

Comprehensive Program Review

for the

Bachelor of Arts in Criminal Justice

of

The Department of Sociology

Augusta State University

July 2005

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Comprehensive Program Review of the Bachelor of Arts in Criminal Justice

This review of Augusta State University's Bachelor of Arts in Criminal Justice (BACJ) degree program documents the design of the program and its congruency to University System missions, its role in a comprehensive and multifunctional Criminal Justice curriculum, its cost effectiveness as part of such a curriculum, and the importance of the BACJ to the System, the University, the Department of Sociology, and the Criminal Justice program.

A. Mission

The BACJ program is integral to and guided by the core mission of the System, the University, the College, and the Department as demonstrated in the following.

A. 1. Objectives of the Criminal Justice Program

The objectives of the Criminal Justice program are: (1) to provide students with the firm base of a liberal arts education; (2) to prepare students for professional careers in Criminal Justice organizations or in private and public sector organizations which interrelate with, or are impacted by the Criminal Justice system; (3) to foster a broad conceptual understanding of the Criminal Justice system as a whole and the interrelationships of its components; (4) to promote an understanding of how the Criminal Justice system is related to other social institutions; (5) to develop practical skills in such areas as interpersonal relations, communication, management, and counseling; and (6) to encourage concerted understanding of specific areas, such as crime prevention and law enforcement, parole, sentencing, probation, and penology. Finally, the Criminal Justice program is designed to have a multidisciplinary focus, drawing from Sociology and Political Science, as well as from Social Work and Psychology.

The Criminal Justice program is firmly embedded within the liberal arts educational tradition as espoused by the three substantive areas (humanities, mathematics and natural sciences, and social sciences) developed by the University System of Georgia. Criminal Justice, as a viable liberal arts and applied professional specialization, has long been recognized as congruent with the purposes of Augusta State University and the Pamplin College of Arts and Sciences.

The Bachelor of Arts in Criminal Justice, as a fundamental part of the Criminal Justice program, fulfills the missions of the College, the University, and the System in that it is firmly grounded in the liberal arts tradition, instills a respect for knowledge based policy and decision-making, promotes a life-long love of learning, and provides students with career opportunities which enrich the community and region.

A. 2. Core Mission Statement for State Universities in the University System of Georgia

Within the context of the University System's mission and vision, Augusta State University shares core characteristics with other state universities. While these universities all embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;

- commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides learning support programs for a limited student cohort;
- commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and commitment to applied research in selected areas of institutional strength and area need.

The BACJ program serves these commitments by providing instructional excellence and promoting scholarship to diverse student majors and minors. By doing so, the program serves the needs of the CSRA constituency.

A. 3. Augusta State University Mission

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning.

This mission is based on the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the University offers as broad array of undergraduate programs in arts and sciences and professional fields of study, and it offers selected graduate programs below the doctoral level. It fosters the intellectual growth of its students through learning assistance in University College, honors courses, and student research. It cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

The BACJ program, grounded in the liberal arts tradition, provides diverse student majors and minors the opportunity to excel in the professional field of Criminal Justice.

A. 4. The Katherine Reese Pamplin College of Arts and Sciences Mission

The Katherine Reese Pamplin College of Arts and Sciences, by offering a broad array of undergraduate courses and degree programs and selected graduate degrees, provides students with strong foundations in liberal arts and sciences as well as preparation for careers, citizenship, and a life-long love of learning. Dedicated to excellence in teaching and advising, the Pamplin College of Arts and Sciences is also committed to creating opportunities for intellectual growth, community involvement, and development of an academic community which models humane values and respects human diversity.

The BACJ program prepares student majors and minors for a professional career in Criminal Justice and instills pride in citizenship and the love of learning.

A. 5. Department of Sociology Mission and its Relation to the Augusta State University and University System of Georgia Missions

The mission of the sociology program is to teach and employ sociological theory and knowledge to empower our students and to contribute to a better society. We seek to explore and reveal how society and culture shape human lives, thoughts, and behaviors. Through teaching the skills of

sociological analysis, research, writing, and social action, we strive to make our students more effective and valuable as citizens, scholars, and professionals.

As the following history of the Criminal Justice program at Augusta College and then Augusta State University indicates, the Department of Sociology has long recognized and has committed resources to the integral importance of Criminal Justice in the design and delivery of a comprehensive liberal arts education grounded within the sociological perspective.

A. 5. 1. History of the Criminal Justice Program at Augusta State University

The Sociology Department established an Associate of Arts degree in Criminal Justice in 1971-72. In 1981-82, a Concentration in Criminal Justice option was added to the Bachelor of Arts degree in Sociology. In 1989-90, the Associate of Arts in Criminal Justice was changed to an Associate of Applied Science to comply with Regents' policy. In the spring of 1985, the Department successfully recruited a Criminal Justice professor who began at Augusta College in the academic year 1986-7. The department successfully recruited in the spring of 1989 a second full-time faculty member with expertise and specialization in criminology/Criminal Justice who joined the faculty in the fall of 1989. With the endorsement of the Board of Regents for the University System of Georgia, the Bachelor of Arts in Criminal Justice was implemented in the fall of 1994. At that time, the concentration in Criminal Justice was dropped from the curriculum, but the AASCJ was retained because it uniquely met the needs of some of our nontraditional students, especially those already employed in the field of Criminal Justice, who sought needed credentials for career advancement.

A. 5. 2. Necessity for a Review of the Bachelor of Arts in Criminal Justice Program

We intend this review of the BACJ program to be a regularly scheduled review required of all academic programs across the University System of Georgia. We offer this review at this time also in partial support of the extraordinary review of the Associate of Applied Science in Criminal Justice (AASCJ) program at Augusta State University. The submission of both reviews is necessary because the design of the AASCJ program, while fulfilling unique student needs, is inextricable from the BACJ curriculum in part. This results in a situation where the AASCJ Comprehensive Program Review, of necessity, must be a review of the entire Criminal Justice program at Augusta State University. The course offerings and enrollments, the faculty, the costs, and the indicators of student success cannot be isolated, even analytically, for the AASCJ program independent of the BACJ (or Minor in CJ for that matter). The only independent measure of the AASCJ is the number of degrees awarded. There are analytical issues with this measure as well in that students who take the AASCJ often do so in the course of pursuing their BACJ and often petition for the AASCJ as BACJ declared majors. While we respect and understand the BOR concerns with the AASCJ program, we offer this comprehensive review of the BACJ program as complementary to the triggered review of the AASCJ program review.

A. 6. Needs of Students

The Bachelor of Arts in Criminal Justice serves the needs of our student constituents and is, therefore, integral to the Criminal Justice program in that: it provides career acquisition opportunities to a culturally diverse, nontraditional student population; it provides Criminal Justice practitioners credentials for career advancement; it provides students the academic foundation to attend graduate school in across the social sciences; it provides students with the academic foundation to attend law school; and it provides students with the intellectual and analytical skills to appreciate the empirical evaluation of Criminal Justice policies and practices.

A. 7. Demand for Graduates

Criminal Justice is the fastest growing industry in the United States. As it grows, it is also increasingly embracing the norms of professionalism and demanding greater educational

achievement among its practitioners. The bachelor degree is increasingly the educational credential many of these Criminal Justice agencies demand of current personnel who seek career advancement into managerial and supervisory positions, if not for new hires. Evidence of the increasing demand for educated Criminal Justice practitioners is found, for example, in the advertisements of every storefront college in the country.

B. TEACHING, LEARNING, RESEARCH AND SCHOLARSHIP, AND SERVICE

As is evident above in the mission statements of the System, the University, the College, and the Department, students and their learning are our primary mission.

B. 1. i. Students

The Criminal Justice program is committed to servicing a diverse student constituency. The discipline of Sociology enjoys and cherishes a long history of being attractive to a diverse student population. This commitment serves both the Department's and the University's commitment to providing academic access and service to under-served student constituents (see Mission statements above).

As can be seen in Table 1, the ASU students who major in Criminal Justice represent a diverse cultural heritage. For the Academic Years of 2001-2004 using fall enrolled Criminal Justice majors, the program attracted majors that were 41.5 percent Non-White, including 35.6 percent African-American.

Further evidence of the commitment to providing access to a diverse student constituency can be observed from the middle panel of Table 4 below. Just as the students' majors are diverse, so too are the program's BACJ graduates. Among 73 students who were scheduled to graduate from ASU with a BACJ and therefore taking the major field test in Criminal Justice from Educational Testing Service (ETS), no less than 76.7 percent of them were female. (Female students may represent a majority of ASU's student body, but Criminal Justice was once one of the true bastions of male dominance among the professions, rendering female majors a truly under-represented class in the profession.) In addition, 34.2 percent of the Criminal Justice graduates were African American—a rather stolid testimony to the program's commitment to diversity, it would seem.

TABLE 1. DIVERSITY OF CRIMINAL JUSTICE MAJORS ENROLLED IN FALL TERMS*

YEAR	2000	2001	2002	2003	2004	Totals
% ASIAN	n/a	1.44	2.21	1.33	0.63	1.37
% BLACK	n/a	33.81	36.03	37.33	35.00	35.55
% HISPANIC	n/a	1.44	1.47	2.00	5.00	2.56
% MULTI	n/a	2.87	1.47	1.33	2.50	2.05
% WHITE	n/a	60.43	58.82	58.00	56.88	58.46
TOTALS	124	139	136	150	160	585
% of all BACJ Majors	5	6	5	6	6	n/a

* Data provided by ASU's Institutional Research

B. 1. ii. Majors and Graduates

As can be seen from Table 2, while the Criminal Justice bachelor's degree program is one of the University's youngest programs (the first BACJ's were awarded by ASU in 1994), it has quickly become one of the most popular programs on campus. Since the fall of 1998, the Criminal Justice program has granted 137 degrees or about 22 degrees per academic year.

However, since the implementation of the BACJ, the number of students who have been awarded the AASCJ degree has declined slightly. As is tabulated in Table 2, these graduation numbers indicate only just over two degrees conferred per academic year for the last six plus years. These numbers are sufficiently low as to not only trigger University of Georgia System BOR concern, but to stimulate departmental and institutional discussions about both the viability of such a program and what could be done to make the program more attractive to our student constituency.

TABLE 2. CRIMINAL JUSTICE MAJORS ENROLLED BY TERM AND AASCJ, BA, AND TOTAL GRADUATES BY TERM

Term	Year	Majors	AASCJ Grads	BA Grads	CJ Grad Total
Spring	1999	123	2	11	13
Summer	1999	54			
Fall	1999	130	1	9	10
Spring	2000	121	3	3	6
Summer	2000	58			
Fall	2000	135	3	11	14
Spring	2001	129		10	10
Summer	2001	62			
Fall	2001	155	2	13	15
Spring	2002	148	1	10	11
Summer	2002	71			
Fall	2002	161	1	6	7
Spring	2003	153		8	8
Summer	2003	88			
Fall	2003	173		16	16
Spring	2004	165		13	13
Summer	2004	72			
Fall	2005	171		14	14
Spring	2005	151			
Mean		122			
Total			13	124	137

B. 1. iii. Enrollments and Credit Hours

As can be observed in Table 3, student enrollments in Criminal Justice courses have been consistently high across the five plus years covered in this Review. The fifteen tabulated Criminal

Justice courses have attracted 3,356 student enrollments since the spring of 2000 or an average of 210 enrollments per term over the last 16 semesters. Likewise, the Criminal Justice offerings have generated 10,068 semester hours of credit or an average of 629 credit hours per semester.

TABLE 3. CRIMINAL JUSTICE ENROLLMENTS BY COURSE AND CREDIT HOURS BY SEMESTER*

Course*	Spring 2000	Summer 2000	Fall 2000	Spring 2001	Summer 2001	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Total
1103	61		65	44		66	46	1	56	64		72	73		72	81	701
3329	19		12	19		28	18		22	17		17	22		21	28	223
3330**		43	41	38	45	32	29	35	37	42	47	37	43	30	30	62	591
3333			32			22	14			14			20	1		21	124
3334				34										1	24		59
3341				32			33		21			28			38		152
4431**		36		1	31			22		1	34			35			160
4432**			34			42			28			43			40	1	188
4433	12			22			7			10			18			21	90
4435**	37				51	1	38	23			48			38			236
4441										51							51
4900										5			12			1	18
4950**	61	52	25	52	50	62	52	49	45	63	30	30	64	20	29	32	716
4960	2	4	1	3	3		1	3		3	3	4	7	2	2	3	41
4990	1		1	1			2			1							6
Enrollment	193	135	211	246	180	253	240	133	209	271	162	231	259	127	256	250	3356
Credit Hrs	579	405	633	738	540	759	720	399	627	813	486	693	777	381	768	750	10068
Number***	9	5	7	9	5	10	9	5	9	13	4	7	9	4	8	8	121
STUD/FAC	21.4	27.0	30.1	27.3	36.0	25.3	26.7	26.6	23.2	20.8	40.5	33.0	28.8	31.8	32.0	31.3	27.7
POLS 2000	31			33		25	28		29		27	27		1	32		233
POLS 3301	30		32		20			29		29	27		33	29		30	259
POLS 4001		35		31		32			42			38		32	30		240
PSYC 3143	73	33	106	61	43	101	69	47	70	106	24	75	65	25	83	108	1089

* Only courses with CRJU prefix are listed.

