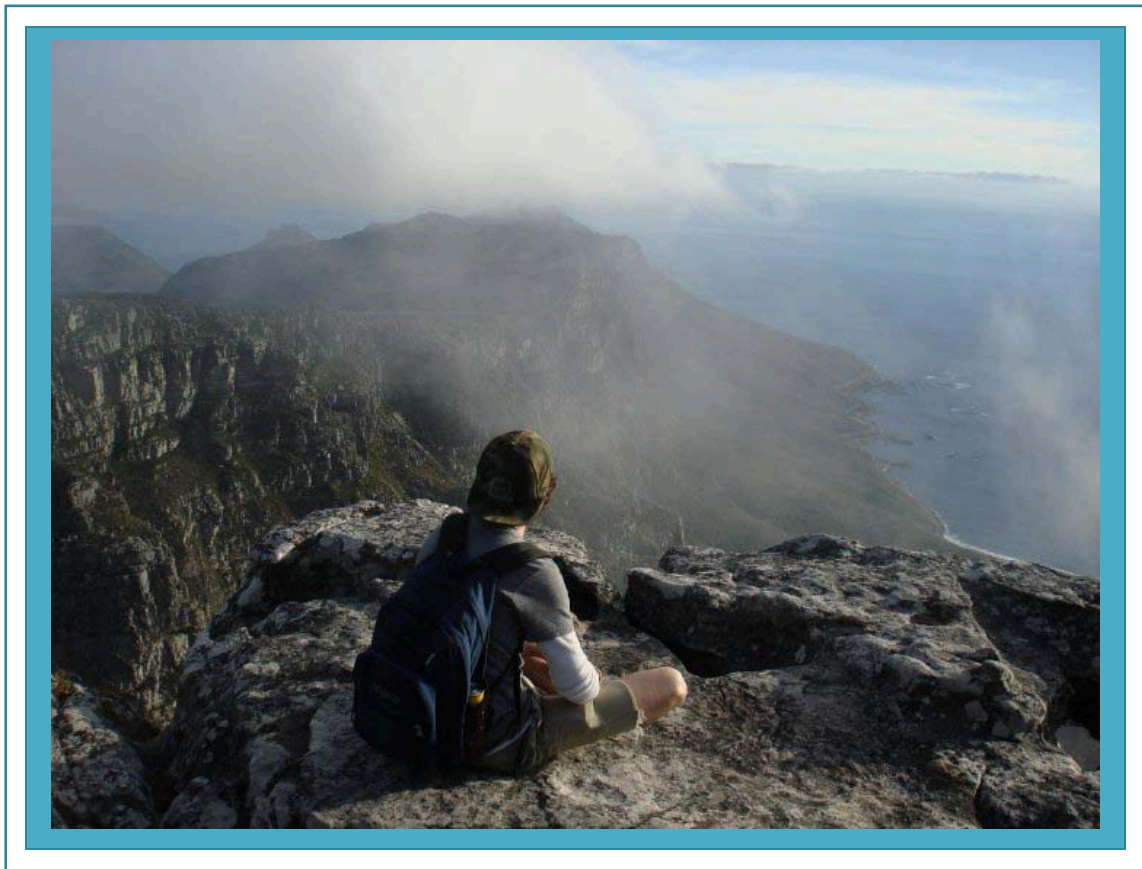


Augusta State University
Sociology
and
Criminal Justice



Student Handbook

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WELCOME FROM THE CHAIR

Dear Student:

On behalf of the faculty and staff of the Department of Sociology, Criminal Justice, and Social Work, I welcome you to our department. We are glad that you are interested in our programs and that you are taking the time to read our student handbook. Dr. Robert Johnston and a team of dedicated faculty worked to develop this handbook as a tool that you should find helpful as you plan your career at ASU and beyond. The handbook includes important information about the department and specifically about the criminal justice and sociology programs. Please note that we also have a separate handbook for the social work program (as mandated by Council of Social Work Education). We hope that you will regularly consult the handbook as you progress through your program of study. We see this handbook as an extension of our department's interest in providing our students with the tools that will help them become "more effective and valuable as citizens, scholars, and professionals" (Department Mission Statement).

Our department has grown much from its beginnings as a department of sociology that offered a B.A. in Sociology and B.A. in Sociology with a Concentration in Criminal Justice with minors in sociology, criminal justice, social work and gerontology. In the fall of 1994, we added an associate's degree and a bachelor's degree in criminal justice. Most recently, in the spring 2005, we added the B.S.W. in social work. Throughout, this history, the faculty have always focused on student learning both in the classroom and through community involvement. We have a long tradition of supporting vibrant student organizations and encouraging student involvement in research.

We hope you will get the most out of your education at ASU by becoming actively involved in your learning and in our department projects and groups. Please review the handbook to learn of these opportunities and of course, we welcome any questions you may have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim Davies', with a stylized flourish at the end.

Kim Davies, Ph.D.

Chair and Professor

DEPARTMENT INFORMATION
FACULTY AND STAFF DIRECTORY

<u>Faculty</u>	<u>Phone Number</u>	<u>Office #</u>	<u>Email</u>
Penny Alderman, M.S.W. Lecturer	(706) 737-1735	N231	palderma@aug.edu
Kim Davies, Ph.D. Professor; Department Chair	(706) 737-1735	N217	kdavies@aug.edu
Allison J. Foley, Ph.D. Assistant Professor	(706) 667-4578	N229	ajfoley@aug.edu
Shirley Huisman-Jezowski, Ph.D. Assistant Professor; Social Work Director	(706) 737-1735	N224	shuisman@aug.edu
H. David Hunt, Ph.D. Assistant Professor	(706) 667-4582	N220	hdhunt@aug.edu
Robert L. Johnston, Ph.D. Professor	(706) 737-1735	N226	rjohnsto@aug.edu
Robert C. Ness, Ph.D. Lecturer	(706) 737-1735	N222	rness@aug.edu
Melissa Powell-Williams, Ph.D. Assistant Professor	(706) 667-4580	N221	mpwilliams@aug.edu
Todd Powell-Williams, Ph.D. Assistant Professor	(706) 667-4584	N230	tpwilliams@aug.edu
William A. Reese, Ph.D. Professor	(706) 737-1735	N225	wreese@aug.edu
S. Dale White, Ph.D. Assistant Professor	(706) 737-1735	N223	swhite27@aug.edu
Lynda A. Lotz Administrative Specialist II	(706) 737-1735	N218	lloth@aug.edu
Joycelyn E. Tucker, M.Ed. Degree Program Specialist	(706) 737-1735	N218	jtucker@aug.edu

MEET OUR FACULTY

Dr. Kim Davies

B.A., The Ohio State University
M.A., The Ohio State University
Ph.D., The Ohio State University

As chair of the department, I do not have the opportunity to teach as many courses as other faculty members. The courses I have taught most recently are either criminal justice courses (Violence and the South) or courses that count in both the criminal justice and sociology major including Criminology and Sociology of Murder. In addition, I have been teaching the second research methods course that is required for all three of our department programs.

I am a sociologically trained criminologist. Thus, most of my research involves the study of crime. Gender and crime and the study of murder are particularly interesting to me. However, I am also interested in the study of teaching and learning. Currently, I am working on research that ties my focus on criminology, gender, and teaching together. With a coauthor I am looking at the representation of women and minorities in prime time television crime shows since 1950. This is the first phase of a research project examining the entry of women and minorities into non-traditional (white) male dominated positions. With this research, we hope to learn more about how television affects the numbers of women and minorities entering criminal justice positions, how it might influence their expectations and, ultimately, if the media is helping to change the criminal justice system.



My biggest piece of advice to new and continuing students in our department is to ask questions!!! If you are wondering about something about our programs or our school, ask a faculty or staff member in our department. Lynda and Joyce are chock-full of knowledge about ASU requirements and rules and faculty in our department are friendly and willing to help. If we don't know an answer, we will help you find someone who has the answer. A second piece of advice would be to get involved in our department clubs or other university clubs and activities. Find your niche at ASU and you will help others and your future! Lastly, especially for newer students, I strongly advise you to complete your core courses as soon as you can. I have advised many graduating seniors who wish they would have followed this advice and could have ended their careers at ASU with major courses and not humanities or natural science courses.

Dr. Allison Foley

B.A., Oklahoma State University
Ph.D., University of Colorado – Boulder

I am an Assistant Professor of Criminal Justice who approaches teaching and research through a sociological perspective. In fact, my bachelor and my Ph.D. degrees are both in Sociology, although I specialized in crime, deviance, and gender. I teach Sociology and Criminal Justice courses such as Social Deviance, Women, Crime, and the Criminal Justice System, Institutional Corrections, and Sociology of Popular Culture. My research interests involve gender, crime and delinquency, juvenile corrections, qualitative methodology, program evaluation, and media representations of gender and crime. I am currently working on further development and analysis of my dissertation research, which involved an ethnographic evaluation of an animal-assisted psychotherapy program used in conjunction with a gender-specific residential treatment facility. I not only examined the effects of the program on the at-risk and delinquent girls who participated in it, but also analyzed how the participating girls used the program to cope with the identity and stress of being institutionalized.



My advice to students would be to make it a point to engage your “sociological imagination” everyday. Get involved in the department in order to further your knowledge and understanding of the world. Dig deeper and don’t be afraid to ask questions. Soon it will become habit and you’ll find the world a much more fascinating place.

Dr. Shirley Huisman-Jezowski

B.A., Dordt College
M.S.W., Syracuse University
Ph.D., University of South Carolina

As the Director of the Social Work program, I teach courses across the social work curriculum in the areas of policy, human behavior in the social environment, and practice. My academic interests relate to undergraduate social work education and curriculum, gender, race, and social class, and social class mobility. In terms of my clinical experience and interests, I specialize in community mental health, gender, chronic mental health issues, and interdisciplinary team provision of services.



Dr. H. David Hunt

B.S., Brigham Young University
M.S., Brigham Young University
Ph.D., University of Illinois – Urbana-Champaign



I am an Assistant Professor of Sociology. I teach classes in the stratification track and in the social institutions track, including Sociology of Education, Sociology of Religion, Social Stratification, and Sociology of Sport. I also teach Introduction to Sociology and the research methods sequence. My research has primarily been in the area of education, focusing on school reform and transformation and student experiences in the school setting and I have worked closely with school districts in their efforts to improve. I have also studied the relationship between education and sport. I strive to encourage students to better understand the world in which they live, to instill in students an understanding and passion for sociology, and to encourage students to apply the sociological principles they are learning to their own lives.

