

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2005-06

I. Unit Title: Social Sciences

School or College: Arts & Sciences

Unit Administrator: Albert B. Nylander III

II. Educational Program Learning Outcome Assessment Plan
Bachelor's Degree in Social Science Education

Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
<p>Students will master Social Studies methods and content, so as to be prepared to enter and be effective in the Social Studies teaching profession.</p>	<p>Praxis II Examination. This assessment aligns with the 10 National Council for Social Studies standards as follows: US History and World History std. 1.2, Government/Civics/Political Science stds. 1.1 and 1.6, Geography std. 1.3, Economics std. 1.7, Behavioral Sciences stds. 1.4, 1.5, 1.7. Standards 1.8 and 1.9 do not align directly with any subject area. This information is collected directly from the Praxis II test scores.</p>	<p>Division of Social Sciences had a 100% pass rate for this cohort (n=11). (See Appendix I)</p>	<p>World history and geography were the lowest scoring areas on the Praxis II content area exam and for History of Civilizations I and II for internal courses. To remedy this, the following changes will be implemented beginning Fall 2007 and continued on an annual basis.</p> <ul style="list-style-type: none"> • Data will be re-evaluated on an annual basis, with careful attention to the areas that were the lowest scoring. • The report will be shared with all instructors that teach content area courses. • The supervisor will meet annually with the lowest scoring areas. This Fall, all instructors of human geography (the supervisor teaches world geography) and history of civilizations I and II will meet and discuss the low scores and how student knowledge in these areas may be improved.
<p>Students will effectively assess the outcomes of instruction and the degree to which their pupils have learned the content as determined by the 10 National Council for Social Studies standards.</p>	<p>Student teaching. Students are evaluated during their student teaching semester on their ability to plan, and teach. Each of the 10 National standards is scored. (See Appendix II)</p>	<p>Of the 8 student teachers, one student had one minimally acceptable rating, and the rest were average or above ratings in each instance. A 1-5 point scoring rubric is used, with the middle score of three considered passing. For planning: one student had a score of 2 in standard 1.1, and the rest were three or above. The highest mean scores were for std. 1.3 geography (4.9), while the lowest mean scores were for standard 1.4 psychology (4.2) and the rest ranged between 4.3 and 4.6. For teaching:</p>	<p>All scores were remarkably high for this group of student teachers. This was, in fact, an exceptional group of very talented, skillful and knowledgeable individuals. We, however, have implemented a new special program area (Social Studies) student teacher evaluation for the NCSS themes. This evaluation has been added to augment the currently used Student Teacher Assessment Instrument (STAI) that addresses NCATE domains II through V. The added NCSS based evaluation successfully assesses Candidate learning of the specific content area of the social studies discipline for Candidate teaching, Student learning, and Candidate planning according to NCSS guidelines. It is useful in determining the</p>

Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
Students will be able to communicate effectively in written form.	1) Senior Portfolios are collected by the department and evaluated by the Political Science Committee 2) Grading Rubric (see Appendix) 3) Oral internship defenses 4) Internal course assessments	The Division of Social Sciences Assessment Committee has evaluated the graduating seniors' portfolios in Political Science and found the students are sufficiently prepared in writing. However, as the result of this evaluation, continued efforts will be made to ensure higher quality.	A disciplined use of the writing portfolio that follows student progress from the introductory courses through the upper-level courses is necessary. The portfolios need to be examined by the Division of Social Sciences Assessment Committee and prescriptive comments will be appended to the folders.
		the highest mean scores were for standards 1.3 and 1.7 (4.5) and the rest of the standards had mean scores of 4.4. For student learning effectiveness: the highest mean score was for std. 1.7 (4.8), the lowest for std. 1.4 (4.0) and the rest ranging between 4.3 to 4.6.	understanding of each theme, unlike the STAI.

Bachelor's Degree in Political Science

Students will demonstrate an understanding of the basic concepts of Political Science, including the structures and relationships in and among institutions and actors of these systems.	1) Assessments of senior portfolios. 2) Term Papers (See Appendix for grading rubric) 3) Book Reports	The Division of Social Sciences Assessment Committee has evaluated the graduating seniors' portfolios in Political Science and found the students are sufficiently prepared in understanding these concepts.	Moving away from the crutch of textbooks to a combination of essay and book-length literature will help in developing a background for even stronger writing and understanding these concepts. Shorter, focused writing assignments incorporating both qualitative and quantitative approaches are essential. Finally, a basic introduction to the literature of political science must begin early in the program.
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Bachelor's Degree in Criminal Justice

Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
Students will apply their knowledge of crime and justice to a variety of problems faced by the American Criminal Justice System in modern times.	1) Senior Portfolios 2) Performance in the senior capstone course.	Examining the students' responses in their senior portfolios, there is evidence that the students lack an understanding of connecting the theories of crime and social justice to the modern American Criminal	As a result of the current data, the committee has decided to generate a senior level capstone course. This course will be carried out in the form of a required internship. As part of the internship, students will be required to link the theory and philosophy of the classroom with the experiences

Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
		<p>Justice system.</p> <p>After evaluating the content of both online and classroom discussions in the senior capstone course, the committee recommends that additional focus be paid to linking current criminal justice policy with the philosophical foundations of the criminal justice field. Also, the program is lacking a true internship/service learning experience to connect students to the broader criminal justice field.</p>	<p>they encounter in the field. Students will generate a written product meeting this goal.</p>
<p>Students will display a comprehensive social science approach to the study of crime and justice by utilizing the academic disciplines of political science, and sociology.</p>	<p>1) Senior Portfolios</p>	<p>After examining 14 senior portfolios in criminal justice, the evidence shows a weakness in displaying a comprehensive understanding of social justice from other academic disciplines.</p>	<p>The Division of Social Science Assessment committee recommended and received approval to include programmatic changes in the BS program. Students will now have to take PSC 440, The Judicial Process; SOC 435, Criminology; and select 6 hours from the following: SOC 436, Juvenile Delinquency; SOC 440, Social Theory; SOC 450, Racial & Cultural Minorities; PSC 442, Civil Rights Law; PSC 444, Civil Liberties and Civil Rights; PSC 446, Constitutional Law; PSC 488, Moot Court Competition.</p>

Bachelor's Degree in Social Sciences

<p>Students will demonstrate knowledge of the disciplines of geography, sociology, and political science in terms of its history, content, purpose and methodologies.</p>	<p>1) Senior Portfolios (see Appendix) 2) Internal grades in the core social science major</p>	<p>Ten students completed this degree. An examination of the portfolios shows that the students demonstrate the knowledge of these disciplines. Also, an assessment of the core courses for these students indicates that these students performed well in GEO 201 (N=10, collective GPA=3.4); GEO 303 (N=10, collective GPA=3.2); SOC 101 (N=10, collective GPA=3.2); SSC</p>	<p>Due to the success, we will continue our efforts in teaching the basic concepts of the disciplines of geography, sociology, and political science. We, however, plan to improve our documenting of portfolios by asking for software, such as TaskStream, that will allow our students to keep their portfolios on-line.</p>
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Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
		470 (N=10, collective GPA=3.3); PSC 103 (n=10, collective GPA=3.4); and PSC 201 (n=10, collective GPA=3.3).	
Students will be able to understand the impacts of social structures/institutions on their lives.	1) Senior Portfolios 2) Internal grades in the core social science major	Students' portfolios were reviewed, and there are some weaknesses translating conceptual approaches to practical experiences. However, as indicated above, the students performed well in the core courses.	The Division of Social Science Assessment Committee developed a newly applied development studies concentration to better link students with a more practical approach to making use of their degrees (See New Applied Development Program in the Appendix). This new concentration was approved by Academic Council, and will be implemented in the fall of 2006. The committee also suggested a new assessment structure within the division to allow for an easier transition of evaluating programs from year to year. Thus, a proposed new Programming & Evaluation Committee is being considered by the division faculty (see Appendix for the New Assessment Structure for the Division of Social Sciences).

Master's Degree in Criminal Justice

Students will be able to conduct, analyze, interpret and apply various works of scholarly research in order to develop responses to contemporary issues facing the field of criminal justice.	1) Comprehensive examinations (see Appendix for Spring 206 exam). 2) Internal Course Assessments	Comprehensive examination scores for May 2006 graduates were analyzed. Five of the seven students failed their written comprehensive exams.	The Division of Social Science Assessment Committee will require all new students to participate in more intensive, periodic writing throughout the core courses (CRJ 630, 635, 640, 650, 655, 670, & 675). Additionally, the content of CRJ 675, which serves as the degree program's capstone course, will be structured to meet two specific goals: (1) to assist students in relating criminal justice materials from course to course and (2) to assist students in better articulating the relationship between the various theories and scientific studies with contemporary issues facing the field of criminal justice.
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Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
Students will be able to apply acquired research skills to evaluate scholarly products and their contribution to the fields of criminology and criminal justice.	1) Comprehensive examinations 2) Capstone Course Assessment	The committee evaluated research papers, and comprehensive examinations. All graduating students passed the research papers in the capstone course, and four of the seven students passed the research methods comprehensive exam (see Appendix for comp question IV).	During the research methods course (CRJ 635), more focus will be placed on students completing written critical analyses of scholarly literature on core and specific topics in the fields of criminal justice and criminology during the semester. Students also will make a presentation on a chosen topic and interact with other students and the instructor in a discussion of research methods, as it relates to recently published journal articles, during the semester.

Master's Degree in Community Development

<p>Students will be prepared for an appropriate and effective economic development writing, to pursue types of advising.</p>	<p>1) Thesis Groups conducted with a Ph.D. in the past five years. 2) Professional publications in various community and economic development fields.</p>	<p>The thesis groups with 5 participants this past academic year. Of the students who are involved in the past three years, 100% of them are, if not actively working and contributing to the economic development of the community, they are working for the students as a volunteer or for their future jobs. Also, students in this program have produced over 40 professional presentations and 100+ articles in the following States positions: Director of Financial Aid at Coahoma Community College; Work with the Leflore County Board of Supervisors (Mississippi) on economic development projects; Doctorate program at Mississippi State University where she is also working as a teaching assistant; Doctoral program in Rural Sociology at the University of Missouri-Columbia, where she was awarded a research assistantship to study leadership programs; US Department of Agriculture's Rural Development office; Planning and Development District in Batesville; Assistant Director at the St. Gabriel Mercy</p>	<p>This program provides the foundation for the Social Theories, Research Methods, and Oral Presentations through the IMSCD's rural community development and development sociology. Sociology of Community (COD 575), Community Development (COD 600), Delta in Global Context (COD/SOC 526), Sustainable Development (COD/SOC 521), Sociology of Development (COD 567), and Community Development (COD 680) will continue to be core courses for this program. Keeping in tune with our former graduates and our current students, and the latest research will allow us to make improvements in course content and rigor of methods for community development graduate students.</p>
		<p>Center in Mound Bayou; Economic Development Specialist at Mississippi Valley State University; Doctoral Program at Brigham Young University; and Community Developer with Congressman Bennie Thompson's 3rd Congressional District Office in Mississippi.</p>	

Learning Outcome	Data Collection and Analysis	Results of Evaluation	Use of Evaluation Results
Students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts.	1) Comprehensive Exams	Eleven out of Eleven students successfully passed the written comprehensive exam. All students performed exceptionally well on the first question, which asked students to write, at length, about the three main theoretical perspectives in the social sciences.	The Division of Social Science Assessment Committee will continue to monitor the Secondary Education program to ensure that these education students are prepared in the content of the social sciences. Twenty-one hours in the content area will make-up the majority of the course work for this degree program.

Master's Degree in Secondary Education with a Concentration in Social Sciences

III. Division/Department Goals for 2005-06

A. Goal # 1- To pursue actions that will provide additional outside compensation, equipment, travel and professional development activities for Division and faculty and graduate students. This is an on-going goal for the past 3 years because the state and institution are unable to provide the resources necessary to sustain most research activities.

1. Institutional Goal which was supported by this goal:

The Citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Evaluation Procedure(s):

Number of grants applied for and secured.

3. Actual Results of Evaluation:

\$2,162,920 dollars in Grants Funded by Division Faculty, 2003-2006

\$4,743,278 dollars in Grants Applied for but not funded by Division Faculty, 2003-2006.

4. Use of Evaluation Results:

These monies allowed the division to compensate for University cuts in travel and commodities. We greatly improved our Community Development graduate program with these funds. Additionally, travel funds, to and from professional conferences, were made available.

B. Goal # 2 - To use available technology resources on campus more effectively and efficiently.

1. Institutional Goal which was supported by this goal:

Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. Evaluation Procedure(s):

This goal will be completely met when we optimize every classroom technologically for instruction.

3. Actual Results of Evaluation:

This goal is being met. We now have two classrooms that are technologically suitable for instruction.

4. Use of Evaluation Results:

Faculty and students are now better engaged in optimizing the effective use of technology in the education process.

IV. Data and information for department:

The Division of Social Sciences aims at a broad development of the individual. Its goal is to present the main approaches to understanding our world and maintain a student-centered environment. In the process, faculty in the Division seek to develop certain skills and enduring habits of mind--intellectual curiosity, critical thinking, tolerance of and openness to different views and values, and the ability to communicate one's thoughts orally and in writing. In short, this philosophy of learning should enable students to embark on a lifetime of learning and to adapt to a rapidly changing world. It is also the mission of the Division to serve the Delta by developing programs of study that match the cultural needs of the region and state. To determine the extent to which the Division is meeting some of these needs, an analysis of trends is presented in the next section.

ANALYSIS OF TRENDS

In this section, a five-year analysis of the number of graduates for each program is discussed. In addition, multi-year comparisons of the number of majors in each program are presented.

Number of graduates

The Division's seven programs have shown consistent graduate production. Table 1 shows the number of graduates in each program over a five-year period:

Table 1: Number of Graduates for five-year period (academic year)

<u>Degree</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
BSE	13	13	12	6	14
BA	8	6	4	2	5
BSCJ	25	17	27	22	29
BS	2	21	16	16	18
MED	11	8	5	14	11
MSCJ	8	6	6	9	5
<u>MSCD</u>	<u>10</u>	<u>5</u>	<u>13</u>	<u>9</u>	<u>5</u>

Total 77 76 83 78 87

The data in Table 1 suggest that the number of graduates in the Division has been stable for the past five years. As noted in the previous two annual reports, this will be difficult to maintain due to the positions lost. The three graduate programs and the four undergraduate programs are being adversely affected by the losing of faculty positions. These programs in the division will eventually lose majors if the prior positions are not reinstated and some added. We must also fill the current positions in Community Development & Criminal Justice this coming year.

The next section examines trends in the number of majors for each program.

Number of Majors

In this section, a five-year trend in the number of majors in each program is presented. The following table shows the data for the number of majors:

Table 2: *Number of majors (Fall)*

Program	2002	2003	2004	2005	2006
BSCJ	102	96	91	107	96
BSE	53	43	54	51	53
BS	28	39	43	45	30
BA	22	21	19	18	20
MED	22	32	22	22	13
MSCD	22	24	22	29	20
MSCJ	29	12	21	35	40
Total	278	267	272	307	272

The data in Table 2 reveal that the number of majors has declined this year. This trend will continue if positions are not filled and more added. See prior two annual reports for more information on this situation.

