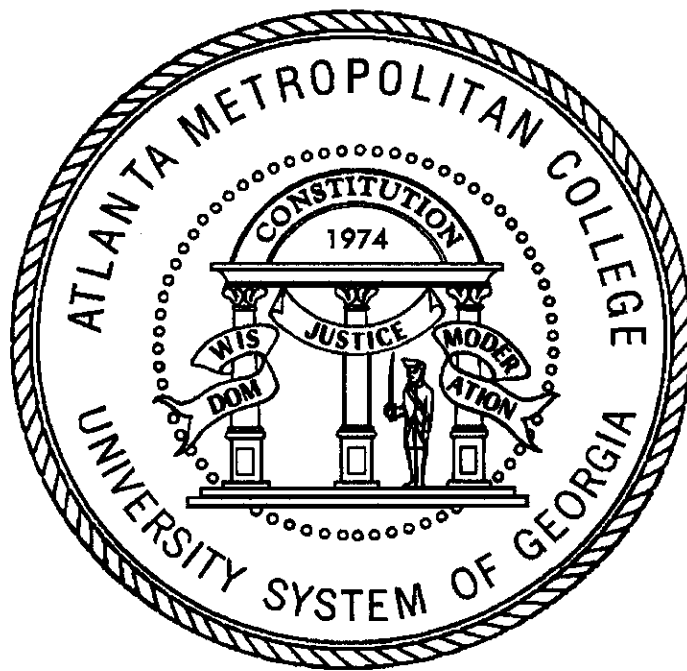


Atlanta Metropolitan College

Program Review 2005-2006



Division of Social Sciences

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Assumptions and Current Practices

Two-year institutions provide most of the coursework in the general education curriculum in this county today. Therefore, it should not be received as "...strange or unusual if two-year institutions and especially those in urban areas are trend setting in their current practices." (Leslie and Corley, 2001) The Division of Social Sciences at Atlanta Metropolitan College makes an honest effort to meet those assumptions that there is nothing more important to the first year college student than high quality instruction. Instruction that demands rigor while offering constant encouragement, instruction that opens doors to knowledge hence careers that challenge and produce for all humankind. Instruction requiring the choice of disciplined study habits that builds confidence in self and the process of learning. In the language of John Gardner, Executive Director of the Policy Center on the First Year of College at Brevard College in North Carolina and a long time advocate of providing first year students with quality instruction, "if the students first experience ...is with marginal instruction...then what will bring them back for more." (Gardner, p 4, Feb, 2002). In the words of Atlanta Metropolitan College's Professor Jeffery Bright (2005), "If I am successful I have raised the bar to a highly competitive level and they (the students) will have made a major step toward disciplined study, while becoming confident in their abilities to master difficult and demanding content. This is necessary to life in this nation as responsible and educated citizenry. And you know what, the process was relatively painless and somewhat exciting for both them and me."

The intent of this effort at program review is to examine the quality of our courses and programs, asking a continuing question, as if a scoreboard was in place and running, how do faculty continue to improve the quality of their instruction while offering viable programs with current content. The current program review offers one option for looking internally at how and what we teach. We have developed a Course Study Matrix which details the learning objectives embedded in each course syllabus, ascertains learner outcomes in response to predetermined criteria using selected methods of measurement. The counter-balance was to develop a Student Survey Instrument and use it on two different occasions to obtain the consumers view of what they believe they are receiving. We are pleased with the data, but realize there are better ways to do things, many of them involving greater application of technology. Interestingly, today we learn through the study of self-awareness, tomorrow we alter syllabi, redraft, add, delete course descriptive language, and revise programs. Then next year we repeat the process, always knowing there is a better way to build a mouse trap. However, if the current one works somewhat at least, it is a vast improvement over a vacuum, and nature abhors a vacuum.

David A. Sabatino, Ph. D.
Chair, Division of Social Sciences
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Introduction

Program Review is a multifaceted process requiring faculty in the Division of Social Sciences at Atlanta Metropolitan College to participate in a serious self study. The purpose is to evaluate the courses we teach against the programs we currently offer and to anticipate how our near future programs should be designed to address the future career patterns of our students. The intent of Program Review is to prepare an easily read document that serves this faculty as a working road map leading to what we wish to accomplish in revising, deleting, adding, and altering courses and programs. The Program Review process employed three distinct aspects. The Division faculty collectively reviewed its current courses and degree programs (Area F) including the requirements and electives in Area E. Second, an aspect of that review required each resident professor to develop a matrix that would provide a structured review of the course objectives in selected required courses taught by the Division. The matrix was comprised of specific learning outcomes or course objectives, the method of measure designed to ascertain those course objectives, the performance criteria necessary to establish the effectiveness of meeting the syllabus stated objectives or outcomes. Data resulting from use of the course objective matrices facilitate informed changes in courses and programs. Within this second aspect of program review general education learning outcomes were also reviewed, especially those courses that are required in Area E. The final or third phase of the process was to survey a representative but randomly sampled student population of second year students anticipating near term graduation from a Social Sciences program. Data from the student responses to the structured student survey will be provided in this document.

Area F: Division of Social Sciences Programs of Study

The Division of Social Sciences offers ten (10) Area F programs of study in the Institutions Associates of Science transfer degrees. They are:

African American Studies
Criminal Justice
Health and Physical Education
History
Political Science
Psychology
Recreation
Sociology
Social Work
Teacher Education

Area F: Required courses comprising the ten (10) Divisional Programs of Study

Transfer Program Program Requirements and Electives

African American Studies

	No.	Title	Hours
Area F:	Courses Related to Program of Study		18
Required:			6
SOSC	2010	Introduction to African American Studies	3
HIST	1140	African-American History	3
Electives: Choice of 6 hours			6
FREN	2001	Intermediate French I	3
FREN	2002	Intermediate French II	3
SPAN	2001	Intermediate Spanish I	3
SPAN	2002	Intermediate Spanish II	3
Electives: Choice of 6 hours (2 courses) from the following list:			6

ANTH	1102	Introduction to Anthropology	3
ECON	2105	Principles of Macroeconomics	3
ECON	2106	Principles of Microeconomics	3
GEOG	1105	Intro to World Geography	3
HIST	1112	World Civilization II	3
HIST	2113	Minorities in American	3
MATH	1114	History	3
PHIL	2110	Elementary Statistics	3
PHIL	2201	Logic and Critical Thinking	3
POLS	2101	Survey of Philosophy	3
PSYC	1101	Introduction to Political	3
PSYC	2212	Science	3
SOCI	1160	Introduction to Psychology	3
SOCI	2201	African American Psychology	3
SOCI	2293	Introduction to Social	3
SOSC	2125	Problems	3
		Introduction to Urban Studies	
		Intro to Marriage & Family	
		Introduction to Social Science	
		Research Methods	

Criminal Justice

Prefix	No.	Title	Hours
Required:			3
CRJU	1102	Introduction to Criminal Justice	3
Electives – Choice of 15 hours from the following courses:			15
CRJU	1105	Introduction to Law Enforcement	3
CRJU	1106	Introduction to Corrections	3
CRJU	2105	Introduction to Criminology	3
CRJU	2108	Introduction to Criminal Law	3
SOSC	1101	Introduction to Social Sciences	3
	or	Other Criminal Justice or Social Science course	

Health and Physical Education

Prefix	No.	Title	Hours
Required:			12

EDUC	1105	Introduction to Foundations of Education	3
EDUC	2101	Introduction to Education	3
PHED	2101	Introduction to Physical Education and Health	3
PSYC	2103	Introduction to Human Development	

History

Prefix	No.	Title	Hours
Required – Choice of 6 hours from the following courses:			6
HIST	1111	World Civilization I	3
HIST	1112	World Civilization II	3
HIST	2111	United States History I	3
HIST	2211	Honors U S History I	3
HIST	2112	United States History II	3

Political Science

Prefix	No.	Title	Hours
Required:			9
POLS	2101	Introduction to Political Science	3
POLS	2301	Introduction to Comparative Government	3
POLS	2601	Introduction to Public Administration	3

Psychology

Prefix	No.	Title	Hours
Required:			3
PSYC	1101	Introduction to General Psychology OR	3
PSYC	2201	Honors Intro to General Psychology	3

Psychology Electives – Choice of 6 hours from the following courses:			6
PSYC	2101	Introduction to Psychology of Adjustment	3
PSYC	2103	Introduction to Human Development	3
PSYC	2211	Introduction to Abnormal Psychology	3
PSYC	2212	African American Psychology	3
PSYC	2201	Honors Introduction to General Psychology	3
SOSC	2125	Introduction to Social Science Research Methods	3

Recreation

Prefix	No.	Title	Hours
Required:	3		
PHED	2205	Leadership in HPER	3
PHED	2230	Introduction to Community Recreation	3
PHED	2231	Principles of Recreation in Modern Society	3
PSYC	2103	Introduction to Human Development	3
SOCI	1160	Introduction to Social Problems	3
SOSC	1101	Introduction to Social Sciences	3

Social Work

Prefix	No.	Title	Hours
Required:			6
SOWK	2000	Introduction to Social Work	3
SOWK	2100	Introduction to Social Welfare	3

Sociology

Prefix	No.	Title	Hours
Required:			3
SOCI	1101	Introduction to Sociology	3
SOCI	1201	Honors Introduction to Sociology	3

Education

Prefix	No.	Title	Hours
Required:			9
EDUC	1105	Foundations of Education	3
EDUC	2105	Exceptional Children	3
PSYC	2103	Introduction to Human Development	3

AAS (Career) Programs in Social Science

The Division of Social Sciences also provides three Associates of Applied Sciences degrees as career entry programs. These are career track programs and do not transfer academic credit to senior institutions. These programs include:

Social Sciences	August 2006-May 2007	Early Childhood Development and Teacher Assistance, Recreational Leadership	EDUC 1117, 2101, 2105, 2253 PHED 2205, 2240
Social Sciences	August 2006-May 2007	Human Services	HUSR 1105 SOWK 2000, 2100

In addition the Division offers two Certificate programs that provide specific job skills.