Dr. Robert L. Johnston

B.S., University of Louisville
M.A., University of Louisville
Ph.D., Virginia Polytechnic & State University



I teach three required courses in the Sociology and Criminal Justice degree programs: Social Research Methods I & II and Social Theory. Social Work majors are also required to take the two-course methods sequence. Typically, students work on a quantitative research paper they start in the first course and complete in the second. Students are encouraged to present their research at professional meetings. In social theory, I try and balance classical and contemporary theory as well as current applications of these theories. I have also taught Work & Occupations, Social Movements, Urban Sociology, and Urban Social Problems as well as selected topics such as Marxist Sociology (with Dr. Reese), Environmental Sociology, and the Sociology of the 60s. My current research interests are in the causes (work & family stressors and resources) and consequences (work & family satisfaction and mental well-being) of work/family conflict.

My advice to students is to be involved in the department, university, and community. Participate in the student organizations in the department and strive to be invited to join your respective Honor Societies. Seize every opportunity that presents itself to be involved with research and preparing papers for professional meetings. Grad schools like to see student involvement. Finally, take your major courses from as many different professors as you can. The department faculty has a wide range of academic experience, theoretical orientations, and specializations. Take advantage of this rich smorgasbord of sociological and criminal justice knowledge.

Dr. Robert Ness

B.A., Colgate University
M.A., Sociology, University of Connecticut
M.A., Anthropology, University of Connecticut
Ph.D., University of Connecticut



Hi! My name is Bob Ness. Welcome to this campus and this department! I have been teaching here since 1995, offering courses such as Research Methods, Social Problems Analysis, Race and Ethnic Relations, the Sociology of Medicine, World Studies South Africa, and Healing Traditions. My doctoral degree is in medical anthropology so I bring a strong cross cultural focus to my classes. Collectively my research interests center on the study of illness behavior.

I would urge you to evaluate carefully your motives for being here. If you're here to please a parent or aren't sure what else to do, you're clearly off to a shaky start. Getting in is the easy part, but staying here requires a lot of hard work. The good news is that your time here can be one of the most rewarding periods in your life. Your personal depth of commitment will make all the difference.

Dr. Melissa Powell-Williams

B.A., Southern Illinois University – Carbondale
M.A., Southern Illinois University – Carbondale
Ph.D., Southern Illinois University – Carbondale



Hello! I am an assistant professor in the department of Sociology, Criminal Justice, and Social Work. I currently teach Introduction to Sociology, Research Methods I and II, Social Psychology, Gender, and Social Problems. My areas of specialization include social psychology, social movements, qualitative methods, sociology of emotion, social construction of reality, and victimization. Over the next few years I will be busy cultivating relationships with students, faculty, and administration at ASU, developing my teaching skills, and publishing my research on the Deaf Culture Movement. Future research interests include emotion management as performed by “Ghost Hunters,” and identity maintenance among veterans of foreign wars. Originally from Tennessee, I moved to Carbondale, Illinois where I received my doctorate from Southern Illinois University, met and married Dr. Todd Powell-Williams, and gave birth to our son Miles. With my new family, two dogs, and cats, I am enjoying Augusta and ASU more than I would have imagined! If you are a lover of sociology (and I know that you are) stop by anytime to chat if you are interested in pursuing a degree in the field!

Dr. Todd Powell-Williams

B.A., Kent State University

M.A., Ohio University

Ph.D., Southern Illinois University – Carbondale

I teach courses in both Sociology and Criminal Justice. At this time, and in the near future, I anticipate teaching Introduction to Sociology, Sociological Theory, Social Movements, Racial and Ethnic Minority Groups in the United States, and Police Science. In my role as a researcher, I have investigated topics ranging from the media constructions of identity theft, and suicide terrorism, to the policing of protest, the responses to formal social control attempts by extremist groups, as well as the impact of group culture on identity formation, tactical innovations, and organizational trajectories in relation to mobilization.



Currently, I am reporting on five years of ongoing ethnographic work with the very controversial and hard-line anti-gay, Westboro Baptist Church (WBC). I am working on three articles: one with Dr. Robert D. Benford (University of South Florida) which examines the nature and the function of the group narratives of the WBC as a mechanism of internal social control, and the interaction between these narratives and their utility in relation to reframing various attempts at external social control; a second, with my partner, Dr. Melissa Powell-Williams, analyzing the formation, maintenance, and deployment of the hated identity in the WBC in their mobilization; and a third examining the intergenerational transmission of mobilization tactics within the WBC, particularly their adaptive responses to attempts at external control. I am also in the process of taking my first crack at writing a book.

As a student who initially had very bad habits, my advice to you is to manage your time wisely and be accountable for your actions and inactions. My door is always open to students---you are the reason I am here.

Dr. William A. Reese

B.A., University of Houston

M.A., University of Houston

Ph.D., University of Arizona

As a Professor of Criminal Justice, trained primarily in Sociology, I specialize in delinquency, juvenile justice, deviance, and social theory. I teach various Sociology and Criminal Justice courses, including Social Theory, Juvenile Delinquency, Juvenile Justice, Criminology, Youth and Society, and Introduction to Criminal Justice. For more

information on my sociological background and interests, visit my website at <http://www.aug.edu/sociology/faculty/DrReese.html>.



Dr. S. Dale White

A.A., Anderson College
A.B., University of Georgia
M.Div., Southern Baptist Theological Seminary
M.S.S.W., University of Louisville
Ph.D., The Florida State University

As an Assistant Professor of Social Work, and as Social Work Field Director, I work with the Director of the Social Work Program and the Chair of the Department of Sociology, Criminal Justice, and Social Work. I coordinate and teach field education courses for Social Work Majors and Minors (e.g., SOWK 4701 and 4702, Field Placement I and II), plus classroom courses (e.g., SOWK 4601 and 4602, Integrated Seminar I and II; SOWK 2100 History and Philosophy of Social Welfare), including cross-listed course(s) in Sociology and Social Work (e.g., SOWK 3375, Sociology of Death, Grief, and Caring). I advise students, and help our program to meet standards toward accreditation. I welcome students to talk with me (e.g., courses and careers).



Penny Alderman

B.A., University of Georgia
M.S.W., Atlanta University

As a Lecturer of Social Work, I bring a wealth of professional field experience and knowledge along with me into the classroom. Most of my training and areas of expertise contend with issues related to the welfare of families and their children. In the area of child welfare, I have experience in child protective services, foster care, adoption, and resource development. In addition, I have professional experience in governmental child and adult protective services agencies. I currently serve as *Guardian ad Litem* in local civil courts in matters dealing with child custody issues.



CHOOSING A MAJOR

COLLECTIVE DEPARTMENT MISSION STATEMENT

The mission of the Department of Sociology, Criminal Justice, and Social Work is to teach and employ theory and knowledge to empower our students to contribute to a better society. We seek to explore and reveal how society and culture shape human lives, attitudes, and actions. We strive to make our students more effective and valuable as citizens, scholars, and professionals through teaching the skills of social analysis, research, writing, and social action.

SOCIOLOGY

Learning Objectives for Sociology Students:

Students graduating with a B.A. in sociology will:

1. Have a basic understanding of core sociological concepts, theories, and their interrelationships, including:
 - a. the use of concepts and theories in sociological explanation
 - b. basic social structures and the reciprocal relations among individuals, small groups, organizations, and the societies in which they are embedded
 - c. the role of theory in sociological analysis
2. Have a basic understanding of research in sociology, including:
 - a. The role of theory as well as the designs, techniques, and logic of sociological research
 - b. the strengths and weaknesses of qualitative and quantitative analysis of data
 - c. the ethical issues that arise in the course of research
 - d. the critical evaluation of basic as well as applied research
3. Have a basic understanding of at least one or more substantive areas of sociology, including, but not limited to:
 - a. social institutions (e.g., family, religion, education, polity)
 - b. social processes (e.g., social psychology, social change, urbanization, globalization, social problems)
 - c. deviance and social control
 - d. social stratification/inequality (e.g., race, class, gender, ethnicity, religion)
 - e. multiculturalism (e.g., gender, race, ethnicity, religion)
4. Have acquired basic skills related to sociological inquiry, including:
 - a. critical thinking
 - b. communicating effectively through writing and speaking
 - c. computer skills necessary to find, create, apply, and communicate sociological information
5. Have developed appropriate sociological and scientific values, including:
 - a. the value of the sociological perspective for explaining human behavior
 - b. the value of reducing the negative effects of social inequality in society
 - c. the value of scientific explanation and empirical evidence
 - d. the value of human diversity

Careers in Sociology:

While careers in sociology and criminal justice are separated in the handbook, students should be aware of the crossover between the two disciplines and sociology majors should consider career opportunities in either discipline. There are hundreds of sites out there for sociology/criminal justice careers and students should vigorously research the career options available. There is no substitute for independently researching career options and choices. Faculty can only provide some suggestions and assistance, while handbooks can only provide limited resources to begin your investigations.

The American Sociological Association (ASA) suggests the marketable job skills acquired by majoring in sociology are as follows* :

- Conduct Research and Analyze Data: Learn both qualitative and quantitative research methods. This will allow you to recognize trends and patterns and produce social statistics such as those used in market research, opinion polling, sales, and countless other applications.
- Communicate Skillfully: Learn how to convey your ideas effectively in writing and presentations.
- Practice Critical Thinking: Learn to look beyond the surface of issues to discover the "why." Build your analytical skills. Solve problems and identify opportunities.
- Gain a Global Perspective: Learn about different cultures and how to analyze the interactions of groups and societies through a global and historical perspective.
- Prepare for Graduate School: An undergraduate major in sociology provides an excellent foundation for graduate study in a wide range of fields including law, business, social work, medicine, public health, public administration and, of course, sociology.
 - Retrieved July 21, 2010 (http://www.asanet.org/students/majoring_sociology.cfm).

The ASA provides several online resources for sociology students. Several are listed below:

Career Resources for Undergraduates:

- This site provides students information about careers in sociology. Students will find a job bank as well as sections on careers in sociology.
 - Retrieved July 21, 2010(http://www.asanet.org/employment/career_undergrad.cfm).