V. Personnel:

Name: Alan Barton

Academic Years: 2003-2006

Department/Division: Social Sciences

Summary of Teaching Effectiveness

Course Development

- Developed and taught eight courses:
 - SOC 101 Principles of Sociology (SP03, FA03, SP04, FA04, SP05, FA05, SP06, SU06)
 - SSC 470/570 Methods of Social Research (SP03, FA03, SP04, FA04, SP05, FA05, SP06)
 - SOC 422/522 COD 522 Environment and Society (SU03, SP04, SP05)
 - SOC 474/574 COD 574 Applied Rural Sociology (SP06)
 - SOC 421/521 COD 521 Sustainable Development (FA04)
 - COD 640 Education and Participatory Community Development (SP03, SP04)
 - SOC 485/585 COD 585 Population and Environment (SU04, SU06)
 - SOC 426/526 COD 526 The Delta in Global Context (FA03)
- All courses except SOC 101 and COD 640 have included separate undergraduate and graduate syllabi, readings, assignments, grading criteria and teaching
- Substantially improved SOC 101 in SP04, FA04, FA05 and substantially improved SSC 470/570 in FA03, FA04, FA05, based on student evaluations and teaching workshops

Instructional Technologies

- All courses included web, e-mail and in-class technologies; Some have incorporated WebCT

Service Learning

- Incorporated service learning projects in COD 640, SOC/COD 522 and SOC/COD 574

- Performed evaluation of GST 100 service learning components in Fall, 2004

Student Presentations

- Sponsored student paper presentation at Southern Demographic Association meeting, 2005
- 6 students from SOC/COD 574 will present their course papers at the Rural Sociological Society annual meeting, 2006
- Accompanied graduate students who presented papers/posters at 1 international meeting, 3 national meetings, 2 regional (Southern U.S.) meetings, and 1 statewide meeting, 2003-06

Faculty Development

- Attended 2 national student engagement conferences, sponsored by the AAC&U and the AASCU, 2005
- Attended 5 DSU faculty workshops and seminars aimed at improving teaching, 2004-06

Academic Advising

- Advisor to 42 undergraduates in Social Sciences; 8 undergraduates in General Studies
- Committee chair or member for 9 M.S. students in Community Development, and 1 Ed.D. student in Education, 2003-06

Student Evaluations

- Course evaluations have improved each year, 2003-06
- Ratings for Instructor Characteristics were 1.24 and 1.60 (on 4 point scale) for Fall, 2005

Innovative Teaching Practices

- Regularly incorporated learner-centered teaching, field experience, informal writing and other student engagement techniques into courses

Student Engagement Efforts

- Initiated campus wide student engagement programs as a Student Engagement Champion, 2004-05

Summary of Scholarly Activities

Research Project Director

- Created and directed the Delta Rural Poll, through the Center for Community and Economic Development (CCED), with a grant from the Mid-South Delta Consortium
 - Coordinated two telephone surveys in 11 Delta Counties, 2003 and 2005
 - Administered qualitative data collection on education and heritage tourism, 2004-06
 - Initiated and developed three publication series through the CCED, one for research reports, one for policy papers, and one for policy briefs, 2004-06
- Coordinated research on the proposed Mississippi Delta National Heritage Area, 2004-06
 - Conducted 12 interviews and focus groups around Mississippi Delta, 2004-06
 - Interviewed directors of 3 National Heritage Areas in Pennsylvania, 2004

- Attended 2 heritage development workshops in Oxford, MS and Nashville, TN, 2004-05
- Organized (with John Green) the Delta in Global Context workshop
 - Coordinated workshop on DSU campus, with participants from 7 states
 - Prepared and issued the Proceedings from the workshop
 - Currently organizing chapters for a book based on the workshop

Publications

- Book chapter (with Nina Glasgow) in *Communities of Work*, 2003
- Authored 2 Delta Rural Poll Research Reports, 2004-05
- Authored 3 Delta Rural Poll Policy Papers, 2004-06
- Authored 1 Delta Rural Poll Policy Brief, 2006
- Authored 2 evaluation reports on Delta Volunteers Environmental Stewardship Program, Delta Center for Culture and Learning, 2004-05

Scholarly Presentations

- Presented scholarly papers at 2 international conferences, 3 national conferences, 4 regional (Southern U.S.) conferences and 3 statewide conferences, 2003-06
- Presented 2 brown bag seminars at Delta State University, 2004, 2005
- Gave presentations at 9 workshops, panels, and other fora at DSU, 2004-05
- Guest lectures in 4 courses, including field courses from Cornell and Brandeis Universities, 2004-05

Book Reviews

- Published 4 book reviews in *Rural Sociology*, *Society and Natural Resources* and *Sociological Spectrum*, 2003-06

Peer Reviewer/Referee

- Peer reviewed 7 journal articles for *Society and Natural Resources* and *Southern Rural Sociology*, 2004-06
- Refereed 3 research and book proposals for Clemson University, Prentice-Hall and USDA Cooperative State Research, 2004-06

Supervising Student Research

- Supervised 7 graduate assistants in research projects tied to the Delta Rural Poll, 2003-06
- Chaired 2 M.S. thesis projects, 2006 (on-going)
- Sat on 7 M.S. thesis defenses, 2004-06; Served on 1 Ed.D. committee, 2006 (on-going)
- Co-authored 1 Delta Rural Poll Policy Report with a graduate student, 2005
- Presented 2 papers co-authored with graduate students at professional conferences, 2006

Professional Development

- Attended 2 national professional conferences, 1 statewide professional conference, 2003-04
- Took COD 695 Proposal Writing at DSU, 2004

Summary of Service Activities

Service to Delta State University

- Student Engagement Champion, 2004-05
- Coordinated the Faculty Writing Workshop held in Nov. 2004
- Coordinated the Writing Across the Curriculum Seminar held in Feb. 2005
- Faculty Associate at the Center for Community and Economic Development, 2003-06
- Board Member, Institute for Community Based Research, 2005-06
- Collaborator at the Delta Center for Culture and Learning, 2003-06
- Faculty Advisor, Mississippi Alliance of Graduate Students, 2003-06
- Coordinated field course visit from Cornell University, Jan. 2006

Service to the College of Arts and Sciences

- STEP Project participant for the college and statewide meetings, 2004-05
- Search Committee for first GIS Center Director, Jun. 2004
- Search Committee for second GIS Center Director, Dec. 2004

Service to the Division of Social Sciences

- Initiated and coordinated (with John Green) the establishment of a track in Sustainable Development in the Community Development M.S. program
- Created and chaired Academic Honesty and Ethics Committee, 2005-06
- Chaired Student Evaluation Committee, 2005
- Member of the Social Science Program and Assessment Committee, 2006
- Served on Search Committee, Social Science Education, 2005
- Served on Search Committee, Sociology/Community Development, 2005
- Organized and chaired panel on Heritage Tourism at the Community Development in Practice Symposium, 2006
- Proposed committee structure for assessment of the Division of Social Sciences, 2006
- Member of Community Development Committee, 2003-06
- Member of Social Science Methods Committee, 2003-06
- Member of Undergraduate Handbook Committee, 2003-04

Service to the Disciplines of Sociology and Community Development

- Organized and chaired a panel discussion at the Annual Meeting of the Rural Sociological Society, 2004
- Candidate for the Nominations Committee of the Rural Sociological Society, 2006
- Discussant for 2 panels, Brandeis University International Development Capstone Week, 2006

Service to the Community

- Vice President and Board Member, Friends of Dahomey National Wildlife Refuge, 2003-06

Name: Mark Bonta

Department/Division: Social Sciences

Summary of Teaching Effectiveness

- ❑ Advised three students, B.S. in Soc Sci, Geography Concentration
- ❑ All new syllabi for newly designed classes
- ❑ Attended STEP workshop in Tunica, MS
- ❑ Coordinator, visit of anthropologist Jon Carter, Columbia University, who spoke on gangs in Honduras to my classes and in a Madison Center Brown Bag
- ❑ Designed/taught 1x Cultural Geo., 1x Economic Geo., 1x Political Geo., 2 new DSU online courses (World Regional Geo. and Human Geo.); Geo. of Natural Hazards as special topics, 1x
- ❑ Earned Certificate of Appreciation from Delta Center for Culture and Learning for ‘Commitment and Leadership in Service-Learning’, for student projects in Hurricane Katrina and Hurricane Rita relief
- ❑ Four M.S. geography concentration students graduated
- ❑ Generally excellent student evaluations
- ❑ Geography instructor for field courses on military geography of Vicksburg and Shiloh (new syllabi designed for both)
- ❑ Helped with design and planning of Madison Center projects
- ❑ Integrated Smart Carte technology into all courses
- ❑ Leader, ‘Marvellous Mississippi,’ geography field course with Yazoo City High School students, through Madison Center
- ❑ Led field courses: Arkansas/Oklahoma; Honduras/Guatemala
- ❑ Masters advisee Shannon Lamb delivered paper on his research in Honduras at Association of American Geographers 2006 conference in Chicago, and chaired session
- ❑ Organizer, Madison Center International Film Series
- ❑ Revamped entire curriculum for geography concentration undergraduate BS courses

- ❑ Revamped entire curriculum for M.Ed in Soc Sci, then M.S.E., geography concentration
- ❑ Supervising thesis of Shannon Lamb, M.S.E. candidate
- ❑ Taught Advanced Seminar in Geo. (GEO 680) 3x; Advanced Research Methods in Geo. (GEO 690) 1x; Geo. of Africa 1x; Geo. of Terrorism 1x; Intro. to Human Geo. 2x/semester, + summers & online (1x per semester); Physical Geo., 2x total; World Regional Geo., summers and online (1x per semester)
- ❑ Team-taught Vietnam, Politics and Policy with Prof. Jennings
- ❑ Three M.S.E geography concentration students current and active
- ❑ Updated and revised syllabi for all classes, each semester

Summary of Scholarly Activities

- ❑ Accepted for publication (4): *Ethnobotany of Honduran cycads; Cycads in the vernacular: A compendium of local names* (with R. Osborne); *Redescription of *Dioon mejiae*: toward a taxonomic description standard* (with J. Haynes) Proceedings, 7th International Congress on Cycad Biology (2005), *The Botanical Review* (forthcoming); On Olancho (*Geoscience and Man* (Ed. K. Mathewson), LSU: Geoscience and Man Publications
- ❑ Co-chair and co-organizer of paper session: *Geographies of the multitude*; Co-chair of panel: *Anarchism and geography: Past issues and current opportunities*. Association of American Geographers conferences
- ❑ Co-organizer and leader: 'Cycads of Honduras Study Tour.' January multi-investigator research visit, funded by Montgomery Botanical Center (\$1,987), coord. by J. Haynes & M. Bonta; Co-organizer: *Workshop on Honduran cycads* (7th International Congress on Cycad Biology, Xalapa, MX)
- ❑ Honduras Expert, Political Research and Documentation Service (PARDS, Princeton, NJ)
- ❑ Invited lecture/ seminar: *Seminar on Geophilosophy* for the Lennart Andersson Annual Symposium, Department of Geography and Tourism, University of Karlstad, Sweden, Dec. 8. Included 2005 Plenary Lecture '*Deleuze – Implications for Geography*'
- ❑ Invited presentations (8): *Authors meet critics: Mark Bonta and John Protevi's Deleuze and Geophilosophy, A Guide and Glossary* (special session), *Participative and ethnographic methods in Latin Americanist cultural geography*, (as panelist), *Post-conflict landscapes* (Discussant for special session) (Association of American Geographers conferences); *Dinosaur salad? Searching for cycads in Honduras* (Div. of Soc. Sci. Brown Bag, DSU); *Human geography of cycads* (Brown Bag, Dept. of Bio. Sci., Florida Int'l U.); *MBC and the human geography of cycads & The Cultural Geography of *Dioon mejiae* in Honduras* (Montgomery Botanical Center, Miami); *Mitch, Katrina, and the human geography of hurricanes* (MS Museum of Natural Science, Naturalist Lecture Series, Jackson);
- ❑ Manuscripts reviewed for *Annals of the Association of American Geographers*; Louisiana State University Press; *Political Geography*; *Professional Geographer*
- ❑ Montgomery Research Fellow, Montgomery Botanical Center, Miami

- ❑ Organizer & chair of paper session: *Mapping diversity and resilience: Geographic perspectives on Central America.*, Association of American Geographers conference
- ❑ Organizer and leader, Montgomery Botanical Center HN03 Cycad and Palm Research Expedition to Honduras (funded by MBC for c. \$8500)
- ❑ Panelist (3x): presentation on Deleuze and Anarchism; Ethnographic Methods in Latin Americanist Cultural Geography; *Anarchism and geography: Past issues and current opportunities*, Association of American Geographers conferences
- ❑ Papers given (11): *Dinosaur salad: In search of cycads in Honduras* (1st Annual Delta State University Faculty Research and Scholarship Symposium); *Ivory-billed Woodpeckers in Bolivar County, Mississippi* (2nd Annual DSU Faculty Research and Scholarship Symposium); *Cycads in the vernacular: a world compendium of local names* (w/ R. Osborne); *Ethnobotany of Honduran cycads; Redescription of *Dioon mejiae*: toward a taxonomic description standard* (with J. Haynes) (7th International Congress on Cycad Biology, Xalapa, MX); *Deconstructing self-evident Central American spaces; Deleuze, Al Qaeda, and the multitude* (Association of American Geographers conferences); *El Nuevo Mapa Biogeográfico de Honduras: Presentación y Utilidad; Etnobotánica de la Cícada Arborescente *Dioon mejiae* en Honduras* (VII Congreso, Sociedad Mesoamericana para la Biología y la Conservación, Tuxtla Gutierrez, Chiapas); *Geography & schizophrenia: Deleuzification of the discipline?* ‘Deleuze and Science’ special session, Society for Literature, Science, and the Arts conference, Chicago; *Nahoa in Honduras: Rediscovery or construction?* Conference of Latin Americanist Geographers meeting, Morelia, MX
- ❑ Peer-reviewed publications (5): ‘Becoming-forest, becoming-local: Transformations of a protected area in Honduras,’ *Geoforum* 36(1):95-112, 2005, in special themed issue, ‘Critical Geographies of the Caribbean and Latin America’ (Eds. P. Kingsbury & B. Sletto); *Deleuze and Geophilosophy: A Guide and Glossary*, with John Protevi (LSU), book, Edinburgh U.P. and Columbia UP; 2 dictionary entries (‘Lefebvre’; ‘Geography’) in *Dictionary of Continental Philosophy* (Yale U.P.; Edinburgh U.P.), John Protevi, ed.; ‘Death toll one: An ethnography of hydropower and human rights violations in Honduras,’ *GeoJournal* 60(1):19-30, 2004. In special themed issue, ‘Interrogating the Globalization Project’ (Ed. R. Honey)
- ❑ Research trip: ‘Ethnobotany of cycads’ to Montgomery Botanical Center, Fairchild Tropical Botanic Garden, and Florida International University, Miami, FL. \$2,000, funded by Montgomery Research Fellow grant
- ❑ Articles submitted for peer review (4): The multitude and its doppelgänger: An exploration of global smooth space (*ACME: An International E-journal for Critical Geographies*); Ethnobotany and conservation of *Dioon mejiae* Standl. & L. O. Williams in Honduras (*Journal of Ethnobiology*) (w/ O. Flores Pinot, D. Graham, J. Haynes, & G. Sandoval); Nahoa in Honduras: Notes on a Newly-Recognized Ethnic Group (Proceedings of the 2005 Conference of Latin Americanist Geographers, Univ. Aut. de Mex.)
- ❑ Supervisor, Shannon Lamb’s thesis research on human rights geography in Honduras
- ❑ Research Award from DSU Foundation (\$5000), 2005