** These CJ courses are cross-listed with Sociology, Social Work, and/or Women's Studies.

*** Number of sections excludes sections of independent or directed study.

B. 1. iv. Student Needs and Learning Outcomes

As reported in Appendix D. 1. below, the Department of Sociology has designated and adopted indicators of student learning which we monitor to assess our curricular delivery. We evaluate

our program's success as indicated by the learning outcomes of all our BACJ graduates as measured by standardized exit examinations. Presented in Table 4 are the results of our Criminal Justice majors tracked over the last 13 administrations of the ETS Major Field Test in Criminal Justice (this marks the entire history of a Major Field Test in Criminal Justice by ETS).

Since December of 2001, we have had 73 Criminal Justice seniors who have filed for graduation with a BACJ degree take the exit examination. They have achieved an overall score of 152.3, marginally below the national mean of 154.6. Also indicative of this measure of success, and tabulated in Table 4, is that 46.6 percent of ASU's graduates in Criminal Justice have scored above the national average on this standardized test. These overall scores, while certainly indicative of a degree of success, also suggest that the department can pursue a goal of greater achievement, as will be addressed in the summary below

The Criminal Justice program at ASU is intentionally grounded in the liberal arts tradition. Therefore, all BACJ candidates are required to take Research Methods I and II and Social Theory and Social Deviance, where researching crime and deviance and the theories of deviant behavior, respectively, are emphasized. Given this philosophical and pedagogical commitment, we also monitor our students' success on two subscales of the ETS Criminal Justice exit exam. Specifically, and as reported in lower panel of Table 4, the unweighted average percentile of our seniors on theory since December of 2001 is 55.3 and on methods is 57.7. Both measures exceed our intention for our majors to score on average at or above the national median.

TABLE 4. MAJOR FIELD TESTS MEANS AND DIVERSITY FOR CRIMINAL JUSTICE

Term Year	SP 2001	FA 2001	SP 2002	SU 2002	FA 2002	SP 2003	SU 2003	FA 2003	SP 2004	FA 2004	FA 2004	TOTAL**
Mean	70.1	154.5	152.9	140	148.7	153.8	145	146.5	165.3	153.1	168.7	153.4
N	9	10	11	1	6	14	2	11	4	14	3	76
% female	55.6	90.0	72.7	n/a	83.3	64.3	100.0	72.7	75.0	85.7	n/a	76.7
% Black	44.4	50.0	27.3		50.0	28.6	100.0	18.2		42.9		34.2
% Hispanic		10.0							25.0			
% Asian								9.1				
% =/> mean*	n/a	70.0	45.5	0.0	33.3	50.0	0.0	27.3	100.0	42.9	100.0	48.7
Percentiles												
theory	n/a	71	31	n/a	45	80	n/a	25	n/a	80	Na	55.3***
methods		60	74		40	88		30		54		57.7***

* Dec. 2001-2004 National Mean = 154.6, N= 4056 as provided by ETS.

**Excludes May 2001 data.

***Average percentiles represented unweighted means.

No exams were reported for Summer 2001 and Summer 2004.

Two other measures of student learning are also being met. Specifically, all majors must pass Social Deviance and Introduction the Criminal Justice with a "C" or better, lest they be required to repeat the course. (Note: The indicators of student learning measured by faculty-designed comprehensive examinations for CRJU1103, POLS 2000, 3301, and 4401, as indicated in the 2000 SACS report [contained herein as Appendix D. 1.], have been replaced by the ETS Major

Field Test in Criminal Justice assessment indicators reported here that were instituted in 2000 as noted above).

B. 1. v. Success of Graduates

A majority of Sociology Department graduating seniors are interviewed by the Chair and they fill out exit interview surveys. The Department uses these two methods to assess not only our curriculum delivery and content, but also our service to student needs in general. Specifically, students are asked to rate their education in terms of its relevance to career preparation and preparation for post-baccalaureate education. Presented in Table 5 are responses provided by our graduates in the fall 2003 and fall 2004 cohorts.

TABLE 5. EXIT INTERVIEW RESULTS FOR FALL 2003 AND FALL 2004

Item Number	Sample	Strongly Agree	Agree	Disagree	Strongly Disagree	n
19	Fall 2003					n/a
	2004CJ Majors	75%	24%			4
	2004 Soc Majors	100%				5
40	Fall 2003	42.90%	50%	7.10%		14
	2004 CJ Majors	25%	75%			4
	2004 Soc Majors	60%	40%			5
41	Fall 2003	50%	50%			14
	2004 CJ Majors	25%	75%			4
	2004 Soc Majors	60%	40%			5
44	Fall 2003					n/a
	2004 CJ Majors	50%	50%			4
	2004 Soc Majors	80%	20%			5

Item 19: My course work and experiences in the Sociology Department were relevant to my preparation for a career.

Item 40. I feel as well if not better prepared as those applying for graduate or professional school from sociology programs on a national basis.

Item 41. I feel that completing my degree program in Sociology has prepared me to compete successfully with other liberal arts graduates in the employment of my choice.

Item 44. My course work and experience in the Sociology program have helped me to understand how sociological insights and training can be applied to greater career success.

As can be seen in Table 5, Departmental seniors overwhelmingly concur that their education has prepared them for either career or post graduate pursuits. Informal tracking of our graduates supports these exit survey responses (the department will consult with other efforts at ASU where attempts to generate alumni data that may provide us, in the future, with more direct measures of

the success of BACJ graduates). Many of our students successfully pursue graduate education and many of our graduates have made successful careers in law enforcement, probation and parole, corrections, and law.

B. 2. FACULTY AND STAFF

As noted in the introduction and history above, Augusta State University began as early as 1987, when the Department of Sociology committed to the development of a liberal arts based BACJ program, to recruit Criminal Justice scholars steeped in the social scientific perspective. To this day, those efforts continue to serve not only the Criminal Justice program but the entire ASU community.

Section B. 2. i. Faculty and Qualifications

The Department of Sociology is in compliance with the SACS requirements for academic credentials. Those faculty members teaching courses for our Department since 2000 have earned their highest degrees from the following universities:

<u>Full-time Faculty</u>	Highest <u>Earned Degree</u>	<u>Institution</u>
Holly Carter	Ph.D.	University of North Texas
Charles Case	Ph.D.	University of Arizona
Kim Davies	Ph.D.	The Ohio State University
Robert Johnston	Ph.D.	Virginia Tech University
Robert Ness	Ph.D.	University of Connecticut
William Reese	Ph.D.	University of Arizona
Charles Scarboro	Ph.D.	Emory University
Elizabeth Watts-Warren	Ph.D.	University of Georgia
Jessica Ziemkowski	Ph.D.	University of Notre Dame
<u>Part-time Faculty</u>		
Mohamad H. Alhomsi	D.D.S.	Usual Ad-Deen University
Naomi R. Cobb	M.S.W.	Our Lady of the Lake University
Robert Gemmill	D.S.W.	University of Utah
Robert Gerardot	M.S.W.	University of Georgia
Richard Goolsby	J.D.	University of Georgia
Patricia Graham	Ph.D.	University of South Carolina
Suzanne Guido	J.D.	New York Law School
Hugh Hadden	J.D.	University of South Carolina
Dominique Harden	M.S.W.	Clark Atlantic University
Austin McLane	B.S.*	University of Tampa
Cheryl Moody-Hudson	J.D.	University of Georgia
Patricia Ramey	M.S.W.	Florida State University
Delphene Reese	M.P.A.	Atlanta University
Glenda Short	M.S.W.	The University of Kansas
Ernestine Thompson	M.S.W.	University of Southern Mississippi
Beth-Danielle Williams	M.C.G.	Baylor University

*Note: Austin McLane has other credentials which qualify him for teaching Criminal Justice courses.

The Department has on file a copy of each part-time faculty member's academic credentials and the Office of the Vice President of Academic Affairs has a copy of each full-time faculty member's academic credentials. As is implicit from the above Departmental rosters, the Department of Sociology is, of necessity given the popularity of its programs, dependent on part-time instructors. This issue, among others, may play a role in our efforts to raise the ETS exit exam scores of our BACJ majors.

B. 2. ii. Student/Faculty Ratios and Average Class Sizes

As indicated in the middle panel of Table 3 above, the Criminal Justice program, despite the popularity of the program and despite the Department of Sociology's documented and administratively acknowledged need for additional tenure-track positions, has been able to maintain reasonable class sizes by the too liberal use of part-time faculty. Specifically, since the spring of 2000, the average class size of 117 Criminal Justice offerings is 28.7 students per section. This number is particularly impressive given two important qualifications. First these 117 offerings exclude all independent or directed study courses which would "artificially" lower the average class size. Moreover, five of these offerings are cross-listed with Sociology, Social Work, and Women's Studies. These enrollments are counted against the average class size tabulations presented in Table 4.

While these numbers indicate an admirable maintenance of small class sizes in keeping with the institution's mission, it is imperative that we point out that such numbers may conceal a problem. By relying on part-time instructors, necessitated by a high student demand and inadequate number of full-time faculty, the quality of the curricular delivery may be compromised as indicated by the marginal performance of student success noted above in section B. 1. iv. A further indication of this lack of faculty resources is frequent comments made by our graduating seniors in their exit interviews with the Chair to the effect that we need more professors and fewer instructors.

B. 2. iii. Faculty Productivity and Costs

The Department of Sociology historically has produced more credit hours per full-time faculty member than essentially any other unit on campus. As can be seen in Table 6, the Sociology Department with an average of 433.67 credit hours generated ranks only behind the Department of History, Anthropology, and Philosophy in the mean number of credit hours produced per full-time faculty member. Significantly, the Sociology Department credit hour production is a full 36 percent greater than the College's mean production of 318.85.

Given the efficiency of the Department of Sociology with a faculty that is truly committed to serving student needs—as indicated by a relatively large number of independent and directed study sections, by the absence of unrealistic class size caps, and the like—it is not surprising that the Department's cost per credit hour generated tabulated in the lower panel of Table 5, is considerably low at no more than \$86 per credit hour over the past four fiscal years.

B. 3. FACILITIES

Due to the amazingly successful efforts of ASU's current President and upper level administration, the ASU campus has been transformed into a twenty-first century, technologically advanced, teaching-learning environment.

B. 3. i. Classroom Facilities and Instructional Technology

Most departmental classes are taught in Allgood Hall where the departmental faculty offices are housed. Instructional technology in these classrooms is state-of-the-art.

The Department has a student lab with six computer stations. While vital to a Department which requires every major to demonstrate computer literacy and research competence, the required two-course sequence in research methods must be taught currently in shared computer labs.

TABLE 6. CREDIT HOUR PRODUCTION PER F/T FACULTY BY DEPARTMENT*

Department	F/T Faculty	Credit Hours.	Credit Hours/ F/T Faculty
Biology	12	4663	388.58
Chem/Phy	10	2893	289.30
Fine Arts	17	3241	190.65
Hist/Anth	10	4964	496.40
Lang/Lit/Comm	41	10728	261.66
Learning Support	13	4877	375.15
Math/CS	18	7359	408.83
Mil Sci	2	222	111.00
Nursing	9	801	89.00
Pol Sci	8	2882	360.25
Psy	9	3846	427.33
Soc	9	3903	433.67
Total	158	50379	318.85

COSTS PER CREDIT HOUR BY FISCAL YEARS**

Year	2000	2001	2002	2003	2004
Credit Hour	8115	8298	9017	9049	9339
Expenditures	\$664,792	\$690,200	\$750,213	\$749,841	\$799,342
Cost/ Hour	\$82	\$83	\$83	\$83	\$86

* Data provided by ASU's VPAA Office. Fall 2003 Pamplin College of A & S data only.

