and to ameliorate the issue of many students failing on-line courses.

#### Strategies/Action-Activities Plan

##### I Evaluation

(1) Develop a measurement tool that is appropriate for the course format (e.g. one that is useful for assessing on-line courses).

(2) Develop strategies for incorporating mid-term evaluations in our courses.

(3) Institute a peer evaluation program into our regular operations in the Division.

(4) Develop a menu of optional strategies for implementing the peer evaluation in courses and among colleagues.

## **II. Opportunities**

- (1) Regular brown-bags (perhaps 3/semester) on teaching
- (2) Funding to attend local conferences to present on teaching
- (3) Encourage local opportunities such as the now defunct ROMEA conference or DSU Faculty Symposium

## **III. On-line Teaching**

- (1) Develop a strategy for vetting new on-line courses, involving peer evaluations by professionals; the strategy should include a checklist of elements that each course should include.

## **Assessment/ Evaluation Plan**

### **I. Evaluation**

- (1) Approval by Division faculty.
- (2) Periodic discussions at faculty meetings on effectiveness of mid-term evaluation tools, and means for improving the tools.
- (3) Annual review by the Division chair.
- (4) Approval by Division faculty.

## **II. Opportunities**

- (1) Brief survey of participants after each brown bag.

## **III. On-line Teaching**

- (1) Review by DSU Office of Information Technology

Time frame by which goals should be achieved (months, semester, year etc).

### **I. Evaluation**

- (1) We should have an alternative course evaluation tool available by Spring semester, 2012
- (2) We should have strategies for mid-term evaluations by Spring semester, 2012
- (3) We should have a format for peer evaluations by Spring semester, 2012, and begin regular evaluations by Fall semester, 2012.
- (4) We should have an initial framework of strategies available by Spring semester, 2012.

## **II. Opportunities**

- (1) A brown-bag series should begin Spring semester, 2012.
- (2) Divisional leadership should work with partners (university administration, funders) to develop funding opportunities on an on-going basis.
- (3) Divisional leadership should work with university administrators to revive these opportunities on an on-going basis.

## **III. On-line Teaching**

- (1) A preliminary strategy should be in place by Fall semester, 2012, and a final strategy by Fall semester, 2013.

## **DSSH Service Strategic Plan 2012-2015**

The vision for service by faculty in the Division of Social Sciences is conditioned by four considerations. First, expectations for colleagues in higher education have increased significantly over recent years. Across the nation, public higher education administrations expect academics to produce justifications by gathering data on their work and justifications for their time.

Second, and partly because of these increased demands from the bureaucracies, pursuing excellence in teaching and scholarship has resulted in a crowding-out effect, reducing the amount of time previously dedicated to broader professional agendas.

Third, with the precipitous decline in funding for public education, academics have had to engage in fundraising for research, travel, and even for some types of instructional support. In some ways, university professors have begun to look like our colleagues in the K-12 systems across the country.

Finally, Delta State continues to expect academics to dedicate 20% of their effort to service. In sum, academics now have greater responsibility not only to maintain their traditional role as scholar-teachers but to find the resources and opportunities to support both their curricula and the research and publishing projects. The goals developed below are especially appropriate as they are cast within the realities of current circumstances.

**I. GOALS FOR SERVICE.** With these considerations in mind, colleagues in the Division of Social Sciences should pursue the following goals when taking on service: synergies, course-connectedness, back-to-the-classroom, and innovative research.

**A. Focus Service Activities.** Colleagues, especially junior colleagues, should be careful to focus their energies when choosing on-campus service opportunities. Senior colleagues should expect to take on the more demanding forms of on-campus service and leadership, although the senior colleagues should be careful to share these responsibilities. In building a record toward tenure, junior colleagues should balance their on-campus service work in favor of establishing strong records in the classroom and in scholarship, shaping these discussions in the context of mentorships with senior faculty.

Fulfilling the service requirement does not mean that colleagues must be limited to on-campus work. Delta State recently announcement that faculty are no longer required to volunteer for university committee assignments. This opens the possibility for off-campus and self-defined service opportunities in the wider community. Again, colleagues should choose wisely and focus their strengths in a limited scope. For junior faculty, these choices should also be made within the mentored relationship.

**B. Create Synergies.** Service defined broadly can be pursued by finding opportunities that attach themselves to teaching or research. Most service relationships can easily find support among colleagues. The more challenging forms of service can be found in the instructor-student relationship. These relationships can provide especially valuable services for community projects and partnerships. Mentoring students outside of the classroom takes on a service nature when those students volunteer to learn how to run programs, help with equipment, or work as tutors for other students. Most of these activities can be documented as collaboration with any of the campus centers of excellence. The point here is that there are creative ways to understand service, especially when academic must fill the void created by financial and administrative support.

**C. Develop Course-Connectedness in Service.** A more specific example of how synergies in service can count as service is by colleagues mentoring students for a community service component of a course. Training students to work in the community, for charitable or citizenship campaigns can easily be considered part of our service obligation. Connecting the classroom to service is especially valuable for expanding the web of interactions so necessary for the teaching-learning experience. By requiring students to take responsibility for the larger community we can enrich their academic work and prepare them for purposes much broader than a grade. Hence, we can develop a multifaceted form of service. Especially among social scientists, a service component should naturally lead back to connections in the classroom and to instructors receiving credit for the work they inspire in their students. Finally, service obligations can reap benefits for scholarship. When choosing a service obligation, colleagues should consider whether it can be harmonized not only with one's schedule, but with the development of courses and as connections with one's research agenda.

**D. Self-Defining.** Given the three previous goals, it is natural to assume that colleagues should take the initiative to develop self-defined service programs. Focused, synergetic and well connected service programs require innovation and creativeness. It should be up to the individual to define how a service program is chosen and implemented.

**II. STRATEGIES.** Developing service options is traditionally in the purview of the individual faculty member. Tenure-track faculty should discuss strategies and options with a senior faculty member.

**III. IMPLEMENTATION.** Implementation of this approach to service should be started immediately, with full implementation easily achieved by the end of the 2011-2012 academic year. These goals are particularly useful in that colleagues retain the autonomy to choose service activities, implement them as they wish, and develop innovative service programs. In this sense, these service goals are self-implementing.