Certificate Programs

	Year of Review	Program of Study by Content Cluster	Courses Investigated
	August 2006-May 2007	Criminal Justice	CRUJ 1102, 1105, 1106, 2105, 2108
	August 2006-May 2007	Automated Office Management Criminal Justice	ACCT 2101 BUSA 2105, 2201, 2240 CISM 2101 ITEC 2220, 2224, 2226, 2240

Social Sciences-Area E

Academic Program Review also included the twelve (12) hours of Social Sciences courses taught as core curriculum in Area E. The required courses contributed to Area E by Social Sciences are Political Science 1101 (American Government) and either History 2111 (United States History I) or History 2112 (United States History II) for a total of six (6) credit hours. There are two Social Science Electives generating another six hours for the remainder of the 12 hours needed to satisfy this aspect of the core. The Social Science electives in Area E cover a wide range of offerings, i.e. anthropology, history, economics, religion, geography, political science, psychology, and sociology. The courses can be taken as an honor's courses if the student has a 3.3 GPA and meets the honors entry requirement, i.e. Honor's Sociology replacing Introduction to Sociology. Three courses focus pointedly on cultural diversity from a historic or sociological view point. These courses are History 2113, Minorities in American History; History 2232, African American History, and Sociology 2101, Introduction to African American Studies. In all there are forty-two (42) credit hours of electives available to students to complete the 6 hours of electives in Area E. The full elective menu is:

Prefix	No.	Title	Hours
Required:			3
ANTH	1102	Introduction to Anthropology	
ECON	1105	Introduction to Economics	
ECON	2105	Principles of Macroeconomics	
ECON	2106	Principles of Microeconomics	
GEOG	1105	Intro. to World Regional Geography	
HIST	2111	United States History I	
HIST	2211	Honors United States History I	
HIST	2112	United States History II	
HIST	1111	World Civilization I	
HIST	1112	World Civilization II	
HIST	2113	Minorities in American History	
HIST	2232	African American History	
POLS	2101	Introduction to Political Science	
POLS	2401	Global Issues	
PSYC	1101	Introduction to General Psychology	
SOCI	1101	Introduction to Sociology	
SOCI	1201	Honors Introduction to Sociology	
SOCI	1160	Introduction to Social Problems	
SOSC	1101	Introduction to the Social Sciences	
SOSC	2101	Introduction to African American Studies	

What is under Review

Program review is designed to determine if programs of study and the courses which describe them meet current student interests. One clear method of determining student interest is the number of students that enroll in a particular course or program area of study. Student opinion is a second means of ascertaining student interest and possibly the current viability of a course or a particular program. Societal concerns and issues change rapidly and course syllabi must reflect those changes or the course/program will have become dated and without viability. The social science graduate must understand the history of events, social movements, and the issues and response to those issues by the leadership in a field. But in addition, the student needs to have decision making and problem solving skills that will permit them to confront future yet unknown social, behavioral, and educational concerns. Social science students must understand the emerging questions they will confront if they are to successfully enter into further disciplinary study or the profession they will practice. Each course will be reviewed through a matrix of learning outcomes, the method of measure to determine the effectiveness of those outcomes, how the resulting data was used and the final step is projected changes in course structure, instructional strategies, deletion of courses or programs or additions and modifications of courses and programs.

The program review matrices as developed and used by the Division of Social Sciences.

Division of Social Sciences

Course: _____ Instructor: _____
Prefix Number
Semester: _____ Year: _____

Student Learning Objective or GELO's	Method of Measurement	Measured Outcome	Recommended Change in Course	Recommended Change in Program
1.				
2.				
3.				
4.				
5.				

General Education Learning Outcomes

Each course contains general and specific learning outcomes. A major aspect of program review is to determine if academic units are meeting the specified learner outcomes. All syllabi in the Division of Social Sciences have specific learning outcomes in addition to at least three General Education Outcomes. The required courses in Area E have three General Education Outcomes.

General Course Evaluations by Objectives, Method of Measure, with resulting Outcomes

General Education Learning Outcomes			
Area E	Division of Social Sciences	August 2003- May 2006	<p>Understand and appreciate the diversity and commonalities of world cultures.</p> <p>Understand the historical, political, and cultural contexts from which contemporary issues develop.</p> <p>Understand the forces that help shape individual, societal, and cultural development</p>

The process for evaluating Area E drew data from several sources. In the examination of syllabi for each of these required Area E courses (POLS 1101, HIST 2111 and HIST 2112) there were both general education learner objectives and specific learner objectives related to a specific course. The objectives listed in these courses address an understanding of major American historical and current political, social, military, and economic events. The major political and historic events are studied from a standpoint of antecedents leading to the events, the events themselves, the consequences as they affect specific ethnic and geographic populations, the nation as a whole, and the world. The political leadership of this nation was also identified, with particular emphasis being placed on African American Leadership. In addition the social-economic and political factors affecting all ethnic and geographic populations, including African American citizenry of this country are viewed from a number of different vantage points.

In each of the Area E required courses, student's performance is ascertained through objective and written essay examinations, research requirements requiring written communications, and oral reports. Students are expected to develop and express opinions, and daily interactive discussion is an aspect of each class.

Implications from Student Survey Data for Area E (GELO's)

Data from student survey is positive regarding the required Area E courses. In 2003 the student survey data demonstrated that seventy-eight (78%) percent of the students report either agree/strongly agree that political science provides new or meaningful information. In contrast, the 2005 student survey data reported a 68% agree/strongly agree. The decrease in student opinion may reflect the Divisions current but total dependency upon adjunct political science faculty.

The following course provided new and meaningful information.

American Government (POLS 1101)

2003 Student Data(n=96)	2005 Student Data(n=85)
American Government (POLS 1101)	31(36.4%)
<i>Strongly agree</i> =36 (37.5%)	27(31.7%)
<i>Agree</i> =39(40.6%)	17(20.0%)
<i>Undecided</i> =14 (14.6%)	10(11.7%)
<i>Disagree</i> =6 (6.3%)	
<i>Strongly Disagree</i> =1(1.0%)	

Seventy-three (73%) percent of the 2003 students surveyed report that the history courses provide new and meaningful information (agree/strongly agree). Similarly, the 2005 data reports a 71% agreement/strongly agree rating. The absence of any change over the two year period in the student survey data may again be supported by the fact that History courses were taught by resident faculty.

United States History I (HIST 2111) or History II (HIST 2112)

2003 Student Data(n=97)	Student Data(n=81)
<i>Strongly agree</i> =30(30.9%)	16(19.7%)
<i>Agree</i> =41 (42.3%)	42(51.9%)
<i>Undecided</i> =16 (16.5%)	17(20.0%)
<i>Disagree</i> =9(9.3%)	5(6.1%)
<i>Strongly Disagree</i> =1(1.3%)	1(1.2%)

There are two electives also required in Area E (Social Sciences) for a total of six (6) credit hours. Students select a wide range of elective courses from those listed. In 2003 student survey results report that eighty-two seven percent (82.7%) had a meaningful educational experience in the two electives listed taken (agree/strongly agree). Only seven (7%) percent felt disappointed in the social science electives. Data from the 2005 sample of students shows an 18% drop in the overall effectiveness rating of the 6 elective hours taught in social sciences. That may reflect that students frequently take Social Science electives based on the time a course is offered rather than in pursuit of a particular academic interest or quest for knowledge or information supporting their Area F program of study. This may reflect on faculty advisement or the lack of it. And that many students appear to be self advised simply seeing electives as requirements that must be cleared. Thus they may have little or no interest in a particular course, especially one not taught in secondary schools, and they have no previous experience with the content. However it must also be kept in mind that in 2003 the Division of Social Sciences utilized adjuncts to teach under 40% of its courses. In 2005 it utilized adjunct faculty to teach over 60% of its courses. While it is easy to criticize being overly dependent upon

adjunct faculty, it should be kept in mind that adjunct faculty enable the Division of Social Sciences to deliver over 80 class offerings each semester including an expanded weekend and evening schedule.

<i>2003 Student Data(n=98)</i>	<i>2005 Student Data(n=78)</i>
<i>Strongly agree=38(38.8%)</i>	<i>14(17.9%)</i>
<i>Agree=43(43.9%)</i>	<i>37(47.4%)</i>
<i>Undecided=11(11.22%)</i>	<i>14(17.9%)</i>
<i>Disagree=4 (4.08%)</i>	<i>4(5.12%)</i>
<i>Strongly Disagree=2(2.04%)</i>	<i>9(11.5%)</i>

How do students feel about the faculty who teach Area E courses? When students were surveyed in 2003 and asked specifically if social science classes were taught by caring professors, eighty-three (83.4%) percent either agreed or strongly agreed. Three percent (2.8%) of the students surveyed disagreed that they were taught by caring professors while no students strongly disagreed with that observation. In 2005, of the 67 students reporting, not one disagreed or strongly disagreed with the level of concern and interactive capability of the faculty teaching the social science courses. There was a 9% overall drop in positive rating reported by the 2005 student survey data on the agree/strongly agree level of faculty-student interaction. However, 50 students (74.5%) reported they agree/strongly agree on the positive nature of these interactions.

<i>2003 Student Data(n=79)</i>	<i>2005 Student Data(n=66)</i>
<i>Strongly agree=42 (43.8%)</i>	<i>19(28.3%)</i>
<i>Agree=21(39.6%)</i>	<i>31(46.2%)</i>
<i>Undecided=14 (14.6%)</i>	<i>16(23.8%)</i>
<i>Disagree=2 (2.08%)</i>	

Specific Education Learning Outcomes

Specific Course Evaluations by Objectives, Method of Measure, with resulting Outcomes

The Division of Social Sciences reviews its courses annually. The purpose of the course review is to assist faculty determine changes in content and objectives. There are Institutions who practice the belief that courses taught over a period of time may be come seriously dated and require updating or deletion with possible replacement. A course evaluation matrices, composed of course objectives, method of measure, and resulting outcomes was used to determine the success of each course in achieving its objectives. The contents of course revision and syllabi changes are a sought for result of the data obtained from these structured reviews. The process is still new but from the recommended changes it appears to be functional at least.

What follows are the courses that faculty have reviewed using this matrices analysis last fall (fall 2005).

Physical Education 2240 (First Aid) – Dr. Lydia A. Woods

Objective	Evaluation	Criteria	Outcomes
Take (7) scheduled exams for each chapter	Student will pass each exam with a minimum of 61% correct	61% correct to pass	90% of all students passed exams with a minimum of 61%
Will participate in learning activities for each chapter	Using the packet of materials developed for this course the student will participate in group activity	100% participation	90% of all students participated in chapter activities
Design an emergency action plan for your home	Student will design an emergency plan for their home	Complete the plan and submit	92% of all students designed an emergency action plan
Demonstrate proper procedure for administering CPR	On a practical exam student will perform CPR on a manikin with 100% accuracy	100% accuracy Repeat until 100% accuracy is obtained	90% of all students demonstrated with 100% accuracy
Demonstrate proper procedure for administering the Heimlich Maneuver	On a practical exam, student will perform the Heimlich maneuver	100% accuracy Repeat until 100% accuracy is obtained	90% of all students performed the Heimlich Maneuver
Demonstrate proper procedure for Bandaging wounds	On a practical exam, Student will bandage selected body parts	100% accuracy Repeat until 100% accuracy is obtained	87% of all students demonstrated proper Bandaging techniques

Outcome Assessment

There were 38 students enrolled in the First Aid course offered in the Fall of 2005 at 9:30am.