**Data provided by ASU's IR Office.

B. 3. ii. Faculty Offices and Departmental Equipment

All full-time faculty have offices in the new Allgood Hall. Part-time faculty share a single office for student conferences, office hours, and the like. While these offices suffice, for faculty actively engaged in research, additional work and storage space is needed.

B. 3. iii. Resources

Our current equipment and resources are satisfactory especially since the departmental copier has just been replaced. We have a student lab shared by Sociology, Criminal Justice, and Social Work students. It has six computers (including three older computers that are very slow and printers which frequently require maintenance). Future student technology fees will be needed to update this equipment.

B. 3. iv. Non-Instructional Technical Support

As noted above, ASU has opened two magnificent buildings with state-of-the-art instructional technology in essentially every classroom. This huge increase in the amount and complexity of instructional technology on campus mandates that the Media Services technical staff needs be proportionally expanded to service this technology.

B. 3. v. Library

At the time of the expansion of the Criminal Justice program to a bachelor's degree program (circa 1994), ASU's Reese Library housed some 2,726 Criminal Justice related items covering some 1,681 Criminal Justice topics. At that time, faculty deemed this collection adequate for both the BACJ and the AASCJ programs. Since that time, the Sociology Department has received an annual budget for the acquisition of new books or periodicals (e.g., \$4,616 for FY 2004-5). By departmental policy, these funds have provided the two full-time Criminal Justice faculty with funding that has proven adequate to acquire books and other resources most years. These budgets and Criminal Justice acquisitions efforts have grown the Reese Library holdings in Criminal Justice an appreciable amount.

In addition, the Reese Library has become an active participant of GALIEO, **GeorgiA Library LEarning Online**. A Web-based virtual library, GALIEO includes over 2000 journal titles in full text and includes include encyclopedias, business directories, and government publications. This source includes for instance, *Sociological Abstracts*, the most comprehensive abstracting service for the discipline of sociology. In addition, these electronic resources include the *Sociological Collection*, a comprehensive database covering information in all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development, culture and social structure. This database provides complete full text for more than 500 important journals, including nearly 500 peer-reviewed titles. In addition to the full text, indexing and abstracts are provided for all 523 journals in the collection.

Finally, the Reese Library also furnishes JSTOR, which includes The Arts & Sciences I Collection, comprised of the complete back runs of 117 titles in fifteen disciplines—many of which are sociological or of allied disciplines including many of the core research and society published journals in economics, history, political science, and sociology, as well as in other key fields in the humanities and social sciences.

B. 4. CURRICULUM

By design and since its inception, the entire Criminal Justice curriculum is based on national models of the very best programs of Criminal Justice in the strictest sense of the liberal arts model.

B. 4. i. Curriculum Coherence

The BACJ major requirements, as can be seen in the program checklist reproduced in Appendix D. 4, are based upon a strong liberal arts core curriculum. More specifically, ENGL 1101 & 1102, three hours of MATH, eight hours of humanities, two/three hours of Communications (COMS), three lab sciences (or two with an additional math course), three hours of HIST and POLS, and six hours of social science are core curriculum requirements across the College of Arts and Sciences. (Of importance, the AASCJ program is designed to utilize essentially the same liberal arts core so that associate degree students will not lose any credits if they continue on for the BACJ.)

While such a perfect congruence is by design and is welcomed by our student majors, it renders this Comprehensive Program Review of AASCJ per se virtually impossible. Given current institutional recording keeping, we cannot separate out AASCJ courses, enrollments, credit hours, FTE's, or costs per se. This congruence is a major reason why this review of the BACJ program must be seen as supplemental to the triggered AASCJ review.

B. 5. ii. Currency

As can be seen from the three full-time faculty vitae and publications (Appendices D. 6. and D. 5, respectively), the Criminal Justice faculty are actively involved in Criminal Justice scholarship via research, publications, presentations at scientific meetings, professional service as peer reviewers and/or associate editors, and the like. This high level of scholarly involvement assures that the Criminal Justice curriculum delivered by our full-time faculty is kept current.

In addition, many of the Criminal Justice program's courses are taught by part-time faculty who hold full-time jobs as prosecutors, judges, correctional officers, and law enforcement professionals. While these part-time faculty are not as likely to be engaged in state-of-the-art Criminal Justice research, they are likely to be abreast of current practices in their respective fields of Criminal Justice practice.

B. 4. iii. Course Sequencing, Frequency, and Enrollment Patterns

As can be seen from the upper panel of Table 3, and as would be expected from a program serving an average of 210 student enrollments per semester since the Spring of 2000, Criminal Justice courses must be offered regularly to meet demand. During this time of just over five years, the program has offered 117 sections, excluding independent and directed study sections. Moreover, these 117 sections have generated 10,068 credit hours and have averaged 28.7 students per section, again excluding independent and directed study courses.

Given the popularity of the Criminal Justice program, additional full-time Criminal Justice faculty would facilitate the fulfillment of a program commitment to offer all required courses for the major on a regular day-night sequence (e.g., CRJU 3329 has only been offered at night by part time faculty). In addition, POLS 2000 has only been offered eight times over the tabulated 16 semesters, a frequency which is inadequate to meet student demand (a similar situation exists for POLS 3301 and 4401). The growing number of Criminal Justice majors presents an ongoing difficulty to the Political Science department, as well as the Sociology department, in meeting these curricular needs. Inter-departmental discussions of just how this increasingly unacceptable situation can be rectified continue.

B. 5. i. Other Learning Activities

The Department of Sociology has developed and nourished and now maintains a highly successful and effective internship program with no less than 66 area agencies (see Appendix D. 3.) While nearly all of the agencies might meet the needs of a given Criminal Justice student, at least ten of the agencies are Criminal Justice agencies per se. Students seeking a major or a minor in Criminal Justice are encouraged to complete an internship before they graduate. Internships involve diverse, in-the-field learning experiences of at least ten hours per week for fifteen weeks. A major value of the internship experience is to provide the agencies, as potential employers, opportunities to observe, assess, and contribute to the Criminal Justice students' professional training.

B. 5. ii. Advising

The Department of Sociology conducts a systematic and effective program of academic undergraduate advising. A qualified advisor is assigned early in the student's program and this assignment recognizes the individuality of students and their particular needs and goals. Advisors have access to each advisee's records, are proficient in using data to determine students' major fields of interest, and have appropriate training or background and experience to carry out their responsibilities effectively. Advising policies, sheets, and instructions are published on the Department Website and as hard copy in the Department.

Given evidence that effective advisement is critical to nontraditional student retention and graduation and given the high percentage of departmental majors who are first-generation, nontraditional students, the Department of Sociology requires every major to be advised by Faculty or Staff at least once a year, and student majors must obtain in person their term PIN number from an advisor in order to register each spring. In addition, given the fact that the Department attempts to rotate all of its required courses through a day-night sequence to meet the needs of students who work full-time during the day, the faculty hold additional and extraordinary office hours at night during pre-registration and registration for advising.

B. 5. iii. Tutoring

The Department of Sociology is committed to the benefits of tutoring and mentoring. The Department has been active in the American Sociological Association's Minority Opportunity through Scholarly Transformation (MOST) Program which encourages the development of minority students in one-on-one teaching and learning environments. This program has helped encourage many of our minority undergrads to further their education in graduate school.

An important aspect of this commitment to the benefits of one-on-one instruction is that the Department of Sociology has pioneered the use of teaching practica where upper division undergraduates assist departmental faculty in lower division classes. These upper division majors benefit from the practicum in that they experience teaching and tutoring as a lived experience. While the lower division student benefits from greater individual attention, the student assistant not only learns the subject matter, but discovers the joys of teaching.

Most generally, Departmental faculty and students alike are encouraged to develop mentor-protégé relationships to augment classroom and laboratory instruction and learning. As witness to the Department's commitment to these practices, the following information is posted on the departmental web site:

The process is one of mutual selection. The student finds a professor that he/she works well with and with whom she is comfortable. The professor finds students who show good potential to become professional sociologists. Enthusiasm for sociology, willingness to work hard, participation in departmental events and

organizations (lectures, clubs, honor societies) and good work in classes are traits that professors look for.

The sooner in your academic career that you begin preparing for graduate school and a professional career in Sociology, the better. Ideally, we would like to begin working with our future sociologists by the end of their sophomore year.

Availability of Mentors

Every professor in the Department of Sociology is eager to work with a protégé. We are committed to make a particular effort to find minority group members with the interest and potential to become professional sociologists.

What mentors try to provide for their protégés:

Act as a "guide" or provide a "road map" toward becoming professional sociologists.

Provide lots of encouragement for protégé to fulfill her/his potential.

Provide a little bit of criticism if/when protégé does not seem to making the good effort.

Sharing the mentor's experiences and insights on how success is achieved as a professional sociologist.

Share ongoing research and writing interests with protégé.

Involve protégé in ongoing research, teaching tricks of the trade in doing research and professional writing.

Supervise independent studies research and writing projects. (Academic credits may be earned for these projects.)

Help prepare protégé and provide opportunities for protégé to make presentations and to teach.

Encourage and help protégé prepare for the Graduate Record Exam (GRE).

Share professional network and friendships to help protégé get into graduate school and ultimately to get a job in the profession.

What mentors expect or hope for from their protégé:

They will make a large effort to develop their potential to become professional sociologists.

They will be fairly good at taking advice, guidance, and criticism.

They will stay in touch even after they are rich and famous and successful.

B. 5. iv. Student Organizations and Clubs

The Department of Sociology prides itself in being student friendly. Part of this atmosphere is nourished by the support of active Criminal Justice, Social Work, and Sociology clubs. In addition to the outside the classroom learning activities these Departmental clubs can provide students, these clubs often perform social service projects which help promote the mission of ASU as "Augusta's University." The Department has also chartered two honor societies.

The following information is maintained on the Department's web site:

In September, 1941, Dr. V. A. Leonard was asked by the President of Washington State University if he would accept the directorship of a Police Science Academic Program at Washington State. Dr. Leonard accepted the

offer and became responsible for developing a four-year curriculum which would lead to Bachelor's Degree in Police Administration.

Upon his arrival at Washington State, Dr. Leonard began to realize how important it was that a Police Science Honorary be established. The purpose of this honorary would be to promote excellence in scholarship and performance. In January, 1942, Dr. Leonard met with seventeen Police Science majors at Washington State and Alpha Phi Sigma was established. Glenn Hill was elected as the first president and appointed a committee to draft the first Constitution and By-Laws.

During its initial years, Alpha Phi Sigma experienced only limited growth. But on March 24th, 1976 in Dallas, Texas, the Executive Board of the Academy of Criminal Justice Sciences voted unanimously to designate Alpha Phi Sigma as the National Criminal Justice Honor Society. At this time, Alpha Phi Sigma had fourteen chapters; however, since then organization has continued to grow and prosper at a very rapid rate. There are now over 200 hundred chapters.

In 1981, Alpha Phi Sigma was admitted to the Association of College Honor Societies as an associate member. Over the years the National Office has been located at Washington State University, Midwestern State University, Eastern Kentucky, Texas Women's University, Fairmont State, Marshall University, Tarleton State University, Florida International University, and currently is located at Nova Southeastern University.

Since 1978, Alpha Phi Sigma has held its national convention in conjunction with the annual ACJS meeting. The Academy's continued support of Alpha Phi Sigma serves to enhance Alpha Phi Sigma's purposes: to recognize and promote high scholarship among students actively engaged in collegiate preparation for professional services; to keep abreast of the advances in scientific research; to elevate the ethical standards of the Criminal Justice professions; and to establish in the public mind the benefit and necessity of education and profession training.

In July of 1997, the National Office of Alpha Phi Sigma, chartered the Alpha Beta Alpha Chapter of Augusta State University.

Oath of Membership	Judy Jordan: President
I _____, a member of Alpha Phi Sigma,	Melissa Braddy: Vice President
The National Criminal Justice Honor Society	Chaterica Williams: Secretary
do hereby submit myself to be governed by	Katina Williams: Treasurer
the Constitution, Bylaws, and duties therein.	Honorary Advisors:
It is my mission to make the Criminal Justice professions and their practioners more effective;	Sandy Taylor
to encourage research and the dissemination of knowledge so acquired to all	Richard Boggan
	Willie Johnson
	Bill Reese: Advisor
	Kim Davies: Co-Advisor
	:::Alpha Phi Sigma website:::

members of the professions; to inspire a just pride in their work; and to apply scientific practices and techniques within the Criminal Justice fields. Bearing these words in mind, to the best of my ability, I execute the society's purpose, in order that I may better serve human kind.