**IV. ASSESSMENT/EVALUATION.** There can be three levels of assessing service in the Division of Social Sciences. The first is informal, the other two formal. For junior colleagues, assessment a service activities should begin with the mentoring relationship. Discussing one's options with a senior colleague is not only prudent but encouraged. The faculty activity report due in mid-spring provides the faculty member with the chair assessment of his or her record. Finally, the most effective way of assessing a colleague's service record is through the biennial review of the Division's Committee on Promotion and Tenure.

**V. TIME FRAME.** These goals can easily be introduced now as choosing service options is an ongoing activity.

## Sources

-  [Division of Social Sciences and History Strategic Plan Model](#)



## Section IV.h

### Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Committees reporting to the Division of Social Sciences and History (DSSH) in 2012-2013

In accordance with national and state policies, the demands of accrediting agencies such as the Southern Association of Colleges and Schools (SACS) and the curriculum development and assessment practices at DSU, the DSSH continues to implement a comprehensive assessment-based education into its academic programs. The DSSH Curriculum Development and Assessment plan focuses on specific learning goals, embedding diversity into curricula goals, initiating and overseeing programmatic changes and monitoring of degree programs as well evaluation of assessable learning outcomes for each degree concentration area. In this regard, seven assessment and evaluation committees were tasked with achieving the forgoing goals for academic programs in the Division in the academic year 2012-13, they are as follows:

**History Committee (Curriculum and Evaluation/Assessment)** members were: Charles Westmoreland (**Chair**) and Brian Becker. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Paralegal Studies Committee (Curriculum and Evaluation/Assessment)** members were: Christopher Bounds (**Chair**), Genara Morris and Almon Ellis. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Masters of Arts in Liberal Studies Planning Committee**, members were: Mark Bonta, Bill Hays, Paulette Meikle-Yaw, Debarashmi Mitra, Eugene C. Tibbs; James Tomek and Charles R. Westmoreland (**Chair**). Pertinent documents are housed in the office of the committee Chair and in the office of the Chairs of the DSSH and Languages and Literature.

**Political Science Committee (Curriculum and Evaluation/Assessment)** members were: Garry Jennings (**Chair**), Leslie Fadiga-Stewart, and Arlene Sanders.

**Social Science Education (Curriculum and Evaluation/Assessment)** members were: Shannon Lamb (**Chair**), Garry Jennings and Leslie Fadiga-Stewart. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Social Justice and Criminology Committee (Curriculum and Evaluation/Assessment)** members were: Christopher Bounds (**Chair**), Gavin Lee, and Lynn Pazzani. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Social Science Committee (Curriculum and Evaluation/Assessment)** members were: Alan Barton (**Chair**), Paulette Meikle-Yaw and Debarashmi Mitra. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Community Development Committee (Curriculum and Evaluation/Assessment)** members were: Debarashmi Mitra (**Chair**), Alan Barton, and Paulette Meikle-Yaw. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

#### Other DSSH Committees:

**Tenure and Promotion Committee** members were: Garry Jennings (**Chair**), Alan Barton and Phyllis Bunn, College of Business.

The DSSH Tenure and Promotion Committee interprets and implements DSU's tenure/promotion guidelines at the divisional level. It oversees second, four-year reviews and tenure and promotion reviews for tenure track faculty members. The interdisciplinary nature of the DSSH faculty requires that the committee pay special attention to fair and appropriate processes and standards across disciplines.

The Tenure and Promotion Committee works with the DSSH Chair and provides guidance to pre-tenure faculty through review processes.

Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Committee of Graduate Coordinators** members were: Christopher Bounds, Paulette Meikle-Yaw, Debarashmi Mitra, and Charles Westmoreland (**Chair**).

The Committee of Graduate Coordinators work to streamline graduate programs for more effective administration and increased student population. Activities include changing the culture of the graduate experience, by helping students understand and appreciate the rigor of DSSH graduate programs to systematically adhere to program requirements and comprehensive examination protocol and standards and to make use of the committed mentorship of program coordinators. Planning and executing graduate student orientations. Pertinent documents are housed in the office of the committee Chair.

**Development Team: Members** were: Mark Bonta, Christopher Bounds, Paulette Meikle-Yaw, Debarashmi Mitra and Charles Westmoreland (**Chair**).

The development team is in place for the purpose of fundraising and expanding programs in the DSS, with a short-term focus on garnering private funds from local (Mississippi) sources. The team is working on establishing fundraising priorities and planning the ways to approach potential donors. Efforts include identifying the marketable strengths of the DSS what makes us indispensable for the community and region and the concrete ways that donors can contribute to our programs. Pertinent documents are housed in the office of the committee Chair.

**The Gender Studies Group: Members** were: Christopher Bounds, Teresa Houston, Shannon Lamb(Chair), Paulette Meikle, Debarashmi Mitra, Sally Paulson, Leslie Fadiga-Stewart, Ro Ann Redlin and Clint Tibbs.

The Gender Studies Group (GSG) operates on the premise that an interdisciplinary group of faculty, students and community members with diverse experiences and qualifications can make a difference at DSU and in the Mississippi Delta by dissecting and understanding gender issues. In general, the group collects and analyzes data to explain current social, political, and economic problems faced by men and women. The group disseminates information, generates awareness, facilitates community engagement, and aims to ultimately influence public policy. One of the group's primary strategies is conducting action research that uncovers policies to create greater opportunities for women in particular and men in general.

Thus, the GSG brings attention and awareness to gender issues at DSU, the Mississippi Delta, nationally, and globally. Pertinent documents are housed in the office of the GSG Chair.

## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Noteworthy Activities and Accomplishments among DSSH Faculty for the Academic Year 2011-2012:

The History unit hosted the 15th **Annual Cranford Lecture** on April 19th, 2012. Dr. George Rable was the speaker. Rable earned his PH.D. in History from Louisiana State University and currently serves as the Charles G. Summersell Chair in Southern History at the University of Alabama. He specializes in the American Civil War and is the author of several books." The title of his lecture is: "God as General: Was There a Religious History of the American Civil War?"