“Booklet: 21st Century Careers with an Undergraduate Degree in Sociology”:

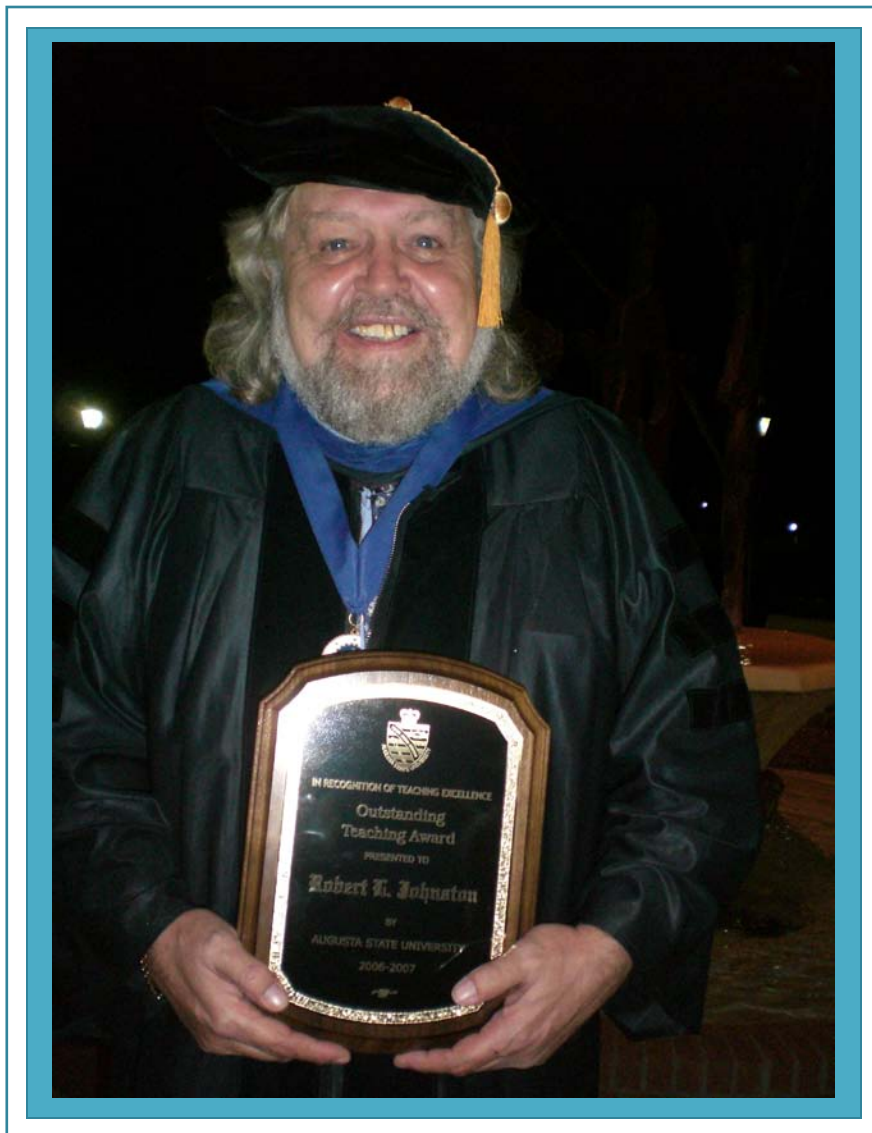
- This small booklet is designed to help undergraduates understand the skills that today’s employers are seeking, and the way a sociology major helps build those skills. The booklet is organized around 6 central questions:
 - What is a 21st century career?
 - What is sociology?
 - Where do recent sociology graduates work?
 - What can I do to start my career now?
 - What about graduate school?
 - How can the ASA help?
 - The overarching theme is that students must take an active role in composing their own 21st century career
- Retrieved July 21, 2010 (http://www.asanet.org/employment/careers21st_intro.cfm).

“What are they Doing with a Bachelor’s Degree in Sociology?: Data Brief on Current Jobs”:

- In a national survey of seniors majoring in sociology, students discuss their plans after graduation. These were students who were surveyed as senior in 2005 and then follow-up surveys were conducted two years after graduation.
 - Retrieved July 21, 2010 (<http://www.asanet.org/research/BachelorsinSociology.pdf>)

Additional Resources:

- *Careers in Sociology*. 3rd ed. Stephens, W. Richard. 2004. Florence, KY: Pearson.
- *Careers in Sociology Module*. 1st ed. Wadsworth. 2009. New York: Wadsworth.



CRIMINAL JUSTICE

Learning Objectives for Criminal Justice Students:

Students graduating with a B.A. in Criminal Justice will:

1. Have a basic understanding of core criminal justice concepts, theories, and their interrelationships, including:
 - a. the use of concepts and theories in criminal explanation
 - b. basic criminal justice structures and the reciprocal relations among individuals, small groups, organizations, and the societies in which they are embedded
 - c. the role of theory in criminological analysis

2. Have a basic understanding of research in criminal justice, including:
 - a. an understanding of the major data sources use by criminologists
 - b. the role of theory as well as the designs, techniques, and logic of criminological research
 - c. the strengths and weaknesses of qualitative and quantitative analysis of data
 - d. the ethical issues that arise in the course of research
 - e. the critical evaluation of basic as well as applied research

3. Have a basic understanding of the law enforcement division of criminal justice including:
 - a. the history of law enforcement and policing
 - b. the philosophy of law enforcement
 - c. contemporary law enforcement models and methods
 - d. legal aspects of law enforcement and criminal investigation

4. Have a basic understanding of the administration of justice including:
 - a. pretrial procedures
 - b. trial
 - c. sentencing options and decision making processes
 - d. civil rights and other legal definitions of court procedures

5. Have a basic understanding of historical, philosophical, and contemporary issues relevant to the operation of the correctional system and its subsystems, including:
 - a. probation
 - b. institutional corrections
 - c. community corrections
 - d. parole and prisoner reentry
 - e. prisoner rights and correctional law

Careers in Criminal Justice:

For this handbook, we selected to separate careers in criminal justice and sociology for presentation. Practically, it is not easy to separate the two as there is a tremendous amount of crossover between them. Majors should consider career opportunities in either discipline. There are hundreds of websites out there for criminal justice careers and students should vigorously research the options available. Students should be aware that there is no substitute for researching career options and choices for themselves---you should be well prepared having gained research skills as you proceed through the various program paths. Faculty can only provide some suggestions and assistance while handbooks can only provide some resources to begin your investigations.

Criminal Justice Career Web Sites:

Criminal Justice Career Center:

- Retrieved July 21, 2010 (<http://www.legal-criminal-justice-schools.com/Criminal-Justice-Careers/Criminal-Justice-Career-Center.html>).

Law Enforcement and Criminal Justice Careers, Jobs and Training Information:

- Retrieved July 21, 2010 (<http://www.careeroverview.com/law-enforcement-careers.html>).

What Jobs and Salaries Can I get With a Criminal Justice Degree? by Jim Greenberg:

- Retrieved July 21, 2010 (<http://searchwarp.com/swa52578.htm>).

Criminal Justice Career Books:

Anderson, James F., Nancie J. Mangels, and Laronistine Dyson. 2003. *Criminal Justice and Criminology: A Career Guide to Local, State, Federal, and Academic Positions*. Lanham, MD: University of America Press.

Arco. 2005. *Master the Police Officer Exam*. 17th ed. Lawrenceville, NJ: Thomson Peterson.

De Lucia, Robert C. and Thomas J. Doyle. 1998. *Career Planning in Criminal Justice*. 3rd ed. Cincinnati, OH: Anderson.

Harr, J. Scott and Karen M. Hess. 2005. *Careers in Criminal Justice and Related Fields: From Internship to Professionalism*. Belmont, CA: Wadsworth.

Hinkle, William. 2000. *Careers in Criminal Justice: The Inside Story*. 2nd ed. Salem, WI: Sheffield.

Lambert, Stephen E. and Debra Regan. 2001. *Great Jobs for Criminal Justice Majors*. New York: McGraw-Hill.

Lord, Vivian B. and Kenneth J. Peak. 2004. *Women in Law Enforcement Careers: A Guide for Preparing and Succeeding*. Englewood Cliffs, NJ: Prentice Hall.

Morgan, Marilyn. 2000. *Careers in Criminology*. Lincolnwood, IL: Lowell House.

Peat, Barbara. 2003. *From College to Career: A Guide for Criminal Justice Majors*. Boston, MA: Allyn & Bacon.

Stephens, W. Richard. 2001. *Careers in Criminal Justice*. 2nd ed. Boston, MA: Allyn & Bacon.

Stinchcomb, James D. 2002. *Opportunities in Law Enforcement and Criminal Justice Careers*. 2nd ed. McGraw-Hill.

The Justice Research Association. 2002. *Your Criminal Justice Career: A Guidebook*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall.

Wadsworth. 2005. *Careers in Criminal Justice 3.0 Interactive CD-ROM*. 3rd ed. Belmont, CA: Wadsworth.

Wadsworth. 2006. *Wadsworth Guide to Careers in Criminal Justice*. 3rd ed. Belmont, CA: Wadsworth.



DOUBLE MAJORS

Many of our students decide to complete requirements for two majors and this “double major.” Depending on what one chooses as their majors, the second major may not require many courses beyond what would be required to minor in a subject because students are permitted to count as many as five (5) courses in both majors. It is important, however, that any student considering this option meet with advisors for both majors to discuss potential benefits of double majors and to make sure they are completing all requirements. Students considering double majoring should also understand that they must complete all prerequisites for both majors so they should work with their advisor to determine which Core Area F to follow and what courses to select within Area F. Students who double major in sociology and criminal justice are not permitted to select the deviance track in sociology. The only way a student will earn two college degrees is if the degrees are different. For example, one can earn a B.S.W. in Social Work at the same time one earns a B.A. degree in Sociology.

DECLARING A MAJOR

- Students may declare or change their majors online through ELROY. Students may change majors by visiting the Registrar’s Office and filling out the following form:
 - Retrieved July 21, 2010 (http://www.aug.edu/registrar_va/forms/major.pdf).