::::initiation photos::::
12/15/2000

B. 6. RESEARCH AND SCHOLARSHIP

Since at least the planning for a BACJ program, the Department of Sociology has recruited active scholars in the liberal arts tradition of Criminal Justice. We sought professors who could provide a state-of-the-art Criminal Justice curriculum to our students in part due to their active involvement in Criminal Justice research and scholarship. Given the design of the curriculum to be broadly based in the liberal arts tradition, departmental faculty in the Criminal Justice program have published in the areas of social theory, race and crime, gender and crime, deviance and deviance theory, as well as in more traditional Criminal Justice areas.

B. 6. i. Faculty Productivity

As documented in Appendix D. 5. below, the three full-time faculty members most closely associated with the delivery of the Criminal Justice curriculum have amassed a formidable list of publications and presentations. Overall, they have 18 referred publications and 35 non-referred publications and they have made 63 scientific presentations. Of these, 9 referred publications, 20 non-referred publications, and 38 presentations were on the Criminal Justice topics of crime, delinquency, deviance, and the administration of Criminal Justice. The three full-time faculty have research published in the following Criminal Justice journals: *Homicide Studies*, *Criminal Justice Review*, *Journal of Criminal Justice*, and *the Journal of Research in Crime and Delinquency* as well as several leading sociological journals. In addition, they have presented research at the American Society of Criminology and the Academy of Criminal Justice Sciences, as well as at leading sociological associations.

B. 6. ii. Level of Support

The three Criminal Justice full-time faculty receive professional development support from the University and the Department in terms of travel budgets. For the academic year of 2004-5, each member of the Department received \$434 in travel funds.

In addition, one of the three full-time members of the Criminal Justice program serves as Principal Investigator and Project Director of a large (approximately \$150,000) Department of Justice grant administered through the Augusta State University Foundation Research Center for the federal fiscal years of 2002-2005. These funds have been used to support Project Safe Neighborhoods related travel and have provided employment opportunities for at least eight Criminal Justice students to engage in real Criminal Justice research.

B. 6. iii. Student Involvement

Student involvement in research is a priority in the Sociology Department as a whole. However, most of the students present at Sociology conferences rather than at Criminal Justice conferences. Most of the full-time departmental faculty are sociology professors. The three

current full-time faculty members who teach Criminal Justice courses divide their time between sociology and Criminal Justice. Despite these limitations, Criminal Justice majors are regularly involved in research with faculty and many present at student, state, regional, and national sociology conferences as well as at the Phi Kappa Phi student research conference at ASU. Additionally, Dr. Reese has hired several students to help him complete research under his Justice Grant. Since 1999, when Dr. Davies has had the opportunity to teach CRJU 4441 (Violence and the South), her students have put together a Violence and South research conference where they report on their course research projects. In 2003, forty-eight students presented paper at the third Violence and South Conference.

The following is a list of 24 Criminal Justice student presentations in 2003-2005.

- Barber, Lisa. 2005. "Bauman's Assessment of Modernity and the Holocaust," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Barth, Sam. 2005. "Sigmund Freud's Classical Influence Throughout Michel Foucault's The History of Sexuality: Volume I An Introduction," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Boling, Wendy. 2003. "The Stimulating and Stigmatizing World of Tattoos," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Butts, McCarthy. 2003. "Why Are Some Males Not Accepting Responsibility for Their Children?" American Sociological Association, Chicago.
- Butts, McCarthy. 2003. "Reactive Punishment or Effective Interventions: The Case for Greater Cooperation between Juvenile Courts and Social Services Agencies," American Sociological Association, Chicago.
- Duggan, Christal. 2003. "Gender Equity and the Division of Labor," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Fuller, Shannon. 2004. "The Contemporary Meets the Classics: Mills, Marx, and Weber," Southeastern Undergraduate Sociology Paper Symposium, Athens, GA.
- Goolsby, Richard. 2003. "Richmond County Ceasefire: Success of a Gun Prevention Program," Phi Kappa Phi Student Research Conference.
- Griffin, Breea. 2004. "Conflict Theory and Juvenile Delinquency. Southeastern Undergraduate Sociology Paper Symposium, Athens, GA.
- Levine, Sara Beth. 2004. "The Role of Emile Durkheim's Concepts of Anomie and Fatalism in the Development of the Modern Strain Theory," Southeastern Undergraduate Sociology Paper Symposium, Athens, GA.
- Little, Katherine. 2003. "Contradicting Gender Beliefs of Emile Durkheim and Jessie Bernard," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- London-Harshman, Melody. 2003. "People with Tattoos and Tattooed People," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Mercer, Katie. 2003. "Alcoholics Anonymous," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.

- Mercer, Katie. 2003. "Augusta, Georgia and Its Suburbs: Racial Inequality in the Public Education System," American Sociological Association, Chicago.
- Mohr, Michele. 2004. "Personal Background Characteristics of College Cheaters," Southeastern Undergraduate Sociology Paper Symposium, Athens, GA.
- Mullins, Andrea. 2003. "Elizabeth Badinter: Mother Love, Myth and Reality," American Sociological Association, Chicago.
- Owens, Amy. 2005. "C. Wright Mills and the Power Elite," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Reimer, Julie. 2005. "The Relationship between Race and Capital Punishment," Phi Kappa Phi Student Research Conference.
- Schleidt, Christina. 2004. "Techniques of Neutralization," Southeastern Undergraduate Sociology Paper Symposium, Athens, GA.
- Schwartzkopf, Stefanie. 2005. "The Effects of Self-Interest on Gun Control Attitudes," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Schwartzkopf, Stefanie. 2005. "The Effects of Self-Interest on Gun Control Attitudes," Phi Kappa Phi Student Research Conference.
- Turner, Robert. 2005. "Examining the Relationship between Capital Punishment, Race and Region," Southeastern Undergraduate Sociology Paper Symposium, Atlanta.
- Turner, Robert. 2005. "Examining the Relationship between Capital Punishment, Race and Region," Phi Kappa Phi Student Research Conference.
- Wilson, Brian. 2005. "Marital Happiness, Religion, Children, and Economic Status: Connections," Phi Kappa Phi Student Research Conference.

B. 7. SERVICE

Department faculty and students serve in many capacities that support the Criminal Justice program, the Department of Sociology, Augusta State University, The University System of Georgia, the local community, and regional and national professional communities.

B. 7. i. Professional Service

Faculty support the Criminal Justice program by teaching and advising the great number of students who are working on a major, minor, and/or an associate's degree in Criminal Justice. The department sponsors an Alpha Phi Sigma Chapter (a Criminal Justice honor society) co-advised by Dr. Reese and Dr. Davies. Each year an honor's induction ceremony is organized by Dr. Reese and the local chapter's officers. There is also a Criminal Justice club advised by Dr. Davies. Through the club, students interested in Criminal Justice gain skills and meet professionals that will help them in their careers. The club regularly practices at a shooting range and in 3 out of the past 5 years, the club has taken a trip to Washington D.C. to observe the U.S. Supreme Court. In addition, the club provides service to the community through charity work such as collecting phones for the local domestic violence shelter and care packets for children brought into the Department of Child and Family Services.

The faculty who specialize in Criminal Justice serve the Department of Sociology by advising a majority of the Criminal Justice students along with sociology and social work students. The CJ faculty teach several courses cross-listed in sociology and Criminal Justice as well as courses listed only as sociology courses that are required by all CJ and Sociology majors, including the two sequence methods course and the theory course. The CJ faculty regularly take on important leadership roles within the department including serving on department search and tenure committees as well as other ad hoc committees.

The CJ faculty and students serve the University and the University System in a multitude of official and unofficial capacities. Faculty have served on the Faculty Policies Committee, the Promotion and Tenure Committee, the Women's Studies Committee, and this year both Dr. Reese and Dr. Watts Warren along with Dr. Delphine Reese (an adjunct faculty member) served on a panel about Prisons and Society.

Students have been club members and officers; they are involved in campus senate, the Jaguar Activities Board, and the Student Ambassador Board.

B. 7.ii. Community Service

The faculty and students also serve the local community in many ways. Faculty specializing in Criminal Justice are often called upon by the local news media for information about crime. Most recently both Drs. Reese and Watts Warren were quoted with regard to the Prison and Society Panel. Just before that, Dr. Reese was quoted in the Augusta Chronicle in a story about race relations and Dr. Davies appeared on a local newscast for her knowledge about jury selection. This is only the tip of the iceberg, as crime stories are often in the news. The department faculty also provides opportunities for community interaction. In 2005 Dr. Reese helped to organize, along with Verizon, an on-campus conference about police information systems. Departmental faculty and students often help to organize Take Back the Night Rallies on campus to bring attention to the problem of rape and sexual molestation in our community and beyond. Dr. Davies was a key note speaker for this event in 2001, 2003, and 2004. In 2004, Dr. Davies' students collected products for the Rape Crisis Center and made a \$250.00 donation to the organization.

Dr. Reese continues to make connections that really serve our students through his work on the National Institute Justice Grant. He travels throughout the state meeting and presenting to local law enforcement.

Faculty serve through their involvement in professional organizations as well. They review papers for various Criminal Justice and criminological journals, they attend the American Criminological Society Meetings and Dr. Davies is the editor of *Homicide Research Working Group Newsletter*.

C. SUMMARY

C1. Quality of the Program

The entire Criminal Justice curriculum is based on national models of the very best programs of Criminal Justice in the strictest sense of the liberal arts model. The program is designed to have a multidisciplinary focus, drawing from Sociology and Political Science, as well as from Social Work and Psychology. Students in the department have the opportunity for a wide range of out of class opportunities including internships, field trips, working with faculty on research and grants, and making presentations at local, regional, and national professional conferences.

Clearly, on these and other pedagogical grounds, the ASU BACJ program is integral to the missions of the System, the University, the College, the Department, and the Program.

The Department recruits well-qualified faculty who meet or exceed expectations in the quality and quantity of their teaching, their scholarship, and their service to the university and the community. In addition, many of the Criminal Justice program's courses are taught by part-time faculty who hold full-time jobs as Criminal Justice professionals. While these part-time faculty are not as likely to be engaged in state-of-the-art Criminal Justice research, they are likely to be abreast of current practices in their respective fields of Criminal Justice practice. While we are encouraged by the results of the last two administrations of the ETS exit exam, we will continue to closely monitor BACJ student major success to assess the effectiveness of curriculum delivery, especially in regard to reliance on nonacademic instructors.

C2. Productivity of the Program

The Criminal Justice program as a whole is extremely productive. The courses in Criminal Justice are always in demand and faculty regularly have high enrollments in each of their classes. In fact, as noted above, the Sociology Department credit hour production is a full 36 percent greater than the College's mean production of 318.85. The program has one of the lowest costs per unit in the University and the program continues to thrive and grow. More importantly, our diverse student population makes steady progress toward graduation. Since the fall of 1998, the Criminal Justice program has granted 124 BACJ degrees or about 21 degrees per academic year. However, since the implementation of the BACJ, the number of students who have been awarded the AASCJ degree has declined slightly, a situation we are currently rectifying.

C3. Viability of the Program

The Criminal Justice program is one of the most viable, if not the most viable programs on campus. The program continues to attract a large and diverse student population. The field of Criminal Justice continues to be a growing industry in the United States. The ASU Criminal Justice Club continues to be one of the most active clubs on campus which attests to the continuing viability of the Criminal Justice program.

As the industry grows, it is also increasingly embracing the norms of professionalism and demanding greater educational achievement among its practitioners. Thus, it is expected that our programs in Criminal Justice will continue to grow.

C4. Unit Needs

As should be clear from the report above, there is a great need for additional full-time faculty in Criminal Justice. Ideal class sizes are below the numbers we average and the program is too dependent upon part-time faculty. More full-time faculty would allow us to serve our students better. Our faculty work extremely hard. They are well trained and motivated to provide a rigorous, structured, and integrated program in Criminal Justice. However, as noted above, we are overly reliant on part-time instructors because of our high student demand and inadequate number of full-time faculty. Having the complete commitment of full-time faculty may well result in higher exit exam scores as well as other benefits typically gained by having a higher proportion of full-time faculty.

Having more full-time faculty would enable us to better accommodate our nontraditional and traditional students' needs by offering programmatic requirements in the day as well as at night. At present, the reliance on part-time instructors increases the difficulty for a student to complete the requirements of the BACJ. BACJ students commonly take CRJU 3329 and CRJU 3333 which are currently taught only by part-time faculty who are only available at night (3329) and on Saturday morning (3333). In addition, all BACJ students must take POLS 2000, 3301 and 4401.