The History Unit also hosted a Blues Lecture in spring 2012. Guest speaker Mark Camarigg from the University of Mississippi offered a public lecture on "The Living Blues Magazine and the Business of the Blues" on April 23, 2012 at 6:00 pm in Jobe Auditorium. Camarigg is a lawyer, and presented aspects of his work on the financial and proprietary concerns of Blues musicians.

**Dr. Brian Becker** was selected to participate as a "Summer Scholar" in the National Endowment for the Humanities Summer Institute "Networks and Knowledge: Synthesis and Innovation in the Muslim-Christian-Jewish Medieval Mediterranean," Barcelona, Spain, 2-27 July, 2012.

Several **gender based Brown Bag seminar presentations** by multidisciplinary faculty members, students and community members have been hosted by the Gender Studies Group (GSG) during the past year.

A book edited by DSSH faculty members Alan Barton and Paulette Meikle entitled *The Mississippi Delta in a Global Context* is under review by the University of Press of Mississippi.

A book entitled 'Natural Places of the Delta: A Guide to Publicly-Accessible Land in the Yazoo-Mississippi Floodplain' by M. Bonta, and L. Pace is under contract with University Press of Mississippi. Expected date of publication 2012; currently in revision.

Upcoming book for Edinburgh University Press, 2013. Bonta, M. 'We're tired of trees': machinic university geography teaching after Deleuze. Chapter for 'Deleuze and Education' (I. Semetsky, editor).

Dr. Alan Barton serves as coordinator of the National Fish & Wildlife Foundation Nature of Learning Program, which partners the Division of Social Sciences and the Division of Biological Sciences with the Friends of Dahomey National Wildlife Refuge (Cleveland), Dahomey NWR (Boyle), West Bolivar High School (Rosedale), Ray Brooks High School (Benoit), and Audubon's Mississippi River Field Institute (Vicksburg). He participated in field trips to Dahomey NWR with students from DSU, Ray Brooks High School and West Bolivar High School .Dr. Barton wrote and submitted the final report for project to the National Fish & Wildlife Foundation, September, 2011.

Dr. Alan Barton wrote and submitted the final report for a National Fish & Wildlife Foundation Project Specific Grant to the Friends of Dahomey NWR, for the construction of a boardwalk and photo blind on the Dahomey refuge, October, 2011.

Dr. Alan Barton actively serves on the Advisory Board, Mississippi River Field Institute, National Audubon Society, Vicksburg, MS and is the Vice President and a Board Member, Friends of Dahomey National Wildlife Refuge, Boyle, MS.

## Faculty Travel

**Mark Bonta traveled to Shenzhen, China, in December 2011** to attend the 9th International Conference on Cycad Biology. He delivered a paper on his research exploring the connections between cycads and the domestication of corn in Mexico. As the chair of the ethnoecology subgroup, he attended the post-conference meeting of the Cycad Specialist Group, part of the Species Survival Commission of the International Union for the Conservation of Nature (IUCN). At this meeting, it was revealed by CSG chair Dr. John Donaldson that cycads are among the most, if not THE most, endangered taxa on the planet, thus underscoring the critical need for effective conservation measures--based in sound conservation science--to stave off the extinction of a plant group that has been around since the Jurassic. Bonta brought this message back to Honduras in May in his continuing work with local communities and academics in that country who are endeavoring to preserve Honduran cycads using a variety of innovative, community-friendly methods.

**Dr. Bonta also received a \$20,000 grant as principal investigator for the Committee for Research and Exploration of the National Geographic Society** for a 1-year project entitled "Biodiversity and Endemism in Unsurveyed Cloud Forests of Northeastern Honduras." He is spearheading the ad hoc 'Honduran Biodiversity Research Coalition' to bring together Honduran and international researchers and conservationists to focus on endangered ecosystems in this critically-important but neglected Central American. This follows up on work he initiated with colleagues in 2011. Thanks to private donors, it was possible for Bonta and associated biologists, with support personnel, to begin a 6-week field season on April 30, 2012, which lasted through June 15. Despite the extremely early onset of the rainy season, field teams comprising biologists and local conservationists were able to survey both known and unknown peaks in eastern Honduras and collect vast numbers of plants, amphibians and reptiles, and insects, as well as document bird species. Specimens are currently lodged at Zamorano, the Pan-American Agricultural School; some will eventually be exported to the US and elsewhere, to be housed at the Smithsonian and at other institutions after taxonomic classification. A principal goal of the research--the field component of which will continue through summer of 2013--is to perform rapid assessments and discover species new to science, then promote these discoveries as ways to enhance protection of critical habitats. Preliminary indications are that several new species in all target groups except birds have already been discovered from the Sierra de Agalta National Park, Pico Bonito National Park, and the unprotected Jacaleapa rain forest. Another primary goal is the training of "parataxonomists"--local people who become expert in field collecting and can perform ongoing, long-term collecting and participate in research. One "master parataxonomist" has already been trained completely in field entomology. Other successes included a presentation of results in a local town (Gualaco) with attendance of several hundred, including many high school students; a presentation on the Coalition's overall goals made to the national, European Union-funded "Foro Nacional Forestal" (National Forestry Forum); a strengthening linkage between this project and PANTHERA, a prominent international conservation organization focused on protecting big cats (in Honduras's case, jaguars), and numerous discussions with local and national figures in conservation and development.

As the 2011 Conference Program Chair and Vice President of the Mississippi Political Science Association (MSPSA), Dr. Leslie Fadiga-Stewart organized this year's conference, which was hosted by Millsaps College in Jackson, Mississippi on November 11 - 12, 2011. Last year, Dr. Fadiga-Stewart accompanied two Delta State students: Kevin Edwards and Guilherme Russo to the MSPSA conference held at the Mississippi University for Women in Columbus. Guilherme Russo graduated in 2010 and is currently a graduate student at Vanderbilt University. Kevin Edwards graduated in December 2011 and plans to start graduate studies in fall 2012. Both students returned for the 2011 MSPSA conference to presented papers. Ms. Arlene Sanders was the Chair/Discussant for a student panel on Political Participation at the Local Level and Dr. Fadiga-Stewart served as the Chair/Discussant for a faculty panel on International Politics as well as a student panel on Controversies in American Politics. Kevin Edwards and Guilherme Russo were also nominated to serve as undergraduate and graduate student board members, respectively. Dr. Fadiga-Stewart will serve as the 2012 MSPSA President and Conference Location Chair. The Mississippi Political Science Association (MSPSA) conference will be hosted by Delta State University in November 2012.