NAVIGATING THE PROGRAMS

SOCIOLOGY REQUIREMENTS

Degree Requirements for a B.A. in Sociology:

Your requirements for this degree begin with a grade of “C” or better in the two Area F courses that serve as prerequisites for all other courses offered toward a B.A. in Sociology. These two courses are typically Introduction to Sociology (1101) and Analysis of Social Problems (1160), although an honors course (1103X) may be taken in place of 1101.

The degree then requires the completion of 30 Sociology hours (the equivalent of 10 courses) with a grade of “C” or better. For an overview, refer to the document entitled “Bachelor of Arts in Sociology” at the web address listed below:

- o Retrieved July 21, 2010 (<http://www.aug.edu/sociology/SOCIchecklist3-25-09.pdf>).

Three courses are absolutely required: two in Research Methods (3001, 3002) and one in Theory (3380). Each student majoring in Sociology must also select one of four possible “tracks.” Each of these four tracks contains a number of courses. You must complete two courses of your choosing with the Track you have selected. The Tracks are as follows:

- (1) The Aging Gerontology Track presents a sociological analysis of the causes and consequences of our aging population;
- (2) The Deviance/Crime Track examines the nature of deviance and crime in our society. (This track may not be selected by a sociology/criminal justice double major);
- (3) The Stratification Track which examines causes and consequences of social inequality; and
- (4) The Social Institutions Track which offers the opportunity to examine key institutions such as the family, medicine, religion, popular culture, education, work and occupation.

Next, you must select five additional 3000- or 4000-level courses; two must be 4000-level courses. No more than six hours (2 courses) of credit in the major may come from SOCI 3950, 3900, or 4950 levels without permission of the department chair. A complete description of each of our courses can be found in the online Course Catalog.

The general timetable for the work requirements described above spans four years. If you examine the ASU Sociology Curriculum Program Map on the following page (You will also find it at <http://www.aug.edu/sociology/ProgramMapSociology.pdf>), you can see that the pre-requisites (SOCI 1101 and 1160) are completed within the first two years, followed by the required courses of SOCI 3380, 3001, and 3002. Then two courses from your selected Track are completed, followed by two further course selections offered at the 4000 level, and three courses at the 3000 or 4000 level.

Degree Requirements for a Minor in Sociology:

To obtain a Minor in Sociology, you must first complete the prerequisite courses mentioned above (SOC 1101 – Introduction to Sociology OR SOC 1103 – Introduction to Behavioral and Social Sciences AND SOC 1160 – Social Problems) with a grade of “C” or better. You must then complete five upper division Sociology courses (those listed as 3000- or 4000-level) of your choosing. You must obtain a grade of “C” or better in these courses as well. Refer to this website for more information: <http://www.aug.edu/sociology/SOCIMINOR.pdf>.

**ASU
Sociology Curriculum
Program Map**

	Fall		Spring	
Year 1	ENGL 1101(3) MATH 1111 or MATH 110 (3) HIST 2111 or 2112 (3) Area D Science (4) Area F choice(3) Well Activity (1)	[17]	ENGL 1102 (3) COMS 1010 or 1020 (2 or3) Area D Science (4) Elective (3) SOC 1101 (3) Well Activity (1)	[16 or 17]
Year 2	Area E choice (3) HUMN 2001 (4) Area D Science or Math (4 or 3) Area F Choice (3) SOC 1160 (3)	[16 or 17]	Area F Choice (3) Area E Choice (3) HUMN 2002 (4) SOC 3001 (3) POLS 1101 (3)	[16]
Year 3	SOC 3002 (3) SOC 3380 (3) Area F Choice (3) SOC Track I (3) Well 1000 (3)	[15]	SOC Track II (3) SOC Choice (3) Elective (3) Minor Course (3) Minor Course (3)	[15]
Year 4	SOC Choice (3) SOC Choice (3) Minor Course (3) Minor Course (3) Elective (3)	[15]	SOC 4000 level from list (3) SOC 4000 level from list (3) Minor Course (3) Minor Course (3) Elective (1-3 hrs)	[15]

125 total Hours

CRIMINAL JUSTICE REQUIREMENTS

Degree Requirements for a B.A. in Criminal Justice:

Your requirements for this degree begin with a grade of “C” or better in the one Area E and two Area F courses which serve as prerequisites for all other courses offered toward a B.A. in Criminal Justice. These are: 1) POLS 1101 – Introduction to American Government, 2) CRJU 1103 – Introduction to Criminal Justice and 3) POLS 2000 – Society, Law, and the Criminal.

The degree then requires the completion of 33 upper division credit hours (the equivalent of 11 CRJU courses) with a grade of “C” or better. Six courses (the equivalent of 18 credit hours) are absolutely required of all Criminal Justice majors. The first is Social Deviance (CRJU 3330). Three of the courses are required of Sociology majors as well and are, in fact, sociology courses. These include Research Methods I and II (SOCI 3001 and 3002) and Social Theory (SOC 3380). The two remaining courses are Judicial Process (POLS 3301) and Government Organization and Administration (POLS 4401).

The remaining 15 credit hours needed to fulfill the requirements for the major can be selected by the student to suit his or her interests. They must be upper division courses (3000- or 4000-level). Students cannot take more than two 4950 courses without permission from the department chair.

For an overview, refer to the document entitled “Bachelor of Arts in Criminal Justice” at the following web address: <http://www.aug.edu/sociology/CRJUCHECKLIST3-25-09.pdf> .

A complete description of each of our courses can be found in the online Course Catalog.

The general timetable for the work requirements described above spans four years. If you examine the ASU Criminal Justice Curriculum Program Map on page 20 (you will also find it at <http://www.aug.edu/sociology/ProgramMapCriminalJustice.pdf>), you can see that the prerequisites (CRJU 1103 and POLS 1101) are completed within the first year. We suggest completing POLS 2000 and other courses in Areas A-F in the second year. By the end of the third year, we suggest you complete the courses required of majors: Research Methods I and II (SOC 3001 and 3002), Social Theory (SOC 3380), Social Deviance (CRJU 3330), and Judicial Process (POLS 3301). The second required Political Science course can be taken in the fourth year, alongside other upper division CRJU courses and electives you may need. Finally, we suggest working on your minor courses in your third and fourth years.

Degree Requirements for a Minor in Criminal Justice:

To obtain a Minor in Criminal Justice, you must first complete the prerequisite course mentioned above (CRJU 1103 – Introduction to Criminal Justice) with a grade of “C” or better. You must then complete five upper division Criminal Justice courses (those listed as 3000- or 4000-level) of your choosing. You must obtain a grade of “C” or better in these courses as well. A list of upper division courses can be obtained in the Online Course Catalog.

Degree Requirements for an Associate of Applied Science in Criminal Justice:

To obtain an Associate of Applied Science in Criminal Justice (AASCJ), you must complete two English courses, two Science courses, and one course each in Mathematics, Communication, and History. You must also complete 27 hours worth of Criminal Justice Requirements courses, with a grade of “C” or better. These courses are as follows:

- CRJU 1103 – Introduction to Criminal Justice
- CRJU 3329 – Introduction to Policing Science
- CRJU 3333 – Community Corrections
- POLS 1101 – Introduction to American Government
- POLS 2000 – Society, Law, and the Criminal
- PSYC 1101 – Introduction to Psychology
- PSYC 3143 – Abnormal Psychology
- SOCI 1101 – Introduction to Sociology
- SOCI 1160 – Social Problems Analysis

You must also complete 13 hours in various electives and wellness for a total of 63 hours. For specific information, including the options for the English, Math, Communications, Science, and History courses you can take, please refer to the AASCJ degree sheet provided by the department. You can obtain it here: <http://www.aug.edu/sociology/AASCJcheckmay2008.pdf>.



**ASU
Criminal Justice Curriculum
Program Map**

	Fall		Spring	
Year 1	ENGL 1101(3) MATH 1111 or MATH 110 (3) HIST 2111 or 2112 (3) Area D Science (4) CRJU 1103 (3) Well Activity (1)	[17]	ENGL 1102 (3) COMS 1010 or 1020 (2 or 3) Area D Science (4) POLS 1101 (3) SOCL 1101 (3) Well Activity (1)	[16 or 17]
Year 2	Area E choice (3) HUMN 2001 (4) Area D Science or Math (4 or 3) Area F Choice (3) SOCL 1160 (3)	[16 or 17]	POLS 2000 (3) Area E Choice (3) HUMN 2002 (4) SOCL 3001 (3) Area F Choice (3)	[16]
Year3	SOCL 3002 (3) SOCL 3380 (3) Elective (3) CRJU 3330 (3) Well 1000 (3)	[15]	POLS 3301 (3) CRJU 3/4000 (3) Elective (3) Minor Course (3) Minor Course (3)	[15]
Year 4	CRJU 3/4000 (3) CRJU 3/4000 (3) POLS 4401(3) Minor Course (3) Elective (3)	[15]	CRJU 3/4000 (3) CRJU 3/4000 (3) Minor Course (3) Minor Course (3) Elective (1-3 hrs)	[15]
			TOTAL:	125 HOURS

NON-TRADITIONAL PROFESSIONAL LEARNING OPPORTUNITIES

Professional Learning Opportunities:

All courses within the department contribute to your professional learning. There are several courses, however, that allow the student additional opportunities for a more one-to-one student-faculty learning experience. Students may select a topic to study more in-depth with a faculty member, gain valuable professional work experience at an agency/institution, or develop and refine research skills by completing a research paper or work with a faculty member on a research project. A brief discussion of each follows:

Selected Topics (SOC1 or CRJU 2950, 3950, 4950)

There are two basic types of selected topics course; 1) faculty initiated-course or a 2) student-initiated directed study. The faculty-initiated selected topic course appears in the course schedule with a title. Students interested in initiating an independent study should consult the ASU Catalog to see the prerequisites for the course and the number of selected topics courses the student can count in their major. Students may initiate a directed study in either Sociology or Criminal Justice. Students select a topic of interest (that is not a regular course) and a faculty member who has knowledge of the topic. The student should pick up a ***Contract for Independent Study*** in the office and take the form to the selected faculty member. If the faculty agrees to the independent study, the student and faculty member then complete the contract and present it to the Department Chair for approval.