These POLS courses are offered about every other semester, which is inadequate to meet our Criminal Justice student demand. As one of the most popular and productive and efficient programs on the ASU campus, we hope to be able to meet these instructional staff needs in the immediate future.

C5. Recommendations

Augusta State University has a quality Criminal Justice program with potential to become even better. Thus, many of the recommendations that follow are envisioned as enabling ASU to enhance one of its greatest current strengths:

- The program should work with the Criminal Justice Advisory Board and the Georgia Corrections Department to promote even more interest in the BACJ.
- There should be inter-departmental discussions between the Sociology and Political Science departments about the difficulty in meeting Criminal Justice students' needs for POLS 2000, 3301, and 4401.
- The department should request the addition of more full-time Criminal Justice faculty to better meet the demand for classes and the demand for classes in the day and the night.
- The department should continue to closely monitor exit exam performance to ensure that recent successes are sustained.
- The department should continue to work diligently to offer all courses in the CJ program each year and in both the day and at night.
- Faculty professional development should continually be supported through travel funding, course reassigned times, and lower course enrollments.
- Student-faculty ratio should be monitored so that the students in the Criminal Justice programs do not suffer inequities in comparison with students in other majors.
- Faculty should continue to engage in service and research projects with students to enhance their learning experiences.
- The program should continue to promote a vibrant Criminal Justice Club and Criminal Justice Honor Society.

D. APPENDICES

Appendix D. 1. Educational Purposes and Goals (from 2000 SACS Self-Study)

The Department of Sociology fully supports the missions of Augusta State University and of the Pamplin College of Arts and Sciences. Implicit within those missions are five goals: student success, teaching excellence, building access to the university by a diverse student population, enriching the Augusta area, and the advancement of knowledge. The Department, its personnel, and its programs contribute to reaching each of these goals.

I. Student Success:

The Department recruits well-qualified faculty who are supported in wide-ranging programs of professional development. Those faculty design and deliver a set of curricula that meet national standards of excellence. Those curricula are regularly assessed and revised in terms of student needs, the growth of knowledge, the development of ever-better practices in pedagogy, and changes in our society and world. We attract students committed to expanding and deepening their skills and knowledge and provide an intensive teaching, service, and advising program to elicit student performance at a high level. Further, we are committed to continual improvement.

Signs of our commitment to student success include: (1) for the last four years, an ASU sociology student has won a first-place award for undergraduate student research at the Georgia Sociological Association; (2) ASU sociology students have presented reports on their research at national, regional, state and local professional association meetings; (3) ASU sociology and Criminal Justice students are employed in responsible positions throughout the CSRA and beyond (See Website "What Can I Do With a Degree from this Department" at www.aug.edu/Sociology); (4) graduates of the department are currently in graduate or professional programs at the universities of Florida; Georgia, Kentucky, Massachusetts, and South Carolina, at Augusta State, Georgia State and Georgia Southern universities, and at other reputable schools; (4) the department currently serves more than three hundred majors; (5) the department is one of twelve national undergraduate programs participating in the Ford Foundation-funded American Sociological Association-sponsored MOST [Minority Opportunities for School Transformation] program; (6) papers written or co-written by our students have been published in peer-reviewed national scholarly journals; (7) the Department conducts a vitally active internship program which places up to twenty students per semester in agencies and programs throughout Georgia and South Carolina.

II. Teaching Excellence:

The Department makes clear to its faculty that teaching is our primary professional goal and evaluates each of its members yearly on her teaching performance. On the invalidated student evaluations of faculty, department faculty consistently rate, above the College and University means on the

summative evaluation items. However, neither the department nor the university attempt to assess teaching excellence.

Every full-time member of the department has participated in team-teaching. The Department has encouraged and supported the development of new courses, the acquisition of skills in electronic technology, the experimentation with new pedagogical practices, the design and sponsoring of teaching workshops, and faculty participation in on-campus and extra-mural workshops, seminars, and other programs to support the honing of teaching skills and strategies.

III. Building Access for a Diverse Student Body:

The Department is committed to building a diverse student body although it is not involved in the recruitment process. Within the department, we care committed to building a climate that not only welcomes a wide variety of students but also one which supports their access to excellence. See our most annual reports for details on climate. The Department commits faculty resources to the Women's Studies Minor, to the at-this-time unorganized Black Studies offerings, to the Honors Program, to the MAP, to mentoring diverse students, and other efforts. The Department designed and regularly offers a course for the core curriculum on multiculturalism. The Department pioneered offering Saturday classes at ASU, offering off-site courses, and offering its entire curriculum for night students.

IV. Enriching the Augusta Area:

The Department enriches the Augusta area primarily by constructing, offering, assessing, and continually improving undergraduate programs that meet or excel national standards of excellence. The university, after all, is one of the area's most valuable resources. In addition, we offer conferences and workshops open to community members, we conduct research in the community which is then made available to the community, we participate in cooperative enterprises with other organizations or persons in the community, and we graduate well-prepared majors in sociology and Criminal Justice, as well as minors in social work and gerontology, who make long-lasting and valuable contributions to the area through their work, through their service in area families, organizations, and activities, and through their active, informed citizenship

V. Advancement of Knowledge

The Department actively participates in the advancement of knowledge through sponsoring individual and collaborative student, student-faculty, and faculty research; accounts of research activity in the Department are listed in the Department's annual report. Additionally, members of the department consult with a variety of intra- and extra-mural bodies as well as making themselves easily available to local media, organizations, and activities who seek their expertise.

**Unit Mission Statement
Department of Sociology**

The purpose of the Department of Sociology is to draw on sociological perspectives to support the mission of Augusta State university by providing the resources necessary:

1. To promote an environment conducive to the personal and intellectual growth of students, faculty, and staff.
2. To extend the work of the Department and its programs into the community.
3. To promote excellence in teaching and scholarship.
4. To recruit actively and to support a diverse faculty, student, and staff population within our programs of study.
5. To offer well-designed undergraduate curricula leading to majors, minors, or associate degrees in sociology, Criminal Justice, gerontology, and social work. In offering well-designed curricula in its four areas of study, The Department mission includes the following purposes and goals in each respective major/minor:
 - A. For the major in sociology:
 - i. to teach and employ sociological theory and knowledge to empower our students and to contribute to a better society;
 - ii. to explore and reveal how society and culture shape human lives, thoughts, and actions; and,
 - iii. through teaching the skills of sociological analysis, research, writing, and social action, we strive to make our students more effective and valuable citizens, scholars, and professionals.
 - B. For the major in Criminal Justice:
 - i. to enrich our community by enhancing professionalism within the field of Criminal Justice;
 - ii. to provide students with a comprehensive and multi-disciplinary knowledge of Criminal Justice;
 - iii. to develop student skills in critical thinking, communication, research, and the conceptualization of and carrying out of ideas; and,
 - iv. to prepare students for careers in Criminal Justice or for further education.
 - C. For the minor in gerontology:
 - i. to provide students the knowledge, skills, and values needed to work successfully with the elderly and their families;
 - ii. to prepare students to pursue graduate work in gerontology and related fields; and,
 - iii. to support students as they become more responsible citizens.
 - D. For the minor in social work:
 - i. to introduce students systematically to the knowledge, skills, and values of the field of social work;
 - ii. to prepare students to help others realize their goals;
 - iii. to develop in students the skills to effect purposive social change;

- iii. to prepare students to secure meaningful employment in human service organizations; and
- iv. to enable students to pursue successfully graduate work in social work and in related disciplines.

The Department of Sociology

<u>Purposes</u>	<u>Goals</u>	<u>Evaluation Procedures</u>	<u>Use of Results</u>
For the major in Criminal Justice: --To provide students with a firm base of liberal arts education	Students will score at or above the national mean on the EDUCATIONAL TESTING SERVICE major field test in Sociology.	The nationally standardized EDUCATIONAL TESTING SERVICE major field test administered to all graduating seniors.	The Department chair summarizes the results annually for discussion and recommendations for improvement in curriculum or instructional development
	Students will score at or above the national mean on the assessment indicator “general theory” of the EDUCATIONAL TESTING SERVICE major field test in Sociology		
	Students will score at or above the national mean on the assessment indicator “methodology and statistics” of the Educational Testing Service major field test in Sociology		
	Students will score at or above the national mean on the assessment indicator “methodology and statistics” of the Educational Testing Service major field test in Sociology		

<p>--To provide students with a comprehensive knowledge of the field of deviance</p>	<p>All students will be required to pass Social Deviance with a "C" or better</p>	<p>The Department chair will monitor course syllabi for CJ3330 for comprehensive coverage of deviance theory and field research experience with deviance; chair will monitor student performance through inspecting grades and through informal interviews</p>	<p>The Department chair shares the results of this monitoring with involved faculty during their annual evaluation.</p>
<p>--To provide students with a comprehensive knowledge of the Criminal Justice system and its relationship with other social institutions.</p>	<p>All students will be required to pass Introduction to Criminal Justice with a "C" or better.</p>	<p>The Department chair will monitor the syllabi of CJ 1103 for comprehensiveness and will monitor student performance</p>	<p>The Department chair shares the results and recommendations for improvement of this monitoring with involved faculty during their annual evaluation.</p>
	<p>All students will be required to pass a comprehensive examination of core Criminal Justice concepts and principles as part of the Introduction to Criminal Justice course [CJ1103] and as a prerequisite</p>	<p>Faculty-designed examination.</p>	<p>The Department chair will summarize the results of the CJ1103 examination and discuss the results and recommendations for improvement with the involved faculty during their annual evaluation</p>

	All students will be required to pass a comprehensive examination of core Criminal Justice concepts and principles as part of the political science courses required for the major [POLS2000, 3301 and 4401]	Faculty-designed examination.	The Political Science chair will share the results and recommendations for improvement of these monitoring the chair of The Department of Sociology who will then share results and recommendations with Department faculty; we hope the Political Science chair performs this review annually, but we have no control over that activity.
-- To prepare students for advanced study in Criminal Justice	Ninety percent of graduating seniors applying to graduate school or law school will be accepted.	Informal monitoring and reporting by faculty.	The Department chair annually summarizes the results for discussion and recommendations for improvement.
	Sixty percent of graduating seniors will “agree” or “strongly agree” with the statement “I feel as well, if not better prepared, as those applying for graduate or professional school from Criminal Justice programs on a national basis.	The oral exit interview of graduating seniors by The Department chair. The exit questionnaire of graduating seniors.	

	<p>Ninety percent of graduates who return the Alumni Survey and have continued their formal education since graduation from ASU will answer “adequately,” more than adequately,” or “exceptionally well” to the question “How well did this university prepare you for continuing our education?”</p>	<p>The Alumni Survey</p>	
<p>Ninety percent of graduates who return the Alumni Survey and have entered professional careers since graduation from ASU will answer “adequately,” more than adequately,” or “exceptionally well” to the question “How well did this university prepare you for a professional Criminal Justice career?”</p>			

Appendix D. 2. Program Curricula

CRIMINAL JUSTICE Bachelor of Arts with a Major in Criminal Justice

Core Curriculum Areas A-E 42

Core Curriculum Area F 18

CRJU 1103 Introduction to Criminal Justice 3

POLS 2000 Introduction to Society, Law,
and the Criminal 3

SOCI 1101 Introduction to Sociology
or SOCI 1103 Introduction to Behavioral
and Social Sciences 3

SOCI 1160 Social Problems Analysis 3

Select two of the following courses:

ACCT 2101 Principles of Accounting

ECON 1810 Introduction to Economics

MATH 2210 Elementary Statistics

PHIL 1000 Introduction to Philosophy

PSYC 1101 Introduction to General Psychology

SOCI 2241 Multicultural Diversity

SOWK 1111 Introduction to Social Work

A two-course sequence in a foreign language

Major Concentration

(Grade of C or better is required in each course) 33

CRJU 3330 Social Deviance

POLS 3301 Judicial Process

POLS 4401 Governmental Organization & Administrative Theory

SOCI 3380 Sociological Theory

SOCI 3381 Methods in Social Research I

SOCI 3382 Methods in Social Research II

Select five from the following courses:

CRJU 3329 Introduction to Police Science

CRJU 3333 Introduction to Corrections

CRJU 3334 Institutional Corrections

CRJU 3335 Community Corrections

CRJU 3341 White Collar Crime

CRJU 3395 Selected Topics

CRJU 4431 Criminology

CRJU 4432 Juvenile Delinquency

CRJU 4433 Juvenile Justice

CRJU 4435 Women, Crime, and the Criminal Justice System

CRJU 4441 Violence and the South

CRJU 4900 Cullum Lecture Series

CRJU 4950 Selected Topics

CRJU 4960 Internship

CRJU 4990 Undergraduate Research

Minor Concentration 15-18

Physical Education 5

Graduation Requirements 1

Speech spillover from Core Area B

Electives 9-11

Total Hours for the Degree 125

CRIMINAL JUSTICE Minor in Criminal Justice

It is the responsibility of the student to initiate and maintain contact with an advisor to insure the proper selection and sequence of courses. A minimum grade of "C" is required in all prerequisites and upper division courses.