Summary of Service to the Profession, Univ., College/School, Dept./Division & Community

- ❑ Board Member (3): Conference of Latin Americanist Geographers (CLAG); Friends of Dahomey National Wildlife Refuge (environmental NGO); Society for Mesoamerican Biology and Conservation
- ❑ Chair (4): Assessment Committee for BS in Social Sciences, Soc Sci; Awareness and Promotion subcommittee, Research Committee; search committee for Soc. Sci. Ed/Geographer position; Undergraduate Curriculum Committee, Soc Sci
- ❑ Editor, *Mesoamericana*, spanish-language, peer-reviewed journal of Society for Mesoamerican Biology and Conservation
- ❑ Elected Chair, Faculty Senate (2006-2007); Senator (2005-2006)
- ❑ Faculty Associate, Madison Center for Democracy, Human Rights, and the Constitution
- ❑ Invited talks (3): *Birds, People, and Conservation in Honduras*. Keynote for MS Audubon Vicksburg; *Birding the Flyway from Mississippi to Honduras*. Delta Home & Garden Club, Cleveland MS; geography classes at JFK High School, Mound Bayou, MS
- ❑ Member of 6 professional societies: Association of American Geographers; Latin American Studies Association; Society for Literature, Science, and the Arts; The Cycad Society; The Society for Economic Botany; Southeastern Division, Association of American Geographers
- ❑ Member of 7 DSU committees: Committee on Elections, DSU Faculty Senate; Course Evaluation ad hoc committee, Soc Sci; DSU Institutional Review Board (IRB); DSU Research Committee; DSU Safety and Environment Committee; Honesty and Ethics Committee, Soc Sci; search committee for Geospatial Center position
- ❑ Organizer: 1st and 2nd annual DSU Faculty Research and Faculty Symposia ('May We Present'); 1st and 2nd National Audubon Dahomey-Great River Road Christmas Bird Count
- ❑ Reader, Dunlap Broadside *The Declaration of Independence* exhibition, The Charles W. Capps, Jr. Archive and Museum, DSU

Name: Julie Campbell

Division: Division of Social Sciences

Summary of Teaching Effectiveness

- I have been an Assistant Professor of Criminal Justice in the Division of Social Sciences for the past three years. I also serve as Graduate Coordinator of both the Master of Science in Criminal Justice Program and the Online Master of Science in Criminal Justice Programs, and have done so since January of 2003.
- I regularly teach a full load of undergraduate and graduate courses in both the Spring and Fall semesters as well as during the summer term. I have taught courses in the classroom at Delta State University in Cleveland, at the Greenville Higher Education Center both in person and through ETV interactive technology, and in the completely online format. My teaching evaluations are excellent.

- In the Fall of 2004, Dr. Bobby Moore and I successfully developed and launched the Online Master of Science in Criminal Justice degree. This totally online degree program in Criminal Justice is the first of its kind in the state of Mississippi.
- In 2004 I developed a new course CRJ 490_590, Women and Crime, which has been taught in the classroom, online, and in the intersession format.
- In the Spring of 2005 I wrote, with Dr. Bobby Moore, a proposal requesting the development of an Academic Minor in Forensic Science. The program has been very successful, with an estimated 25 students declaring forensic science as a minor.
- In December of 2005, I joined with Nursing in offering an intersession course to graduate students in the area of sexual assault victimization. This course, Special Topics in Criminal Justice (CRJ 665), was sponsored by a grant and free to students.
- In the fall of 2004 I taught Family Violence (CRJ 475/575) using interactive video. While I was physically located on the Cleveland Campus, my students were able to participate in the course from Greenville.
- In the Spring of 2005, I successfully submitted a proposal requesting a Faculty Exchange Program be implemented linking the Criminal Justice programs at Mississippi Gulf Coast Community College and Delta State University. The purpose of the program was to introduce MGCCC students to Delta State University and encourage their enrollment with our University. As a result of the Faculty Exchange Program, I was able to offer a groundbreaking course, Organization and Philosophy of Juvenile Justice (CRJ 315), linking students at Delta State University in Cleveland with students located at three different branches of the Mississippi Gulf Coast Community College in real time for an interactive learning experience in the Spring of 2005.
- In the past three academic years I have taught a minimum of two courses each term, including summers, in the online format using WebCT.
- I have regularly utilized active learning in the classroom. For example, each spring my CRJ 435_535 Applied Criminalistics course has culminated with a mock crime scene experience involving community participants and local media.
- As graduate coordinator, I have chaired twenty comprehensive examination committees in the past three years. I have also chaired fourteen graduate practicums over the past three academic years, and I have served on three separate thesis committees, two of which I chaired.
- As graduate coordinator, I advise between 30 and 45 students each term in both the Criminal Justice Master's degree program and the Online Criminal Justice Master's degree program.

- During August and December of 2005, I was able to serve as a Faculty Facilitator at the 2005 Summer and Winter Faculty Technology Institutes. During both sessions I served as both an instructor and a faculty mentor to my colleagues at Delta State University. The institute was organized to assist faculty in incorporating WebCT technology to expand their communication with students to an online forum. The Faculty Technology Institute was awarded first place in technology in the 2005 IHL Mississippi Board of Trustees of State Institutions of Higher Learning Best Practices Competition.

Summary of Scholarly Activities

- In 2006 I presented three professional papers: “Teaching through Technology: Developing an Online Master’s Degree” and “The Teaching and Learning Community Model for Faculty Technology Institutes” at the Creating Futures Through Technology Conference in Tunica, Mississippi, and “An Evaluation of Anti-Stalking Legislation as an Appropriate Response to Bullying in Adolescence” at the Academy of Criminal Justice Sciences Annual Meeting in Baltimore, Maryland.
- In 2005 I presented a professional paper: “The Technology of Hate: An Examination of Online Harassment in Adolescent Populations” at the Southern Criminal Justice Association Annual Meeting in Jacksonville, Florida.
- In 2004 I chaired the Conference Panel, Domestic Violence and Law Enforcement Interventions, at the Annual Meeting of the Academy of Criminal Justice Sciences in Las Vegas, Nevada and presented the paper “The Law Enforcement Response to Stalking: An Examination of Victim Perceptions.”
- In 2003 I presented the following paper: “The Law Enforcement Response to Stalking: An Examination of Victim Reporting Levels and Perceived Satisfaction.” Annual Meeting of the Southern Criminal Justice Association. Nashville, Tennessee.
- In 2006 I attended the Journal Article Development Workshop, Academy of Criminal Justice Sciences, Baltimore, Maryland.
- In 2005 I attended the Grants 101: Professional Grant Proposal Writing Course, Hosted by the Grants Institute, George Washington University, Washington, D.C.
- In 2005 I attended for professional development: Service-Learning and Ethnography Workshop 2005, Delta State University, Cleveland, Mississippi.
- In 2005 I presented at a campus workshop: Developing Grant Proposals Brown Bag Luncheon, as well as at the campus workshop: WebCT Orientation Seminar for Delta State University Students.
- In 2004 I attended for professional development: Annual Mississippi Coalition Against Domestic Violence Conference, Biloxi, Mississippi, as well as the Forensic Science Semester at Sea, The University of Southern Mississippi.

Summary of Service to the Profession, University, College/School Department/Division and Community

- As a member of the Academic Excellence Committee since 2004, I served as the site coordinator of the 1st annual ROMEA (Reaching Out to Mississippi: Education in Action) conference in 2005.
- Criminal Justice Undergraduate Curriculum Committee, Chair, 2003 – Present.

This committee was extremely active during the both the 2004-2005 and 2005-2006 academic years. Program changes were instituted based on a thorough assessment of student learning in the program. In addition, current assessment measures were refined and new assessment measures were developed.

- Criminal Justice Graduate Curriculum Committee, Chair, 2003 – Present.
Revisions were made to the 2005-2006 graduate catalog. Program assessments were revised and additional assessments generated. Significant time was spent reviewing communication methods with students in the Online Master's degree program, and comprehensive changes developed for outreach through the division webpage, recruitment, and advising.
- In 2005-2006 I served as Chair of the Criminal Justice Faculty Search Committee and in 2005 also I served as a member of the Sociology and Community Development Faculty Search Committee.
- For the past three years I have served as the Proxy for the Division of Social Sciences to the Delta State University Faculty Senate.
- Since 2003 I have served as the faculty advisor to the Delta State Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society. My duties during the 2003-2006 academic years included recruitment, activity planning, and organizing the annual induction banquet. In 2004 I accompanied students to Las Vegas, Nevada for the National Alpha Phi Sigma Annual Meeting.
- I have also served as the faculty advisor for the Criminal Justice Student Association since 2003. The student association is extremely active, and takes a number of trips each year, including the Mississippi Crime Laboratory, the Mississippi Highway Patrol Museum, the Mississippi Law Enforcement Training Academy, the Mississippi State Penitentiary, and the Mississippi Conference on Criminal Justice sponsored each year by the Mississippi Gulf Coast Community College. The group also participates in a number of fundraisers, and has made monetary donations to the Cleveland Police Department's Canine Program, and the Ethan Cooper fund.
- My professional memberships include: The Academy of Criminal Justice Sciences, The Southern Criminal Justice Association, Lambda Alpha Epsilon, National Criminal Justice Association; Phi Kappa Phi, National Honor Society and the Mississippi Association of Adult and Community Educators.

John J. Green, PhD, Division of Social Sciences Summary of Teaching Effectiveness

My teaching mission is to facilitate the learning process. I want students to develop their ability to think critically and analytically, expand their social consciousness, and apply knowledge through interaction with the world around them. I pursue this through a "learning by doing" framework where students are presented material to master via readings, lectures and discussions, and they are asked to engage in field experiences. In conjunction with traditional in-class activities and out-of-class assignments, many of my courses incorporate service-learning research projects. I work with students and local and regional organizations in planning,

implementing and reporting from applied research (see the “Summary of Scholarly Contributions” section of this report). These projects take place as a part of class assignments, field courses, and through graduate-level practicum and thesis projects.

My teaching contributions over the past three years include:

☛Preparing and teaching a variety of courses:

Planning, Implementation and Eval. (COD 635)	Social Theory (SOC 440/540)
CD Research Methods (COD 680)	Sociology of Rural Poverty (SOC/COD 670)
Delta in Global Context (SOC/COD 426/526)	Data Management and Analysis (COD 689)
Financing CD Projects (COD 630)	Field Research for Planning and Eval. (COD 695)
Seminar on Issues in CD (COD 685)	Asset Mapping and Needs Assess. (COD 695)
Social Psychology (SOC 410/510)	Practicum (COD 698)
Social Problems (SOC 403/503)	Thesis (COD 699)

☛Approaching each course as a learning experience and seeking to continuously improve my teaching style and course content. For example, I have invested time and effort over the past three years engaging students in qualitative and quantitative field research, making more efficient use of visual presentations, and utilizing WebCT.

☛Consistently receiving positive teaching/course evaluations. Additional assessment questionnaires from 2005 and 2006 completed by previous graduates also support my teaching approach as helpful in preparing them for the work world.

☛As Graduate Coordinator for the MS in Community Development program, I advise *all* students pursuing this degree. I also serve on several practicum/thesis committees. The following is a list of committees I have chaired/co-chaired since 2003.

- | | | |
|-------------------------------|--------------------------------|--------------------------------|
| Brooks, Patricia. Gr. Fall 03 | Jones, Antoinette. Gr. Fall 03 | Pope, John C. Gr. Fall 03 |
| Bryant, Chandra. Gr. Sp. 04 | Joseph, Jerry. Gr. Fall 04 | Rash, Theresa. Gr. Sp. 05 |
| Clark, Yolanda. Gr. Sp. 05 | Kimport, Rebecca. Gr. Fall 05 | Rice, Catherine. Gr. Fall 05 |
| Edwards, Alkie. Gr. Fall 05 | Leonard, Sarah. Gr. Sp. 06 | Ross, Carla. Gr. Fall 03 |
| Eiland, Valerie. Gr. Fall 03 | Lovell, Donielle. Gr. Fall 04 | Stovall, Michael J. Gr. Sp. 05 |

Gary, Pamela. Gr. Fall 03	Ruhimbya, Victor M. Gr. Su. 06	Taylor, Shanquilla. Gr. Sp. 04
Harbin, Tomeka. Gr. Sp. 04	Parker, Starr. Gr. Sp. 05	Washington, Timla. Gr. Fall 03
Holt, Todd. Gr. Fall 05	Phillips, Sheila. Gr. Fall 03	Williams, Roshun. Gr. Sp. 05
Johnson, Tonja. Gr. Fall 04		

➤ Making presentations and conducting roundtables and workshops at professional meetings (e.g. Rural Sociological Society, American Sociological Association) on community-based research as a service-oriented teaching tool.

➤ Co-organizing and hosting teaching related workshops, such as the recent Community Development in Practice Workshop and Celebration.

As recognition of my contribution to teaching, I was nominated for the 2005 Kossman Award for excellence in teaching.

Summary of Scholarly Contributions

With graduate students and other faculty, I have participated in research projects on a variety of issues, such as perceptions of education, poverty, disaster, workforce development, health, transportation, sustainable agriculture, and community development. Contributions include:

- Developing collaborative partnerships with a host of organizations, such as:

AmeriCorps*VISTA	MS Association of Cooperatives
Delta Reads Partnership	MS Strategies for Health Improvement and Network Expansion
Delta Health Partners – Healthy Start Program	Oxfam America
Dreyfus Health Foundation	Rural Coalition
East Biloxi Coordination and Relief Center	Saint Gabriel Mercy Center
Foundation for the Mid South	Southeastern Louisiana University – Sociology
Greater Delta Health and Human Services Network	Tri-County Workforce Alliance
Healthy Community Program	University of Michigan – Public Health
Heifer International – South Central Program	

- ☛ Securing financial support for students and faculty in the form of grants and contracts (over \$50,000 in support by the end of summer 2006).
- ☛ Institutionalizing community-based research at DSU. In the summer of 2005 the Institute for Community-Based Research was made a formal part of the University structure.
- ☛ Delivering more than 25 presentations at professional meetings from 2003-06.
- ☛ Writing technical reports. I authored/coauthored eleven technical reports from 2003-06.
- ☛ Writing for publication. I submitted book reviews, research articles and other papers for publication from 2003 to 2006. Items published include:

Green, J.J. 2004. Access to Health Care in the Mississippi Delta: A Summary Report from the 2003 Delta Rural Poll. Center for Community and Economic Development Research Report 01-1.

Green, J.J. 2004. "Review of The New Poverty Studies edited by J. Goode and J. Maskovsky." Journal of the Community Development Society. 34(2): 118-120.

Green, J.J. 2004. "A Community-Based Research Framework." Perspectives on Poverty, Policy & Place. 2(3): 14-16. (This is a paper summarized by the news journal editor.)

Green, J.J. 2004. "Community Development Research Course Syllabus." In Resources for Teaching Community-Based Research Methods. Edited by S. Marullo and K. Strand. Washington, DC: American Sociological Association.

Green, J.J., A. Jones and J.C. Pope. 2004. "Underemployment and Workforce Development in the Mississippi Delta: Community-Based Action Research for Program Planning to Increase Livelihood Security." Southern Rural Sociology. 20(1): 80-106.