## **Exclusive DSSH Travel Course to Rome and Florence, Italy in Spring 2012 -Republican Rome and Renaissance Republicanism**

In spring 2012 accompanied Dr. Garry Jennings, fifteen DSSH students travelled to Rome and Florence, in Italy. Before travel, several on-campus seminar classroom meetings covered the literature, harmonized the readings with the trip plan, and explained on-site course assignments. Each student was assigned an individual project requiring initiative and thoughtful preparation beyond the broader expectations for the course. These projects will be presented in a public presentation early in the autumn 2012 semester. The major readings for Roman republicanism were from Livy, Polybius, Tacitus, Cato the Elder, Cicero, Julius Caesar, Augustus, Virgil, and Suetonius. Several other authors appeared when the argument required. In the case of the archeological sites in Rome, I have associated excerpts from this literature with actual geographical locations or architectural sites, an exercise that makes these sites come alive for students. The landscape, architecture and works of art nearly speak for themselves in Florence. As suggested above, readings for Renaissance republicanism are taken largely from Machiavelli and Guicciardini. As for Machiavelli, we owe him an enormous debt because he has provided us with a critical reading of Livy's Rome and a discussion of the lessons that Florence, or any republic, must follow in order to thrive in a sometimes hostile environment. Though Guicciardini's Maxims are somewhat cryptic for undergraduates, they come alive when shown in the context of the ancients and in the light of Machiavelli's works.

In fact, professor and students also used contemporary commentators to flesh out some of the more subtle features of Renaissance politics. Other readings included discussions of the major archeological and architectural sites in Rome and Florence, their association with important figures and historical events, and why these sites are important in terms of art, politics and power. Students were also be provided with a web page filled with my photography from previous trips. This enabled them to identify the major landmarks and sites that they, themselves, will engage on the trip. Students visited Roman archeological sites including the Coliseum, the Arch of Constantine, the palaces of Augustus and Livia and other structures on Palatine Hill, the Forum, the Baths of Caracalla, the Temple of Jupiter, and the National Museum; admission to the Vatican Museum; train fare between Rome and Florence; admission to the Academia and Uffizi Museums in Florence; and, admission to the Duomo in Florence and the climb to its dome. Italy, its history, politics, art, its culture, and its language, are foundational to our understanding of the Western Intellectual tradition. Exposure to these features and to Roman and Florentine philosophers, historians, and artists deepens our students' understanding of this tradition well beyond discussions of the republican model. These opportunities broaden their intellectual horizons, ennoble students' spirits, and, in short, enfold them in a profound experience with beauty. Professor Jennings' energy and initiative are to be highly valued by all the students who participated.

## **The Washington Center Interns: DSSH students: Emily Garcia and Matthew Baker (Dr. Garry Jennings Advisees)**

In December 2011, the Madison Center established through the leadership and assistance of Dean Hankins a formal relationship with the Washington Center, in Washington, DC. In December 2011, Prof. Garry Jennings and Mr. Matthew Baker visited the Washington Center on 16th Street to confirm in person the new relationship with the Washington Center. This relationship will provide internship opportunities for Delta State graduate or undergraduate students under the guidance of a campus-wide committee to be formed in the fall 2012 semester.

This year's chosen representatives were Emily Garcia, a graduate student in Social Justice and Criminology, and Matthew Baker, a senior in Political Science. Both students received scholarship support from the state in the amount of \$6,500. A second award of \$500 for both Emily and Matthew was championed by Dean Hankins and supported through the kindness of the Ferguson Fund. Emily Garcia interns with the Association of Flight Attendants-Communication Workers of America (AFA-CWA). As an intern, she conducts research relevant to the aviation industry's proposal to implement and develop ecologically-friendly technologies in collaboration with NextGen, NASA, the Department of Homeland Security, the Department of Transportation, the Department of Agriculture, and various committees and members whose jurisdiction includes the airline industry. She also has responsibility for compiling White Papers for members of Congress which provide the comprehensive objectives set forth by the aviation industry in pursuit of the development of bio-fuel alternatives and biomass cultivation. Because of her extensive work on Capitol Hill this summer, she has been exposed to the strategies and

practices of lobbyists who work in the airline industry. While interning for the AFA-CWA, she has had the opportunity to meet Nancy Pelosi, Barney Frank, Patrick Leahy, and Bennie Thompson among others. Her chosen course at the Washington Center is The Presidential Leadership of Congress which focuses on the evolution of the executive office from the Revolutionary Era to the Contemporary Era. This course also is also supportive of her graduate thesis which examines the evolution and application of the executive prerogative. Clearly, the Washington Center has provided her with a wealth of opportunities to work in political arena and provides a very power and has afforded the means by which to reflect on the goals that I am pursuing and will pursue in the future.

Matthew Baker interns with the American Security Project, a non-partisan think tank focused on national security policy. He notes that his "primary role at ASP has been to research and write on energy security issues facing the United States. Such research is an invaluable experience for any student, and has a greater breadth of understanding as to how politics and business actually function." He has also elected to participate in two courses taught by Washington area academics one of which is the Essentials of Aspiring Leaders course. Matthew's evaluation of his experience is expansive: "the opportunity to come to the most powerful city in the world, to interact with its people, and see how it operates first-hand is something that should continue to be encouraged for the best students in Mississippi universities."