Prerequisites: CRJU 1103 Introduction to Criminal Justice is a prerequisite to all upper division courses; POLS 1101 Introduction to Political Science is a prerequisite to all upper division POLS courses; SOCI 1101 is a prerequisite to all upper division SOCI courses.

Upper Division Courses: In consultation with a Criminal Justice advisor, select five 3000/4000 courses from the specific courses used to satisfy the Criminal Justice major.

CRIMINAL JUSTICE Associate of Applied Science in Criminal Justice

ENGL 1101 College Composition I 3

ENGL 1102 College Composition II 3

Select one of the following mathematics courses: 3

MATH 1101 Introduction to Mathematical Modeling

MATH 1111 College Algebra

MATH 1113 Pre-calculus Mathematics

MATH 1120 Contemporary Mathematics

Select two of the following science courses: 6

BIOL 1101, 1102

CHEM 1151, 1152, 1211, 1212

GEOL 1121, 1122

PHSC 1011, 1012

PHYS 1111, 1112, 2211, 2212

Select one of the following history courses: 3

HIST 2111 United States to 1877

HIST 2112 United States since 1877

POLS 1101 Introduction to American Government 3

POLS 2000 Introduction to Society, Law, and the Criminal 3

PSYC 1101 Introduction to General Psychology 3

PSYC 3143 Abnormal Psychology 3

SOCI 1101 Introduction to Sociology 3

SOCI 1160 Social Problems Analysis 3

CRJU 1103 Introduction to Criminal Justice 3

CRJU 3329 Introduction to Police Science 3

CRJU 3333 Introduction to Corrections 3

Social Science Electives 3

General Elective 10

Physical Education 5

COMS 1010 or COMS 1020 2-3

Total Hours for the Degree 60-61

Criminal Justice Course Descriptions**CRJU 1103 Introduction to Criminal Justice (3-0-3)**

The history and philosophy of law enforcement, Criminal Justice administration, and criminal rehabilitation. Criminal Justice is examined as a product of social forces and as a modern institution which impacts upon other social institutions. Emphasis on Criminal Justice as a process involving many organizations and agencies with diverse clientele and purposes. *Prerequisites: None*

CRJU 3329 Introduction to Police Science (3-0-3)

A survey of the philosophical and historical background of law enforcement and the role it plays in our society today. Emphasis will be placed on the development,

organization, operation, and results of the different systems of law enforcement in America. *Prerequisites: CRJU 1103, SOCI 1160 or permission of the instructor.*

CRJU 3330 Social Deviance (3-0-3)

Covers theoretical and empirical issues in the understanding and designations of deviant behavior; addresses the analysis of the social causes and consequences of deviance, conformity, and societal reactions. *Prerequisites: SOCI 1101.*

CRJU 3333 Introduction to Corrections (3-0-3)

A survey of the correctional field, including probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems. *Prerequisites: CRJU 1103 or permission of instructor.*

CRJU 3334 Institutional Corrections (3-0-3)

A survey of institutional confinement or the punishment and rehabilitation of criminal offenders. Specific concerns will focus on the history of confinement, the philosophical, legal, and social justifications of incarceration, and the current problems and criticisms of correctional institutions. *Prerequisites: CRJU 103 or SOCI 1101, or permission of the instructor.*

CRJU 3335 Community Corrections (3-0-3)

A survey of non-institutional corrections in the American administration of justice including relevant legal and philosophical issues surrounding those practices. Specific concerns include the use of probation and parole in relation to institutional confinement, the variety of contemporary programs, and their presence in society. *Prerequisites: CRJU 1103 or SOCI 1101, SOCI 1160, and permission of the instructor.*

CRJU 3341 White Collar Crime (3-0-3)

The study of criminal abuse of trust and power in corporations and government, including corporate abuse of power against owners, employees, publics-in-contact, and the public-at-large, as well as official response to such crimes. Organized crime, computer crime, electronic crime, securities fraud, and relevant law enforcement strategies are analyzed and contrasted with street crime.

Prerequisites: CRJU 1103 or SOCI 1101.

CRJU 4431 Criminology(3-0-3)

The study of criminal behavior and its treatment. The development of criminal behavior and societal reaction in contemporary society are addressed in terms of major social theories of crime and its causation. The treatment and rehabilitation of the offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy. *Prerequisites: CRJU 1103 or SOCI 1101.*

CRJU 4432 Juvenile Delinquency (3-0-3)

The philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and measurement from sociological perspectives. *Prerequisites: CRJU 1103 or SOC 1101.*

CRJU 4433 Juvenile Justice (3-0-3)

The historical development of juvenile justice including the establishment of the juvenile court and juvenile corrections in America, including the philosophical, social, and legal justifications of juvenile justice, contrasts the processing of juveniles with that of adult offenders, and focuses on contemporary issues and problems in juvenile justice. *Prerequisites: CRJU 4431 or CRJU 4432 or SOCI 4431; or permission of the instructor.*

CRJU 4434/SOCI 4434/SOWK 4434 Youth and Society (3-0-3)

A study of the history of changing conceptions of childhood, the family, and childhood socialization; the invention of adolescence and the various attributions to childhood and adolescence; and a survey of major developmental schemes of adolescence with an emphasis on characteristics of American adolescence as conducive to delinquency. *Prerequisites: SOCI 1101; CRJU 1103; or SOWK 1111.*

CRJU 4435 Women, Crime, and the Criminal Justice System (3-0-3)

A sociological analysis of women as criminal offenders, victims, and as workers in

Criminal Justice fields. Examines how gender influences criminal law and the practices of Criminal Justice agencies. Covers historical perspectives on women and crime, the adequacy of contemporary criminological perspectives for explaining female criminality. *Prerequisites: SOCI 1101 or CRJU 1103.*

CRJU 4441 *Violence and the South (3-0-3)*

Explores whether there is a relationship between the South and violence and examines different explanations for southern violence. Examines contemporary and historical studies about violence, including racial violence, homicide, violence against women, and violence in the Criminal Justice system. *Prerequisites: Sociology 1101 or CRJU 1103.*

CRJU 4481 *Obedience and Authority (3-0-3)*

An examination of the interactions among social structures, societal conditions and social selves that promote obedience to authority as well of those that build communities of dissent and resistance. *Prerequisites: CRJU 1103 or SOCI 1101; SOCI 1160.*

CRJU 4900 *Cullum Lecture Series (3-0-3)*

A variable content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. *Prerequisites: CRJU 1103.*

CRJU 4950 *Selected Topics (3-0-3)*

A variable content course. Either as a faculty initiated course which allows students the opportunity to enroll in specifically titled courses, or as a student initiated directed study. *Prerequisites: Junior or senior standing; 20 hours of advanced sociology; permission of instructor; and contractual agreement with department chair.*

CRJU 4960 *Undergraduate Internship (Variable)*

A service-learning experience based in an institution/agency, emphasizing the completion of specific tasks and the acquisition of specific knowledge, skills, and values under the supervision of Augusta State University, the academic supervisor, and the cooperating institution/agency. *Prerequisites: Permission of instructor.*

CRJU 4990 *Undergraduate Research (3-0-3)*

Independent research on a topic of student choice selected in consultation with an instructor, who will supervise the research. The student must submit a contract proposal for the research project prior to enrolling in the course. *Prerequisites: Junior or Senior Standing; 12 hours of advanced Criminal Justice courses; and contractual agreement with department chair.*

Appendix D. 3. Other Learning Activities: Internships

1. **Adult Day Care Center for Alzheimer's Disease** / Nancy Calfee / 706-738-5039

Jud C. Hickey Center for Alzheimer's Care
 1901 Central Avenue
 Augusta Ga. 30904
 Contact: Nancy Calfee
 Phone: 706-738-5039

There are no formal application procedures or security checks that the student needs to complete before starting.

This facility accepts interns for fall semester, spring semester and summer semester.

The interns will identify goals and objectives for doing a practicum in an Alzheimer's/ Dementia specific Adult Day Care Facility.

The intern can expect to develop a web page for the center, develop a marketing plan for the Center to increase community awareness. The intern will differentiate between Alzheimer's disease and Dementia and observe various stages of the disease. They will also critique the various activities assigned to clients and clients' reactions.

Hours of operation: Monday - Friday 8am to 5pm

Nancy Calfee has an RN and a MSN.

Additional Comments: This is a Dementia Specific Adult Day Care Facility

2. **American Red Cross** / Lynn Reese / 706-724-8481

No Survey

3. **Anna Maria Rehab and Nursing Home** / Kevin Ginn / 803-278-2170 No Survey

4. **ARC Visitors and Convention Bureau** / Barry White / 706-823-6600 No Survey

5. **Army Community Services** / Robert F. Henderson / ROTC ONLY No Survey

6. **Art Factory** / David Tucker / 706-731-0008

The Art Factory
 416 and 418 Crawford Ave.
 731-0008
 Contact: David Tucker
 Phone: 706-731-0008

Applications will depend on the program that you will work with. Some do require record checks and finger printing. Interns wanted all semesters.

Responsibility depends on the program.

The intern will work with all demographics of clients dependent on specific program to determine exact ages and backgrounds. Intern will see sociology in action as they learn how to apply theory in tangible situations. They will learn management in classrooms, organizational skills, administrative skills, and many others required in non-profit work.

Hours: 9am-8pm Monday, Tuesday, Thursday

9am-5pm Wednesday and Friday

9am-2pm on Saturday

Supervisor is a sociology/ literature graduate from ASU and has worked for the agency for the past four years. She was able to gain a salaried position from the internship and work study

position at the art factory.
Please call for further details.

7. Augusta Diversion Center / Cynthia Nelson / 706-771-4763

Augusta Diversion Center
3439 Mike Padgett Highway
P.O Box 5706
Augusta Ga. 30906
Contact: Cynthia Nelson
Phone: 706-771-4763

There is a formal application and a security check the student will need to complete before starting the internship. They are interested in having interns for fall and spring semesters. The intern's main responsibility will be to work with the counselors and the probation officers.

The intern will learn about counseling and court procedures involving probationers. The probationers are sentenced to the Diversion Center to pay their fees and fines obligated to the court. Also, the probationers receive counseling in Substance Abuse and Family Violence. Hours of Operation: 8:00am to 9:00pm The Asst. Superintendent's background is a masters level supervisor with 20 plus years of experience in corrections. The Asst. Superintendent will directly supervise the intern. This facility requires the intern not to have a criminal background and they must be professional at all times.

8. Augusta Jewish Federation / Susan Steinberg / 706-228-3636

Augusta Jewish Federation
Family Social Services
898 Weinberger Way
Evans, Ga 30809
Contact: Susan Steinberg
Phone: 706-228-3636

This facility requires formal application procedures and security checks.
This facility will accept interns during all three semesters- Fall, Spring and Summer.

The main responsibility of the intern will be to visit with family members on a one on one basis.

Hours of operation:
Monday through Friday
10:00am to 4:00 pm

The background of the main intern supervisor is a LPN and director of the program.

9. Augusta Judicial Circuit, District Attorney / Daniel Craig /
706-821-1135
No Survey

10. Augusta Mini Theatre / Judith Simon- Butler / 706-722-0598

Augusta Mini Theatre Inc.
430 8th Street
Augusta Ga. 30901- 2249
Contact: Judith Simon- Butler
Phone: 706-722-0598

A background check and completion of an application are required before starting the

internship. This facility is interested in having interns for fall semester, spring semester, and summer semester.

The main responsibilities of the intern will be to assist the Executive Director with public relations and fundraising activities for the agency.

The intern will learn how to:

- 1) Operate a non- profit business
- 2) Work with a team
- 3) Develop leadership skills
- 4) Increase verbal and non- verbal communications skills
- 5) Grant write

Hours of operation:

September 22 - April 30

Monday - Wednesday 11:00am to 7:00pm

Thursday 9:00am to 5:00pm

Friday 9:00am to 3:00pm

May 3 - September 17

Monday - Thursday 8:30am to 5:00pm

Friday 9:00am to 3:00pm

Judith Simon-Butler has had the responsibility of planning, implementing, evaluating, publicizing, and administering all phases of the program for the past twenty- eight years.