Raedeke, A., J.J. Green, S. Hodge and C. Valdivia. 2003. "Farmers, the Practice of Farming and the Future of Agroforestry: An Application of Bourdieu's Concepts of Field and Habitus." Rural Sociology. 68(1): 64-86.

Summary of Service

At the beginning of my second semester at DSU I was asked to serve as Graduate Coordinator for the MS in Community Development. Building from the foundation set by my predecessors and working in collaboration with my colleagues, I:

- ☞ Expanded the scope of the program, adding sustainable and international dimensions (with the assistance of Dr. Barton and Dr. Meikle-Yaw).
- ☞ Constructed, with the assistance of Dr. Albert Nylander, an undergraduate concentration in “Applied Development Studies” to serve as a feeder program for the MSCD.
- ☞ Integrated applied research, qualitative analysis and statistics throughout much of the curriculum.
- ☞ Developed networking opportunities for students with professionals in organizations ranging from disciplinary associations to the Heller School of Social Policy and Management at Brandeis University.
- ☞ Served as faculty advisor for the Community Development Student Organization.

In addition to my duties with the MSCD, I have served on several DSU committees, such as:

- ☞ Faculty advisor for the Social Science Honors Society (Pi Gamma Mu).
- ☞ Faculty Search Committee Chair, Community Development in the Div. of Social Sciences.
- ☞ Faculty Search Committee, Criminal Justice in the Div. of Social Sciences.
- ☞ Member, Graduate Council, Graduate and Continuing Studies.
- ☞ Advisory Board. AmeriCorps*VISTA.
- ☞ External Project Reviewer, Institutional Review Board.

I work with my colleagues, including those from other institutions, in organizing workshops on using community-based research in the real world. Examples include:

- ☞ Informing Redevelopment After Hurricane Katrina Workshop, Southeastern Louisiana Univ.
- ☞ Delta in Global Context Workshop, Delta State Univ.

I also serve regional and national professional associations.

- ☞ Chair, Rural Poverty Research Interest Group. Rural Sociological Society. 2005-2006. (Served as Co-Chair 2004-2005).
- ☞ Co-Chair, Sociology of Agriculture Research Interest Group. Rural Sociological Society. 2005-Present.
- ☞ Diversity Committee. Rural Sociological Society. 2003-2005.
- ☞ At-Large Committee Member for Mississippi. Alabama-Mississippi Sociological Association. 2004-2006.
- ☞ Manuscript reviewer for the Journal Agriculture and Human Values.

I have been asked to provide insights on development issues by several organizations/meetings:

National Research Council
US Forestry Service
Rural Poverty Research Institute
Proposal Reviewer, USDA Small
Business Innovation Research

Katrina Summit, Social Science Research
Center at Mississippi State University
Extension and Disaster Symposium, Southern
Rural Development Center, Rural
Sociological Society, USDA and the Farm
Foundation

To end, it is important to note that I was recently recognized for my service through the Delta State University Alumni Foundation Faculty Prize for Excellence in Service.

Brent D. Hales, Ph.D.

Number of years at DSU: 6

I. Instructional Activities

a. Classes Taught:

- i.** Introduction to Sociology (SOC 101)
- ii.** Sociological Theory (SOC 440/540)
- iii.** Introduction to Community Development (COD 600)
- iv.** Sociology of Religion (SOC 476-576)
- v.** Racial and Cultural Minorities (SOC 450/550)

b. New Courses Developed:

- i.** Sociology of Religion
- ii.** Sociology of Theory
- iii.** Social Problems
- iv.** Criminology

c. Results of Student Evaluations:

In the past three years, my teaching evaluations have been outstanding. I have pushed my students to think critically, participate in service learning activities, conduct original research, use technology, and participate in professional meetings in the discipline. In eight of nine courses that I have taught from 2003-2006, I have received consistent excellent ratings. I have used that feedback to develop better teaching mechanisms and to push my students for excellence. I am in the process of developing two online courses (Criminology and Sociological Theory).

d. Research Undertaken to Support Teaching:

- i. I conducted significant research on the Delta region, its economy, community organizations, and demographic shifts to prepare for my COD 600 course. I used this information to fuse in current data to the application of policy analysis.
- ii. For my Sociology of Religion course, I undertook the reading of several seminal texts on the subject, prepared lecture notes, and developed a cadre of speakers for our Friday morning guest speaker series.
- iii. I invited numerous presenters from organizations outside the classroom to guest lecture thereby creating dynamic opportunities for student engagement.

e. On-going Graduate Research Advisement:

- i. Master's supervision – 2 P
- ii. Thesis/practicum supervision – 2 P

f. Completed Graduate Student Research Supervision:

- i. Master's supervision – 3 P & 12 S
- ii. Thesis/practicum supervision – 3 P & 12 S
- iii. Ph.D. at the University of Southern Mississippi – 1 S

g. Proposal and Award Activity

- i. Entergy - \$1,000 Community Grant - Delta Health and Wellness Day – awarded
- ii. South Delta Planning and Development District - \$50,000 awarded
- iii. Southern Rural Dev. Center - \$15,000 - Delta Research Project – awarded
- iv. Hearin Foundation - \$489,179 to establish the Chair of Ent. in Business Technology – pending
- v. Ewing Marion Kauffman Fndtn. - \$595,543 - MS Delta Youth Ent. – pending
- vi. Senator Thad Cochran - \$2,000,000 to establish the Institute for Business Ethics and Excellence – pending
- vii. Delta Business and Entrepreneurial Symposium - \$2,600 received
- viii. 21 Grants received while serving as director of the Center for Community and Economic Development from 2003-2005 totaling - \$5,410,814

h. Honors and Awards

- i. Omicron Delta Kappa, Inductee, 2006
- ii. Outstanding Delta Community Leader, Delta Business Journal, 2005
- iii. New Professional Award, Community Development Society, 2004

i. Conferences Attended:

- i. Community Development Society
- ii. Rural Sociological Society
- iii. Alabama/Mississippi Sociological Association

- iv. National Association of Community Development Extension Professionals
- v. Southern Sociological Society
- vi. Mississippi Economic Development Council
- vii. Mississippi Economic Council
- viii. Department of Housing and Urban Development: COPC
- j. Workshops Attended:**
 - i. Grant Writing – Kay Strickland
- k. Workshops/Seminars Developed/Conducted:**
 - i. Mississippi Delta Workforce Development Training Program
 - ii. Delta Business and Entrepreneurial Symposium
 - iii. Foundation for the Mid-South in Leflore Co., MS and St. Francis Co., AR
 - iv. Illinois Institute for Rural Affairs
 - v. Tri-County Workforce Alliance
 - vi. Red Cross – Mass Care, Shelter Operations, & First Aid/CPR
 - vii. Delta Health and Wellness Day
 - viii. Mississippi Delta Technology Council – Technology Expo

II. University and Public Service

- a. University:**
 - i. Assisted in coordinating community response to Hurricane Katrina.
 - ii. Serve on the Division of Social Sciences' Sociology Assessment team.
 - iii. Serve on the College of Business Research Committee.
 - iv. Website oversight committee
 - v. Staff council member
 - vi. Technology Development Team member
- b. Public Service:**
 - i. West Delta Chapter of the American Red Cross – Board Member
 - ii. State Steering Committee, SPARK – Committee Member
 - iii. Cleveland/Bolivar County Farmers' Market – Board Member
 - iv. Organizer – Delta Business and Entrepreneurial Symposium
 - v. Organizer – Mississippi Delta Workforce Development Training Program
 - vi. IL Institute for Rural Affairs to set up the Western IL Technology Council.
 - vii. Conducted training for the Tri-County Workforce Alliance.
 - viii. Developed Humphreys County Partners for Progress

- ix. Developed the North Sunflower Economic Development Council
- x. Executive Director, Mississippi Delta Technology Council
- xi. MS Walk Coordinator 2004 & 2005
- xii. Kids to Cure Diabetes Campaign, Juvenile Diabetes Research Foundation International, Board Member.
- xiii. Greater Delta Health and Human Services Network, Board Member
- xiv. Scout Master for BSA Troop 4106

III. Professional Development

a. Publications:

- i. Jerry D. Stubben, Les B. Whitbeck and Brent D. Hales. 2005. "The Old Ways: Traditional Learning and Practices." In Les B. Whitbeck's (ed.) *That is Not Our Way: Traditional Culture and Substance Abuse Prevention Among American Indian Adolescents*, Tucson, AZ: The University of Arizona Press.
- ii. Hales, Brent D., Charles Weir, and Julia Cannon. 2005. "Technology Councils: A Strategy for Regional Economic Development." A manuscript published by the Illinois Institute for Rural Affairs' *Rural Studies Series*.
- iii. Hales, Brent D. 2004. Book review for Rural Sociology on, *The American Midwest*.

b. Publications Submitted but not Published:

- i. Hales, Brent D., Charles Weir, and Julia Cannon. 2006. "Regional Technology Councils: Redefining Technology-based Economic Development." Under review with *Telecommunications Policy*.
- ii. Robinson, Jerry W. & Brent D. Hales. 2005. "Creating Sustainable Community Development Organizations: Operational and Empirical Tests of Action Models." Reviewed – revise and resubmit – *Journal of the Community Development Society*.
- iii. Four publications submitted that were either rejected or revise and resubmits from 2003-2005.

c. Non-Refereed Publications

- i. Hales, Brent D. 2006. "An Economic Portrait the Delta: Economic Base Analyses of 20 Delta and Part-Delta Counties." Center for Business and Entrepreneurial Research. Delta State University.
- ii. Hales, Brent D. 2004. "Strategic Plan for Humphreys County Partners for Progress." Delta State University
- iii. Hales, Brent D. 2004. "Annual Report for the Center for Community and Economic Development." Delta State University.
- iv. Hales, Brent D. 2004. "Strategic Plan for North Sunflower Economic Development Council." Delta State University.
- v. Bufkin, Benjamin, Hines Cronin, Brent D. Hales, and Charles Wagoner. 2003. "Delta Bridge Project Report." Delta State University.

d. Scholarly Presentations:

- i. Charles Wagoner and Brent D. Hales. SOBIE Conference, 2006.
 - ii. Brent D. Hales. Community Development Practice Workshop, 2006.
 - iii. Brent D. Hales and Alan Barton. AL/MS Sociological Association 2006.
 - iv. Brent D. Hales and Alan Barton. National Association of Community Development Extension Professionals, 2005.
 - v. Brent D. Hales. Community Development Society, 2005.
 - vi. Jerry W. Robinson, Jr. and Brent D. Hales, Community Dev. Society, 2005.
 - vii. Brent D. Hales. AL/MS Sociological Association 2005.
 - viii. Brent D. Hales. Rural Sociological Society, 2004.
 - ix. Brent D. Hales. Community Development Society, 2004.
 - x. Brent D. Hales. Southern Sociological Society, 2004.
 - xi. Brent D. Hales. Western Social Science Association, 2004.
 - xii. Brent D. Hales and Charles Wagoner. Rural Sociological Society, 2003.
 - xiii. Jerry W. Robinson, Jr., Brent Hales, and Ambrose Webster. Rural Sociological Society, 2003.
- e. Press Releases/Articles:**
- i. Developed two guest articles for the *Delta Business Journal*.
 - ii. Released two press releases for the Delta Business and Entrepreneurial Symposium and the Mississippi Delta Workforce Development Training Program.
- f. Memberships in Professional Associations:**
- i. Alabama/Mississippi Sociological Association
 - ii. Rural Sociological Society
 - iii. Community Development Society
 - iv. Mississippi Economic Development Council
 - v. Southern Sociological Society
 - vi. National Association of Community Development Extension Professionals
 - vii. Western Social Science Association

Robert B. Hunt III, Ph.D.

Assistant Professor of Criminal Justice

Four years at DSU

Classes Taught:

Fall 2005	CRJ 630 Theories of Criminal Behavior	15
	CRJ 404 Criminal Law	34

	CRJ 504 Criminal Law	1
	CRJ 430 Prison Community	24
	CRJ 530 Prison Community	2
	CRJ 310 Org/Philosophy of Corrections	39
	CRJ 492 Special Topics in Criminal Justice	1
	FSC 445 Medicolegal Investigation of Death	14
	FSC 545 Medicolegal Investigation of Death	1
Spring 2006	CRJ 415 Drug Identification and Enforcement	29
	CRJ 406 Criminal Procedure	30
	CRJ 412 Legal Liabilities	23
	CRJ 412 Legal Liabilities	1
	CRJ 650 Org/Philosophy of Criminal Justice	8
	CRJ 630 Theories of Criminal Behavior	10
	FSC 430 Legal Issues in Forensic Science	14

Advise 48 students

Some of the class activities that took place throughout the year were as follows:

FSC 445/545- Students actively conducted investigative techniques based on the principles that were covered in class. Examples are 1) lifting tire impressions from the ground, preservation of said samples, comparison of these impressions to actual vehicles to find the match; 2) blood spatter analysis to determine direction of weapon and blood flow; 3) gunshot analysis to determine distance from target based on gunpowder residue and wound pattern.

CRJ 430/530- Students visited the Bolivar County Regional Correctional Facility for a tour and had a discussion session with both County and State inmates. Prison officials from both State and Federal institutions visited the class.

CRJ 310- Students toured the BCRCF and were shown examples of prisoner made weapons.

CRJ 415- Students had visiting lecturers from Mississippi Bureau of Narcotics and U.S. Drug Enforcement Agency. They were given hands-on demonstrations of surveillance equipment, shown raid equipment and taken to Bolivar County Sheriff's Office to see a demonstration of an SRT Team and the firearms, flashbangs, and other entry equipment used by them.

FSC 430- Students visited the District Attorney's Office to see how they prepare evidence for court and given examples of how it would be presented. They visited the Bolivar County Sheriff's Office to meet with the Chief Investigator to learn how evidence was handled, collected, and preserved. They also learned about the chain of custody that evidence must have. The students visited the

Mississippi Crime Lab in Batesville to see how evidence was diagnosed and evaluated by the crime lab once they received it and how they prepared their report for testimony.

FSC 445/545 was an interactive video conference class and it was the first one of these that I have done. I have expanded my own knowledge base on a new format of class delivery systems.

I attended the Faculty Winter Technology Institute in January to better understand WebCT and how to prepare a better online class. It was a very knowledgeable session and I gained a great deal from attending.

FSC 430 was an intersession (Spring Break) hybrid class combining five hours of class time with scheduled online activities with WebCT. It worked out very well and I learned quite a bit about developing a hybrid course.

I had a study guide that I authored for Thomson-Wadsworth published. ISBN 0-495-00587-8 , Study Guide for Worbleski and Hess's Introduction to Law Enforcement and Criminal Justice. I did a book review for the same text.

I am a member of the Academy of Criminal Justice Sciences and the Southern Criminal Justice Association

I attended the Southern Criminal Justice Association annual conference in Jacksonville Beach, Fl. Where I presented a paper: "Delta Blues: Drug Enforcement in the Mississippi Delta."

PAULETTE MEIKLE-YAW
FACULTY ACTIVITIES REPORT, JULY 2005 - JUNE 2006
DIVISION OF SOCIAL SCIENCES, DELTA STATE UNIVERSITY

CATEGORY 1: TEACHING: COURSES DEVELOPED AND TAUGHT:

A. Principles of Sociology (SOC 101): Activities this year were:

- Used class activities, such as group learning enabled students to make real-life connections to social theories in classroom discussions.
- Engaged students in class discussion that were moderated by the instructor that helped them develop an interpretive understanding of social problems.