### **Accomplishments by the Madison Center, Division of Social Sciences and History.**

Under the leadership of Dr. Garry Jennings the Madison Center achieved the following during the 2012-12 academic year:

#### **Constitution Week Programs**

Since its inception over eleven years ago, The Madison Center has honored Constitution Day, 17 September, by bringing to campus speakers or panels dealing the major constitutional issues of the day. The Center has taken this responsibility to fulfill the university's obligation to the federal government. Commemorating this annual event is, after all, exactly the purpose of The Madison Center. Under statute, any institution receiving federal financial aid must plan and present a program on the occasion of the signing of the U.S. Constitution. The Madison Center has extended Constitution Day to Constitution Week by developing a series of programs for students, faculty and staff, and the community.

**A. Constitution Week Lecture I:** "The Practice of Torture on the African Continent and in Central America." Pat Davis, Board President, Torture Abolition and Survivors Coalition (TASSC), and Anthony Obeaga, member of TASSC relate the experiences and provide examples of how torture is used throughout the world. Pat Davis discussed her work as leader of TASSC, her experiences in Central America, and her work in the Washington, DC, area working with victims of torture from around the world. Anthony Obeaga offered first-hand and personal experience with torture, having been a victim of it in his own country, Nigeria. Please visit their website at [tassc.org](http://tassc.org).

**B. Constitution Week Lecture II:** "Inside the CIA's 'War on Terror.'" Glenn Carle, retired Deputy National Intelligence Officer for Transnational Threats on the National Intelligence Council discusses his book *The Interrogator* and his experiences and responses to the practice of torture in our "war on terror." Mr. Carle was the first command-level CIA officer after 9/11 to receive the order to "do what is necessary" to extract intelligence from a CIA-designated person of interest.

**C. Constitution Week Student Event:** An Interpretive Reading of the United States Constitution, performed by undergraduates. This interpretive reading of the U.S. Constitution offers undergraduates and opportunity to inform the DSU community on the nature and history of the U.S. Constitution. It is offered with a video presentation coordinated with the students comments.

**D. The Constitution and Communities.** Dr. Ivey L. Allen. Dr. Allen addressed the connections between the Constitution and the role we can play in our communities as dedicated citizens. Dr. Allen is President of the Foundation for the Mid South, a regional foundation serving Arkansas, Louisiana, and Mississippi.

## Other Madison Center Programs and Supported Projects, 2011-2012

**A. Irish Prose and Poetry with Malachi O'Doherty and Maureen Boyle at DSU:** These two writers live in Belfast, Northern Ireland, and have for years warmly welcomed students and faculty from Delta State during the Belfast Lectures held every other March in Northern Ireland. The Madison Center, the office of the College of Arts and Sciences and Journalism and Graduate and Continuing Studies sponsored their week's stay here on campus. Mr. O'Doherty and Ms. Boyle read from their works on Ireland, its politics, culture and religion.

**B. The John C. Merrill Lecture on Journalism: Reportage and the Personal Perspective.** The Madison Center was co-sponsor for this lecture and funded the travel and accommodations for Malachi O'Doherty and Maureen Boyle. Mr. O'Doherty's lecture focused on journalism as a literary genre.

**C. U.S. Supreme Court Preview.** Every year The Madison Center funds a visit by undergraduate Political Science majors to the Supreme Court Preview at William and Mary Law School, Williamsburg, VA, 24-26 September 2010. This year Mar Barlow, Emily Garcia and Mary Ashley Miller attended along with Prof. Jennings. The Supreme Court preview brings together some of the best minds in the legal profession. Top law professors, members of the Bar of the U.S. Supreme Court, current and former Solicitor Generals of the United States, and top journalists who cover the Supreme Court participate in moot court presentations and panels on subareas of the law.

**D. Initiative 26: Life or Liberty?** November 7, 2012, Jacob Conference Center. This was an extended discussion of the Mississippi Ballot Initiative 26 declaring that life begins at the moment of conception. I led the discussion, starting with a history of abortion in this country from the colonial period to the present, including the most recent decisions of the United State Supreme Court.

**E. The Gaia Project: The Recycling Project.** The final phase of the recycling project came to a close with the painting and placement of sturdy, metal modules across the Delta State campus. Partnered with Prof. Cetin Oguz, the Madison Center and the Department of Art was able to make a "green" contribution to campus along with a touch of aesthetic appeal. Credit also goes to Greg Redlin and Linda Smith who helped supply labor and wherewithal in support of the project. With their help, DSU now has a functioning recycling system for paper, plastic and aluminum cans. Each module was painted by selected art majors in the tradition of one of the great masters.

**F. Renewable Energy and Education Project (REEP).** REEP was initiated in a meeting with Yazoo City representatives. Later in the summer, the project was included in a partnership with the Center for Community and Economic Development. The project later blossomed into a partnership with the Council on Science and the Environment in Washington, DC. Three Delta towns now collaborate: Yazoo City, Mound Bayou and Alligator.

**G. Remembrance Day National Roll Call.** From 7-11 November 2011, Delta State University honored the men and women who have made the ultimate sacrifice in Iran and Afghanistan. This nationwide reading of over 6,000 names concluded in Jobe Auditorium with a reading of the Gettysburg Address and a moment of silence at 9 am. At 9 am, or 11 am Pacific Standard Time, DSU observed a moment of silence with the 181 other participating campuses across the country. Delta State was the only school in Mississippi participating in this event.

**H. The Madison Athenaeum.** The Athenaeum serves Yazoo City High School by providing meritorious students the opportunity to learn the habits and behaviors of university-level students. Student take challenging courses in Math, English Literature, Writing and Art, along with supplementary activities provided by Madison Center associates. Students are offered free room, board and any costs associated with the month-long program. The program employs DSU colleagues and students, as well as distinguished faculty from local high schools. This is a continuation of a program that has brought over one million dollars to the DSU campus and was started a decade ago by The Madison Center.

This is a Madison Athenaeum Report was completed by Dr. Jennings and submitted to the Department of Justice indicating what has been accomplished, who has been served and how the federal funds were expended. Dr. Jennings also contributed the CCED strategic plan by articulating the six guiding principles for the CCED: open communities, the embedded economy, the environment, technological innovation,

globalization, and education. For the full development of each, please see the CCED Strategic Plan at: <http://www.deltastate.edu/PDFFiles/CCED/CCED%20Strategic%20Plan%20March%201%202012.pdf>.