11. **Augusta Probation Office** / Pamela Gould / 706-721-0048

Augusta Probation Office

Georgia Department of Corrections

Greene Street

Augusta, GA 30901

Contact: Pamela Gould, Probation Officer III

Phone: (706) 721 0048

Before starting the internship an information sheet, Awareness Statement for Criminal Justice Agency Employees, Internship Agreement, and a consent form for Criminal Record Check. Internships are available for Fall, Summer, and Spring semesters

An intern can expect to learn every possible duty performed by Probation Officers, office operations, judicial systems, and interpersonal relations. Also learning duties and responsibilities of a Probation Officer based on actual new office orientation process.

Hours of operation are as follows: 40 hours per week (we stipulate at least 6 hours per day in order to get the fully benefit of observing and working with officers.)

The main supervisors background is: PO III Gould is from Augusta, attended Augusta College from 1984 1986, transferred to the University of Georgia in 1986, was an intern in the Athens Probation Office from January to March of 1989, graduated with a Bachelor's Degree in Criminal Justice in March 1989, hired as a Probation Officer I in December 1989, Probation Officer II as of May 1991, promoted to Probation Officer III in February 1998, has coordinated internships since 1994.

12. **Augusta Regional Youth Detention Center** / Angela Cosby / 706-771-5861

Augusta Regional Youth Detention Center

3485 Mike Padgett Highway

Augusta, Ga. 30906

Contact: Angela Cosby
Phone: 706-771-4875

The student is required to have a background check before starting the internship at this facility. This facility is interested in having interns for fall semester, spring semester, and summer semester.

The main responsibility of the intern will be:

- Some case management.
- Some counseling.
- Some testing and assessment.

The intern will learn how a juvenile detention facility operates. They will also learn how programs are delivered and what programs the juveniles are provided. The intern will be expected to follow the rules and regulations of the Department of Juvenile Justice.

Hours of Operation: 8:30am-6:00pm (3 days a week)

1:00pm-9:00pm (2 days a week)

The background of the main supervisor is a Masters in Counseling.

Comments: - Interns will be orientated and supervised by a Masters Level Counselor. - The interns we have had in the past have been very helpful and we have enjoyed them.

13. **ARC Communities and Schools** / Mary Crawford / 706-774-6600

Communities in Schools
Augusta Richmond County Inc.,
CISARC
P.O. Box 1604- 329 Telfair Street
Augusta, Ga 30901
Contact: Mary Crawford, Executive Director
Phone: 706-774-6600

This facility will conduct a security background check upon arrival.

This facility will accept interns during all three semesters- Fall, Spring and Summer

The main responsibility of the intern will be mentoring/tutoring students. Other responsibilities include program assistance, parent educator aides, and office management. The intern will be exposed to a variety of community business and will also have the opportunity to network with organizations in their field of study.

Hours of Operation- Monday through Saturday- 8:00 am to 7:00 pm.

The background of the main intern supervisor includes 20 years of financial management, Masters Degree in Human Resource Management, Bachelor degree in Sociology.

Additional Comments: CISARC rely on volunteers and collaborations to accomplish our mission: "Helping Kids prepare for life". We look forward to working with individuals who have similar interests and we thank you in advance for your consideration.

14. **Augusta State Medical Prison** / Billy Garrison / 706-855-4895

Augusta State Medical Prison/ Georgia Department of Corrections
3001 Gordon Highway
Grovetown, Ga. 30813
Contact: Billy Garrison- Mental Health Director
Phone: 706-855-4895

There is an initial background check for all interns before they start the facility followed by a pre-service briefing

This facility is interested in having interns for fall semester, spring semester, and summer semester.

The main responsibility of the intern will be to serve as a Mental Health Counselor to a caseload of psychotic patients and/or out patient inmates. Counseling (individual and group), treatment planning, and evaluating inmates will be required. Psychometric testing is a possibility, though rare.

The intern can expect to:
 See pathology first hand.
 Gain crisis management skills.
 Polish clinical skills.
 Gain experience ruling out malingering
 Learn to manage a small caseload

Hours of Operation: Schedule is flexible. Full-time staff work from 8:00am to 4:30pm.

Billy Garrison has a M.S and B.A in Psychology from A.S.U.

15. Augusta Training Shop for the Handicapped / Audrey Murell /
 706-738-1358

Augusta Training Shop for the Handicapped
 3118 Lake Forest Dr
 Bldg 312
 Contact: Audrey Murell
 Phone: 706-738-1358

This facility requires that you fill out an application prior to interning.
 This facility will accept interns for all three semesters: Fall, Spring and Summer

The main responsibility of the intern will be to provide instruction to mentally challenged adults and to search for grants. Some other responsibilities include finding contract work for clients and job assistant- office work, use of car, etc.

The intern can expect to gain insight into mentally challenged adults day program, public speaking, grant writing-job expectations, non-profit world, assessment of clients served, fundraising, P. R., marketing, advocate planning, financial management and budget management.

Hours of Operation:
 Mon-Fri 8:00-5:00
 Additional Comments:
 The intern needs to be highly motivated, self-starter, outgoing and able to work with handicapped adults.

16. Augusta Urban Ministries / Joseph Butler or Amy Hobby /
 706-722-8195

Augusta Urban Ministries
 P.O. Box 2001-303 Hale Street
 Augusta, Ga 30903
 Contact: Joseph Butler / Amy Hobby
 Phone: 706-722-8195 ext 5

This facility requires a formal application, background check and interview with the supervisor before interning.
 This facility will accept interns during all three semesters- Fall, Spring and Summer.

The main responsibility of the intern will be to work with the Community Kids Connection staff to plan and implement after-school, Saturdays, and summer camp programs for kindergarten through eighth grade youth.

The intern can expect to do and learn how to plan and lead Kids Connection programming, evaluate performances, receive feedback and mentoring from AUM staff. They will also learn how a community non-profit organization functions.

Hours of operation:

During school year: 3-7:00 pm Tuesday, Wednesday, Thursday and 9:00 am to 2:00pm on Saturdays.

During summer camp: 8:00am-5:00pm Monday through Friday.

Specific days and hours to be chosen in consultation with the supervisor.

The background of the main intern supervisor includes completion of two terms as an Americorps volunteer, three years experience supervising staff, and is a degree candidate for his BA in Early Childhood Education at ASU.

17. B&B Care Services Inc. / Nelle Ramage / 706-724-7862

B & B Care Services, Inc.

437 Walker Street

Augusta, Ga. 30901

Contact: Nelle Ramage or Marilyn Goodwin

Phone: 706-724-7862

Fax: 706-724-7862

There is a formal application and a security check that need to be completed before the student starts. This includes filling out an application, having a background check and having your finger prints taken.

This facility is interested in having interns for fall semester, spring semester, and summer semester.

The main responsibility of the intern will vary with the abilities and experience of the intern. Some of the responsibilities could be; Socialization, ABA tutoring, assisting with clients in tasks, calculating information, and office work.

The intern can expect to work with and learn about Autism and other disabilities. They will also be helping the families of persons with these disabilities. They will offer socialization and personal support in the home and community.

The hours and days are flexible. This time would depend on the family and the intern. Nelle Ramage's is a nurse practitioner (RNMS) with thirty years of home health experience. Marilyn Goodwin's has a degree in Psychology with twenty-five years experience.

18. Beulah Grove Community Center / Jean Callaway / 706-722-4999

Beulah Grove Community Resource Center

1446 Linden Street

Augusta, Ga

Contact: JeanCallaway

Phone: 706-722-4999

There is a formal application that the student has to complete before starting at this facility. This facility will accept interns for all three semesters- Fall, Spring, and Summer.

The main responsibility of the intern is to assist the director in implementing viable social programs (i.e. health education, job search, food bank, clothing bank, etc).

The intern can expect to do and learn the following:

- A) Develop, organize and implement various social service programs.
- B) Conduct client surveys.
- C) Grant writing.
- D) And much more!

Hours of Operation: Monday through Friday- 9:00 am to 4:00 pm.

The background of the main intern supervisor has experience in business administration, public administration, accounting and organizational management

19. Boys and Girls Club of Augusta Inc. / Woody Pumphrey /
706-312-2200

Boys and Girls Clubs of Augusta
1903 Division Street
Augusta Ga. 30904
Contact: Woody Pumphrey
Phone: 706-312-2200 ext. 3

The intern will need a background check before starting.

This facility is interested in having interns for fall semester, spring semester, and summer semesters.

The main responsibility for the intern will be working with kids in small group settings.

The intern can expect to deal with children from disadvantaged circumstances in small group settings.

Hours of Operation: During school year: 3:00pm- 7:00pm

During summer: 7:30am- 5:30pm

Woody Pumphrey has 9 years of experience in youth services.

20. Brandon Wilde Life Care Community / Jim Petty / 706-868-9800

Brandon Wilde Pavilion
4275 Owens Rd.
Evans Ga. 30809
Contact: Jim Petty
Phone: 706-868-9800

There are formal application procedures so please contact Terry or Emily.

Brandon Wilde is interested in having interns for fall semester, spring semester, and summer semester.

Please call for more details about this internship.

21. Care Management / Juanita Benjamin / 706-737-8830

Care Management Consultants, Inc.
1105 Druid Park Avenue
Augusta, Ga 30904
Contact: Juanita Benjamin, Executive Director
Phone: 706-737-8830

This facility does not require any formal applications or security checks.
This facility is interested in interns for all three semesters- Fall, Spring and Summer.

The main responsibilities of the intern include:

- A) Data Entry
- B) Clerical and communications skills when needed.

Under the direction of the Program Manager, the intern would be working with all nurses and social workers employed at the agency on a regular basis.

Hours of Operation- Monday through Friday- 8:30 am to 5:00 pm.

The background of the main intern supervisor is Program Manager, who is also an R.N.

22. **Catholic Social Services** / R.E. Tuchscherer / 706-722-3661

Catholic Social Services of Augusta
811 12th Street
Augusta Ga. 30901
Contact: Rick Tuchsherer
Phone: 706-722-3661

There is a security check the student will need to complete before starting. This facility is interested in interns for the summer semester only.

The main responsibility of the intern will be face to face interviews with clients.

The intern can expect to do some data entries, some administration work, and interact between client and staff. They will also learn how to pay attention to details, improve listening skills and improve social skills.

Hours of Operation: Monday - Friday 8:30am to 3:00pm.

Rick Tuchscherer has been executive director of CSS since 1997.

Additional comments: The intern will experience full range of emotions in this position. Things can get very stressful at times.

23. **Child Enrichment Inc.** / Dan Hillman / 706-737-4631

Child Enrichment Inc.
The Shelter and Child Advocacy Center
PO Box 12036
Augusta, GA 30914
Contact: Dan Hillman
Phone: 706-737-4631

Application:

Records check needed

Which semesters are you interested in having interns:

All semesters

What are the main responsibilities of the interns?

Assist with the following: marketing, public relations, fund raising, communications, special events coordinating and grant writing.

What can an intern expect to do and learn during this placement?

The development intern can expect to learn the operations of a non profit organization. He/she can expect to gain experience in marketing, fund raising, public relations, communications, grant writing, communications, grant writing and special event coordinating. We can provide valuable hands on experience and a variety of community contacts.

Hours and days of operation that an intern could work at your agency?

Monday- Friday 9am-5pm

2 special events per year that require weekend work. Rare work.

What is the background of the main intern supervisor?

Bachelor of Arts, Master of Science degrees

4 years experience working with non profit organizations- concentration on marketing, public relations and events coordinating.

Additional comments:

www.childrenrichment.org

24. Columbia County DFACS / Linda Joesbury / 706-541-1640

Columbia County DFACS

6358 Columbia Rd.

P.O Box 340

Appling Ga. 30802

Contact: Linda Joesbury

Phone: 706-541-1640

There are no formal application procedures. The only thing the intern will have to do is sign a confidentiality form. This facility accepts interns for fall semester, spring semester, and summer semester.

The main responsibility of the intern will be to follow and assist Social Services' Workers. This should give the interns the information needed to make a decision about DFACS placement. The intern will also help with intake.

The intern will learn "new worker" training. This includes learning about forms and the amount of paper work it takes to be a Social Services Case Manager.

Hours of Operation: Monday - Friday

8:00am to 5:00pm

The main supervisor has 5 years experience in Social Services and is one of our most valuable people. She is most professional and an excellent resource in the social services program.

Comments: Make sure if you are thinking about interning with us you are really interested in this type of work. We are not interested in interns who want to be stuck in an office all day.