- Encouraged students to think critically and cultivate a culture of effective essay writing by assigning three essays to each student each semester.

B. Sociology of Community, Spring 2006

- Created and maintained a challenging learning environment that engaged students and helped them to make real-life connections with issues of community discussed in class. Students understood why theories are necessary to study community and understand how these theories can be useful in practical community development strategies.
- Enhanced class participation by organizing students in small groups each week to decipher theories and make connections with the world around them – later in the class, the small groups report to the entire class and large group discussions ensued.
- Activities such as peer reviewed journal reading assignments, class presentations, book reviews and analytical essays, helped students gain and express their understanding of critical concepts and key theories of community.
- *Course achievements:* Please see the attached course assessment summary

C. Social Stratification: In addition to the activities outlined above for SOC 101, activities for Social Stratification during this year were:

- Presented lectures on the major theoretical ideas and empirical issues behind social stratification in the USA in an engaging and interactive way.
- Drew attention to real life examples, helped students critically analyze forms, sources, and structure of contemporary stratification in their communities, Mississippi and the U.S.
- Assigned activities where students collected data to illustrate diagrammatically and interpret social stratification variables in Mississippi. Students were asked to do comparative historical analyses of their findings and to use theories of stratification to explain the social inequality that they identified in these Mississippi counties.
- I provided opportunities for students to show their understanding of theories and enhance their communication skills through debate. For example: Debate: Group I - Use the functionalist perspective to interpret and analyze social inequality in the Delta. Group II – Use elements of Marxian approach to stratification to interpret and analyze social inequality in the Delta.

Sociology of Development, Fall 2005

- This course engaged students in the sociological analyses of central issues and processes surrounding the social, political and economic transformation of societies from the age of developmentalism to globalism. Students were exposed to using a comparative, historical and global perspective in deciphering a changing world and the changing views of the world.

- During course of the semester, **activities such as peer reviewed journal article reading assignments, a class presentation (on a designated topic); a book review** and an **analytical research paper**, helped students gain an understanding of critical concepts, key theories and measures of development and the dynamics of development. Students also understood the specific context within which each theory emerged, how they are different from each other and were able to appraise the limitations and strengths of these theories.
- *Course achievements:* Students learned and dissected the main theories that seek to account for and explain the enormous social and economic transformations in the Third World and the industrialized world in the late nineteenth and early twentieth centuries, and contemporary times, and how they are related. Through their term paper and individual class presentations, students were able to apply the theories, concepts and assumptions learned in an in-depth study of a Third World country of their choice.
- **Faculty Development efforts: Participant:** The ROMEA Conference on Teaching in Higher Education. Ewing Hall, Delta State University, September 28, 2005.
- **Participant:** Winter Faculty Technology Institute, Ewing Hall, Delta State University, January 3-7, 2006.
- Completed all the requirements for a Ph.D. in Sociology in March 2006.

CATEGORY 2: SCHOLARLY CONTRIBUTIONS

- **Presenter:** Meikle-Yaw, Paulette. 2006. “Democracy Satisfaction: The Role of Trust in Local Communities” Paper presented at the annual meeting of Southern Sociological Society, New Orleans, Louisiana, March 22-25.
- **Presenter:** Robinson, Jerry Jr., and Paulette Meikle-Yaw. 2006. “Signature Projects: A Strategy for Building Social Capital Through Citizen Participation” Paper accepted for presentation at the Community Development Society Meeting, June 25-28, St Louis, Missouri.
- **Presenter:** Paulette Meikle-Yaw and Robinson, Jerry Jr., 2006. “The Effects of Globalization on Agriculture and Agribusiness in the Mississippi Delta: A Historical Overview” Paper accepted for presentation at the Rural Sociological Society Annual Meeting, Louisville, KY, August 10-13, 2006
- **Facilitator:** “Participatory Dialogue on Needs in the Field: What Training and Skills Should Development Practitioners have in a Global Era?” Community Development in Practice Homecoming/Workshop. Delta State University, April 7-8, 2006.
- **Facilitator:** “Participatory Dialogue: Expanding our Vision of Community Development in the Global Era” Community Development in Practice Homecoming/Workshop. Delta State University, April 7-8, 2006.

- **Discussant:** “*Strategies for Growth and Poverty Reduction*” *Capstone Week* at Brandeis University Thursday, May 11, 2006.
- Discussant: “Gender and Power” *Capstone Week* at Brandeis University, Wednesday, May 10, 2006.

Publications (work in progress)

- Meikle-Yaw, Paulette. 2006. “Democracy Satisfaction: The Role of Individual Trust.” Paper submitted to the *Sociological Perspectives Journal*, (under review).
- Meikle-Yaw, Paulette. 2006. “Globalization of Agriculture: Effects on Social and Natural Systems in Rural Communities in Jamaica, West Indies.” Paper submitted to the *International Journal of Sociology of Agriculture and Food*, (under review).
- Jerry Robinson Jr., and Paulette Meikle-Yaw. 2006. “Signature Projects: Action Strategies for Extension to Use in Building Social Capital and Community Capacity.” Paper submitted to the *Journal of Extension*, (under review).
- Meikle-Yaw, Paulette. 2006. “Civic Engagement: A Predictor of Democracy Satisfaction in Communities” Paper in progress to be submitted to the *Journal of Community Development* by May 15, 2006.
- **Ongoing Graduate Student Research Supervision:**

(1) Victor Mikebanyi Ruhimbya: Master’ student, thesis supervision, secondary committee member. (2) Corinne Berry: Master’ student thesis supervision, secondary committee member. (3) Sallie Simmons: Master’ student thesis supervision, secondary committee member.

CATEGORY 3: SERVICE

- Action Project grants: I co-authored a proposal, which has been submitted to the Mid-South Delta Initiative (W.K. Kellogg Foundation), entitled “Building Social Capital and Community Capacity through Citizen Engagement in Local Signature Projects” Total Funding requested: \$274, 402 – pending.
- Initiated and continued efforts to establish a collaborative program in Community Development with the University of the West Indies (UWI) and local organizations in Jamaica and DSU.
- Initiated and continued discussions with the department of Sociology at UWI on the possibly of obtaining funding from the USAID to establish a collaborative program that would be beneficial for both institutions.
- **Participant:** Informing Redevelopment after Hurricane Katrina: The Role for Community based Research. Alumni Center, Southeastern Louisiana University, Hammond, Louisiana, October 7, 2005.

Albert Nylander
Division of Social Sciences
Summary of Teaching Effectiveness

▶ As Graduate Coordinator for the MS in Social Science Education program, I advise all students in this program. In addition, I assist with advising graduate students in the MS in Criminal Justice program and the MS in the Community Development program. Thus, in the past three years, I have advised in some capacity around **300 to 400 Graduate Students**. I serve on all MSE students' practicum committees (approximately **60** over this period). I also serve on many of the Community Development thesis committees (approximately **20** over this period).

▶ Graduate Coordinator, Master of Science in Community Development Program
Division of Social Sciences, Delta State University (August 2003 – December 2003)

▶ From 2003-2006, I chaired the written comprehensive exams for **30 Graduate Students** in the Secondary Social Sciences program.

▶ Courses Taught:

SOC 101 Principles of Sociology (2 sections each semester); SOC 403/503 Social Problems; SOC 420/520 Sociology of Education; SOC 427/527 Sociology of Sport; SOC 450/550 Racial & Cultural Minorities; SOC 490 Internship in Applied Sociology; SOC 492 Special Topics in Sociology; SOC 498 Seminar in Sociology; SOC 499 Special Problems in Sociology; SOC 689 Individual Studies; SOC 698 Practicum in Sociology; SOC 699 Thesis; SSC 492 Special Topics in the Social Sciences; SSC 602 Trends in the Teaching of Social Sciences; CUR 494 Secondary Social Studies; CUR 498 Directed Teaching

▶ I have taught courses at the Greenville Higher Education Center & Holmes Community College in Grenada

▶ All Graduate Courses have included separate syllabi, readings, and assignments.

▶ All courses are revised each time taught. Additionally, all courses taught since the Fall 2005 now include some web component, primarily through WebCT. Each course is now delivered using some multi-media capacity as well.

▶ The Sociology of Education course includes a Service Learning component.

▶ In all courses, I have received excellent student evaluations.

▶ Supervision of Student Teaching, 2003-2005

▶ Worked with the Graduate Dean and the Division's Graduate Coordinators to develop a new Specialist Degree in Social Science Education; Created over **60 new courses**

▶ I have developed 2 full online courses that are taught through WebCT.

Course & Program Development:

▶ New Economic Development Track in the Master of Science in Community Development Program.

▶ New Sustainable Development Track in the Master of Science in Community Development Program

▶ New Applied Studies Track in the Bachelor's of Science in Social Science Program.

▶ Revised and Revamped the Bachelor of Science in Criminal Justice Program with Dr. Julie Campbell.

▶ Revised and Revamped the Bachelor of Arts in Political Science Program with Dr. Garry Jennings.

Scholarship

Published Articles

- ▶ Green, John and Albert Nylander. 2006. "A Community-Based Framework for Understanding Problems and Exploring Alternatives: Connecting Underemployment, Poverty and Access to Health Care in the Mississippi Delta. Under review in Journal of the Community Development Society.
 - ▶ Nylander, Albert B., Ralph Brown, Josh Stovall, and John Green. 2006. "Structural Foundations of Community Power: Network Differences in Black and White Leadership Structures in a Rural Mississippi Delta Community." Under review to Rural Sociology.
 - ▶ Nylander, Albert B. & Ralph Brown. 2004. "Familial Networks and Regional Entrepreneurs in Northeast Mississippi's Upholstered Furniture Industry." *The Journal of the Community Development Society*.
- Papers Presented*
- ▶ Green, John, Albert Nylander, Brent Hales, Alan Barton and Sallie Simmons. "Use of Community Surveys and Focus Groups to Inform Development Programs and Engage Students in Hands-On Learning." To be Presented at the Annual Meeting of the Community Development Society. St. Louis, MO. June 2006.
 - ▶ Green, John, Anna Kleiner, Albert Nylander, Monica Rosas and Sarah Leonard. "Disaster Impacts, Recovery and Redevelopment: Assessment for Planning and Advocacy." Presented at the Second Annual DSU Faculty Research and Scholarship Symposium. April 2006.
 - ▶ Nylander, Albert, Sallie Simmons and John Green. "School Consolidation on the Socio-Cultural Fault Line: Attitudes Toward Education in a Mississippi Delta Town." Presented at the Second Annual DSU Faculty Research and Scholarship Symposium. April 2006.
 - ▶ Kleiner, Anna, John Green, Albert Nylander and Monica Rosas. 2006. "A Community Study of Disaster Impacts and Redevelopment Issues Facing East Biloxi, Mississippi." Paper Presented at the Annual Meeting of the Southern Sociological Society. New Orleans, LA.
 - ▶ Nylander, Albert B. III, and Jones, Matt. "Pay for Play: Perceptions of Faculty, Staff and Students At a Regional University in Mississippi." Paper presented at the Annual Meeting of the North American Society for the Sociology of Sport Winston-Salem, North Carolina -- October 29, 2005.
 - ▶ Green, John J., and Albert B. Nylander III. "Livelihoods, Socioeconomic Resources and Perceived Health: A Multi-Method Study from the Mississippi Delta." Paper presented at the 31st Annual Meeting of the Mid-South Sociological Association Atlanta, GA -- October 26-28, 2005.
 - ▶ Stovall, Josh, and Albert Nylander III. 2004. "Stability of and Differences in Black and White Rural Community Leadership Structures Over Time in a Mississippi Delta Community." Paper presented at the 67th Annual Meeting of the Rural Sociological Society, August 2004, Sacramento, California.
 - ▶ Co-Investigator. Exploring the Social Dimensions of Health and Healthcare in the Mississippi Delta. Delta State University. June 2003 – December 2003.

Green, John J., Albert Nylander III, Tomeka Harbin, Alkie Edwards and Starr Parker. 2004. "Asset Mapping and Needs Assessment to Improve Health Care in the Mississippi Delta." Paper presented at the 35th Annual Meeting of the Alabama – Mississippi Sociological Association, February, 2004, Starkville, Mississippi.

► Green, John J., and Albert Nylander. 2003. "Using Research to Inform Action: Methods for Analyzing Focus Group and Key Informant Interview Data." Presentation at the Delta State Rural Development Network Local Grantee Conference in Jackson, MS October 1-3, 2003. SHINE on the Delta: Strategic Health Improvement through Network Expansion.

► Nylander, Albert B. III, John J. Green, Tomeka Harbin and Alkie Edwards. 2003. "Assessing the Mississippi Delta Health System: A Community-Based Approach." Paper presented at the 21st Annual Meeting of the Society for Applied Sociology, October, 2003, Metairie, Louisiana.

► Green, John J. & Albert B. Nylander III. 2003. "Analysis of Focus Groups and Key-Informant Interviews: Coding Data to Answer Research Questions." Presented at the Mississippi–Arkansas Delta Network Conference, Jackson, MS, October 3, 2003

► Green, John J., Albert Nylander III, Tomeka Harbin & Alkie Edwards. 2003. "Assessment of the Delta Health System: Preliminary Results from Focus Groups and Key-Informant Interviews." Mound Bayou, MS: Delta Health Center. September 17, 2003.

University and Professional Service

University Committee and Service Work:

- New Men's Head Basketball Search Committee, 2006
- Center for Community and Economic Development, Board member, 2003-2006
- Institute for Community-Based Research, Advisory Board, 2004-2006
- Division of Social Sciences, Webpage Manager, 2005-2006
- National Council for Accreditation of Teacher Education (NCATE), numerous meetings, 2004-2006
- Committee Member, Delta Rural Poll, Center for Community and Economic Development, Delta State University, 2003-2006
- Nominations Committee, AL/MS Sociological Society, Member, 2003-2006.
- Delta Human Rights Fellowship, 2004-2006
- Diversity Committee for College of Education, NCATE, 2004-2005
- Mississippi Delta Technology Council, member, 2004-2006
- Freshmen Orientation Advisor, 2003-2006
- Graduate Assistant Supervisor, 2003-2006
- Faculty Associate, Center for Community Development, 2003-2006
- Job Evaluation Committee, 2002-2005
- Quality Enhancement Committee (SACS), 2003-2005
- Research Committee, Sub-committee for SACS, 2003-2005

- Transfer Orientation Advisor, 2003-2006
- Organizational Leadership Team, SACS, Delta State University, 2003-04
- Driving Team Reengineering Process, 2002-2004
- Graduate Studies Committee, 2003-2004
- Nellie Nugent lecture Committee, 2003-2006
- Service Learning Committee Delta State 2003-2006
- STEP Committee, 2003-2005
- Chair, Planning and Assessment Committee, 2004
- Archivist Search Committee, 2003-2004
- BSU Advisory Committee, 2003-2006
- Job Evaluation Committee, 2002-2005

Scholarship Committees:

- Chair, Bolivar Civic Club Award, 2003-2006
- Chair, Buster Brown Award, 2003-2006
- Chair, Howorth Scholarship in Social Sciences, 2003-2006
- Chair, Jim Armishaw Scholarship Award, 2003-2006
- Member, Sammy Cranford Award, 2003-2006
- Co-Chair, Search Committee, Assistant Professor of Criminal Justice, Delta State University, 2003-2004.
- Chair, Hearin Fellows, Graduate Students in the Community Development Program, 2003-2006.
- Chair, Faculty Meetings, 2003-2006.
- Library Department Liaison, 2003-2006
- Chair, Search Committee, Assistant Professor of Criminal Justice, Delta State University, 2003-2004.