### **DSSH Faculty Scholarly Activities**

DSSH faculty members are highly engaged in scholarly activities, including publications in peer-reviewed journals and edited books. They also publish technical reports and working papers. The following illustrative list highlights examples of peer-reviewed/edited scholarly works released during the 2010-2011 academic year. DSSH faculty underlined where there are multiple author/presenters.

**Barton Alan W. and Paulette Meikle. (2011)** The Mississippi Delta in a Global Context. Edited volume second draft submitted to the University Press of Mississippi. Book In Revision.

**Becker, Brian.(2012)** Review of Beyond Religious Borders: Interaction and Intellectual Exchange in the Medieval Islamic World, edited by David M. Freidenreich and Miriam Goldstein. Comitatus 43 (Summer 2012).

**Becker, Brian. (2012)** Review of The Emperor and the Saint: Frederick II of Hohenstaufen, Francis of Assisi, and Journeys to Medieval Places, by Richard F. Cassidy. H-HRE (posted: 4-11 June 2012).

**Bonta, Mark. (2012).** 'Cycads and human life cycles: Outline of a symbology.' Proceedings of the Eighth International Conference on Cycad Biology (Panama City, Panama, 2008). Memoirs of the New York Botanical Garden. IN PRESS. Expected publication date Jan. 2012.

**Rader, Nicole E., Sylvia H. Byrd, Brent J. Fountain and Christopher W. Bounds. (2012).** "A Qualitative

Examination of the Influence of Safety Concerns on Physical Activity among Children in the Rural Mississippi Delta" under review at Sociological Spectrum

**Bruce Reid, Alan W. Barton, Tom Pullen, G. Reid Bishop and Talbot Brooks, (2011).** *Unsung River: The Lower Mississippi Natural Heritage Corridor, A Review of its Assets and Opportunities for Development.* The National Audubon Society, New York.

**Fadiga-Stewart, Leslie. (2011).** Published entries for 'Haratines', 'Nongovernmental Associations (NGOs)', 'Samuel L. Cotton', and the 'United States,' in *Slavery in the Modern World: a History of Political, Social, and Economic Oppression.* Santa Barbara: ABC\_CLIO<sup>2</sup>.

**Glenn, Dan. (2011).** "Savage Barbarities and Petty Depredations: The Tattered Sinews of War on the Niagara Border, 1812-14," paper submitted to the Journal of the Historical Society. Paper reviewed by journal and the author has resubmitted a second draft.

**Green-Pimentel, Leslie. (2011).** The relationship between housing cost burden and health status of older adults in the United States. *Housing and Society* 38(1), 1-24.

**John Green and Debarashmi Mitra. (2012).** "Poverty, Race, and Place: Implications for Gender-based Health" (book chapter in an edited volume on Poverty and Health, forthcoming).

**Jason Gordon, Alan W. Barton, and Keenan Adams. (2011).** "An Exploration of African American Forest Landowners in Mississippi." *Rural Sociology* (under review, submitted October, 2011).

**Lamb, Shannon. (2011).** Co-Author: Mississippi Social Studies Curriculum Frame Work for Revised Social Studies Electives. Approved by the Mississippi State Board of Education November 2011.

**Lucas, S. G., M. Bonta, R. Rogers, & G. F. Alvarado. (2011).** The "Tambla" (Humuya) gomphothere (Honduras): The first report of fossil vertebrates in Central America. *Revista Geológica de América Central* 44: 141-151.



**Meikle, Paulette. & A. E. Luloff. (2012).** "Enhancement of Community Development through Empowerment of Women" in J Peter Rothe and Linda Carroll (Eds), *Deliberations on Community Development: Balancing on the Edge*, pp. 101-115. New York: Nova Science Publishers.

**Paulette Meikle and Robinson, Jerry Jr.. (2011).** "The Effects of Globalization on Agriculture and Agribusiness in the Mississippi Delta: A Historical Overview" a completed book chapter: to be published in the book entitled: "The Mississippi Delta in a Global Context." Alan Barton and Paulette Meikle (Eds.), University Press of Mississippi. The editors resubmitted a second draft to the University Press of Mississippi, Jackson, Mississippi.

**Paulette Meikle. (2011)** Completed a second draft of the conclusion for book "The Mississippi Delta in a Global Context." Alan Barton and Paulette Meikle (Eds.), - The editors resubmitted a second draft to the University Press of Mississippi, Jackson, Mississippi.

**Paulette Meikle and Stephen A. King. (2012).** "Cross Border Community Research in a Global Era, Opportunities and Challenges: Case Study Analyses." Paper in-progress. Third draft is in progress for re-submission to the *Journal of Community Engagement and Higher Education*.

**Westmoreland Chuck.(2011).** *Southern Pharisees: Prayer, Public Life, and Politics in the South, 1955-1996,* Book contract as part of the *Politics and Culture of the Twentieth-Century South* series. University of Georgia Press. Author has signed a contract with the University of Georgia Press for the publication of his manuscript.

#### **Other Publications**

**Paulette Meikle. (2012).** *Asset Building: A Means to Ameliorate Intergenerational Poverty in the Mississippi Delta*, Bridges April, 2012.

**Meigan Thompson and Paulette Meikle. (2012).** *Exploration of the Health and Wellness Behaviors among Freshman and Incoming Students at Delta State University.* Technical report prepared for the College of Education, Delta State University, November 2011.

**Paulette Meikle, Mark Bonta, Leslie Green-Pimentel and Meigan Thompson. (2011).** *Indianola Promise Project Needs Assessment 2011 Report.* Prepared for Southern Research Group funded by the Delta Health Alliance. July, 2011.

#### **Selected DSSH Faculty, Staff and Student presentations for 2011-2012**

Presentation of research and other scholarly work at conferences and workshops should be held in high esteem among faculty and students in the university. As demonstrated in the following sample list, the DSSH is very active in this regard.