A special type of selected topic is the Teaching Practicum. This course is intended for, but not limited to, students who plan to go on to graduate school and want to become teachers in higher education. Practicum students work one-on-one assisting a professor with one of their courses. Duties vary by instructor but the course should be designed as a learning experience for the student. Along with routine duties such as keeping roll and, making copies for the class, practicum students may conduct help sessions, meet one-on-one with students about readings and assignments, and they may be provided the opportunity to teach one or more classes. Typically students are asked to do the teaching practicum by an instructor because they have taken the course before and done well in it. Just as with the student-directed 4950 courses, the student and faculty must complete a contract and present it to the Department Chair for approval.

Undergraduate Internship (SOC1 & CRJU 4960)

The undergraduate internship provides the student with a service-learning experience at institution/agency in their major or a related field. The internship emphasizes the completion of specific tasks and the acquisition of specific knowledge, skills, and values under the supervision of ASU, the academic supervisor, and the cooperating institution/agency. If a student is interested in an internship, they should contact the course internship instructor by mid-term of the term before they would like to do the internship and discuss prerequisites and internship opportunities. Once the instructor and student have agreed on an internship site, the instructor will instruct the student in what to do and give the student permission to add the class. It is important that the student not contact any sites on their own without the permission of the internship instructor. Numerous students may want to do internships and it is important that we follow regulations in setting up internships.

Undergraduate Research (SOCI4990 & CRJU4990)

The undergraduate research course provides students with the opportunity to engage in research on a topic selected in consultation with a faculty member, who will supervise the research. It provides students an opportunity to work on a research project they would like to prepare for presentation at a professional meeting. The research may be the student's independent work and/or a student/faculty collaboration of research. This is an excellent vehicle to build upon a research project started in another class, to collaborate with faculty on their research, and/or to initiate student/faculty research projects. Interested students should contact the selected faculty member, consult the ASU catalog for prerequisites, and discuss research ideas. If the faculty agrees to the independent research, the students and faculty member complete the contract and present it to the department chair for approval.



Department Involvement in Selected Professional Associations:

The following listing does not exhaust the possibilities for student involvement. This list represents associations/conferences where quite a few students from the department have participated. Students are encouraged to look at these web sites and examine the possibilities available for professional development. Department faculty would be happy to discuss these possibilities with you. Please note that faculty have to pay for memberships in professional associations out of their own pocket which limits faculty involvement.

American Sociological Association (ASA)

Website: <http://www.asanet.org/>

Members on the Faculty: Dr. Kim Davies, Dr. Allison Foley

The department has had 30 or more students present at the ASA and at least 10 take part in the ASA Honor's program. Students have travelled as far as San Francisco to participate in this conference. However, because it is often located in bigger more costly cities, it is sometimes a challenge to get funding to attend the ASA. Nevertheless, you may want to visit the ASA webpage and see where the next conference is being held. The annual meetings are typically in the summer. ASA publishes several journals: *American Sociological Review*, *Contemporary Sociology*, *Contexts*, *Journal of Health and Social Behavior*, *Social Psychology Quarterly*, *Sociological Methodology*, *Sociological Theory*, *Sociology of Education*, and *Teaching Sociology*.

Georgia Sociological Association (GSA)

Website: <http://www.georgiasociology.com/index.html>

Members on the Faculty: Dr. Bob Johnston

The Georgia Sociological Association is a state professional association with a very strong focus on student participation. Somewhat over 75 students, representing all our majors, have participated in the annual GSA meetings as presenters, panelists, and workers. The GSA has an annual undergraduate research paper competition that awards monetary prizes for the best paper and ASU students have won the award several times. Dr. Bob Johnston has also served on the organization's Executive Committee and has served as the Vice-President, President, and Program Chair. The annual meetings are typically in the fall. The GSA publishes *The Journal of Public and Professional Sociology*.

Mid South Sociological Association (MSSA)

Website: <http://www.midsouthsoc.org/>

Members on the Faculty: Dr. Kim Davies, Dr. David Hunt, Dr. Bob Johnston,
Dr. Melissa-Powell Williams

The department has a long history of involvement with the Mid South Sociological Association (MSSA). Dr. Kim Davies has served as the Vice-President, the President, and the Program Chair. The MSSA began in the 1970s as a response to the larger Southern Sociological Association and what was seen as a research institution bias in that organization. Today, the MSSA has members from all types of universities and there is often a strong student presence. Many ASU students have presented at the MSSA over the years and many have competed in the undergraduate student paper competition. The MSSA meets in the fall and is usually in a location that ASU students can drive to in a day. Recent and upcoming meetings have been held

in Atlanta, Baton Rouge, Mobile, and Lafayette, LA. The MSSA publishes *The Sociological Spectrum*.

Phi Kappa Phi (PKP)

Website: <http://www.aug.edu/pkp/>

Since 2000, the Augusta State University chapter of Phi Kappa Phi has held a Student Research and Fine Arts Conference. The department has had 20 or more students present at this conference over the years and as recently as 2010, we had a student win a prize for outstanding presentation. Any student may send in an abstract to participate in this spring conference as long as he or she has a faculty sponsor. Since this event is held on our campus, it is an excellent forum to take involve yourself with to see what it is like to participate in a conference and to highlight your good work to faculty and students across the campus. The conference is in the spring.

Southeastern Undergraduate Sociology Symposium (SEUSS)

Website: <http://www.sociology.emory.edu/SEUSS/>

The Southeastern Undergraduate Sociology Symposium is an annual conference that alternates between Morehouse College and Emory University where undergraduate students from across the southeastern United States attend to present papers on their sociological research. The Department has sent a contingent of students every year for at least the last twelve years. The conference awards monetary prizes to the top three papers each year and ASU students have won awards several times. The symposium is in the spring.

Southern Sociological Society (SSS)

Website: <http://www.southernsociologicalsociety.org/>

Members on the Faculty: Dr. David Hunt

The Southern Sociological Society is a regional sociology professional association that encourages student participation and has a student paper competition. About 30 ASU students have participated at the annual meetings which are held in the spring. The SSS publishes *Social Forces: The International Journal of Social Research*.

Study Abroad Program

Website: <http://www.aug.edu/studyabroad/>

The ASU Study Abroad Program has several different types of programs that provide students with the opportunity to study, research, and earn course credits while traveling to other countries. Since the development of the program, approximately 25 sociology, criminal justice, and social work students have participated in the program. Students have travelled with department faculty to Australia, Fiji, France, Italy, New Zealand, and South Africa.

Faculty Memberships in Other Professional Associations:

Professional Organization	Involved Faculty Members
Academy of Criminal Justice Sciences (ACJS) Website: www.acjs.org Publications: <i>Justice Quarterly</i> , <i>Journal of Criminal Justice Education</i>	Dr. Kim Davies
American Men's Studies Association (AMSA) Website: www.mensstudies.org	Dr. Melissa-Powell Williams
American Society of Criminology (ASC) Website: www.asc41.com Publications: <i>Criminology</i> <i>Criminology and Public Policy</i>	Dr. Kim Davies and Dr. Allison Foley are members and also belong to the ASC's Division on Women and Crime, which publishes a journal called <i>Feminist Criminology</i> .
Midwest Sociological Society (MSS) Website: www.themss.org Publications: <i>The Sociological Quarterly</i>	Dr. Todd Powell-Williams
Oklahoma Sociological Association (OKSA) Website: http://osa.cameron.edu Publications: <i>Free Inquiry in Critical Sociology</i>	Dr. William (Bill) Reese
Society for Study of Symbolic Interaction (SSSI) Website: www.espach.salford.ac.uk/sssi/ Publications: <i>Symbolic Interaction</i>	Dr. Melissa Powell-Williams, Dr. Todd Powell-Williams, Dr. William (Bill) Reese
Western Social Science Association (WSSA) Website: http://wssa.asu.edu Publications: <i>The Social Science Journal</i>	Dr. William (Bill) Reese

ADVISING & REGISTRATION

The Department of Sociology, Criminal Justice, and Social Work is one of the very few departments that has a Degree Program Specialist who is on staff to help with student advising throughout each term. Ms. Joyce Tucker, the Degree Program Specialist, has a master's degree in education (school counseling). You are encouraged to get to know both Ms. Tucker and Ms. Lynda Lotz who is at the front desk. Combined Ms. Lotz and Ms. Tucker have 26 years experience in advising and helping ASU students. They are happy to help you in any way they can. In addition, each and every full-time faculty member is a trained advisor, and more important, they too, are willing to help you.

Unlike other departments, we do not assign an advisor to you because we find that students who are assigned advisors often have difficulty in finding their particular advisor when they are needed since faculty and student schedules change each term. Instead, we run drop-in first-come first-serve advising during the registration period. This way, you can drop in any time during registration week and whoever is available will help you.

However, we also welcome and encourage you to talk to professors who teach your classes during non-registration times to help you think about what courses you are taking and your career plans. Additionally, if you find a particular advisor or faculty member helpful, make an appointment to see them or stop by and visit them during their office hours. We pride ourselves in being helpful to students and if you give us a chance, we will help you.

Amanda Boland in Career Services aboland@aug.edu 706-731-7094 may also be a help for you in thinking about and preparing for your career. She is specifically assigned to work with our majors, so give her a chance to help you.

ACADEMIC INTEGRITY & STUDENT EXPECTATIONS

Academic Integrity and Expectations of Students

In Sociology and Criminal Justice, we take academic integrity seriously. In general, our faculty follows the guidelines as laid out in the *Jaguar Student Handbook* as they apply to issues of plagiarism, collusion, or straight-up old-fashioned cheating.

You can find a discussion of academic dishonesty, and related ASU policies and procedures, under the heading of "Academic Dishonesty" beginning on page 46 of the 2010-2011 Augusta State University Catalog.

In general, our most basic expectation is that each of our students accepts responsibility and accountability for their actions and inactions. If issues arise related to course material, grading, instructor and faculty standards, and their expectations, it is strongly encouraged that the student addresses the issue with the instructor of record immediately.

At a minimum, students in our courses are expected to:

1. Attend class, arrive on time, and not leave until class is over unless arrangements to allow for such flexibility have been made in advance with the instructor.
2. Have completed all reading and other assignments prior to the class for which they were assigned.
3. Never send a class assignment to the instructor via e-mail unless the instructor specifically allows this.
4. Complete their own work unless the instructor gives permission to get assistance from other students.