Administration & Leadership

▶ As Chair of the Division, I am responsible for **13 full-time and 7 adjunct faculty members**, and the management of an approximately \$700,000 annual budget. There are seven degree programs with a total of approximately **300 majors** in the division. Additionally, I continue to teach three courses each semester.

▶ As Chair of the Division, I evaluate every student degree program. From 2003-2006, I evaluated over **250 degree programs for students who earned their degrees**. During this same time frame, I have evaluated over **500 student degree programs**.

▶ As Chair, I am responsible for approximately **20 institutional reports** each year, 60 or more for this reporting period.

▶ **\$2,162,920** dollars in Grants Funded by Division Faculty, 2003-2006

- ▶ **\$4,743,278** dollars in Grants Applied for but not funded by Division Faculty, 2003-2006.
- ▶ **236** Total Paper Presentations, Conferences or Workshops Attended by Division Faculty Members, 2003-2006.
- ▶ **42** Peer-Reviewed Journal Articles Published by Division Faculty Members, 2003-2006
- ▶ **33** Books, Edited Chapters, or Book Reviews by Division Faculty Members, 2003-2006
- ▶ **43** Book, Research, or Policy Reports by Division Faculty Members, 2003-2006
- ▶ **25** Courses taught online by Division Faculty Members, 2003-2006
- ▶ **15** Student Presentations at Professional Conferences
- ▶ Credit Hour production remains high for the division, between 6000 and 7000 over the past three years
- ▶ As Chair, I have brought in over \$400,000 to support graduate students in the Division.
- ▶ The Division has quadrupled its thesis production from 2003-2006.
- ▶ Faculty members have been hired from such institutions as Cornell University, Iowa State University, Louisiana State University, University of Arizona, University of Missouri, and the University of Southern Mississippi.
- ▶ I oversee and review the Division's long-range goals and objectives. We have had two faculty retreats to evaluate our progress, 2003-2005.
- ▶ I evaluate, along with the Tenure and Promotions Committee, all faculty members for retention or non-renewal of appointment, and recommendation for tenure and promotion.
- ▶ I prepare and administer the division's annual budget. In addition, I am responsible for managing and administering the Hearin Budget of \$100,000 annually.
- ▶ I prepare schedules of courses and class assignments of all divisional faculty members. For this reporting period, I have scheduled over **500 courses and assignments**.
- ▶ I supervise all programmatic decision when it comes to curriculum changes.
- ▶ I encourage faculty members to improve themselves by attending and participating in professional conferences. From above, we are quite successful.
- ▶ Each semester, I provide leadership for evaluation and improvement of instruction and academic advising.
- ▶ I have led the way professionally, and ethically in carrying out the division's responsibilities.
- ▶ Three Faculty Members in the Division of Social Sciences lead Centers or an Institute on campus, 2003-2006
- ▶ Two faculty members in the Division awarded Technology Champions, 2003-2005
- ▶ One faculty member served as a Student Engagement Champion, 2004-2005
- ▶ Two Faculty Members in the Division have won Delta State University Alumni Foundation Faculty Prizes for Excellence in Service, and Research.

Dr. Amy Owen

Assistant Professor of Geography and Social Science Education, BSE Program Coordinator

2 Years at DSU

Period covered by this report will be: From July, 2004 through June, 2006

1. Teaching

Courses and Directed Teaching Supervision

Fall 2004 and Spring 2005:

New courses developed and taught for GIS Center

GIS 311 Remote Sensing, Spring, 2005

GIS 313/613 GIS Applications: Socio-economic, Spring, 2005

GEO 545: US Geography for Graduate/Senior students, Fall, 2004

GIS 612: GIS Applications: Natural Resources for Graduate Students, Fall, 2004

GIS 613: GIS Applications: Socio-economic for Graduate Students, Fall, 2005

GIS 301, Principles of Geographic Information Systems, Fall 2004

GIS 312/612, Applications in GIS: Natural Resource Management , Fall 2004

Geography Courses

GEO 303 World Regional Geography, Spring, 2005

GEO 445: Geography of the United States, Fall, 2004

Fall 2005 and Spring 2006:

Social Science Education Courses

CUR 494 Secondary Social Science Methods, Fall, 2005: 10 students. Course completely redesigned in conjunction with new assessment system (for NCSS accreditation, see under scholarly work).

Geography Courses

GEO 303 World Regional Geography (2 sections), Spring, 2006: 80 students.

GEO 303 World Regional Geography, Fall, 2005: 40 students

Directed Teaching Supervision

Directed Teaching, Spring, 2006: 6 students

Directed Teaching, Fall, 2005: 8 students

Student Evaluations Summary, Fall 2005

World Regional Geography: 100 percent of students in US Geography strongly agreed or agreed that the instructor was prepared for classes and provided opportunities for discussion and questions, 96 percent that the instructor is knowledgeable and would recommend the course to others, and for the rest of the questions in the 90 percent range agreed or strongly agreed (to positive statements). Written comments indicated the lectures were overly long. The course was reworked for fall to include more discussion and less straight lecture, more reading, writing, short assignments and quizzes, all stressing higher level thinking and improving literacy, public speaking, discussion and debate skills.

Social Studies Methods: 100 percent agreed or strongly agreed that the instructor was prepared for class and presented multiple points of view, clearly explains grading, provides time for question and answers, gives good feedback, grades in timely manner, is available and uses technology and internet. Comments focused on the material being dry and boring. The course is being reworked for the next semester (fall 2006) to include more activities, to stimulate higher level thinking and to make the course more interesting. However, this course has many requirements and must fulfill NCSS and Collage of Education standards. Although the feedback from the students during the evaluations indicated boredom and dry material, all students that taught the following semester expressed gratitude for the material and a new understanding the necessity of teaching the new assessment process and standards in today's increasingly assessment-based teaching environments.

2. Scholarly Activity

Peer Reviewed Accreditation Work

NCSS accreditation report: July, 2005 through February, 2006. Submitted February, 2006

NCATE organizational report: Submission due midsummer, 2006.

Peer Reviewed Publications

Owen, A., P. Jankowski and B. Williams. A Social cybernetics approach to community use of spatial data for resource protection: field study on a north-central Idaho Indian Reservation. *Journal of Environmental Assessment Policy and Managment.*, in review.

Owen, A., P. Jankowski, L.R. Mink and B. Williams. Participant focused approach to increasing involvement in drinking water protection planning. *Professional Geographer*, in review.

Academic Presentations

DSU presentation “May We Present”: Application of Second Order Social Dynamics in Community Resource Planning: Case Studies with communities on a north-central Idaho Indian Reservation, PowerPoint presentation, April, 2006.

Association of American Geographers, 2005 Annual Meeting, Denver, Colorado. Paper Session, Water Resources and Conservation. Community use of GIS for water protection, field studies on an Idaho Indian Reservation. April 6, 2005

Presentation to Jerry Robinson’s SOC 475 Sociology of Community course. Entitled: Increasing community involvement using GIS, case study of communities in north central Idaho. February 2, 2005.

3. Service

Advising and BSE Program Coordination

Spring, 2006: 60 students

Fall, 2005: 51 students

- Liaison and Coordinator for College of Education and the Social Sciences Division for issues and requirements for a completely new assessment based national accreditation system.

Graduate Student Committees

Geography students: 2

Other Committees

Academic Honesty Committee

Social Sciences Curriculum Changes for undergraduate BS Committee

Continuing Education

- TaskStream Training at DSU Department of Education Lab: August, 2005
- TaskStream Training with Richard Coughlin: October, 2005

- WebCT learned and used: all Fall, 2005 courses
- ROMEA faculty development conference on Student Engagement: Fall, 2005.
- Beyond Tables and Graphs: Mapping the Census. November 11, 2004, Baton Rouge, LA. Training course in socioeconomic applications in GIS.
- Imagine Training. December 13-17, 2004, Oxford, MS. Remote Sensing training course.
- Dr. Thaiss and Dr. Zawacki workshop for DSU faculty on Writing Across the Curriculum “What To Do If Students "Can't" Write”, March 05.

Professional Association Service

National Council for the Social Studies: attended a conference Fall, 2005, to train for reviewing accreditation reports from other Universities.

Special Service

Acting Director of Geospatial Center, October – January, 2004

- Initiated new courses, curriculum, programs and facilities for new GIS center.
- Updated GIS and Remote Sensing software and hardware for GIS courses. Ordered materials and equipment needed to ready student computer laboratory for students.
- Hired and supervised full time student worker beginning October 20, 2004
- Chair of search committee for new Director, Oct – Dec 2004 (organize meetings, distribute candidate materials, preliminary interviews, organize and facilitate candidate interview and visits).

Developed new assessment system for NCSS and NCATE standards (national accreditation): Fall, 2005 through Spring, 2006 (ongoing).

Arlene Story Sanders

Department/Division: Division of Social Sciences

I. Summary of Teaching Effectiveness

Teaching and learning are important objectives at Delta State University. Effective instructions are deemed essential to the achievement of these goals; therefore, several innovative teaching methods are used to present information as well as to encourage student engagement in their educational experience.

- The interactive lecture appears to be very effective. It allows the students the opportunity to become active participants in the learning process. The intellectual exchanges between students serves as a means to raise the consciousness level of

each other in regards to many of the social, economical and political problems confronting the national government, the state governments and the local governments as well. Additionally, the interactive lecture method allows ample opportunities for students to seek clarification of information covered in the text.

- The use of simulations, debates and critical thinking activities are useful methods of getting information across to students. These teaching methods allow the students to ascertain information by participating in activities and discussions that are similar to problems and issues confronting society. Additionally, these activities serve as means to afford students the opportunity to develop and enhance their critical and analytical thinking skills.
- In an effort to present information that is pertinent to students, they are encouraged to bring forth topics of current events that are relevant to course content. This allows the students to become actively engaged in class discussions while gaining insight into the political decision making process.
- Ample opportunities are made available for students to interact with public officials and others with knowledge to foster informed and constructive participation in the political process. Through guestspeakingships and public forums, students are provided with additional information to enhance and reinforce information presented in the classroom.
- Developed and taught a new course, PSC 492-Minority Politics, on minority political participation. This course examines the role of minority groups in American politics from an interest group perspective with minority voting rights as the primary focus.
- The use of technology to enhance learning has been recognized as an effective instructional tool. Students are required in each course to use the internet to find even more resources and information to enhance the information discussed in the classroom.
- Academic advising is an important task at Delta State University. It is just one of the many ways of assisting students in all aspect of university life as well as the personal lives. Over the past three academic school terms, I have advised/mentored more than eighty-five students. My responsibilities included scheduling, responding to questions concerning degree requirements and providing information about careers, post-graduate opportunities and other university services.
- Student evaluations are used to courses each semester. These evaluations allow me the opportunity to assess the strengths and weaknesses of the teaching methods and course assignments; moreover, these evaluations are useful in determining the necessary changes to make in the various courses.
- Elected to membership into Omicron Delta Kappa National Leadership Honor Society, 2004
- Elected to membership into Delta Sigma Lambda National Honor Society, 2006
- Received the Faculty of the Year Award from the African-American Student Council, 2006
- Effective classroom instruction is enhanced through continued learning. To remain abreast of current trends, methods of instructions and information, over the past three academic years, I attended the following professional development seminars, conferences and workshops:

- ❖ Approaches to Group Work: Application for Practitioners, Delta State University, March 23, 2006
- ❖ Mississippi Freedom Fighters Symposium, Mississippi Valley State University, February 17, 2006
- ❖ Election 2004: Consequences and Expectations, Mississippi Valley State University, 2005
- ❖ Mississippi Leadership Conference for Women, Delta State University and Delta Business Women, April 24-25, 2005
- ❖ The Mississippi Delta Civil Rights Conference, ROAR Foundation, Delta State University, 2005
- ❖ Teaching in Higher Education Faculty Development Conference, Delta State University, September 28, 2005
- ❖ Ethnography and Oral History: Tools, Techniques, and Texts for Engagement, Delta State University, September 22-23, 2005
- ❖ Coming Together to Enhance the Quality of Life in the Delta, Mississippi Valley State University, June 10-11, 2004
- ❖ 40th Anniversary Reunion of Freedom Summer, Ruleville/Sunflower County Black Historical Society, Sunflower County, Mississippi, June 2004
- ❖ Freedom Tour 2004, The James Cheney Foundation, United Baptist Church, Cleveland, Mississippi, 2004
- ❖ Election 2004: Consequences and Expectations, Mississippi Valley State University, 2004
- ❖ The Mississippi Political Science Association Annual Conference, Jackson, Mississippi, February 2004
- ❖ The Fannie Lou Hamer Conference, Mississippi Valley State University, September 11-12, 2003

II. Scholarly Contributions

- I have presented workshops and lectures to various audiences in regards to minority political participation and voting rights. (See III for a listing)
- I have guided students in PSC 487 and other upper level political science courses with group or individual research projects that are present in class.

III. Summary of Service to the Profession, University, College/School, Department/ Division and Community

Service to the University and the community is highly stressed at Delta State University. Service to the University and to the community is integral in fostering productive and positive working relationships. For the past three academic school terms, I have partially fulfilled this obligation through the following activities:

University and the Community

- “Soaring To Excellence.... Make It Happen,” Keynote Speaker, April 24, 2006, West Tallahatchie High School,
- American Literacy Corporation, Literacy Stakeholder Meeting, Mound Bayou, Mississippi, April 27, 2006
- Black Faculty and Staff Black History Program, Delta State University, Keynote Speaker, February 28, 2006
- America Reads Mississippi, Regional Meeting, Delta State University, Workshop presented, “ Stand Up Stand Out Community Participation,” November 14, 2005

- Fannie Lou Hamer Conference, Panelist, ROAR Foundation, Ruleville, Mississippi, October 2005
- Amzie Moore Day, Participant, ROAR Foundation, Cleveland, Mississippi, October 2005
- “African American Voting Rights,” Keynote Speaker, St. Gabriel Mercy Center Senior Citizen Program, Mound Bayou, Mississippi, April 2004
- The Kemetite Institute, Board Member, Mound Bayou, Mississippi, 2004-present
- Onisemus Foundation, Boyle, Mississippi, Volunteer, 2003
- The Shaw Optimist Club, Two Year Board Member, 2003

Service to the Division

- The Division of Social Sciences:
 - ❖ Undergraduate Curriculum Committee, member
 - ❖ Undergraduate Assessment Committee, BA in Political Science, member
 - ❖ Subcommittee to Work on Cabinet Display, member
 - ❖ Academic Honesty Committee, member
 - ❖ The Agora Club, Advisor

Service to the University

- America Reads Mississippi, Advisory Board Member, 2006
- America Reads Mississippi, Subcommittee on Public Relations, 2006
- The Diversity Committee, member, 2004-present
- The Student Organization Committee, member, 2003-present
- The Faculty Senate, member, 2003-2005
- The Faculty Senate, Ad Hoc Constitution and By-Laws Revision Committee, 2004-2005

V. Program Changes in the Division of Social Sciences, 2005-2006

Social Science Changes:

We have added an Applied Development Studies Concentration in the BS program in Social Sciences. This concentration provides students with a strong foundation in theory, method and practice relevant to community development, program planning, implementation, and evaluation. In addition to regular coursework, students must complete a field internship and write and present a senior thesis. This concentration will prepare students to work in a wide variety of contexts, including nonprofit organizations, foundations, government agencies and private companies. It also provides a solid basis for graduate study.