**Barton Alan. (2011).** *Partners' Perspectives on an Environmental Education Project,* (with Reid Bishop, Dorothy Shawhan, Becky Rosamond, Elizabeth Sinclair, Robin Whitfield and Caroline Willis), Paper presented to the 74th Annual Meeting of the Rural Sociological Society and 43rd Community Development Society International Conference, Boise, ID, July 28–31, 2011.

**Barton Alan, Jason Gordon and Keenan Adams.(2011).**"An Exploratory Analysis of African American Forest Landowners in Mississippi," (co-author with), Paper presented to the 74th Annual Meeting of the Rural Sociological Society and 43rd Community Development Society International Conference, Boise, ID, July 28–31, 2011.

**Barton Alan and Reid Bishop. (2011 ).**"Constructing an Interdisciplinary Environmental Education Course: Strategies, Challenges and Lessons Learned," Panel presentation at the 17th International Symposium on Society and Resource Management, Madison, WI, June 4–8, 2011.

**Becker, Brian. (2012).** "Privateering as Policy: Genoa's Evolving Relationship with Maritime Violence in the High and Late Middle Ages." Paper presented the Conference on Persistent Piracy: Historical Perspectives on Maritime Violence and State Formation, Stockholm, Sweden (organized jointly by the Centre for Maritime Studies [CEMAS], Stockholm University, and the Swedish Institute of International Affairs), May 3-5, 2012.

**Becker, Brian. (2012).** "Negotiating Religious Harmony in the Late Medieval Eastern Mediterranean: The Greek Orthodox Church's Reaction to Genoese Rule on Chios." Paper delivered at the Mid-America Medieval Association's Thirty-Sixth Annual Conference, Kansas State University, Manhattan, Kansas, Feb. 25, 2012.

**Becker, Brian. (2012).** Encounters between Greeks and Latins in the Late Medieval Eastern Mediterranean." Session organized for the Mid-America Medieval Association's Thirty-Sixth Annual Conference, Kansas State University, Manhattan, Kansas, Feb. 25, 2012.

**Becker, Brian. (2012).** Encountering the Religious Other in the Later Middle Ages." Session organized for the Mid-America Medieval Association's Thirty-Sixth Annual Conference, Kansas State University, Manhattan, Kansas, Feb. 25, 2012.

**Bonta, Mark. (2011).** A role for cycads in the adoption of maize agriculture: Discussion of the evidence. Paper given at the 9th International Congress on Cycad Biology, Shenzhen, China.

**Bounds, Christopher. (2012).** "Racial Differences in the Impact of Job Stability upon the Desistance of Illicit Substance Use: Testing Sampson and Laub's Age-Graded Informal Social Control Theory among Racial Subgroups" Paper presented Southern Sociological Society Conference in New Orleans, Louisiana, March 2012.

**Bounds, Christopher. (2012).** "Do Marital Bonds Lead to the Desistance of Illicit Substance Use? Among Males? Among Females? Testing Age-Graded Informal Social Control Theory among Prior Illicit Substance Users" Paper presented at Gender Studies Brown Bag Series in Fall of 2011.

Edwards, Kevin. (2011) "High Rise to Landslide: the Defeats of President Jimmy Carter, Paper presented at the 27th Annual Mississippi Political Science Association (MPSA) Meeting, Jackson, Mississippi on November 11 - 12, 2011.

**Fadiga-Stewart, Leslie (2012).** "Women Rule in Prime timer: Female Politicians and Television Dramas," Panel participant at the 83rd Annual southern Political Science Association Conference, New Orleans, LA. January 11-14, 2012.

**Fadiga-Stewart, Leslie. (2011).** "Faculty Panel: International Politics" Chair/Discussant at the 28th Annual Mississippi Political Science Association (MPSA) Meeting, Jackson, MS, Millsaps College, November 11, 2011.

**Glenn, Dan. (2011).** "The Fabric of a Commercial Empire: Citizenship, Credit, and the Competition for the Great Lakes." Paper presented at the 2011 Society for the History of the Early American Republic conference, Philadelphia, PA, July 14-17.

**Glenn, Dan. (2012).** "The Socio-historical Logic of Manifest Destiny." Paper the Mississippi Philological Association Annual Meeting at Delta State University, February 10-11.

**John Green and Debarashmi Mitra. (2012).** "Poverty, Race, and Place in the Era of Globalization: Implications for Gender-based Health Issues." Southern Sociological Society. March 21-24. New Orleans.

**Mitra, Debarashmi and John Green. (2012)** . "Intersectionalities in the Context of Underdevelopment: Exploring Gender-Based Health Issues in the Mississippi Delta" Presentation at the Sarah Isom Center for Women and Gender Studies Brown Bag Lunch Series, University of Mississippi, April 23, 2012.

**Mitra, Debarashmi. (2012).** "Transnational Human Rights Activism" Paper accepted for presentation at

the 2012 Annual Meeting of the Society for the Study of Social Problems, Meeting, August 16-18, Denver, Colorado.

**Mitra Debarashmi. (2011).** "Economic Prospects and Challenges in Rural Regions: Role of Community Building" Paper presented at the 2011 Annual Meeting of the Society for the Study of Social Problems, Las Vegas, Nevada.

**Russo, Guilherme. (2011).** "Political Participation: Apathy, Awareness, Paper presented at the 27th Annual Mississippi Political Science Association (MPSA) Meeting, Jackson, Mississippi on November 11 - 12, 2011.

**Sanders, Arlene and Teresa Houston. (2012).** "I'm Black, You're White: Why Can't We Be Friends," Presentation at Gender Studies Brown Bag Lunch Series, , Delta State University, Spring 2012.

**Sanders, A. (2012).** Panelist, " An Historical Perspective on the writings of Dr. King," Dr. Martin Luther King, Jr. Program, Hosted by the 100 Black Men of Bolivar County, Spring 2012.

**Sanders, Arlene. (2011).** Panelist, "The Politics of Proposition 26," Sponsored by the American Association of University of Women, Fall 2011, Delta State University.

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section V.d

### Position(s) requested/replaced with justification

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

As stated under 2011-12 Goal #1, the DSSH needed to fill the remaining vacant Social Justice and Criminology faculty position for the success of the programs at both undergraduate and graduate levels. In this regard two new assistant professors of Social Justice and Criminology have been hired to begin duties in August 2012. Future faculty needs include positions in Geography and Anthropology.