Of the 38 students 9 students earned A's = 24%; 16 students earned B's = 42%; 8 students earned C's = 21%; 2 students earned D's = 5%; and 3 students earned F's = 7%

93% of all students enrolled passed all criteria for the course. The distribution of grades indicates that the grading system and course requirements are very balanced. This course has been revised over the past five years, and at this time I would not recommend any changes. This course is based primarily on a mastery learning platform. It is carefully designed for high student success. The only drawback to this system is some sacrifice of content in favor of the process. A high percentage of students earn A's and B's. I don't see this as a negative, but at anytime more content can be added to increase difficulty.

Physical Education 1101 (Wellness) - Dr. Lydia A. Woods

Objective	Evaluation	Criteria	Outcomes
Improve cardiovascular fitness utilizing various modes of activity	Through a walking/running program, Tennis, weight training, and Badminton tournament students will improve cardiovascular fitness levels	Personal cardiovascular improvement will vary with each student.	62% of students showed some cardiovascular improvement
Students will take (7) chapter quizzes	Students will pass (7) Chapter quizzes with 61% accuracy	61% accuracy	81% of all students passed each quiz with a minimum of 61%
Students will complete (15) laboratories from text	At the end of each chapter specified laboratories (15) will be completed by each Student, to assess personal wellness	Completion of lab	75% of all students completed all labs
Student will assess pre-fitness levels	On a measured distance outside/ or in the Gym, Students will complete a 1 mile walking test	Completion of walk	91% of all students completed the 1 mile walk
Students will assess post-fitness levels	On a measured distance outside, Students will complete a 1 mile walking test	Completion of walk	81% of all students completed the 1 mile post-walk
Student will create a personal fitness plan	With information obtain from the text, Student will create and submit a personal fitness plan	Completion and submission of plan	95% of all students completed a personal fitness plan
Student will take personal measures pre and post	Using a measuring tape, scale, blood pressure machine and body composition machine, student will complete a list of personal measures pre- and post-.	Completion of personal measurements	96% of all students completed their pre-measurements 79% of all students completed the post-measurements
Student will participate each day in class workouts	Student will receive 10 points for each day of class workouts (32)	Completion of a minimum of 27 days to pass course	81% of all students attended a minimum of 27 days

Outcome Assessment

There were 38 students enrolled in the Wellness course offered in the Fall of 2005 at 8:00am.

Of the 38 students, 9 students earned A's = 26%; 8 students earned B's = 25%; 7 students earned C's = 22%; 3 students earned D's = 10%; 6 students earned F's = 19%; and 3 students withdrew.

81% of all students enrolled passed all criteria for the course. The distribution of grades indicates that the grading system and course requirements are balanced. I have observed over the past five years that the 8:00 am class has problems with attendance, due to the early hour. Attendance affects the students grades in this course significantly. I believe that any adjustments need to be made to this course. Perhaps if it was taught at a different time this would influence the distribution of grades positively.

History 2111 and History 2112 - Dr. Grady Culpepper

OBJECTIVES	METHODS OF MEASURE	%RESULTS
1. The student should demonstrate knowledge of the basic themes associated with the time period and subject matter of the course.	Written examinations Research project Class discussions	Minimum 70% exam score Minimum 70% research project grade Minimum 70% class participation grade
2. The student should demonstrate an understanding of different historical interpretations and some reasons for the differences.	Written examinations Research project Class discussions	Minimum 70% exam score Minimum 70% research project grade Minimum 70% class participation grade
3. The student should gather, organize, and interpret historical information in a logical fashion and express himself/herself in formal modes of communication.	Research project with a required oral class presentation component Class discussions	Minimum 70% research project grade Minimum 70% class participation grade
4. The student should demonstrate knowledge of significant historical material and major questions associated with history.	Written examinations Research project	Minimum 70% exam score Minimum 70% research project grade
5. The student should relate	Research project	Minimum 70% research

historical information to the present.	Class discussions	project grade Minimum 70% class participation grade
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Criminal Justice 1106--INTRODUCTION TO CORRECTIONS - Dr. Leroy Baldwin

Objectives	Methods of Measure	Results
1. Students will have a thorough knowledge of the history of prisons and their subsequent development to modern incarceration	Written exams; Q&A sessions; open class discussions	Approx. 65% comprehension by approx. 65% of the students
2. Students will have a thorough understanding of the rationales for punishment and imprisonment and how society reacts to those who violate the law.	Written Exams: Q&A sessions; open class discussions; students reports on public comment regarding trial outcomes.	Approx. 75% comprehension by approx. 65% of the students
3. Student will have a thorough knowledge of the operation of prisons, from maximum security to minimum security.	On-site visit to a maximum security federal prison	Approx 95% comprehension by approx. 95% of the students
4. Students will become aware of the present and future employment opportunities in Corrections	Oral interviews at the on-site prison visit.	Approx. 99% comprehension by approx. 95% of the students

Criminal Justice 2108-- INTRODUCTION TO CRIMINAL LAW - Dr. Leroy Baldwin

Objectives	Methods of Measure	Results
1. Students will become thoroughly familiar with criminal law terminology	Open class discussions; written exams; hand-in assignments	Approx. 85% comprehension by approx. 75% of the students
2. Students will be able to brief a criminal case	Hand-in assignments and case discussions.	Approx. 90% comprehension by 95% of the students
3. Student will know the role the Constitution plays in Criminal Law.	Class discussions; written exams and open class discussion; case reviews; hand-ins hypothetical situations.	Approx. 75% comprehension by approx. 80% of the students
4. Students will have a thorough knowledge of the kinds of crimes.	Written exams; open class discussions; Q&A sessions	Approx. 80% of comprehension by approx. 85% of the students

5. Student will be thoroughly familiar with the steps of a criminal case through the courts – from arrest to appeal.	Written exams; open class discussions. Student demonstrations.	Approx. 85% comprehension by approx. 80% of the students.
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Criminal Justice 2105--INTRODUCTION TO CRIMINOLOGY - Dr. Leroy Baldwin

Objectives	Methods of Measure	Results
1. Students will have thorough knowledge of the relationships among the crime, criminal law and criminology.	Written exams; open class discussions; Q&A sessions; mass media articles.	Approx. 95% comprehension by approx. 95% of the students
2. To introduce students to the major explanations of criminal behavior from three perspectives – biological, psychological and sociological.	Written exams; open class discussions; Q&A sessions.	Approx. 75% comprehension by approx. 95% of the students
3. To reinforce the students understanding of the unique vocabulary of criminology	Written exams; open class discussions; Q&A sessions.	Approx. 65% comprehension by approx. 95% of the students.
4. Students will have a thorough knowledge of the kinds of crimes.	Written exams; open class discussions; Q&A sessions	Approx. 75% comprehension by approx. 75% of the students
5. Students will be thoroughly familiar with the steps of a criminal case through the courts – from arrest to appeal	Written exams; open class discussions. Students demonstrations.	Approx 90% comprehension by approx. 85% of the students

Criminal Justice 1102-- INTRODUCTION TO CRIMINAL JUSTICE - Dr. Leroy Baldwin

Objectives	Methods of Measure	Results
1. Students will have a thorough knowledge of the history of prisons and the subsequent	Pre & Post written test	Approx. 85% of the students were cable to retain approx. 85% of the basic principles
2. Introduce the students to the major components of the Criminal Justice Process in the U.S. (i.e. Law Enforcement, Courts, Corrections)	Written Exams: Q&A Sessions	Approx. 75% comprehension by approx. 70% of the students

3. Student will learn the unique vocabulary of the Criminal Justice Profession	Written exams; open class discussions; hand-in assignment using CJU terminology	Approx. 65% comprehension by approx. 85% of the students
4. To introduce the students to employment opportunities in the CRJU field	Open class discussions; read handbook.	Approx. 95% comprehension by approx. 100% of the students
5. Introduce the student to the history and projected future of CRJU	Written exams; open class discussions; Q&A sessions	Approx. 60% comprehension by approx. 90% of the students

EDUC 1105--Foundations of Education - Dr. Aline VanPutten

Objectives	Methods of Measurement	Results
Students will demonstrate an understanding of the characteristics, responsibilities and challenges of the teaching profession in our society.	Essay questions given to students	95% of all students met this objective by passing the course with a minimum grade of 75%
Students will examine psychological and philosophical theories of education and the impact on education.	Multiple choice questions given	80% of all students completed the requirement with a passing grade of 70%
Students will identify and analyze the historical foundations of education and their influence on our educational system.	50 Multiple choice questions given to students	The multiple question type of questions had a passing rate of 90% of all students taking the test
Students will identify and analyze the sociological and political/legal foundations of education and their influence on our educational system.	3 essay questions given to students	85 % of the students had a passing grade of 80% on these questions
Students will identify and analyze our recent developments in education.	2 essay questions given to students	90% of the students wrote opinions which were graded as being 85% accurate 80% of the students completed the assignments with a passing rate of 75%

Sociology 1101-- Introduction to Sociology - Professor Michelle Geisert

Objectives	Method of measure	Results
1. Students will be able to recognize, respect, and trust the experiences and ideas representative of themselves.	Activity "Who Will Survive"	70% accomplished this
2. Students will familiarize themselves with current sociological issues.	Pre & Post test Q 3, 4	70% accomplished this
3. Students will recognize their own biases and limitations, respectfully point out others, and accept each person's right to hold different opinions.	Activity "Who Will Survive" and "Prostitution"	70% accomplished this
4. Students will listen actively, follow directions, and evaluate information.	Activity "Status and Role Set"	70% accomplished this
5. Students will demonstrate ability to communicate orally and on paper.	In class discussions and assigned projects	70% accomplished this
6. Students will contribute constructively to class discussion.	Activity "Who Will Survive"	70% accomplished this
7. Students will use terminology appropriate to the Social Sciences.	Pre & Post test Q 3, 4, 6, 7	72% accomplished this
8. Students will use a dictionary for unfamiliar terminology.	Dictionary assignment	92% accomplished this
9. Students will outline main topics in chapter.	Assignment to outline chapter	86% accomplished this
10. Students will draw inferences and generalize from material presented in textbook.	Pre & Post test Q 2, 7, 8	70% accomplished this
11. Students will see similarities and differences in their views and the views of the author/s.	Pre & Post test Q 1, 3, 4, 5	71% accomplished this
12. Students will conduct scholarly research utilizing appropriate sources and technology that focuses on historical, current, and global positions.	Research assignment	79% accomplished this
13. Students will formulate and express thesis topic.	Assigned paper	74% accomplished this

Objectives	Method of measure	Results
14. Students will provide adequate support for topic.	Assigned paper	74% accomplished this
15. Students develop papers with a clear focus, logic and order.	Assigned paper	70% accomplished this
16. Students will understand the difference between plagiarism and paraphrasing and quoting as well as write and cite sources according to professional guidelines.	Assigned paper	72% accomplished this
17. Students will use words, sentences, and paragraphs that are complete, clear, correct, and concise.	Assigned paper	70% accomplished this
18. Students will proofread for grammar and spelling.	Assigned paper	70% accomplished this

Outcome Assessment:

There were 32 students enrolled in the SOCI 1101 CRN80195 class offered Fall 2005 at 2:00-3:20 pm Monday/Wednesday.