Criminal Justice Changes:

It is important that the criminal justice program at Delta State University remain a strong academic program. This program needs to focus on the intellectual and cultural development along with the professional development. After a careful study of other programs

our size, we have found some omissions that need to be addressed. We need to incorporate courses, at the undergraduate level, in the areas of History of Criminal Justice, Judicial Process, Ethics, Civil Rights & Civil Liberties, Racial & Cultural Minorities, etc.

We are requiring that each student complete 3 hours of internship during their senior year. Students will intern 150 hours during the course of the semester - maintaining regular contact with their faculty supervisor. The internship will contain significant academic content as students relate their observations to the theories and philosophies they have been exposed to throughout the program. This is a common requirement in criminal justice programs as it satisfies the need for students to be exposed to the "real world." The internships will be broad, representing the various branches of the field - law enforcement, corrections, the courts, private industry, and juvenile justice.

These changes will be in effect for fall 2006 semester.

Political Science Changes:

The Political Science degree will now have an option for the Foreign Language requirement. Students may select the traditional 12 hours of Foreign Language requirement or the new option of 15 hours in a wider selection of Humanities electives.

VI. Division/Department Goals for 2006-07

A. Goal # 1—Hire new Faculty members in the Geography, Political Science, Community Development, and Criminal Justice programs.

1. Institutional Goal(s) supported by this goal:

University Goal # 4

2. Expected Results:

This goal will be met when we have hired qualified faculty members to sufficiently operate the 7 degree programs in the Division of Social Sciences.

3. Evaluation Procedure(s):

We will know when these positions have been filled.

4. Use of Evaluation Results:

None produced.

B. Goal # 2-- Improve the quality of feedback and increase the frequency of response to individual students in the program

1. Institutional Goal(s) supported by this goal:

The second goal of DSU’s Quality Enhancement Program is to increase both of these modes of interaction.

2. Expected Results:

Both in-class and more informal interactions strongly suggest that the only way to reverse the traditional resistance to developing an academic climate is for instructors to develop a more formal and structured process for interacting with students. Instructors will involve students in more faculty projects.

3. Evaluation Procedures:

Focus groups are planned with graduating students and former students of the program.

4. Use of Evaluation Results:

Pending.

Appendix I.
Licensure Sub-Test Assessment Matrix
 (Applicable to Section IV, #1)

Cohort: Students in the Teacher Education Program Fall 2005 (student teachers this semester, and those preparing to student teach the following semester). Licensure test sub-score assessments appropriate to Standards 1.1-1.10.

Applicable Standard	1.1	1.2	1.3	1.4	1.5	1.6
PRAXIS II		U.S. Wld.				
Sub-test name	Beh. Scs.	His. His.	Geog.	Beh. Scs.	Beh. Scs.	Gov./Civ.
Sub-scores						
29						
28						
27						

26						
25						
24						
23		1 1				
22		2				
21		1 1				
20						
19		1				
18		2 1				1
17		2 1				1
16		2				1
15		3	1			1
14		2	2			2
13						1
12		1	2			1
11	1	1		1	1	
10	1			1	1	1
9	1		3	1	1	2
8	4		2	4	4	
7	3			3	3	
6	1			1	1	
5			1			

4						
3						
2						
1						
0						
N	11	11 11	11	11	11	11
Tot	89	209 175	115	89	89	147
Mn	8.1	19 15.9	10.5	8.1	8.1	13.4
Md						
Mo						
Within APR*	10	10 7	6	10	10	9
Within APR%	91	91 64	55	91	91	82

Applicable Standard	1.7	1.8	1.9	1.10	2..	2..
PRAXIS II						
Sub-test name	Economics	NA	NA	Gov./Civ.	NA	NA
Sub-scores						
29						
28						
27						
26						
25						
24						
23						

22					
21					
20					
19					
18				1	
17				1	
16				1	
15				1	
14				2	
13	2			1	
12				1	
11	2				
10				1	
9	1			2	
8	5				
7	1				
6					
5					
4					
3					
2					
1					
0					
N	11			11	
Tot	104			147	
Mn	9.5			13.4	
Md					
Mo					
Within APR*	8			9	
Within APR%*	73			82	

* Within the Average Performance Range (APR) as established by the testing service ETS. APR is the range of scores earned by the middle 50% of a group of examinees who took this test at a recent administration or comparable period.

All education majors at this university must pass the Praxis II exam before entrance into the Teacher Education Program, therefore the Social Studies program has a 100% overall pass rate. Candidate overall scores were 146, 160, 163, 143, 173, 151, 145, 175, 168, 146, and 154.

Data for the breakdown content area scores is missing for 3 of the group of 14 students in students in the Teacher Education Program, and not included in this report (student teachers and those preparing to student teach). Overall scores for these 3 students were 151, 149 and 157. The scores were lost by the students, who were unable to send for the scores and receive them in time for the report. The testing company charges a fee of \$35 to resend the report to students who have lost scores, which further deterred the students from sending for the scores and getting them back in time to be included in this report. The Praxis II score breakdowns are not released to the public, and students must provide them to advisors.

Subscores: The State of Mississippi does not require passing rates in each subcategory. The subscores are reported here for an examination of trends. We use as a guideline for comparison and as an indicator of success the Average Performance Range (APR, see above) established by the testing service. Of the 11 candidates in the cohort, 1 was not within the APR for two subtests, 2 were not within the APR for three sub-tests, and 2 were not within the APR for four subtests. Geography is the area with the least successful success indicator, with 5 falling below the APR. World history is indicated as the next least successful, with 4 falling below the APR, followed by economics with 3 falling below APR. US history and Behavioral Sciences were the most successful, with only one each falling below APR, followed by Government/Civics/Political Science with 2 falling below APR. US history, Behavioral Sciences, and Government/Civics/Political Science were within the APR, while Geography, World History and Economics were below.

Appendix II.

Student Teacher Performance Evaluation
Using the NCSS Content Standards
(for Assessment 3, 4, 5)

This form is to be completed 2 times by the university supervisor and 2 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern _____ Date _____

Supervisor/Cooperating Teacher _____

School _____ Subject _____ Grade _____

Lesson Content/Objective:

Evaluate your student teacher/intern in three ways for each NCSS content standard. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

	Inadequate	Minimally Acceptable	Average	Very Good	Excellent	NA
Planning: Organization and Content of planning for observed lesson.						
Teaching: Delivery of lesson plan, includes classroom management						
Evaluation: Candidate's evaluation of students. May be oral or written.						

1. Inadequate: Not present, unacceptable planning for professional teaching
 2. Minimally Acceptable: Acceptable level of planning for professional teaching, but needs work.
 3. Average: Acceptable level of planning for professional teaching.
 4. Very Good: Better than average level of planning for professional teaching.
 5. Excellent: Displays a very high level of workmanship and/or creativity of planning for professional teaching.
- NA: Not applicable, not observed, no opportunity to observe.

**NCSS Theme I
Culture and Cultural Diversity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture and cultural diversity**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme II
Time, Continuity and Change**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity and change**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme III
People, Places and Environments**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme IV
Individual Human Development and Identity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme V
Individuals, Groups and Institutions**

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions.***

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5
Evidence in teaching	1	2	3	4	5
Evidence of effectiveness in producing the desired student learning	1	2	3	4	5

Comments/Suggestions:

**NCSS Theme VI
Power, Authority and Governance**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority, and governance.***

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5
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Evidence in teaching 1 2 3 4 5
Evidence of effectiveness in producing the desired student learning 1 2 3 4 5

Comments/Suggestions:

**NCSS Theme VII
Production, Distribution, Consumption**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning 1 2 3 4 5
Evidence in teaching 1 2 3 4 5
Evidence of effectiveness in producing the desired student learning 1 2 3 4 5

Comments/Suggestions:

**NCSS Theme VIII
Science, Technology, Society**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme IX
Global Connections and Interdependence**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections and interdependence**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

**NCSS Theme X
Civic Ideals and Practices**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals and practices**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5					
Evidence in teaching	1	2	3	4	5					
Evidence of effectiveness in producing the desired student learning						1	2	3	4	5

Comments/Suggestions:

Planning, Teaching, Effectiveness for Student Learning
Scoring Guide Criteria

The form used in this assessment is completed twice by the social science coordinator/supervisor and twice by the cooperating teacher during the student teacher's twelve week placement.

Student teacher/interns are evaluated in three ways for each NCSS content standard. Assessments are scored and recorded by circling the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. The assessment is broken down into the 10 NCSS themes, and evidence in planning, teaching and effectiveness in student learning are scored for each NCSS theme that is covered in a lesson. The evaluation scale follows:

- 1. Inadequate
- 2. Minimally acceptable
- 3. Average
- 4. Very Good
- 5. Excellent
- NA Not applicable

The data is presented for for a cohort of 8 student teachers evaluated during the fall 2005 semester. Each student teacher is assessed at least twice by the Social Sciences Supervisor and twice by the Social Studies cooperating teacher. During each observation, a score is recorded for an assessment of planning, teaching, and effectiveness for student learning for each of the 10 themes covered. If a theme is not observed in a lesson, there is no score or NA. The data represents 4 observations for each of the 8 student teachers, or 32 observations or instances total.

ATTACHMENT F3

ASSESSMENT 3 DATA: CANDIDATE PLANNING

One cohort of student teaching or internship assessments appropriate to Standards 1.1-1.10: Fall, 2005.

Applicable Standard	1.1	1.2	1.3	1.4	1.5	1.6
Ratings						
5.0	12	11	15	6	10	10
4.0	6	8	6	6	7	5
3.0	0	4	2	3	2	1
2.0	1	0	0	0	0	0
1.0	0	0	0	0	0	0
NA	13	9	9	23	13	15
N	32	32	32	32	32	32
Tot	86	99	105	63	84	73
Mn	4.5	4.3	4.9	4.2	4.4	4.6
Md	5	4	5	4	5	5
Mo	5	5	5	4.5	5	5
Acceptable (3)	18	23	23	15	19	16
Acceptable %	.95	100	100	100	100	100
Applicable						

Standard	1.7	1.8	1.9	1.10	2..	2..
Ratings					NA	NA
5.0	8	6	9	7		
4.0	6	3	9	5		
3.0	1	2	3	3		
2.0	0	0	0	0		
1.0	0	0	0	0		
NA	17	21	11	17		
N	32	32	32	32		
Tot	67	48	90	64		
Mn	4.5	4.4	4.3	4.3		
Md	5	4	4	4		
Mo	5	5	4.5	5		
Acceptable (3)	15	11	21	15		
Acceptable %	100	100	100	100		

Of the 8 student teachers, one student had one minimally acceptable rating, and the rest were average or above ratings in each instance.

Student Portfolio Work Sheet

Criminal Justice Major

In an effort to improve the criminal justice program at Delta State University, we have developed a portfolio assessment system. This assessment will help the faculty determine progress within the criminal justice program, as well as identify areas that should be developed in the future. Your assessment is important to the program. Please answer the following questions to the best of your ability.

Please type one or two paragraphs in response to the following questions.

Point 1: Assessment of your knowledge of concepts and terminology. In what areas and to what extent has your criminal justice knowledge developed since entering the criminal justice program at Delta State University? Examples: courses or subject areas in which you have made the most progress, readings or projects that you have participated in outside the classroom that have criminal justice significance.

Point 2: Applying your criminal justice skills outside the classroom. What organizations and activities do you participate in outside the classroom in which you apply your criminal justice skills? Examples: student groups, professional organizations, civic organizations, internships, volunteer work, etc.

Point 3: Assessment of your ability to think critically and respond effectively orally and in writing. Cite an instance in which you feel you were able to address a criminal justice issue effectively either orally or in writing. Attach a copy of a paper which you feel reflects your ability to organize and discuss criminal justice concepts. This paper should be one that you have completed for a course in criminal justice at Delta State University, and preferably contain written feedback and grading from the Instructor.

Point 4: Strengths and Weaknesses of your degree program. Discuss the strengths and weaknesses of your degree program in a minimum of two paragraphs.

Please provide a forwarding address where you may be contacted after you graduate:

Please give the final portfolio to Mrs. Douglas (divisional secretary).

Thank you.

Grading Rubric for BA in Political Science

CRITERIA FOR ASSIGNING GRADES TO WRITTEN WORK

The following is an attempt to provide students with some idea of how written work is graded in this course. Please note that “F” and “D” papers may not bear all the problems listed. A single or a few of these problems may relegate it to these categories. For example, if a paper is shown to be plagiarized, then that single category is sufficient for the grade of “F.” Also note that, simply because the paper responds to the assignment, it may receive a grade of “C.” Similarly, and only in rare cases, an “A” paper may contain a *very minor* mistake.

<p>A 90-93</p> <p>A- 94-95</p> <p>A 96-98</p> <p>A+ 99-100</p>	<p>Excellent</p>	<p>An excellent paper has the following characteristics:</p> <ul style="list-style-type: none"> focuses directly on the assignment; has a clear statement of purpose; has an excellent and constant awareness of audience; addresses the issues in a mature and formal manner, without jargon or slang; is well organized with crisp paragraph transitions; is very well argued and defensible; that is , the argument is manifestly convincing; uses examples tightly connected to statement of purpose; use of language is powerful but appropriate to the assignment; makes references to literature, arguments, or discussions in early portions of the class; the writing is unaffected by errors; holds the reader's attention throughout the paper; has a cover sheet, is paginated and stapled; contains no spelling errors and there are no contractions, has a title page; has pagination; is stapled.
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<p>B 80-83 84-85 86-78 B+ 88-89</p>	<p>Good</p>	<p>good paper has the following characteristics: responds to the assignment; has a good statement of purpose; has a good sense of audience; addresses the issues in a mature and formal manner, without jargon or slang; is well organized with paragraph transitions; has generalizations supported by examples; it contains a defensible argument; that is, the argument contains no gaps in reasoning; provides an analytic argument (provides an answer to the question “why?”) quotes from the assigned literature; has very few grammar errors, e.g., subject-verb agreement; has very few distracting errors in punctuation or usage; there are very few spelling errors and no contractions; reflects accurate use of language; has a title page; has pagination is stapled;</p>
<p>70-73 74-75 76-77 C+ 78-79</p>	<p>Average</p>	<p>acceptable or satisfactory paper has the following characteristics: responds minimally to the assignment; has a statement of purpose; has a minimal sense of audience; is adequately organized; has generalizations supported by examples has a minimally adequate argument; that is, it is minimally defensible; attempts, in a weak way, an analytic approach (attempts to answer the question “why?”) has few serious grammar errors, e.g., subject-verb agreements; has few distracting errors in punctuation or usage; reflects a generally accurate use of language; there are few spelling errors and/or contractions; has a title page; has pagination.</p>

<p>60-63</p> <p>64-65</p> <p>66-67</p> <p>D+</p> <p>68-69</p>	<p>Below Standard ~ Minimally Acceptable</p>	<p>any of the following problems appear: poor connection to the assignment; poor statement of purpose; poor sense of audience; poor organization and difficult to follow; points are primarily generalizations; points made are poorly supported; references are used poorly; defective argument/logic; the position is not defensible and contains gaps in reasoning; lacks analysis (does not attempt to answer “why?”) serious grammar errors, e.g., subject-verb agreement; serious punctuation or usage errors; there are spelling errors and contractions are used; language is used inaccurately; no title page; no pagination;</p>
<p>0-59</p>	<p>Not Acceptable</p>	<p>any of the following problems appear: does not respond to the assignment; no statement of purpose; no sense of audience; the approach is informal with regular use of slang or jargon; no organization; points are primarily generalizations; there are no references to the literature read; points not supported; defective argument/logic; no defensible position; major gaps in reasoning; lacks analysis (does not attempt to answer “why?”) there are no references to the appropriate literature; serious grammar errors, e.g., subject-verb agreement, split infinitive, ambiguous referents; serious punctuation or usage errors; language is use inaccurately; spelling errors are distracting and contractions abound; not title page; no pagination;</p>

STUDENT PORTFOLIO
B.S. in Social Science Degree Programs
Sociology, Geography and Social Science Concentrations

For your professional development and as part of on-going assessment of the Social Science Division at Delta State University, students must maintain a portfolio of their activities and progress in the Division. Your portfolio will consist of the items listed below, and will be maintained using TaskStream on-line software. See the link from the Division's webpage to access TaskStream.