Recommended change of status

Page Logan, Instructor of Social Justice and Criminology submitted a notification of her resignation effective at the end of the 2011-2012 academic year.

Marjon Ames, Assistant Professor of History submitted a notification of her resignation effective at the end of the 2011-2012 academic year.

Daniel Glenn, Assistant Professor of History submitted a notification of his resignation effective at the end of the 2011-2012 academic year.

Mark Bonta, Associate Professor of Geography submitted a notification of his resignation effective at the end of the 2011-2012 academic year. He will serve as Visiting Associate Professor of Geography and Sustainable Development for the 2012-2013 academic year.

Lynn Pazzani was recruited to serve as Assistant Professor of Social Justice and Criminology in March 2012

Gavin Lee was recruited to serve as Assistant Professor of Social Justice and Criminology in March 2012  
Nicholas Brown was recruited to serve as Visiting Assistant Professor of European History in June 2012.

John Catron was recruited to serve as Visiting Assistant Professor of European History in July 2012.  
Paulette Meikle-Yaw was appointed as director for the Center for Community and Economic Development.

Full national searches will begin in fall 2012 to find replacements for History professors Marjon Ames and Daniel Glenn and for Geography professor, Mark Bonta.

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

During the 2010-2011 academic year there was an effort to strengthen and update the curriculum for the History program. The following changes were made to the curriculum for the History program.

##### Course Additions and Justification:

The courses Early Islamic Civilization (HIS 419) and Atlantic World, 1500-1800 (HIS 432) were added to the curriculum as courses suitable for non-European and non-United States-based history credit. "Individual Research & Writing" (HIS 498) was added to the curriculum for the History program. This course affords graduates of the history program the knowledge and skills to conduct independent research and present their findings in written papers of reasonable length. History majors are not required to complete a research-oriented course to graduate before. Those students who decide to pursue a graduate degree in history or employment at a museum or archive are routinely asked to submit writing samples that exhibit the abilities of a budding historian. Students may not take this course until they have completed HIS 400 "Philosophy of History" and at least 6 hours of upper-level history courses. HIS 498 "Individual Research and Writing" will serve as a capstone-like course.

World History to 1500 (HIS 103) and World History 1500 to Present (HIS 104) were added as an option to fulfill the 100-level history requirement for both the major and general education. DSU does not currently offer World Civilization courses. World civilization courses will include elements of western civilization but within the context of the history and development of civilization as a whole. The National Council for the Social Studies will be requiring World History in all accredited Education-Social Studies degree program curricula by 2017. This will help meet future accreditation requirements for the Social Studies BSE Program. HIS 103 & 104 will be offered in place of HIS 101/102 Western Civilization beginning Fall 2012.

Course Deletions and Justification: The course Writing History (HIS 110) was deleted. The intent of the course was to introduce freshmen history majors to the methods of reading, writing, and analyzing history. There were, however, several serious weaknesses with HIS 110. As a course required for graduation it needed to be offered once a year, which reduced the number of other courses the history faculty could offer. Similarly, the course would have a very low student to instructor ratio, regularly falling below 10 students. Furthermore, the reading, writing, and analytical skills taught in HIS 110 are already being taught in the many 400-level courses the program offers. Finally, to make up for the HIS 110 history majors are currently required to take another 3 credit hour history-oriented course, defeating the purpose of requiring HIS 110 in the first place.

The option of taking HIS 203 "History of the Americas through Colonial Times" and HIS 204 "History of the Americas, Independence Period to Present" were deleted from the History Curriculum. For several years students have believed they have had the choice between HIS 201 & 202 or HIS 203 & 204 if they did not wish to take HIS 101 & 102 History of Civilization surveys. Since the 1996 departure of Dr. Lamar, however, the history program has not offered HIS 203 & 204. Yet, the choice between HIS 201 & 202 and 203 & 204 still exists in the academic catalog. This is was misleading to students.

The History Minor was changed to reflect changes to history major, thus HIS 103 and HIS 104 were added, and HIS 203 and 204 were deleted.



## Graduate Programs Changes

A new Master of Arts in Liberal Studies (MALS) degree program was created in collaboration with the Interim Dean of the College of Arts and Sciences, Dean of Graduate and Continuing Studies and faculty in the DSSH and Division of Languages and Literature. The new MALS degree program is the only one of its kind in Mississippi, and one of the few in the South. The MALS is a new degree program which begins course offerings to the first cohort of students in fall, 2012. The degree program promotes an interdisciplinary approach to graduate education by offering a diverse set of humanities and social science tracks. This program is designed for students who want to pursue advanced understanding of the nature of societal values and ideals that influence the human condition in the context of past and present human behaviors and institutions. Students are exposed to perspectives that are useful for solving real problems while deciphering major philosophical, cultural, and social concepts.

The MALS program serves full-time and part-time students from diverse backgrounds and stages in their professional lives--from practicing lawyers, ministers, policy-makers, teachers, politicians, and administrators, to recent college graduates--who want to sharpen their analytical and critical thinking, writing, and research skills by working with a highly qualified and diverse group of faculty. Students can choose from one of the following tracks that reflect an interdisciplinary approach to education: (a) Evolving Human Voices: Studies of the Written Word (b) Gender and Diversity Studies (c) Globalization Studies (d) Mississippi Delta Studies (e) Philosophy and (f) Religious Studies.

### MALS Fellowship

Attached to the MALS degree program is the John S. and Jutta Karnstedt Ferretti Fellowship. This new fellowship is designated for an outstanding student in the Master of Arts in Liberal Studies (MA-LS) program. The fellowship was established with a generous gift from Jutta Karnstedt Ferretti, of Shelby, in honor of her late husband John.

## **Section VI.b**

### **Recommended Changes for the Coming Year**

#### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

#### **Narrative**

Mark Bonta, Associate Professor of Geography submitted a notification of his resignation effective at the end of the 2011-2012 academic year. He will serve as Visiting Associate Professor of Geography and Sustainable Development for the 2012-2013 academic year.