Of the 32 students, 0 earned A's; 8 students earned B's = 25.0%, 16 students earned C's = 50.0%, 6 students earned D's = 18.75%, and 2 students earned F's = 6.25%.

75% of all students enrolled passed all criteria for the course; 5% above the stated 70% minimum goal. The distribution of grades indicates that the grading system and course requirements generally follow a standardized normal curve distribution. One revision that occurred over the past five years is a change in textbook from one that was definition focused to one that is conceptionally focused. This is a positive move as definitions change from textbook to textbook and students who learn the concepts rather than memorize definitions will better understand the material.

Introduction to Anthropology 1102/ 2105 Prehistoric peoples and Culture 2105 - Professor Robert Belcher

Outcome/Objective	Method of Measure	Results
1. Students will be able to understand and appreciate the diversity and commonalities of world cultures.	Covered in Pre & Post test Items 1&2	Student was moderate in this area and only showed slight improvement. Tolerance for diversity seemed difficult to express. 80-85%
2. Students will be able to understand the historical,	Covered in Pre & Post test items 3&4	Moderate 80-85%

political, and cultural contexts from which contemporary issues develop.		
3. Students will be able to demonstrate critical thinking skills, intellectual curiosity, independent of thought, and creativity.	Covered in Pre& Post Test 5&6	Slightly higher than moderate > 85%
4. Students will be able to develop an enhanced sense of self-worth and an increased potential for growth and personal responsibility in curricular, co-curricular, and individual endeavors.	Covered in Pre & Post test Items 7 &8	Moderate 80-85%
5. Students will be able to understand forces that shape individual, societal, and cultural.	Covered in Pre & Post test Items 9 & 10	Slightly lower than moderate. Generally and higher than moderate on subject matter related to themselves and current trends. < 80%

Recommendations for Current Curriculum Improvement (see the improved plan in the next section)

Physical Education 2240

Physical Education 1101

History 2111/2112

Criminal Justice 1106

Criminal Justice 2108

Criminal Justice 2105

Criminal Justice 1102

Education 1105

Sociology 1101

Anthropology 1102/2105

Review of Social Science Courses

ANTHROPOLOGY (Division of Social Sciences)

ANTH 1102 Introduction to Anthropology 3-0-3

An introduction to the discipline of anthropology, this course examines the origin and the physical, behavioral, social, and cultural development of human beings. Prerequisite: Exit or exemption from Learning Support Reading and English.

ANTH 2105 Prehistoric Peoples and Cultures 3-0-3

Emphasizing culture, ethnicity and race, this course traces the emergence of major civilizations in Africa, Asia, Europe and the Americas from the emergence of Homo sapiens to the advent of written history. Prerequisite: Exit or exemption from Learning Support Reading.

ANTH 2204 Language and Culture 3-0-3

This course examines culture through Linguistic structure and emphasizes three basic areas of concern: 1) the intersection of language and culture where language defines personal and social identity 2) literacy and reading as it relates to teachers and language majors 3) various aspects of the field of linguistics including historical linguistics, first- language acquisition, and dialectology. Prerequisite: Exit or exemption from Learning support Reading.

CRIMINAL JUSTICE (Division of Social Sciences)

CRJU 1102 Introduction to Criminal Justice 3-0-3

This course consists of an investigation of the three divisions of the criminal justice system - law enforcement, courts, and corrections - with particular emphasis on the functions and basic problems of each division, as well as the interrelationships between the three divisions. Prerequisite: Exit or exemption from Learning Support Reading.

CRJU 1105 Introduction to Law Enforcement 3-0-3

This course presents a review of: (a) patterns of organization of law enforcement in society; (b) foundations, methods, types, and effects of law enforcement agencies at local, state and federal levels; and (c) the relationship between law enforcement and societal problems in ethnic diversity, community relations, and the police sub-culture. Prerequisite: Exit or exemption from Learning Support Reading.

CRJU 1106 Introduction to Corrections 3-0-3

This course presents an overview of: (a) correctional approaches, with primary emphasis on incarceration; (b) local, state, and federal levels of prison systems; (c) types of prisons; (d) internal structures and procedures for modern prisons; and (d) inmate social structures within male and female institutions. Prerequisite: Exit or exemption from Learning Support Reading.

CRJU 2105 Introduction to Criminology 3-0-3

This course provides an introduction to the definitions, nature, distribution, and causes of crime and criminal behavior. Historical and contemporary theoretical explanations are explored. Prerequisite: Exit or exemption from Learning Support Reading.

CRJU 2108 Introduction to Criminal Law 3-0-3

An introduction to all three levels of the court system and the functions of work groups within those courts is presented in this course. Additionally, stages of the criminal justice process, procedures within the criminal justice process, case and statutory laws, and due process are discussed. Prerequisite: Exit or exemption from Learning Support Reading.

(CRJU 2108 redesigned 2004)

Change in CRJU 2108 Introduction to Criminal Law 3-0-3

This course is a survey of the nature and definition of criminal acts, including a consideration of the elements of crimes against the person, crimes against property and crimes against society. Responsibility for criminal conduct is also considered. The Constitution's impact on criminal procedure and the impact of the Supreme Court are also included in this overview. This course provides a concise yet comprehensive introduction to the substantive criminal law.

CRJU 2230 Interpersonal Relations in Law Enforcement 3-0-3

This course offers an introduction to the methods of "community oriented policing" establishing a partnership between law enforcement agencies and communities. The goal is to prepare students to understand and appreciate cultural diversity and to be able to communicate effectively with residents of high crime areas, as well as with advocates of programs for improving law enforcement practices. Prerequisite: Exit or exemption from Learning Support, Reading and English.

CRJU 2240 Introduction to Juvenile Delinquency 3-0-3

This course examines (a) the nature, causes, development and consequences of juvenile delinquency; (b) the changing societal perceptions and reactions to juvenile delinquency and to juveniles who commit adult crimes; and (c) the adjudication, punishment and special needs of the juvenile offender. Prerequisite: Exit or exemption from Learning Support, Reading and English.

CRJU 2251 Practicum in Criminal Justice 3-0-3

A placement in one of the three primary divisions of the criminal justice system: law enforcement, corrections and the judicial system is provided each student. Prerequisite: CRJU 1102.

Teacher Education (Division of Social Sciences)

(course to be deleted-2006)

EDUC 1105 Foundations of Ed. in Amer Society 3-0-3

This course surveys the philosophical, historical, sociological, psychological, and political foundations of American education. Additionally, an up-to-date assessment of careers in the field of education is discussed. Ten hours of field experience are required. Prerequisite: Exit or exemption from Learning Support Reading English and Math.

EDUC 1117 Introduction to Child Development 3-0-3

This course provides an overview of human development which emphasizes the physical, motor, cognitive, and affective phases as well as the role of peer groups, motivation, and

socialization in the early days. The ramifications of various childrearing patterns are also examined. Observation in a preschool and/or elementary-school setting is required. Prerequisite: Exit or exemption from Learning Support Reading, English, Math; PSYC 1101.

(course to be deleted-2006)

EDUC 2101 Introduction to Education 3-0-3

This course examines the teaching profession through an overview of organizational, curricular, methodological, and multicultural issues in classroom teaching. Ten hours of field experience are required. Prerequisite: Exit or exemption from Learning Support Reading, English and Math.

(course to be deleted-2006)

EDUC 2105 Exceptional Children 3-0-3

This course focuses on the identification, characteristics and techniques of teaching exceptional children and youth in the regular classroom. Ten hours of field experience are required. Prerequisite: Exit or exemption from Learning Support Reading, English and Math; EDUC 1105 and EDUC 2101.

EDUC 2253 Curriculum & Programming for Children's Serv 3-0-3

This course studies the various children's services programs used in both academic and community settings. Students also study program design and development for traditional and nontraditional settings. Prerequisite: Exit or exemption from Learning Support Reading, English, Mathematics, EDUC 1105 and EDUC 2101.

Proposed change EDUC 2253 Curriculum & Programming for Pre-kindergarten thru 2nd Grade 3-0-3

This course studies early childhood children's services and programs used in both academic and community settings. Students also study program design and curriculum development in traditional and nontraditional settings. Prerequisite: Exit or exemption from Learning Support Reading, English, Mathematics, EDUC 1105 and EDUC 2105, EDUC 1117 and PSYCH 2103.

Proposed new course-2006

EDUC xxxx Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development and pedagogy. Ten hours of field experiences are required.

Proposed new course-2006

EDUC xxxx. Investigating Critical and Contemporary Issues in Education

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the

meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

HISTORY (Division of Social Sciences)

HIST 1111 World Civilization I 3-0-3

This course consists of a survey of World History to early modern times. Prerequisite: Exit or exemption from Learning Support Reading.

*Satisfies College Preparatory Curriculum [CPC] requirements in history when cross-referenced as HIST 0111; cannot be repeated for credit if taken to satisfy a CPC requirement.

HIST 1112 World Civilization II 3-0-3

This course consists of a survey of World History from early modern times to the present. Prerequisite: Exit or exemption from Learning Support Reading.

*Satisfies College Preparatory Curriculum [CPC] requirements in history when cross-referenced as HIST 0112; cannot be repeated for credit if taken to satisfy a CPC requirement.

HIST 2111 United States History I 3-0-3

This course presents a survey of United States History to the post-Civil War period and satisfies the State requirement for United States and Georgia History. (Students who have taken an American History course at private or out-of-state institutions must pass a Division-administered examination or must take U. S. History 2111 or 2112 in order to satisfy the Georgia history section of the course.) Prerequisite: Exit or exemption from Learning Support Reading.

HIST 2211 Honors United States History I 3-0-3

This Honors History course surveys United States History to the post-Civil War period. Emphasis is placed upon critical reading, advanced research papers and reports and upon student-led discussions. Prerequisite: Exit or exemption from Learning Support Reading, English and Mathematics.