Assessment Programs and Activities

The assessment policies developed by the Department of Sociology and Criminal Justice regarding assessment programs, instruments, and activities are in accord with the Augusta State University's General Education Learning Outcomes.

There are a number of formal and informal assessment measures that take place over the course of each major's experience in the Department. Some of these opportunities for critical assessment are mandatory, while others are optional or honorary. In general, someone at least majoring in one of our two disciplines will be exposed to a minimum of five assessment indicators ranging from Exit Exams, Assessment Plans attached to their associated disciplines, the ETS Major Field Test in their discipline(s), a Major Survey, and an Exit Interview with our Department Chair. The general activities included in each type of formal assessment program, in addition to more nuanced, subjective, faculty and department assessment considerations are discussed in greater detail below.

As a collective, we have, to a relatively large degree of success, embedded a number of student learning outcomes, objectives, and assessment mechanisms into our curricula for both Sociology and Criminal Justice majors.



RESOURCES FOR STUDENTS

HONORS AND AWARDS

There are two honor societies in the Department are Theta of Georgia (AKD) for sociology and Alpha Beta Alpha (APS) for criminal justice. There are two book scholarships awarded each Fall and Spring Semester in Sociology and Criminal Justice.

Honor Societies:

1) Sociology Honor Society

Theta of Georgia, ASU Chapter of Alpha Kappa Delta



United Chapters of Alpha Kappa Delta

International Sociology Honor Society

Anthropon Katamanthanein Diakonesein
"To investigate humanity for the purpose of service."

<http://sites.google.com/site/alphakappadeltainternational/>

Alpha Kappa Delta was founded by Emory Bogardus at the University of Southern California Department of Sociology in 1915, one of the earliest departments of sociology. At the time, nationally, there were only about 100 colleges and universities offering sociology courses. He created Alpha Kappa Delta in 1920 by gathering together a group of 14 faculty and graduate students for the purpose of discussing research methods and findings, and promoting scholarly writing. The name, Alpha Kappa Delta, was chosen because the letters represent the first letters of the three classical Greek words that embody the function of the society. They are: anthrôpos, meaning mankind; katamanthanô, meaning to examine closely or acquire knowledge, and; diakoneô meaning to do service.

The purpose of the Alpha Kappa Delta honor society is to promote scholarship, but the focus has always been fellowship for students, both at the graduate and undergraduate levels. Conferring a charter signifies that the institution meets high standards of program quality and scholarship. Individual students must also meet high standards. In the 1930s, undergraduate students needed the equivalent of a 'B+' average in at least 12 hours of sociology and a 'B' average, overall, to be considered. Today, to become a member of AKD, a student has to 1) be a declared sociology major or demonstrate a serious interest in sociology within an official program of the host institution; 2) be at least a junior; 3) have accumulated the equivalent of an overall GPA of 3.0 and rank in the top 35% of their class in general scholarship; 4) have maintained the equivalent of a 3.0 GPA in sociology courses taken at the host institution prior to initiation; and 5) have completed at least four regular courses in sociology prior to initiation (exclusive of extension or courses graded pass/fail).

Student scholarship in Alpha Kappa Delta is recognized in several ways. The Society sponsors student travel to regional meetings, supporting those who want to present their own work and learn from the scholarly presentations of others. The Society sponsors annual student paper contests, presenting awards which include monetary prizes, travel support, and scholarships. In addition, by funding research symposia and honoraria for guest speakers, the Society supports chapter activities which further education. The Society continues to recognize scholarly excellence in sociology by inducting approximately 4,000 lifetime members each year.

Theta of Georgia was founded in 1991 at what was then Augusta College. *Theta of Georgia* is the eighth chapter founded in Georgia. The first, Alpha of Georgia, was founded in 1946 at Clark Atlanta University and the seventeenth, Rho of Georgia, was founded in 2008. Each year *Theta of Georgia* initiates between 15 and 25 new members and over 250 students have been initiated since 1991.

Students are encouraged to visit the AKD web site to see the resources provided to student members for scholarship and research, and available chapter resources. Twice each year, the faculty representatives search Department and ASU records for juniors and seniors who meet the eligibility criteria. These students are then invited to join AKD. An initiation ceremony is held each spring. Students are encouraged to discuss AKD with either of the faculty representatives.

The faculty representatives are:

Dr. Melissa Powell-Williams: mpwilliams@aug.edu

Dr. Robert L. Johnston: bjohnsto@aug.edu



2) Criminal Justice Honor Society

ALPHA PHI SIGMA National Criminal Justice Honor Society



“Alpha Phi Sigma is the only National Criminal Justice Honor Society for Criminal Justice Majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris doctorate.”

<http://www.alphaphisigma.org/>

Alpha Phi Sigma was founded in 1942 by Dr. Vivian Anderson Leonard to encourage and reward excellence among Police Science majors at Washington State University. On March 24, 1976, members of the Academy of Criminal Justice Sciences’ Executive Board voted unanimously to make Alpha Phi Sigma the National Criminal Justice Honor Society. While there were only fourteen chapters across the country at that time, there are over 360 chapters today. Its annual meetings are held in conjunction with the Academy of Criminal Justice Sciences national meetings.

Each year, faculty representatives at ASU search the department and university records to find juniors and seniors who meet the eligibility criteria. Students are invited to join at an initiation ceremony held during the spring semester. You may contact the faculty representatives if interested in learning more or inquiring about membership.

The faculty representatives are:

Dr. William A. Reese: wreese@aug.edu

Dr. Kim Davies: kdavies@aug.edu

Dr. Allison Foley: ajfoley@aug.edu

Book Scholarships:

1) The *Robert L. Johnston Sociology Book Scholarship* was created and funded by Dr. Johnston to provide some assistance to sociology majors who have demonstrated academic success. The student applicant must meet the following criteria:

- 1) Junior or Senior status
- 2) A declared major in the discipline of sociology
- 3) Completion of 4 upper level courses in sociology at ASU
- 4) Cannot be a previous winner
- 5) Apply for the award to Ms. Tucker at jtucker@aug.edu or submit a memo to her in her department office. State your name, 927#, and the scholarship you are applying for.

The award goes to the student with the highest GPA among those that applied that semester. Students should reapply if they did not win the first time as each semester award is somewhat dependent on who applies for the scholarship.

2) The *Renee Rondeau Criminal Justice Book Scholarship* is named in honor of Renee Olubunmi Rondeau, a former Augusta State University student who was murdered in Chicago in 1994. The award is funded through a foundation established by Renee's parents, Gordon and Elaine Rondeau, to support the department's endeavors in teaching sociological explanations for violence and in educating criminal justice practitioners through a sociological perspective. The student applicant must meet the following criteria:

- 1) Junior or Senior status
- 2) A declared major in the discipline of criminal justice
- 3) Completion of 4 upper level courses in criminal justice at ASU
- 4) Cannot be a previous winner
- 5) Apply for the award to Ms. Tucker at jtucker@aug.edu or submit a memo to her in her department office. State your name, 927#, and the scholarship you are applying for in your application.

The award goes to the student with the highest GPA among those that applied that semester. Students should reapply if they did not win the first time as each semester award is somewhat dependent on who applies for the scholarship.

STUDENT ORGANIZATIONS

Our department is home to several student organizations. If you are interested in participating in one or more of them, you can contact the faculty advisors (listed below). You can also put yourself on club mailing lists. To do this, log into Pipeline, click “Groups” in the upper right hand corner of the webpage, find the club’s name in the “Groups Index” (or conduct a search for the club in “Group Search.”

Sociology Club

The Sociology Club has deep roots in our department, and after a bit of a hiatus, is beginning to bloom again. The directions and activities of the Sociology club are completely student-driven, and merely advised by Dr. Todd Powell-Williams. Through the efforts of active, motivated, and compassionate ASU students, the accomplishments of the Sociology Club over the last year alone include:

- The organization and co-sponsorship of the following annual campus-wide events:
 - The Take Back the Night Rally which aims to draw attention to the social issue of violence against women.
 - The Easter Event for children and families living in Augusta’s Hyde Park community.
 - ASU’s Violence Awareness Week.
- The sponsorship of the following activities:
 - Bringing to the ASU campus the improvisational acting troupe, Sex Signals, which draws attention to the linkages between poor communication between intimate partners, and how such miscommunication can lead to unhealthy relationships, incidences of sexual assault, and intimate partner violence.
 - Lydia Project Drive for Breast Cancer patients.
 - Prepared and served a spaghetti dinner at GAP Ministries for homeless individuals in Richmond County.
 - The Graduate School Forum organized and presided over by Dr. Todd Powell-Williams and Dr. Bob Johnston.
 - Recipient of the 2010 Leave a Trace Award from the ASU Office of Student Activities
 - The collection of school supplies and monetary donations for the Amy Biehl Foundation in Cape Town, South Africa.
 - A panel discussion on the realities of violent crime in the United States and the CSRA which included the insights of Judge James Blanchard, Prosecuting Attorney, Hank Syms, and Dr. Todd Powell-Williams.

For more information, join the Sociology Club mailing list by contacting the faculty advisor, Dr. Todd Powell-Williams at tpwilliams@aug.edu.

Criminal Justice Club

Our department is also home to the Criminal Justice Club. As stated in the Club's Constitution, the Criminal Justice Club works to recognize and promote scholarship among students engaged in preparation for professions in the criminal justice system while providing a forum for keeping abreast of new developments in criminal justice. The club also provides opportunities to network and volunteer within the social element of the community of Augusta.

The Criminal Justice Club is open to all ASU students, regardless of their major. Many of its members also participate in the Sociology and/or Social Work Clubs. The Criminal Justice Club's activities in past years have included:

- Arranging student trips to Shooters (a local shooting range) and tours of local prisons.
- Conducting campuswide supply drives for community agencies such as Augusta Safehomes (a domestic violence service agency and shelter) and the Department of Family and Child Services.
- Prepared Thanksgiving dinner for police at the Daniel Village substation.
- Helping to plan and implement ASU's Violence Awareness Week.
- Sponsor bake sales to raise money for, and arranged to volunteer with various community agencies.
- Making a trip to Washington D.C..
- Received the 2010 Mountaineering Award from the ASU Office of Student Activities.