Your portfolio should include each of the following:

- (1) **Statement of Purpose:** In this statement, you detail why you selected Social Sciences as a major, what you hope to learn as a student in Social Sciences and what you intend to do with your degree. The statement should be approximately one page long. You should complete and post your Statement of Purpose to your portfolio during your first semester as a Social Sciences major.
- (2) **Résumé:** Your résumé presents a summary of your professional activities, including employment, education, participation in campus and community groups, academic honors, and other professional accomplishments. It should be prepared following a standard format, and should be at least one page long. You should post your résumé during your first semester as a Social Sciences major, and update it regularly thereafter.
- (3) **Annual Indicator of Academic Work:** To demonstrate your academic progress in the Social Sciences program, each year you will select a term paper or project from one of your Social Sciences courses. You should choose a paper that you believe demonstrates your understanding of important ideas and concepts in your discipline. You should post at least one paper or project to your portfolio at the end of each year that you are in the Social Sciences degree program.
- (4) **Annual Statement of Progress:** In this statement, you reflect on your activities over the previous year, and assess how they have contributed to your advancement in the program and to your ability to achieve the goals you presented in your Statement of Purpose. You should demonstrate how your courses have helped you to develop a social science perspective, and how you apply this perspective in your campus and community activities. The Statement of Progress should be approximately two-to-three pages long. You should post a Statement of Progress at the end of each year that you are in the Social Sciences degree program.
- (5) **Final Report:** The Final Report summarizes and assesses your overall experience in the Division of Social Sciences. You should evaluate how your courses have benefited you and assess how they have prepared you for your desired job and for your future. You should also provide a general assessment of the quality of your education, and the strengths and weaknesses of your degree program. You should complete and submit your Final Report two weeks before the end of the semester in which you intend to graduate. The Final Report is submitted in lieu of the Annual Statement of Progress for the final year.

**PROPOSAL
FOR AN ASSESSMENT COMMITTEE STRUCTURE
IN THE DIVISION OF SOCIAL SCIENCES**

In order to increase the ability of the faculty in the Division of Social Sciences to assess the effectiveness of its teaching and programs, this proposal recommends the creation of an assessment structure consisting of a Programming & Evaluation Committee, Degree Program Assessment Committees for each degree program, a Research & Teaching Committee, and a Divisional & College Service Committee.

The **PROGRAMMING & EVALUATION COMMITTEE** consists of the Chair of the Division of Social Sciences (Committee Chair), the chairs of each Degree Program Assessment Committee, and other members as appointed by the Division Chair.

The mission of the Programming & Evaluation Committee is:

- (1) To coordinate the development and administration of assessment tools for the Division of Social Sciences, which measure student progress through their degree program, student satisfaction with their degree program, alumni satisfaction with their degree program, and community/employer satisfaction with the Social Sciences program;
- (2) To oversee and coordinate the activities of the Degree Program Assessment Committees, the Research and Teaching Committee, and the Divisional and College Service Committee;
- (3) To periodically analyze and evaluate the results provided by the assessment tools, and link these to learning objectives as stated in course syllabi and program objectives, and learning outcomes as measured in the assessment tools;
- (4) To periodically review the Division's teaching curriculum and requirements in each degree program, and to recommend changes in the curriculum and requirements based on the data received from assessment tools.

The Programming & Evaluation Committee will meet at least twice per year to review the assessment reports and to make appropriate adjustments to the Division of Social Science's teaching program. Every three years, the Programming & Evaluation

Committee will conduct a comprehensive review of the assessment reports for the previous three years, and use these to set priorities and program changes for the Division.

The **DEGREE PROGRAM ASSESSMENT COMMITTEES** consist of faculty in each degree program, appointed by the Chair of the Division of Social Sciences. The degree programs are: BS in Social Sciences (including concentrations in applied development studies, sociology, geography, and social sciences); BSE in Social Science Education; BA in Political Science; BS in Criminal Justice; MS in Community Development; MS in Criminal Justice; and MSE in Education.

The mission of each Degree Program Assessment Committee is:

- (1) To develop and administer assessment tools for their degree program. Each program should have three assessment tools, which provide objective measures of student outcomes;
- (2) To collect and compile data from the assessment tools at the end of each academic year, and prepare and submit a report to the Programming & Evaluation Committee summarizing the information and data collected through the various assessment tools
- (3) To make recommendations to the Programming & Evaluation Committee on changes and improvements to their degree program.

Each Degree Program Assessment Committee should meet at the beginning of fall and spring semesters to prepare assessment tools for that semester, and should meet at the end of the school year to compile assessment results and prepare the final report.

The **RESEARCH & TEACHING COMMITTEE** is comprised of faculty in the Division of Social Sciences involved in research initiatives, and members are appointed by the Chair of the Division of Social Sciences.

The mission of the Research & Teaching Committee is

- (1) To document research conducted by faculty in the Division of Social Sciences, and in particular document how this research is used in the courses taught through the Division of Social Sciences;
- (2) To make recommendations on how research conducted in the Division of Social Sciences and on campus can be used in Social Sciences courses.

The Research & Teaching Committee should meet at least once per year, and should keep records of research projects conducted by faculty in the Division of Social Sciences. The Committee should solicit from faculty information on how they incorporate research into their courses, and should document and archive this information. Every three years, prior to the comprehensive review, the Research & Teaching Committee should compile this information and prepare a report for the Programming & Evaluation Committee in which they note the use of research in Social Sciences courses and make recommendations for future use of research in these courses.

The **DIVISIONAL & COLLEGE SERVICE COMMITTEE** is comprised of at least three members of the faculty of the Division of Social Sciences, appointed by the Chair.

The purpose of the Divisional and College Service Committee is:

- (1) To document the activities of Social Sciences faculty on service committees in the Division of Social Sciences, and pertinent committees in the College of Arts and Sciences. In particular, the committee should assess the effect this service has on courses and students in the Division of Social Sciences;
- (2) To make recommendations on how the service activities of faculty in the Division of Social Sciences can be used to improve the coursework and student experiences in Social Sciences courses.

The Divisional & College Service Committee should meet at least once per year, and should keep records of service activities conducted by faculty in the Division of Social Sciences. The Committee should solicit from faculty information on how their service activities improve their courses, and should document and archive this information. Every three years, prior to the comprehensive review, the Divisional & College Service Committee should compile this information and prepare a report for the Programming & Evaluation Committee in which they note service activities carried out by Social Sciences faculties and how these activities contribute to Social Sciences courses, and make recommendations for future use of service activities in these courses.

Grading Rubric for BSSS

The following rubric will be used as a guideline in grading both the book review and final project. However, I've listed the specifics that I'm looking for in both assignments.

Book Review: The main points of the book review are 1) indicate the main thesis, 2) its importance to social sciences, 3) discuss its theoretical connections, 4) describe the original research, 5) discuss the synthesis of others' work, and 6) write about your own reflections.

Final Project: The main points of the project paper are 1) a definition of the situation, 2) the importance of it for the school/district, 3) an action plan for addressing this issue, and 4) a plan for evaluating the effectiveness of your strategy.

Qualities & Criteria	Poor (C, D, or F)	Good (B)	Excellent (A)
Introduction Main thesis/ the definition of the situation	There is no reference to the main thesis, or clearly defined issue.	The writer makes the reader aware of the overall thesis/problem, challenge or topic to be examined.	The writer introduces the topic and its main thesis or issue, and lays the groundwork to the direction of the paper.
Body Structure/Flow	The review/project has little to no direction, with	There is a basic flow from one section to the next, but not all	The review/project flows from general ideas to specific conclusions

	disjointed subtopics.	sections or paragraphs follow in a natural or logical order.	and/or vice versa. All sections follow a logical order. Transitions tie sections together as well as individual paragraphs.
Content Weaving together literature through synthesis that provide explanation	The writer has omitted major sections of pertinent content or content runs-on excessively. The writer quotes other material excessively. The ideas presented have little significance to the sociology of education or the audience reader.	The writer includes all the major sections of pertinent content, but does not cover them in as much depth or detail as the reader expects. The significance to sociology of education is evident.	The writer covers the appropriate content in depth without being redundant. The writer cites sources when specific statements are made. The significance of quotes, when used, is apparent. The review/project is at least 5 pages (undergraduates) or 10 pages (graduates) or group project (7 pages).
Clarity of Writing	It is difficult for the reader to understand what the writer is trying to express. Writing is convoluted. The paper contains spelling and grammatical errors as well as improper punctuation.	The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is repetitive.	The writing is clear and concise. The writer uses the active voice where appropriate. There are few, if any, errors in spelling, grammar and punctuation.
Conclusion(s) Synthesis of Ideas (book review) and Culminating in a Research Question or Suggestions for Further Research (project paper)	There is little or no indication that the writer tried to synthesize the information (book review). No question(s) or suggestions are offered to the reader that discuss the importance of this project for sociology of education.	The writer provides concluding remarks that show an analysis and synthesis of ideas (book review). Some of the main points are addressed but not all of them.	The writer makes succinct and precise arguments based on the theoretical perspectives in sociology of education. Insights into the problem/topic are appropriate. Conclusions and all main points are strongly supported within the review/project.
Source Citations	The writer does not include in-text citations for	The writer cites sources within the body of the review and	The writer includes all necessary citations in the body of the review.

Proper APA or MLA format	statements made in the review or paper. References which were included in the References or Works Cited list were not cited in the text.	includes a corresponding References or Works Cited list. Some formatting problems exist, or some components are missing.	The references in the list match the in-text citations and all were properly encoded in APA or MLA format.
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COMPREHENSIVE EXAMINATION

Spring, 2006

M.S. Criminal Justice

Carefully read and answer the questions below. If the question has more than one part, be sure to answer the *entire* question. Your grade is based on how thoroughly you answer each question.

Part I. Answer the following:

1. How do some of the Classical School ideas relate to current criminal justice policy?

Part II. Answer **one** of the following questions:

1. Discuss the basic principle of the following managerial models: traditional, scientific, human relations, behavioral, systems, and proactive.
2. Explain the significance of the following individuals to police management: Sir Robert Peel, Frederick Taylor, O.W. Wilson, and William H. Parker.

Part III. Answer **one** of the following questions:

1. Discuss the concept of social contract. How does the concept of social contract relate to the study of ethical philosophy? How does this concept interact with the field of criminal justice?
2. Plea bargaining has been often linked to the concept of justice. Is the use of plea bargaining ethical? Why or why not?

Part IV. Answer **one** of the following questions:

1. American law enforcement was plunged into the center of national social and political crises in the 1960's. Discuss the various forces affecting police activities during this period.

2. Discuss the roots of organized law enforcement in the United States. How and where did policing originate in America, and what were its antecedents? Be sure to include the London model in your discussion. Which British elements were included, which were not?

Part V. Answer **one** of the following questions:

1. Elaborate on the development of a survey instrument. Specifically, what are the concerns of the researcher when developing a survey instrument? When considering the process of administering a survey instrument. What are the primary methods of selecting your target samples, and which of these methods are considered the most acceptable in terms of scientific research?
2. What are the three (3) measures of variability? How does the researcher determine which of these three (3) measures to employ in their statistical analysis?

Applied Development Studies Concentration in the BS program in Social Sciences

JUSTIFICATION:

This concentration provides students with a strong foundation in theory, method and practice relevant to community development, program planning, implementation, and evaluation. In addition to regular coursework, students must complete a field internship and write and present a senior thesis. This concentration will prepare students to work in a wide variety of contexts, including nonprofit organizations, foundations, government agencies and private companies. It also provides a solid basis for graduate study.

**Social Science
(Bachelor of Science)
Applied Development Studies Concentration**

DEGREE REQUIREMENTS

GENERAL EDUCATION (44-50 hours)

See General Education requirements and Social Science exceptions

SPECIAL DEGREE REQUIREMENTS (18 hours)

Foreign Language (one language) or CIS 205, 235 (6 hrs)
SSC 469, 470 (6 hrs)
Science electives (6 hrs, beyond General Education requirement)

MAJOR (45 hours)

Social Science Core (18 hours)

Geography (6 hours): GEO 201 and 3 hours of Geography elective beyond General Education requirements

Political Science (6 hours): PSC 103 and 201

Sociology (6 hours): SOC 101 and SOC 440

Applied Development Studies Concentration (27 hours beyond Special Degree Requirements, 300-level or above)

15-hours from the following course options

GEO 404, 416, 441, 442

PSC 324, 325, 463, 478

SOC 403, 421, 422, 424, 425, 426, 467, 474, 475, 480, 485

RSS 432, 442

12-hours (over the course of two consecutive semesters) in SOC 490

ELECTIVES (11-17 hours)

TOTAL DEGREE REQUIREMENTS (124)

COURSE OPTIONS FOR THE APPLIED DEVELOPMENT STUDIES CONCENTRATION

Choose 15-hours from the following course options:

GEO 404	Geography of Tourism
GEO 416	Conservation of Natural Resources
GEO 441	Historical Geography of the Deep South
GEO 442	Cultural Historical Geography of the Yazoo MS Delta
PSC 324	Southern Politics
PSC 325	Women and Politics
PSC 463	Economic and Political Rationality
PSC 478	Religion and Race: The Delta and Northern Ireland
SOC 421	Sustainable Development
SOC 422	Environment and Society
SOC 424	Leadership Development

SOC 425	Community Development
SOC 426	Delta in Global Context
SOC 467	Sociology of Development
SOC 474	Applied Rural Sociology
SOC 475	Sociology of Community
SOC 480	Social Organization and Change
SOC 485	Population & Environment
RSS 432	The River
RSS 442	Delta Heritage Studies

All students in the concentration must take:

SOC 490 Internship in Applied Sociology

Students achieving senior status will take 12-hours of SOC 490 over two consecutive semesters. The first semester will consist of proposal development and planning and preliminary implementation of a project in collaboration with an organization. The second semester will consist of continued implementation, evaluation and production of the senior thesis report.