HIST 2112 United States History II 3-0-3

This course presents a survey of United States History from the post-Civil War period to the present and satisfies the state requirement for United States and Georgia History. (Students who have taken an American History course at private or out-of-state institutions must pass a Division-administered examination or must take U. S. History 2111 or 2112 in order to satisfy the Georgia history section of the course.) Prerequisite: Exit or exemption from Learning Support Reading.

HIST 2113 Minorities in American History 3-0-3

This course surveys American history in relation to selected ethnic minority groups. Emphasis is placed on factors influencing the groups, their internal dynamics, and the interaction between the groups and other elements of society. Prerequisite: Exit or exemption from Learning Support Reading.

HIST 2232 African American History 3-0-3

This course surveys the history of African Americans in the United States from the period of colonization to the present. Prerequisite: Exit or exemption from Learning Support Reading.

New curriculum additions in history added in 2004 and 2005. Both approved by the College faculty and recommended to the Vice-President of Academic Affairs

Proposed Program HIST 2114: Georgia History 3-0-3

This course surveys the history of Georgia from the period of colonization to the present.

Proposed Program HIST 1114 African History 3-0-3

This class is a survey of the history of the African continent from prehistoric times to the present. It is designed to give the students an awareness of how the African past affects global history and to also put the continent of Africa in proper historical perspective in relation to the other continents.

HUMAN SERVICES (Division of Social Sciences)

(All Human Services courses will be deleted with program deletion-2007)

HUSR 1105 Introduction to Human Services 3-0-3

This introductory course provides an overview of the history of human services, their delivery, the role of the human services technician, and the types of human services agencies. Specific concepts, techniques and planning skills used in human services are also discussed. Prerequisites: Exit or exemption from Learning Support Reading and English.

HUSR 2211 Human Services Practice I 3-0-3

This course requires a supervised field placement in a human services agency or organization for 80 clock hours, in addition to a weekly classroom seminar. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics.

HUSR 2212 Human Services Practice II 3-0-3

This course requires a supervised field placement in a human services agency or organization, for 120 clock hours, plus

This course requires a supervised field placement in a human services agency or organization for 80 clock hours, in addition to a weekly classroom seminar. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics.

HUSR 2212 Human Services Practice II 3-0-3

PHYSICAL EDUCATION (Division of Social Sciences)

Original (Catalog copy 2001-2003) Program in Physical Education

PHED 1101 Wellness 3-0-3

This course presents a holistic approach to wellness with emphasis on nutrition, exercise, and coping with stress. No prerequisite.

PHED Activity Courses 0-2-2

These courses include skill development in the sport and an overview of the history of the sport. For students requiring restrictive activity, as recommended by a physician, appropriate modifications of the activity will be made. No prerequisite.

1110 Bowling

1111 Archery

1112 Badminton

1113 Basketball
1114 Tennis for Beginners
1115 Softball
1116 Volleyball
1117 Figure Control
1118 Touch Football
1119 Golf
1122 Bodybuilding
1123 Dance
1125 Fundamentals of Track
1129 Tennis II (Intermediate)

PHED Physical Fitness Courses 0-2-2

These courses examine the benefits of a healthy lifestyle and aerobic and anaerobic activities that promote physical and cardiovascular fitness. No prerequisite.

1126 Physical Fitness I
1127 Physical Fitness II
1128 Physical Fitness III

PHED 1133 Adaptive Physical Education 0-3-3

This course is designed for students requiring restrictive activity as recommended by a physician. Remedial exercises or corrective physical education is provided for students needing limited activity, special exercises or resting positions under supervision for specific conditions. No prerequisite.

PHED 2101 Introduction to Physical Education and Health 3-0-3

This course surveys the history, philosophy, objectives and scope of the field of physical education, and introduces career opportunities in physical education, health and recreation. No prerequisite.

PHED 2105 Concepts of Health and Safety 3-0-3

This course explores methods of maintaining good physical health, safety in everyday living, and current critical health issues. No prerequisite.

PHED 2205 Leadership in HPER 3-0-3

This course addresses management theories and philosophies as they apply to leadership positions in health, physical education, and recreation. Topics include control mechanisms, program development, and facility design. No prerequisite.

PHED 2230 Introduction to Community Recreation 3-0-3

This course is an orientation to the principles of leadership, organizing community resources and collecting data necessary for determining the community's recreational philosophies. No prerequisite.

PHED 2231 Principles of Recreation in Modern Society 3-0-3

This course presents the history, principles and techniques of recreational programs in contemporary society. No prerequisite.

PHED 2232 Personal and Community Health 3-0-3

This course examines the physical, mental, and social aspects of personal and community health problems. No prerequisite.

PHED 2240 First Aid 3-0-3

This course offers instruction in emergency first aid and CPR. Instruction is consistent with the American Red Cross requirements for certification. No prerequisite.

PHED 2241 Sports Officiating 3-0-3

This course presents rules, practices and skills for officiating in individual and team sports. No prerequisite.

PHED 2242 Introduction to Body Mechanics 3-0-3

This course provides the student with principles of fitness, including exercise, nutrition, diet, self-analysis, relaxation, posture movement, and sport activity analysis. No prerequisite.

PHED 2243 Seminar on Recreation 3-0-3

This course is a study of recreation programs for children, adolescents, the disabled, and senior citizens. No prerequisite.

PHED 2252 Recreational Internship 0-3-3

In this course students obtain practical training and experience through placement in recreational facilities and programs. No prerequisite.

PHED 2253 Low-Organized Games 3-0-3

This course provides instruction and practice in the basic skills, techniques, and materials used in lead-up activities for elementary grades. No prerequisite.

The following proposed changes, deletions and additions were made to the Health and Physical Education Curriuclum including a proposed name change for the program. These were approved by the College faculty and forwarded to the Vice-President for Academic Affairs during the spring semester 2005.

Exercise Science, Recreation and Sports Studies (ERSS) (Division of Social Sciences)

ERSS Lifetime Physical Activities Courses 0-2-2

These courses includes activities skill development courses for a lifetime of physical activity. The lifetime activities courses are offered in five areas including: Individual and Dual Sports, Aerobic/Fitness, Marital Arts, Relaxation and Mediation, and Recreational Activities. For students requiring restrictive activity, as recommended by a physician, appropriate modifications of the activity will be made. No prerequisite.

Individual/Dual Sports

1110 Bowling I

1111 Badminton

1112 Beginning Tennis

1113 IntermediateTennis

1114 Beginning Golf

1115 Intermediate Golf

1116 Fencing

Aerobics/Fitness

- 1117 Fitness Walking
- 1118 Beginning Aerobics
- 1119 Step Aerobics
- 1120 Weight Training I
- 1121 Weight Training II
- 1122 Body Sculpture

Marital Arts

- 1123 Tae Kwondo Self Defense
- 1124 Karate

Relaxation/ Mediation

- 1126 Yoga
- 1127 Tai Chi

Recreational Activities

- 1128 Recreational Games
- 1129 Volleyball

ERSS Program of Study courses

ERSS 2101 Introduction to Exercise Science, Recreation and Sport Studies 3-0-3

This course surveys the history, philosophy, objectives and scope of the field of physical education, and introduces career opportunities in physical education, health and recreation. No prerequisite.

PHED 2102 Wellness 3-0-3

This course presents a holistic approach to wellness with emphasis on a healthy and balanced lifestyle including topics such as nutrition, exercise, and stress management. No prerequisite.

PHED 2105 Concepts of Health and Safety 3-0-3

This course explores methods of maintaining good physical health, safety in everyday living, and current critical health issues. No prerequisite.

ERSS 2205 Leadership in ERSS 3-0-3

This course addresses management theories and philosophies as they apply to leadership positions in health, physical education, and recreation. Topics include control mechanisms, program development, and facility design. Prerequisite ERSS 2205.

ERSS 2230 Introduction to Recreation and Leisure Studies I 3-0-3

This course is an orientation to the principles of leadership, organizing community resources and collecting data necessary for determining the community's recreational philosophies. No prerequisite.

ERSS 2231 Principles of Recreation and Leisure Studies II 3-0-3

This course presents the history, principles and techniques of recreational programs in contemporary society. Prerequisite ERSS 2230.

ERSS 2232 Introduction to Community Health 3-0-3

This course examines the physical, mental, and social aspects of personal and community health problems. No prerequisite.

PHED 2240 First Aid 3-0-3

This course offers instruction in emergency first aid, human anatomy and CPR. Instruction is consistent with the National Safety Council requirements for requirements for certification. No prerequisite.

ERSS 2241 Introduction to Sports Management 3-0-3

This course presents the business practices and reviews the history that professional sports has played and continues to occupy in modern American and World economics, government, politics, and business practices from locker room to boardroom. No prerequisite.

ERSS 2242 Introduction to Motor Development 3-0-3

This course provides the student with principles of fitness, including exercise, nutrition, diet, relaxation, posture movement, and basic biomechanics of sport activity analysis. No prerequisite.

ERSS 2243 Seminar on Recreational Leadership 3-0-3

This course is a study of current issues, practices and trends in recreation programs for children, adolescents, the disabled, and senior citizens. Prerequisite ERSS 2205.

ERSS 2252 Recreational Leadership Internship 0-3-3

In this course students obtain practical training and experience through placement in recreational facilities and programs. Prerequisite ERSS 2231.

ERSS 2253 Elementary Methods in Physical Education 3-0-3

This course provides instruction and practice in the basic skills, techniques, and materials. Prerequisite ERSS 2101.

ERSS 2256 Adaptive Physical Education 0-3-3

This course is designed to teach physical therapy, exercise science and teacher education program of study majors how to modify and adapt physical activity courses for students having restricted activity as recommended by a physician. Remedial exercises or corrective physical education is provided for students needing limited activity, special exercises. Prerequisite ERSS 2242.

POLITICAL SCIENCE (Division of Social Sciences)

POLS 1101 American Government 3-0-3

This course is a study of the American system of government with emphasis on the structure, functions, institutions, and processes for participation in the American political system; Attention is also focused to Georgia government. This course satisfies the State requirement for study of the United States and Georgia Constitutions. Prerequisite: Exit or exemption from Learning Support Reading.

POLS 1201 Honors American Government 3-0-3

This course is a study of the American system of government focusing on the structure, institutions, functions and processes for participation in the American political system. Attention is also focused on Georgia government. Emphasis is placed upon critical reading, advanced research papers and reports and upon student-led discussions. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics.