For more information, join the Criminal Justice Club mailing list by contacting the faculty advisor, Dr. Allison Foley, at ajfoley@aug.edu.



SELECTING AND APPLYING TO GRADUATE SCHOOL

Deciding to continue your education in professional or graduate school is making a career choice. The decision to go to graduate school, the selection of an appropriate program of study, and the choice of a school are major career choices in a student's life. Therefore, students should vigorously investigate the implications of choices, options available to them, and the faculty/programs/schools available to them. There is no substitute for independent investigation, but possibly these limited resources can help to jump start your own research.

General Information

The Admission Success web site provides an enormous amount of information about applying and getting into graduate school. Students are strongly encouraged to carefully peruse this site. <http://admissionsuccess.endlex.com/>

Also at the Admission Success web site there is a useful section "Books on Admission Applications, Standardized Tests, and Study Skills." Students should check the two subsections under Graduate School, Admissions – How to Get into Graduate School and GRE – Graduate Record Examination, because the listings are links. <http://admissionsuccess.endlex.com/Books/books.htm>

The GradView web site provides information about financial aid available for students as well as information about careers and programs and test preparation. <http://www.gradview.com/financialaid/index.html>

COLLEGEDEGREES.com provides listings of available graduate school scholarships. <http://www.collegedegrees.com/financial-aid/scholarships/degree-specific/graduate-school-scholarships/>

College & Graduate School – Scholarships, Grants, and Fellowships for Students site provides extensive information about financial aid for both undergraduates and graduate students. <http://scholarships.fatomei.com/college-graduate-scholarships.html>

GradSchools.com is the most comprehensive online resource for graduate school information. The site assists with decisions about graduate school, finding a program, and financing your education. <http://www.gradschools.com/>

GradSchoolTips.com site provides general information for researching and getting into graduate school. <http://www.gradschooltips.com/tips.htm>

Tips for Researching and Applying to Graduate Schools by Chris Parks provides links to help if you are at the beginning of the process, locating a graduate school in your field of study, information for what the application process is like, and the lighter side of graduate school.

<https://pantherfile.uwm.edu/ccp2/www/work/>

Sociology Graduate School

The Admission Success web site has a section “Sociology Graduate School Admission - How to Get into Sociology Graduate School” that suggests the following three steps:

<http://admissionsuccess.endlex.com/Types/othergrad/sociology.htm>

Admission Success Step One. First, if you haven’t already done so, make a thorough examination of yourself as to whether you really do want to go into sociology graduate school. Do you know what becoming a graduate-level sociologist entails? Spend a few days, or longer, doing this exploratory work. Just make sure that getting into sociology graduate school is really what you want to do. Don’t apply to sociology graduate school just as a backup for professional school, or because you don’t know what else to do with your life. Do take a little time out of your busy schedule to reflect if this is what you would like to do for the rest of your life. There’s really nothing wrong at all about being a research-level scientist. You may even really like it. Just make sure that your temperament and personality fits this type of job and that you know exactly what it entails. Different people are suited to different jobs. You will excel and be happier in a job that suits you more than in one that is molded onto you by society. In fact, everyone can make a difference to society in any job. We need cashiers, people dumping garbage, taxi drivers, computer programmers, etc. In choosing your favorite occupation and excelling in it, you will make your stamp in this world most pronounced.

Admission Success Step Two. Choose the sociology graduate program according to your desired supervisor’s reputation and not the reputation of the sociology graduate program. It will be your future supervisor that will determine your future, not the sociology graduate program. Sure, some sociology graduate programs may have more supervisors that are excellent, but be careful that even for those programs, that you do not choose an inactive researcher because even if you get into that illustrious sociology graduate program, your career will suffer. Having said that, though, it is still important to be familiar with the admission requirements of the particular department that you apply to because you most likely will need to meet the minimum guidelines, such as course requirements and grade-point average, for the department in order to have a chance to be accepted by the potential supervisor.

Admission Success Step Three. Once you have decided that you really do want to go into sociology graduate school and have studied your potential supervisor as well as the sociology graduate school that you desire to enter, it is at this stage that you can make use of your energies to be innovative. Think about how you can increase YOUR chances of getting into your desired sociology graduate program and getting accepted by your desired professor. Come up with innovative ideas of your own. Often, the ideas that we come up with, and not those from reading books, become some of the most effective strategies we develop. However, it is still imperative that you do purchase and read through perhaps three or four good books on the topic.

Admission Success Step Four. Get some research or job-related experience as soon as it is possible. Only then will you know what it is like conducting graduate-level research. Another reason to get research experience is that many sociology graduate schools and professors find it extremely helpful if you have had previous experience, as it will help them out when they train you themselves. Thirdly, once you become a sociology graduate student, having that experience will help you enormously in your work, as you will be much more prepared, as will understand better what is going on and perhaps what to do to troubleshoot. If possible, choose a good professor for your undergraduate research experiences, as it will really give you a taste of what research is like. Fourthly, this undergraduate experience can be a wonderful source of useful reference letters. If you are lucky, you may even get your name on a conference presentation or poster, or paper. However, do not put too much hope on that, as it often does not happen, but if it does, it is definitely nice cream on the cake.

Admission Success Step Five. Remember to contact the prospective supervisor that you are interested in. It would be helpful to have a phone conversation, or even an in-person conversation with your future supervisor, as you can get a feel as to what type of person he or she is like, and whether you think you would get along with them. As a side note, if that person suggests that you do co-supervision, try to stay away from it, as it is much better to have a single supervisor than having to deal with two.

Admission Success Step Six. Take the GRE at the appropriate time. Do not take it too early, as you will be wasting time learning the material yourself instead of learning it during your lectures. Also, do not take it too late, or you will have forgotten much of what you have learned during previous years. Depending on when you apply to sociology graduate school, you will have to time when you take your GRE accordingly. The most important thing is to be able to make the deadline. Also remember not take it earlier just because you are afraid that you may not do well the first time. Again, it's just wasting your time. Do take it before the deadline to make it for your sociology graduate schools of choice, but try to take it only when you are ready for it. In terms of deadlines for GREs, it is probably best to check with the sociology graduate secretary of the program that you wish to apply to because you may think that you may make the deadline, but you may also have misread something in their admissions regulations.

Admission Success Step Seven. Keep your grades high. In the midst of dealing with your lab work experience, do not forget to keep your grades as high as possible. Yes, it is true that many people feel that grades are not important determinants of predicting scientific success. At the same time, though, getting high grades does show determination, intelligence, and willingness to work hard. You can always add a research experience, or do something to rectify weak technical abilities, but once you take a course, the transcript is basically set in stone. You can't change it. That's really the reason to do as well as possible with grades. For one thing, it'll give you more points on your application; and for another thing, you are at school to learn and the better you learn, the better you will be able to function in society. What you learn may not directly relate to your future, but it does indirectly help you.

In conclusion: If sociology graduate school and becoming a research scientist is really what you want, go for it! Don't be afraid of the competition because a lot of time when people want to go into a sociology graduate program, they are not really putting in the time necessary to get in. On

the other hand, you will be because you have made up your mind to do the best you can. Do not be deterred of all the other keen students applying because there will always be spot for the determined.

This web site has a lot of information about graduate school. You should check it out:

<http://admissionsuccess.endlex.com/Types/othergrad/sociology.htm>

The department maintains an updated “2009 Guide to Graduate Departments.” The guide contains information about schools that offer graduate degrees in sociology (M.A., M.S., Ph.D.), specializations provided, listing of faculty with their specializations, tuition costs, stipends available, and number of graduates in last year.

The ASA site contains a section “What about Graduate School?” that students should look at:

http://www.asanet.org/employment/careers21st_Graduateschool.cfm

Criminal Justice Graduate School

Criminal Justice Degrees Guide:

<http://www.criminaljusticedegreesguide.com/jobs.html>

Criminal Justice Gradschools.com:

<http://www.gradschools.com/Subject/Criminal-Justice/85.html>

Graduate Schools in Criminal Justice: A State-by-State Guide:

<http://www.apsu.edu/oconnort/jusgrad.htm>

eLearners.com "Mini-Guide" to Online Criminal Justice Degrees”:

<http://www.elearners.com/guide/careers-in-criminal-justice.asp>

World Wide Learn “Guide to College Majors in Criminal Justice”:

<http://www.worldwidelearn.com/online-education-guide/criminal-justice/criminal-justice-major.htm>

AllCriminalJusticeSchools.com web site provides information about education and careers in criminal justice as well as available financial aid:

<http://www.allcriminaljusticeschools.com/criminal-justice-resources/financialaid>

ALUMNI CAREER PROFILES

Christopher Ball

I was an average student coasting through college without direction. Classes were merely classes and they held no sway on my life outside of college. That is until I took my first sociology course at Augusta State University. It was here that I first developed a passion for my education and a desire to do more than average. Since then I have been honored to take what I learned from my Bachelors of Arts in Sociology into graduate school. I am now on the verge of completing my first year in a Master's of Science program at Clemson University. I am also employed by Clemson University as a Graduate Assistant.

I would not have even considered graduate school if it were not for the caring faculty in the sociology department and likewise I would have not been as prepared. Augusta State University's Sociology department provided me with more than just the knowledge necessary to succeed; they provided me with the confidence to do so. While the department did a great job instilling knowledge, skills, and techniques it also provided many other essential traits for graduate school such as perseverance, determination, and a passion for the subject. Traits such as these are some of the fundamentals of what you will receive with your degree from Augusta State University. Thereby, my advice is to take full advantage of the intimate department at ASU. The professors really do care and they will rank among your greatest allies well after you have completed their classes and even well after you have complete your degree.

Sara Beth Salzman (previously Levine)

My name is Sara Beth (Levine) Salzman and I am 2004 graduate of Augusta State University. In the spring of 2004, I completed my Bachelors degree at ASU in Criminal Justice with a minor combining Sociology and Psychology. After graduation, I moved to Ann Arbor Michigan and in 2006, completed my Masters Degree in Social Work, with a focus on Management of Human Resources, Children and Youth and a Certificate in Jewish Communal Service.

Attending a recruitment program for Jewish Communal Professionals in New York City led to my job at the Mandel Center for Excellence in Leadership with the Palm Beach Federation. During the two and half years I worked there, our Center focused working with community agencies on professional, volunteer and organizational development.