POLS 2101 Introduction to Political Science 3-0-3

This course requires a supervised field placement in a human services agency or organization, for 120 clock hours, plus a weekly classroom seminar. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics

POLS 2103 Introduction to American Public Policy 3-0-3

This course examines the policy-making process in the United States and the politics of policy-making. Prerequisites: Exit or exemption from Learning Support Reading and English.

POLS 2301 Introduction to Comparative Politics 3-0-3

This course presents a comparative analysis of the political systems of Western and non-Western countries. Emphasis is placed on the institutions, structures, and functions of diverse governments. Prerequisites: Exit or exemption from Learning Support Reading and English.

POLS 2401 Global Issues 3-0-3

This course introduces the concepts, evolution, processes, and consequences of transnational politics. Prerequisites: Exit or exemption from Learning Support Reading and English.

POLS 2601 Introduction to Public Administration 3-0-3

This course is an introduction to the study of the public bureaucracy and the roles of bureaucrats in the policy development and implementation process. Prerequisites: Exit or exemption from Learning Support Reading, and English.

PSYCHOLOGY (Division of Social Sciences)

PSYC 1101 Introduction to General Psychology 3-0-3

This course provides a broad survey of the major topics in psychology, including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormality. Prerequisites: Exit or exemption from Learning Support Reading.

PSYC 2201 Honors Introduction to General Psychology 3-0-3

This Honors course offers an intense examination of major historical and contemporary theories in psychology. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics.

PSYC 2101 Intro to the Psychology of Adjustment 3-0-3

This course consists of an introductory examination of the applied psychological theory and research concerning mental health and well-being. Prerequisites: Exit or exemption from Learning Support Reading.

PSYC 2103 Human Growth and Development 3-0-3

This course is an introductory, non-laboratory-based examination of human development across the life span with emphasis on normal patterns of physical, cognitive, and social development. Prerequisites: Exit or exemption from Learning Support Reading.

PSYC 2211 Introduction to Abnormal Psychology 3-0-3

This course emphasizes behavioral and mental disorders: their distribution, sources, symptoms, life history, and treatment. Prerequisites: Exit or exemption from Learning Support Reading.

PSYC 2212 African American Psychology 3-0-3

This course examines: (a) issues related to African American personality development and well-being; and (b) social, psychological, political, and historical causes and consequences of racism, prejudice, bigotry, discrimination, and ethnocentrism. Prerequisites: Exit or exemption from Learning Support Reading, and PSYC 1101.

Proposed changes Add Prerequisites PSYC 1101 to all psychology courses except PSYC 1101 and PSYC 2201

SOCIOLOGY (Division of Social Sciences)

SOCI 1101 Introduction to Sociology 3-0-3

This course is a survey of the discipline of sociology. Topics include sociological theory, methods, and selected substantive issues. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 1201 Honors Introduction to Sociology 3-0-3

This course provides an intense survey of the discipline of sociology. Topics include sociological theory, methods, and selected substantive issues. Emphasis is placed upon critical reading, advanced research papers and reports and upon student-led discussions. Prerequisites: Exit or exemption from Learning Support Reading, English and Mathematics.

SOCI 1206 Introduction to Gerontology 3-0-3

This course is an introduction to the sociological study of aging in our society. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2201 Introduction to Urban Studies 3-0-3

This course offers an introduction to the study of (a) the process of urbanization and its consequences on people and society as seen by comparing lifestyles along the rural-urban continuum; (b) the relationship of the emergence of the city to events of historical, social, and political economic significance; and (c) the nature and solution of urban problems. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2216 Introduction to Urban Services 3-0-3

This course provides an overview of human and urban services, their role and delivery, and the types of agencies and their functions. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2217 Problems In Urban Life 3-0-3

This course is a study of selected topics and conditions in the urban environment with emphasis upon an analysis of contemporary problems in urban societies and possible solutions. Prerequisites: Exit or exemption from Learning Support Reading and English; and SOCI 2201.

SOCI 2250 Society, Culture and Personality Stress 3-0-3

This course provides an introduction to social institutions as expressions of cultures, to patterns and quality of social relationships evolved through institutions, and to their influences on personality status. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2283 Introduction to Human Sexuality 3-0-3

This course introduces psychological, social, and cultural dimensions of human sexuality through study of religious philosophies and the theories and findings of both natural science (biology) and the social and behavioral sciences (anthropology, sociology, and psychology). Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2293 Introduction to Marriage and the Family 3-0-3

This course offers an introduction to the structure, processes, problems, and adjustments of contemporary marriage and family life. Prerequisites: Exit or exemption from Learning Support Reading and English.

Recommended course changes in Sociology

SOCI 2216 Introduction to Urban Services 3-0-3

This course provides an overview of human and urban services, their role and delivery, and the types of agencies and their functions. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCI 2217 Problems in Urban Life 3-0-3

This course is a study of selected topics and conditions in the urban environment with emphasis upon an analysis of contemporary problems in urban societies and possible solutions. Prerequisites: Exit or exemption from Learning Support Reading and English; and SOCI 2201.

SOCI 2250 Society, Culture and Personality Stress 3-0-3

This course provides an introduction to social institutions as expressions of cultures, to patterns and quality of social relationships evolved through institutions, and to their influences on personality status. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOCIAL SCIENCE (Division of Social Sciences)

SOSC 1101 Introduction to the Social Sciences 3-0-3

This course is an introduction to the disciplines of the social sciences with emphasis on the distinctiveness and interconnections of the disciplines. Prerequisite: Exit or exemption from Learning Support Reading.

SOSC 2101 Introduction to African American Studies 3-0-3

This course provides an interdisciplinary analysis of the forces, which shaped the historical and contemporary experiences of African Americans, as well as the development and functioning of selected African American social institutions. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOSC 2125 Intro to Social Science Research Methods 3-0-3

This course provides a conceptual and practical introduction to social science research methods. Prerequisites: Exit or exemption from Learning Support Reading, English, and Mathematics.

SOSC 2225 Statistics for the Social Sciences 3-0-3

This course examines descriptive and inferential methods of statistical analysis with emphasis on the application and interpretation of statistics in social science disciplines. Prerequisite: MATH 1111.

SOSC 2245 Introduction to Women's Studies 3-0-3

This course examines the current status of theory and research on women's psychology, sociology, educational and economic experiences and behaviors. Emphasis is placed on class, racial, and ethnic variations in experience. Coverage includes historical perspectives, and issues of choice as they relate to stereotypes, status, psychological adjustment, and diversity in women. Gender differences and the theories advanced to understand such differences are evaluated critically. Prerequisites: Exit or exemption from Learning support Reading, English and Math, PSYC 1101 Introduction to General Psychology and/or SOCI 1101 Introduction to Sociology.

SOCIAL WORK (Division of Social Sciences)

SOWK 2000 Introduction to Social Work 3-0-3

This course surveys the history and philosophy of social work and social services, as well as the methodology and techniques in case work, group work, and community organizations. Emphasis is placed on the various types of social workers, their duties and responsibilities. Prerequisites: Exit or exemption from Learning Support Reading and English.

SOWK 2100 Introduction to Social Welfare 3-0-3

This course provides an overview of the public welfare field: its origins, historical development, functions, and contemporary concerns. Emphasis is on the practice of social work in public and private welfare agencies. Prerequisites: Exit or exemption from Learning Support Reading and English.

(To be deleted)

SOWK 2200 Human Behavior in the Social Environment 3-0-3

This course represents a foundation for developing social work techniques and practices with individuals, families and groups. Students will examine human behavioral theory and social institutional applications in current social welfare practices. The intent is to develop an initial working repertoire of social work skills used in various direct family and individual, clinical, and community practice applications. Prerequisites: Exit or exemption from Learning Support Reading and English and PSYC 1101 Introduction to General Psychology and/or SOCI 1101 Introduction to Sociology and SOWK 2000 Introduction to Social Work.

Sociology
Current program Area F-Requirements -3 credit hours

Sociology 1101 Introduction to Sociology
Or
Sociology 1201 Honors Introduction to Sociology

Recommended new course requirements in Area F- 6 credit hours
Sociology 1101 Introduction to Sociology
Or
Sociology 1201 Honors Introduction to Sociology
Social Science 2125 Introduction to Social Science Research Methods

Add to Area F Electives
Social Science 2225 Statistics for Social Sciences
Social Science 2245 Women's Studies
Social Science 2101 African American Studies

Course Deletions from Area F Electives

History 1112 World Civilization
Math 1114 Elementary Statistics

Social Work

Current program Area F requirements in Social Work-6 credit hours
Social Work 2000 Introduction to Social Work
Social Work 2100 Introduction to Social Welfare

Recommended new Area F requirements in Social Work-15 credit hours
Social Work 2000 Introduction to Social Work
Social Work 2100 Introduction to Social Welfare
Sociology 2293 Introduction into Marriage and Family
Psychology 2103 Introduction to Human Development
Social Science 2125 Introduction to Social Science Research Methods

Electives in Social Work 3 credit hours
Social Work 2200 Human Behavior in the Social Environment

Current Program Area F Psychology
Required -3 credit hours
Psychology 1101 Introduction to Psychology
Or
Psychology 2201 Honors Introduction to Psychology

Recommended course changes in Psychology
Required-6 credit hours
Psychology 1101 Introduction to Psychology
Or
Psychology 2201 Honors Introduction to Psychology
Social Science 2225 Statistics for Social Sciences

Electives in Area F add -3 credit hours
 Social Science 2245 Women's Studies

Teacher Education
 Current Program Area F requirements
 Education-9 credit hours
 Education 1105 Foundations of Education
 Education 2105 Exceptional Children
 Psychology 2103 Introduction to Human Development

Add to Area F requirements in Education
 Issues and Topics in Education
 Learner Characteristics
 Cultural and Student Diversity

New Program additions and Major Program Changes

Reinstatement of anthropology

ANTHROPOLOGY

For advisement, see the Division of Social Sciences.

Transfer Program

Program Requirements and Electives			Hours
Area A:	Essential Skills		9
English Requirement(s):			
ENGL	1101	English Composition I AND	3
ENGL	1102	English Composition II	3
Mathematics Requirement(s):			
MATH	1111	College Algebra	3
Area B:	All Metro Institutional Requirement (AMIR)		4
Area C:	Humanities and Fine Arts		6
Area D:	Science, Mathematics, and Technology		11
	OPTION I:	FOR NON-SCIENCE MAJORS	
Area E:	Social Sciences		12
Government Requirement:			
POLS	1101	American Government	3
History Requirement – Choice of 3 hours from these history courses:			
HIST	2111	United States History I	3
HIST	2112	United States History II	3
	(Electives: Choice of 2 on pp. 68-89)		6
Area F:	Courses Related to Program of Study		15
Prefix	No.	Title	Hours
Required:			6
ANTH	1102	Introduction to Anthropology	3
ANTH	2105	Prehistoric peoples and Culture	3

Electives – Choice of 15 hours from the following courses:			12
ARHS	2201	Art History Survey I	3
ANTH	2204	Language and Culture	3
HUMA	1102	African American Culture	3
HUMA	2000	Exploring Global Cultures	3
SOSC	2225	Statistics for Social Science	3
HIST	1111	World Civilization I	3
HIST	1112	World Civilization II	3
MATH	1114	Elementary Statistics	3
POLS	2301	Comparative Government	3
Courses Outside the Core:			
ORNT	1100	Seminar in Personal and Academic Dev	1
PHED		P.E. Activity or Fitness Course	2
PHED		P.E. Lecture Course	3
<i>Choice of one of the following courses:</i>			
PHED	1101	Wellness	3
PHED	2105	Concepts of Health and Safety	3
PHED	2240	First Aid	3
Total			66

New program option in Criminal Justice in Homeland Security

Divisional Faculty offered leadership by the criminal justice faculty are developing a new program option in Homeland Security

Three New Program options in Sociology

The sociology faculty are in the planning and development stages of adding three options to the Associates of Sciences in Sociology Degree. The three options may include:

Option one: A Forensic Option with Criminal Justice

Option two: A Family Studies Option with psychology

Option three: An Urban Studies Option with an emphasis on cultural diversity

Program revision in Teacher Education

By January 2007 Teacher Education will have three new required courses (9 hours):

Cultural and Learner Diversity

Current issues in Teacher Education

Research on Learner Characteristics

The new electives will represent 9 hours of teaching content courses

Degree option in Physical Education

Addition of degree options in sports studies

Student Survey Program Data and Implications

A survey of second year students (sophomores) was administered on two separate occasions. The first administration was during the summer and fall semester 2003. A second survey administration was obtained fall semester 2005. The data from these two survey administrations is reported as 2003 and 2005 student data.

A copy of the Student Survey Instrument is provided below.

Dear Student:

Please complete this brief survey instrument. We value your opinion and wish to use these data to make program decisions. Thank you. Division of Social Science's Faculty

About you:

Program of study (Major): _____ Date of Graduation: _____

Your age at entry into AMC _____ Your age at exit from AMC _____ Gender M/F (circle one)

Student status: Full-time _____ Part-time _____ Transfer/Transit _____ Other _____ (please check)

Are you currently employed yes/no Are you the head of household yes/no (please circle)

Number of persons dependent upon you in your home _____ (please write in the number)

Are you the first person in your family to enter higher education? yes/no (circle one)

Your future:

Did/will you enroll in a bachelor's degree program following graduation from AMC?

Immediately _____ In the future _____ Possibly _____ Never _____ (Check the most applicable one)

Did/will your employment status improve following graduation from AMC?

Immediately _____ In the future _____ Possibly _____ Never _____ (Check the most applicable one)

About your opinion: (Please check the most appropriate response to each question)

1. I was well prepared by AMC for my current academic program, position, or assignment.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

2. My major offered me a well-designed and coherent program of study.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

3. The courses in my major were taught by knowledgeable and well-informed faculty.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

4. The faculty were caring and available to me for advisement and assistance.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

5. Classes were offered at useful times.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

6. The following course provided new and meaningful information.

American Government (POLS 1101)

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

United States History I (HIST 2111) or History II (HIST 2112)

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

7. Which two electives in Area E (Social Sciences) did you take?

1. _____ and 2. _____

8. I had a meaningful educational experience in the two electives listed above (#7).

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

9. Social Science classes were taught by caring professors who were considerate to me.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

10. I would recommend changes in Social Sciences programs or classes at AMC.

Strongly agree _____ *Agree* _____ *Undecided* _____ *Disagree* _____ *Strongly Disagree* _____

(Please use the back of this survey to write in the changes you would recommend).

Findings from the Student Survey

One hundred and two students (N=102) responded to this survey across most classes taught in the Division of Social Sciences during the summer and fall 2003. One hundred and forty-four (N=144) students responded to the same survey in the summer and fall of 2005. There was variance in the number of student responses to each question therefore the number of respondents per question will be reported for that particular question. The data is reported as raw frequency scores and in many cases also percentages for each question will be reported for the two sampling periods.

Students reporting by area (Area F) of study.

2003 Student Survey (N=102)

Teacher Education = 36

Criminal Justice = 33

Psychology = 11

Sociology = 8

Physical Education = 4

Social Work = 3

Recreation = 2

History = 3

Political Science = 1

Undecided = 1

2005 Student Survey (N=144)

Teacher Education = 41

Criminal Justice = 37

Psychology = 24

Sociology = 6

Physical Education = 2

Social Work = 20

Recreation = 3

Political Science = 3

History=2

Undecided = 6

2003 Student Survey (N=102)

Date (year) of graduation

2003=17

2004=56

2005=16

2006=4

Beyond 2007=9

2005 Student Survey (n=122)

2005=24

2006=56

2007=29

2008=6

2008 beyond=7

2003 Student Survey (N=102)

Age Range at entry =17 to 48

Mode= 19.8

Mean=21.7

2005 Student Survey (n=129)

Age Range at entry=17 to 41+

Mode=20.2

Mean=23.9

2003 Student Survey (N=102)

Age Range at exit=20 to 56

Mode=22.3

Mean=23.6

2005 Student Survey (n=120)

Age Range at exit=21to47

Mode=23.7

Mean=23.8

Gender of respondents

2003 Student Survey (n=101)

Males=17 (17%)

Females=84 (84%)

2005 Student Survey (n=109)

Males= 45 (41.3%)

Females= 64 (58.7%)

Student employment status: Full-time 63 (63%)

2003 Student Survey Part-time 26 (26%)

(n=100) Transit 8 (8%)

Other 3 (3%)

Student employment status: Full-time 97 (73%)

2005 Student Survey Part-time 24 (18%)

(n=133) Transit 11 (8%)

Other 1

Head of household

2003 Student Survey(n=101)

Yes=54 (53.4%)

No=47 (46.5%)

Head of household

2005 Student Survey(n=127)

Yes=57 (44.8%)

No=70 (55.1%)

Number of persons dependent upon you in your home

2003 Student Survey (n=101)

0=41

1-2=47

3-5=10

6+=2

Number of persons dependent upon you in your home

2005 Student Survey(n=109)

0=71

1-2=30

3-5=7

6+= 1

Are you the first person in your family to enter higher education?

2003 Student Survey (n=102)

Yes= 31 (30.4%)

No=71 (69.6%)

Are you the first person in your family to enter higher education?

2005 Student Survey (n=134)

Yes= 43 (32%)

No= 91 (67.9%)

Did/will you enroll in a bachelor's degree program following graduation from AMC?

2003 Student Survey (n=102)

Immediately = 74 (73.7%)

In the future = 16 (15.8%)

Possibly =11 (11%)

Never=1 (1.0%)

Did/will you enroll in a bachelor's degree program following graduation from AMC?

2005 Student Survey (n=134)

Immediately = 98 (73.1%)

In the future = 18 (13.4%)

Possibly =15 (11.1%)

Never=3 (1.0%)

Did/will your employment status improve following graduation from AMC?

2003 Student Survey (n=97)

Immediately=36 (37%)

In the future=31 (32%)

Possibly=26 (27%)

Never = 4 (4%)

Did/will your employment status improve following graduation from AMC?

2005 Student Survey (n=124)

Immediately=35 (28%)

In the future=59 (47%)

Possibly=26 (21%)

Never = 4 (3.2%)

Survey Results

1. I was well prepared by AMC for my current academic program, position, or assignment.

2003 Student Data (n=99)	2005 Student Data (n=83)
<i>Strongly agree</i> =19 (19.2%)	15= (18%)
<i>Agree</i> =48(48.5%)	50 = (60.2%)
<i>Undecided</i> =21(21.2%)	14=(16.8%)
<i>Disagree</i> =7 (7.07%)	4= (4.8%)
<i>Strongly Disagree</i> =4 (4.04%))	0=(0%)

2. My major offered me a well-designed and coherent program of study.

2003 Student Data (n=99)	2005 Student Data (n=84)
<i>Strongly agree</i> = 46 (46.5%)	23=(27.3%)
<i>Agree</i> =41(41.4%)	43=(51.1%)
<i>Undecided</i> =9 (9.09%)	15=(17.8%)
<i>Disagree</i> =2 (2.02%)	3=(3.5%)
<i>Strongly Disagree</i> =1(1.0%)	0=(0%)

3. The courses in my major were taught by knowledgeable and well-informed faculty.

2003 Student Data (n=99)	2005 Student Data(n=90)
<i>Strongly agree</i> =46 (49.5%)	34=(37.8%)
<i>Agree</i> =39 (39.4%)	44=(48.9))
<i>Undecided</i> =11 (11.1%)	5=(5.5%)
<i>Disagree</i> =2 (2.02%	7=(7.8%)
<i>Strongly Disagree</i> =1(1.01%)	

4. The faculty were caring and available to me for advisement and assistance.

2003 Student Data (n=99)	2005 Student Data (n=84)
<i>Strongly agree</i> = 46 (46.5%)	23=(27.4%)
<i>Agree</i> =41(41.4%)	43=(51.2%)
<i>Undecided</i> =9 (9.1%)	15=(17.8%)
<i>Disagree</i> =2 (2.0%)	3=(3.6%)
<i>Strongly Disagree</i> =1(1.0%)	

5. Classes were offered at useful times.

2003 Student Data (n=101)	2005 Student Data(n=84)
<i>Strongly agree</i> =23(22.8%)	10(11.9%)
<i>Agree</i> =34 (33.6%)	41(48.8%)
<i>Undecided</i> =13 (12.9%)	21(25.0%)
<i>Disagree</i> =18 (17.8%)	11(13.1%)
<i>Strongly Disagree</i> =13 (12.9%)	1(1.2%)

6. The following course provided new and meaningful information.

2003 Student Data(n=96)	Student Data(n=85)
American Government (POLS 1101)	31(36.5%)
<i>Strongly agree</i> =36 (37.5%)	27(31.8%)
<i>Agree</i> =39(40.6%)	17(20%)

Undecided=14 (14.6%)
Disagree=6 (6.3%)
Strongly Disagree=1(1.04%)

10(11.7%)

United States History I (HIST 2111) or History II (HIST 2112)
2003 Student Data(n=97) Student Data(n=81)
Strongly agree=30(30.9%) 16(19.7%)
Agree=41 (42.3%) 42(51.9%)
Undecided=16 (16.5%) 17(21.0%)
Disagree=9(9.3%) 5(6.2%)
Strongly Disagree=1(1.3%) 1(1.2%)

7. Which two electives in Area E (Social Sciences) did you take?

8. I had a meaningful educational experience in the two electives listed above (#7).

2003 Student Data(n=98)	2005 Student Data(n=78)
Strongly agree=38(38.8%)	14(17.9%)
Agree=43(43.9%)	37(47.4%)
Undecided=11(11.22%)	14(17.9%)
Disagree=4 (4.1%)	4(5.1%)
Strongly Disagree=2(2.01%)	9(11.5%)

9. Social Science classes were taught by caring professors who were considerate to me.

2003 Student Data(n=79)	2005 Student Data(n=66)
Strongly agree=42 (43.8%)	19(28.8%)
Agree=21(39.6%)	31(47.0%)
Undecided=14 (14.6%)	16(24.2%)
Disagree=2 (2.08%)	
Strongly Disagree=0	

10. I would recommend changes in Social Sciences programs or classes at AMC.

2003 Student Data(n=98)	2005 Student Data(n=73)
Strongly agree=11(11.2%)	11(15.1%)
Agree=21(21.4%)	8(11.0%)
Undecided=34 (34.7%)	36(49.3%)
Disagree=23(23.5%)	13(17.8%)
Strongly Disagree=9(9.2%)	5(6.8%)

Students were encouraged to use the back of the survey form to write in changes they would recommend.