In October of 2008, I moved to Chicago to be with my fiancé. I continued my work with the Mandel Center (working remotely) until the end of December 2008 and then began my new position as the Director of Emanuel Congregation in February 2009. The reform congregation has 400 membership units and is providing me with the opportunity to expand my fiscal and facility, human resource management skills.

Dinah Gunn (previously Usry)

I went back to ASU after being out of college for many years and raising two children. Going back to school after so many years was a challenge within itself. But, once I got to ASU, I felt as if I belonged there. The staff and the students within the Department of Sociology, Criminal Justice, and Social Work were both quite helpful and friendly. That was especially important to me, being a non-traditional student. It made the transition much easier for me.

As I was a Criminal Justice student, I took various courses within the Department, all of which have some relevance to my career today. I completed a Student Internship with Rape Crisis and Sexual Assault Services, which led to my current employment as Volunteer Coordinator and Victim Advocate. I use what I learned in my Criminal Justice and Political Science classes when I attend court proceedings with victims. The Sociology courses I took help me each day as I interact with a diversity of victims and volunteers. And of course, being employed by a non-profit agency, I must keep precise documentation of my work activities, and that is where the Social Research Methods classes I took have assisted me, as I use that knowledge in maintaining my records. Finally, Social Theory class aided me in my writing and presentation skills, as I must communicate effectively with a base of about fifty volunteers each day, as well as participate in their training.

I would advise anyone anticipating a career in human services, Criminal Justice, or any related field, to take your studies seriously and realize that they do have vital relevance to your future career. Your persistence and hard work at ASU will prepare you and will be rewarded.

Dinah Gunn
B.A. in Criminal Justice
Class of 2008

Lori Scott

Dear Friends,

As a non-traditional student, I completed my Bachelors Degree in Sociology at ASU in 2000. Soon after, I was accepted at NCSU and moved to Cary, NC. I only attended there for one semester before becoming homesick and moving back to Augusta. I quickly got back into education by joining the Teacher Alternative Preparation Program (TAPP) where I took more classes at ASU and was certified in Middle Grades Education in 2002. It wasn't long before I was bit by the education bug again and started in the ASU, M.Ed. program, which I completed in 2007. Although Sociology is where my heart is, I have been teaching fifth grade at McBean Elementary in Richmond County since June 2002. I found the two areas to be very complementary and I enjoy working with the students in this age group. I hope to successfully pass on my love of learning.

My background in Sociology has been invaluable in my current field. My studies in sociology have allowed me to reach more children and families in a very real way. A good teacher must understand how a child lives and how their family unit works. We have to understand and respect cultural, gender, sexual, and religious differences to be able to successfully interact with the family. A sprinkle of gang theory also comes in handy. We learned all of that in sociology classes. In short, sociology has made me a better, more effective educator.

I would hope that all students at ASU are able to enjoy their time on campus as much as I did. ASU is so much more than a group of buildings. Take advantage of the opportunities to present papers, get involved in research and go on the educational field trips. Get to know the faculty members and feel where they are coming from. The roles they played in my life were important and varied, disciplinarian, counselor, cheerleader and friend. I think it was the unique personalities and fiery passion of the professors at ASU that have been the most rewarding in my personal life. My professors gave me something that made me a better person. They taught me to ask questions and demand more of myself. They gave me the gift of self-respect and a love of learning that I'm not sure I would have ever found on my own. Don't cheat yourself by limiting your learning to just the books, classrooms or lecture halls. Participate and soak up all that you can.

Good luck and I wish you all the best.

Regina Murray, GSW

My experience as an undergraduate student at ASU was deeply enriched by the relationships that I developed with the faculty and staff of the Sociology Department. During my tenure at ASU, we got involved in my first grass root project, the Hyde Park Environmental Group. As students we were allowed to gain hands on experience in research as well as in mobilizing a group of Augusta's citizens that were in desperate need of a voice, a voice to help bring to the attention of the community at large the impact that environmental pollution had on their lives.

The passion and commitment that the faculty had for exposing students to the science of sociology through exploring gender and sexuality issues, stratification; social politics, criminality and deviance, law and punishment, race and ethnic relations, as well as other sociological issues, provided students an opportunity to become engaged in a dialogue with faculty and students, one that would force us to critically analyze who we are and how we view the world.

My educational experience at ASU, prepared me for graduate school. I attended the University of South Carolina, where I graduated Summa Cum Laude with a Master's in Social Work. My professional social work experience includes, but has not been limited to, addiction counseling, foster care, geriatrics, domestic adoptions, and hospice. I am currently a hospice administrator. My education prepared me for social work on the Micro and Macro level.

As current students pursuing degrees in sociology, social work, or criminal justice, I encourage you to allow yourself to be subjected to and open to the vulnerabilities of others, those who have been marginalized, disenfranchised, and criminalized, not from a place of judgment but from a place of social consciousness and awareness.

P.S. You are being prepared by some of the best!!!

Robert Maddox

Augusta State University was my home from the Fall of 2002 until I graduated in the Spring of 2007. I am extremely grateful for the chance to share my experiences at my alma mater, especially how the Department of Sociology shaped my thinking and my career prospects. During my time at Augusta State, the Department of Sociology was filled with some of the most knowledgeable professors that the discipline could offer, and having kept tabs on the department, I know the opportunities have only grown since my graduation.

I started college unsure of any major or career aspirations. After taking Intro to Sociology, I planned to take a few more classes in Sociology because of the discipline's encouragement to think outside the box. Little did I know I would find a home in sociology. I began to work very closely with several professors. Before long, I was presenting papers at professional conferences and started receiving additional training in research and statistical methods. All of this training prepared me for graduate school and beyond.

After leaving Augusta State University, I was accepted and enrolled in the joint MA/PhD program in sociology at Georgia State University. I am specializing in Gender and Sexuality studies, as well as continuing my training as a statistician. I am scheduled to graduate in the Spring of 2013 (although we all know how anticipating graduation goes). In addition to my graduate school success, I have been hired by GSU as a full-time Institutional Research Assistant, where I report the figures for GSU to external agencies such as US News and World Report and assist analyzing departmental data for accreditation. After graduating, I plan to pursue a career as a professor of sociology. The professorate is one of few jobs where you actually get to express yourself in the work you do; I can imagine myself in no other position. All of this has only been possible thanks to the training I received at ASU.

If I were to offer any advice, it would be to take advantage of every single opportunity that your professors in sociology have to offer. Although much of the work assigned seems as though it is only the next barrier to receive credit for the course, many assignments are chances to build your resume. The first paper I ever presented was a paper I wrote for my Violence and the South course. My professor coached me every step of the way through writing that paper and suggested I take it to a meeting. Because of that experience, I knew that research was my calling. Not only did I find my career aspiration and the subject area of my research, but I also won an award at a regional conference because of it.

If you are unsure of areas in which you might find interesting work, start talking to all your professors now. All of them are eager to help you find yourself and want to see you succeed. Wanting some extra training in statistics, I approached the professor. He took me under his wing and trained me in data analysis while I helped him on a project. I also wondered if a path in academia would be the right professional choice for me. When I spoke to a professor about it, he let me do a teaching assistantship with him, and mentored me through finding the right graduate school.

Last but not least, never forget to branch outside the department. Undergraduate school is one of the last chances to get exposed to disciplines other than your major. You never know what fruitful ideas or experiences will come your way through other disciplines. But above all, stick with your professors. They are the guides that can point you down the right path to your dreams.

Tamara Rajah

I graduated from ASU in 2005 with a Bachelor of Arts in Sociology. My last semester was quite difficult due to a period of active Lupus disease. The Department of Sociology went above and beyond to ensure that I was able to graduate as scheduled.

Since leaving ASU, I founded a Christian non-profit organization known as Skip To My Lupus, Inc. Our mission is to provide comprehensive support and advocacy services to people affected by Lupus and other auto-immune disorders.

Skip To My Lupus has garnered the support of many local businesses and schools, to include ASU. Dr. Bloodworth introduced the CSRA to this organization in 2006. Dr. Kimberly Davies was honored at our 2nd Anniversary banquet in 2008.

I have discovered that there are countless theories that I learned while completing my Sociology degree that I use on an everyday basis. For example, Maslow's Hierarchy of Needs, the Seven Stages of Grief, and Erikson's Stages of Psychosocial Development are all applicable and instrumental in serving people with chronic illness, as well as helping those whose loved ones have lost their battle with a chronic illness.

The statistical methods I learned in my studies at ASU, specifically Chi Square, is the prime measurement tool used at Skip To My Lupus for assessing the outcomes of our services and gauging client progress. Chi Square is paramount to developing quantitative data concerning our competitors, used in strategic planning.

I would encourage those pursuing a degree in Sociology, Criminal Justice, or Social Work to take a serious inventory of your goals, utilize the various support services offered by the department, and communicate with your Professors. They have all walked the very same road.

Many consider Sociology, Criminal Justice, and Social Work a "calling", as opposed to a career. I believe that all of these people-oriented vocations are "callings" that double as careers, for an added bonus.

Why ASU?

The foundation of knowledge and hands-on experience I received as student at ASU prepared me for graduate school and my career in three major ways.

- 1) **Open Access to Professors.** The professors at ASU are knowledgeable and possess a passion for their subject areas and the students. You are able to enhance your knowledge while enjoying the process. This experience increased my passion for learning and is one of the reasons I believe continuing education is essential in a career.
- 2) **Independent Studies.** Taking advantage of independent studies ASU offers allows you to become more hands on in a subject area of your interest and strengthens your relationship with professors. Serving as a Teachers Assistant and completing and presenting a research project contributed largely to my management and project management skills, which I continue to utilize in my career. IN addition, I developed wonderful working relationships with professors, who helped me with the graduate school process and in my career.
- 3) **Internship.** The internships ASU offers can assist you in narrowing your career choices and ultimately selecting one. My internship taught me a lot about the field of social work, my strengths and weaknesses. It ultimately led to my decision to attend graduate in Social Work focusing on management.

While You are Attending ASU:

- **Take advantage of opportunities**
 - gain a new experience and build and strengthen your resume
- **Challenge yourself**
 - do not take the easy route
- **Learn from everything**
 - from each experience, class or situation, good and bad