Students wrote the following comments:

Professors need to update textbooks more frequently.

Classes need to be offered more often in a greater range of times.

More classes offered using a wider range of times.

More evening classes in Criminal Justice.

Need more advanced classes in major.

More Social Science electives at a higher level

Need Social Science Statistics classes offered more often.

Class time availability is too limited.

Faculty availability is too limited.
 Additional classes scheduled after 7:30 PM and weekends.
 More classes made available to every student.
 Better access to advisors. Advisors need to be available to students.
 More free discussion in classes.
 More one on one time with advisors.
 More time allotment for free discussion in classes.
 My assigned advisor is never available.
 History teacher goes to fast for me.
 Advisement is disorganized.
 Need more evening and weekend classes

Recommended changes in Social Sciences Curriculum and Programs

Most students (34.7%) reported that in 2003 that they are undecided about recommending program or course changes in Social Sciences curriculum at Atlanta Metropolitan College. In 2005 the student survey reported that 49.3% were undecided about recommending changes. Thirty-three (32.6%) agree or strongly agree that changes in program or classes should be made in 2003. Most of that group are concerned with the times and frequency with which classes are offered. In 2003 thirty two (32.4%) percent of the students disagree or strongly disagree that programs or classes should be changed. The trend in the 2003 survey findings were consistent with those reported in 2005. Nineteen students (25.9%) of the 2005 students reported that they agree/strongly agree that the program was well designed, while 18 (24.5 %) disagree/or strongly disagreed. In both 2003 and 2005 the student population surveyed falls roughly into three groups representing one-third of the total group each. One-third of the respondents believe the programs and courses are on track, one-third believe there should be changes mostly around the time classes are offered, while one-third are undecided or have no opinion.

2003 Student Data(n=98)	2005 Student Data(n=73)
<i>Strongly agree</i> =11(11.2%)	11(15%)
<i>Agree</i> =21(21.4%)	8(10.9%)
<i>Undecided</i> =34 (34.7%)	36(49.3%)
<i>Disagree</i> =23(23.2%)	13(17.7%)
<i>Strongly Disagree</i> =9(9.18%)	5(6.8%)

In terms of support for their area f, program of study, eighty-eight (87.9%) percent of the 2003 students reported that their programs of study were well-designed and represented a coherent program of study. In 2005, seventy-eight (78.4%) percent of the students surveyed reported that the programs in the Division were well designed and represented a coherent program of student. Nine ((9%) in 2003 were undecided, and 15 (17.8%) were undecided in 2005 about recommending changes to their programs of study. In both samples about 3% of the students sampled would like to see changes made to the program. However, these programs were unspecified in all circumstances and were voice as a general displeasure or disappointment.

2003 Student Data (n=99)	2005 Student Data (n=84)
<i>Strongly agree</i> = 46 (46.5%)	23=(27.3%)
<i>Agree</i> =41(41.4%)	43=(51.1%)

Undecided=9 (9.09%)
Disagree=2 (2.02%)
Strongly Disagree=1(1.0%)

15=(17.8%)
3=(3.5%)

Students were encouraged to use the back of the survey form to write in changes they would recommend.

The students wrote the following comments. Most of the negative comments reflect on the time that the courses are offered. Program changes were directed at offering more classes in the programs of study (area F), i.e. social science statistics, and generally additional classes and higher level offerings their area f program of study. There is very consistent agreement that as a Division we cater to the entry freshman and deny the second year student additional study. If there was agreement about any single factor affecting student-professor interaction it was that more time is needed for advisement and advisor availability needed to be increased. In 2003 students found the professors helpful and eighty-seven students (70.7%) report that the faculty are caring and available to them for advisement and assistance. Fifteen (15.1%) percent disagreed or strongly disagreed with their colleagues and felt the faculty were unavailable to them. In 2005, seventy-eight point four (78.4%) percent agree/strongly agree that faculty were providing timely advisement assistance to them. Two things may explain the differences between 2003 and 2005 findings. In 2003 the Division of Social Sciences had two more resident faculty than it currently has and it also had a 1/5 reassigned time from a senior resident faculty in an advisement role.

2003 Student Data (n=99)
Strongly agree= 46 (46.5%)
Agree=41(41.4%)
Undecided=9 (9.09%)
Disagree=2 (2.02%)
Strongly Disagree=1(1.0%)

2005 Student Data (n=84)
23=(27.3%)
43=(51.1%)
15=(17.8%)
3=(3.5%)

On the issue of the times classes are offered, in 2003 fifty-seven (57.1%) percent thought that classes were offered at useful times. Thirty-one (31.3%) percent disagree or strongly disagree with when classes are taught. The written comments about times classes were offered may have been made by about 1/3 of the students surveyed who do have issues getting into classes and do wish for classes to be taught at different times. In 2005 63.3% thought the classes were offered at useful times. In 2005 only 14.4% of the students disagreed with when courses were offered. It would appear that the increase in weekend college offerings may have much to do with this positive change in student opinion about the availability of classes at good times as we examine and compare the 2003 data with that obtained in 2005. Hence, student's response suggests a sensitivity to the fact that while the use of additional adjuncts and the loss of resident faculty may produce an advisement presence that the number of classes and number of sections have increased, especially in the evening and on weekends as requested by students in 2003 in response to the survey data.

2003 Student Data (n=101)
Strongly agree=23(22.8%)
Agree=34 (33.7%)
Undecided=13 (12.9%)

2005 Student Data(n=84)
10(12%)
41(49.3%)
21(25.3%)

Disagree=18 (17.8%)

11(13.2%)

Strongly Disagree=13 (12.9%)

1(1.2%)

Number of Students in each Area F Program of Study

According to the current advisement data obtained from the Student Advisement Office there are three hundred and thirty-five students (335 students) being advised in Social Sciences (Fall 2003). A breakdown of students within the ten (10) Associates of Science F program of studies are as follows.

Associates of Science (Transfer) Degree Programs

March 2003	July 2005	February, 2006
1. Teacher Education -118 students	108 students	143 students
2. Criminal Justice - 56 students	38 students	73 students
3. Psychology - 47 students	37 students	77 students
4. Social Work - 21 students	34 students	63 students
5. Political Science - 16 students	14 students	21 students
6. Health/Physical Education - 15 students	16 students	21 students
7. Sociology -13 students	12 students	13 students
8. Recreation - 4 students	2 students	4 students
9. History - 2 students	5 students	5 students
10. African American Studies(new program)		1 student

Applied Associates of Science (Career) Programs

March 2003		
Childhood Development-37 students	34 students	28 students
Human Services-4 students	4 students	3 students
Early Childhood/Teacher Assist-1 student	2 students	1 student
Criminal Justice-Option II		11 students

Urban Life-1 student

Recreational Leadership – 1 student

The Bottom Line: Viable Programs and a Strong Faculty

Was the academic program including Area E and Area F offered by Social Sciences and all of Atlanta Metropolitan College effective in the student's opinion? Sixty-eight (67.7%) percent of the students who responded to the student survey in 2003 reported that they were well prepared for their current academic program, position, or assignment. Only eleven (11.1%) percent of those reporting in 2003 disagree or strongly disagreed with that observation while twenty-one percent were undecided. In contrast the data obtained in 2005 demonstrates a 78.2% positive agreement which is a 10.5% increase.

What may be occurring is that resident and adjunct faculty alike are elevating their expectancies for student performance. In the words of a senior resident faculty, "it is up to the students to meet my standards and it would be incorrect if I were to lower them". Three of our outstanding adjunct appointments on three different occasions in the past month have also made similar observations. In the words of one, "you may get some

complaints but I am continuing raising the bar”. It would appear that students divide themselves on the basis of what they want from their educations and how willing they are to discipline themselves to hard work. That group of students who want to be competitive on any campus they may elect to attend demand that their courses meet the standards of the Ivy League or Big Ten. Those who are here for other reasons resent the requirement that result in work and discipline.

2003 Student Data (n=99)	2005 Student Data (n=83)
<i>Strongly agree</i> =19 (19.2%)	15= (18.1%)
<i>Agree</i> =48(48.5%)	50 = (60.2%)
<i>Undecided</i> =21(21.2%)	14=(16.8%)
<i>Disagree</i> =7 (7.07%)	4= (4.8%)
<i>Strongly Disagree</i> =4 (4.04%)	0=(0%)

The students were in strong support of the faculty who deliver what is currently being offered at Atlanta Metropolitan College in Area E and Area F Social Studies programs. Eighty-nine (88.9%) percent of the respondents to the 2003 student survey reported that those courses taken in their major were taught by knowledgeable and well-informed faculty. Only three students were in disagreement with this finding. Similarly, 86.5% of the students reporting in 2005 agreed that the faculty were academically strong. There was a decrease in the number of undecided and a doubling of the percentage between 2003 and 2005 student survey data who felt strongly but negatively about the teaching they received. These data suggest greater polarity in student opinion over the two year time span.

2003 Student Data (n=99)	2005 Student Data (n=90)
<i>Strongly agree</i> =46 (49.5%)	34=(37.7%)
<i>Agree</i> =39 (39.4%)	44=(48.8%)
<i>Undecided</i> =11 (11.1%)	5=(5.5%)
<i>Disagree</i> =2 (2.02%)	7=(7.8%)
<i>Strongly Disagree</i> =1(1.01%)	0=(0%)