25. Columbia County Juvenile Court / Margaret Tutt-Adams / 706-868-3320

Columbia County Juvenile Court

P.O.Box 204258

Martinez, Ga 30917

640 Ronald Reagan Dr

Evans, Ga 30809

Contact: Margaret Tutt Adams

Phone: 706-868-3320

This facility requires a criminal background check prior to interning.

This facility will take interns during all three semesters when there is a need for an intern.

The main responsibility of the intern will vary depending on what job you will be assigned to.

The intern can expect to supervise a small caseload, gain skills in working with problem youths, and acquire skills in networking with the school system, sheriff's department, and

court staff.

Hours of operation:

Mon-Fri 8:00am-5:00pm

The main intern supervisor has 25 years experience with the court.

26. **Columbia County Sheriff's Dept.** / Mike Riley / 706-541-4026

No Survey

27. **CSRA Economic Opportunity Authority Inc.** / Gloria Lewis /

706-722-0493

No Survey

28. **Department of Labor Voc. Rehab Program** / Linda Hopkins /

706-650-5606

Georgia Department of Labor
Vocational Rehabilitation Program
1220-H West Wheeler Parkway
Augusta, Ga 30909-1747
Contact: Linda Hopkins
Phone: 706-650-5606

Students seeking internships at this facility may contact Linda Hopkins at 650-5606.

To apply for an internship with the Georgia Department of Labor Vocational Rehabilitation Program please submit the following:

A) State of Georgia Employment Application

B) Letter of Interest. Letter should include any rehab or rehab related experience, your career goal after graduation and location(s) of the state that you are interested in interning.

C) Submit State of Georgia Employment Application and Letter of Interest to Jowanna Tillman, Georgia Department of Labor, Vocational Rehabilitation Program, 1700 Century Circle, Suite 300, Atlanta, Ga 30345. The preferable method for receiving this information is by email: Jowanna.Tillman@dol.state.ga.us or by FAX: 404-235-0159.

D) A criminal background investigation is also required.

Refer to www.vocrehabga.org/internship.htm to obtain a State of Georgia Employment Application.

This facility accepts interns during the Fall or Spring semesters only.

The main responsibility of the intern will be determined upon the needs of the student and the job assignment. It may require direct involvement with clients.

The intern will learn to work with persons with disabilities and related activities during their internship.

Hours of operation for the intern- Monday through Friday- 8:00 am to 5:00 pm.

The background of the immediate supervisor for the intern is experience and education in the field of interest or related service.

Additional Comments:

This facility prefers students with a counseling major who have the basic training or skills to work with people.

A positive outcome for the Vocational Rehabilitation Program is to attract students to a career in Vocational Rehabilitation.

29. **Forest Lake Health Care** / Sid Horton / 706-863-6030

No Survey

30. Friendship Community Center / Phyllis Holliday / 706-736-4339

Friendship Community Center
 1720 Central Avenue
 Augusta, Ga 30904
 Contact: Phyllis C. Holiday / Kathy Ringer / Barbara Schiefer
 Phone: 706-736-4339

Students and volunteers must sign confidentiality statements to apply for this facility.

This facility accepts interns during all three semesters- Fall, Spring and Summer.

The main responsibility of the intern is to assist staff in providing life skills, interaction activities, or other programs to improve the quality of life and recovery programs of the center.

The intern can expect to do and learn;

- A) How to plan research and present both large and small group activities for men and women who are recovering from mental and emotional disorders.
- B) To understand stigma and related implications for mental and emotional disorders.
- C) To see the person-not the "label" or "disorder."
- D) Learning to "gear" activities that can be beneficial to "multi-level" abilities of various interests and skills.
- E) Friendship demonstrates the "community model" versus the "medical model" as a non-clinical setting so as not to threaten the client. It is more of a home atmosphere.

Hours of operation- Monday through Friday- 8:00 am to 3:00 pm.

The background of the immediate supervisor for the intern includes 23 years at Friendship Community Center as a registered nurse, Occupational therapists and certified peer support leaders.

31. GA Regional Hospital / Benjamin Walker / 706-792-7000

No Survey

32. GA Natural Resources / Captain Roy Morris / 706-595-4211

No Survey

33. GA Prevention Institute MCG / Dr. Frank Treiber / 706-721-4534

Georgia Prevention Institute
 MCG
 HS 1640 Medical College of Georgia
 1499 Walton Way
 Augusta, GA 30912
 Contact: Dr. Frank Treiber
 Phone: (706) 721-4534

Before starting you will need a background check in order to receive your temporary ID, which is required if you will be on campus.

The agency would like interns in all semesters.

The main responsibility is directing subjects to complete established protocols, recording data during protocol, computer data entry and clerical tasks.

The learning experience will be to observe research related to cardio vascular disease risk factors such as diet, exercise, psycho-social stress, genetics and physiological antecedents to

cardiovascular disease.

Hours: M-F 8-5

The main supervisor is a clinical psychologist and other faculty members are specialized in a variety of social and biological sciences.

34. **Girl Scouts of America** / Ann Diaz / 706-774-0505
No Survey

35. **Girls Incorporated of CSRA** / Brandi Swain / 706-733-2512

Girls Incorporated of the CSRA
1919 Watkins Street
Augusta GA 30904
Contact: Brandi Swain
Phone: 706-733 2512

Application: Complete application and brief interview with the director
Interns wanted in summer, fall and spring.

The main responsibilities would be classroom assistants, tutors, and mentors. To observe the girls in action and to create and implement some programming.

Interns can expect to learn

- Assist with program delivery
- Group management
- Creative programming
- Girl's social interactions
- Importance of after school and single sex programming
- Issues that face girls

Hours: 2-6pm M-F

Intern supervisor has a bachelors degree and numerous years in serving youth organizations

36. **Golden Harvest Food Bank** / Tammy Jackson / 706-736-1199 ext. 219

Golden Harvest Food Bank
3310 Commerce Drive
Augusta, GA 30909
Contact: Tammy Jackson
Phone: 736 1199 x 219

Application:
Interview with Tammy or Laurie
Interns all three semesters

Main responsibilities are research and program evaluations, some data entry.

Interns can expect to learn:

- Prepare information on the problem of hunger in the CSRA
- Learn about the services and programs that Golden Harvest provides
- Network with non profit agencies in the area

Hours and days of operation:
Monday- Friday 8am-5pm
Closed everyday 12-1 for lunch

Background of the main supervisor:

Tammy is an MPA student at ASU who has worked at the food bank for 7 years. She runs all of the direct service programs of the food bank (8 kids' café sites, 3000 seniors on brown bags program, and the master's table soup kitchen)

Additional Comments:

Please call if you have an interest in learning about senior hunger or after school programs. There are annual surveys for both of these programs and students would learn a lot from assisting with them.

37. Gracewood State School and Hospital / Dr. Gayle Jackson /
706-790-2030
No Survey

38. Kentwood Nursing Home / Vicki Peel / 706-863-1188

Kentwood Agency
1227 W. Wheeler Pkwy
Augusta, Ga 30909
Contract through the nursing department.
Contact: Vicki Peel, R.N., Administrator
Phone: 706-863-1188

The student will need a criminal background check completed before any contact with residents. Also, agreement for non-disclosure of any medical, personal information on residents in the facility must be signed.

This facility accepts students during all three semesters- fall, spring and summer.

The responsibilities of this facility include observing and assisting social workers and her role in providing psychosocial needs of ill residents.

What can an intern expect to do and learn during this placement?

1. Participate in care planning process and discharge planning process.
2. Collect and document appropriate data for each resident and document services provided.
3. Perform quality assurance activities in accordance with the quality assurance plan for the facility.
4. Assist with conflict resolution, complaints from residents and/or family members and document how it was handled.
5. Work closely with nursing staff in communication resident needs to the nursing staff.

The intern can work Monday through Friday- 8:00 A. M to 4:30P.M.

The background of the main supervisor is Social Worker- (no degree)

39. Lake Crossing Health / Aurie Allen / 706-541-0462

Lake Crossing Health Center
6698 Washington Rd
Appling, Ga 30802
Contact: Aurie Allen, Administrator
Phone: 706-541-0462

This facility requires a criminal background check, TB skin test, orientation on resident's rights, confidentiality, infection control, HIPAA.

They will accept interns during all three semesters- Fall, Spring and Summer.

The main responsibility of the interns will include resident assessments, progress notes and

discharge summaries.

The intern can expect to do and learn family dynamics as it relates to the elderly- dealing with guilt from the family members for placing loved one in nursing home, and dealing with emotional and psychological adjustments of the residents. The intern will also learn about the highly regulated and complicated assessment and care plan process that is involved in providing services.

Hours of operation:

Monday through Friday

8:00am to 4:30pm.

The background of the main intern supervisor is that of a social worker. She has a BS degree from Berry College; 13 years experience at DFCS as a social worker, 3 years experience as social service director at Lake Crossing.

Additional Comments:

Intern must be self motivated and able to work without constant supervision once orientation is complete. Our desire is that intern will feel part of our team and will be compatible participating in care plans and assessment processes.

40. Mayor's Office / Justin Pauly / 706-821-1831

Mayor's Office

530 Greene Street, Room 806

Augusta, GA 30911

Contact: Justin Pauly

Phone: 821-1831

Application Procedure will include submitting a resume and an interview.

Interns are welcome in the fall, spring and summer.

The main responsibility will be the assignment of a project and also some office duties,

An intern can expect to gain experience in a political office and learn how a city is run. An intern can expect to work on a relevant project and help perform office duties as well.

Hours of operation: Contac office.

Supervisor's experience is administrative assistant to the Mayor.

41. McDuffie County Board of Education / Gwendolyn Roundtree / 706-595-1918

McDuffie County Board of Education

P.O. Box 957

Thomson, GA 30824

Contact: Gwendolyn C. Roundtree, Asst. Superintendent for Human Resources

Phone: 706-595-1918

This facility will conduct a criminal background check if one is not conducted by Augusta State University.

This facility will accept interns during the Fall or Spring semesters only.

The main responsibility of the intern would be contingent upon the area of assignment.

The intern can expect to do and learn the following:

Will be determined by whatever department the intern chooses.

42. McDuffie County DFACS / Kathy Usry /

No Survey

43. North Augusta Department of Public Safety / Charles Williams / 803-279-2121

North Augusta Public Safety
400 E. Buena Vista Ave
N. Augusta, S. C. 29841
Contact: Charles Williams
Phone: 803-279-2121

This facility requires the intern to complete a formal application, driver's license check and CCH. All completed within the facility.

This facility will accept interns for all three semesters- Fall, Spring and Summer.

The main responsibility of the intern will be to view public safety officers during their regular duty hours.

The intern can expect to learn and do day to day activities of the public safety officers.

The hours of operation is left up to the intern.

44. Planned Parenthood / Mary Beth Pierucci / 706-724-5550
Planned Parenthood Reproductive Health Services
1289 Broad Street
Augusta, GA 30901
Contact: Mary Beth Pierucci
Phone: (706) 724-5550

Application Procedure will include an application packet that is mailed to the intern after the initial contact. Then the candidate will be interviewed. All interns must be pro-choice and fully understand and comply with our confidentiality policy.

Interns are welcome in the fall, spring and summer. However, interns need to apply before the start of the semester.

The main responsibility will be *see brochure*

An intern can expect to *see information enclosed*

Hours of operation: Tues 9-5, Wed 8-4, Thurs 10-6, Fri 9-2, 1st and 3rd Sat of month 10-2

Supervisor's experience is Counseling and 8 years non profit administration. The clinical side has a background in medicine and directing the center for 2 years.

SPECIAL NOTE

Although we provide counseling services to clients, it is highly unlikely that an intern with no counseling experience would be able to counsel clients. An intern is welcome to offer clients assistance over the phone and even shadow one of the counselors.

45. Richmond / Burke Job Training Authority / Aray Darden / 706-722-3001

Richmond/ Burke Job Training Authority
209 Seventh St., 5th Floor P.O. Box 1446
Augusta Ga. 30901 OR Augusta Ga. 30903

Contract Details: Placement is only appropriate for a student who needs credit during two semesters and can do them consecutively. This work will be in Social Work Education.

Contact: Aray Darden
Phone: 706-722-3001

There are no formal application procedures the student will need to complete before starting.

This facility is interested in having interns for spring and summer semester. The intern must be able to do these consecutively.

The main responsibility of the intern will be to become familiar with the Workforce Investment Act regulations and guidelines, and agency policies and procedures for delivery of services to youth interested in services during the summer.

The intern can expect to learn how to determine if a youth is eligible for services. He or she will learn how to complete the necessary paperwork during the intake/ eligibility process. The intern will also learn how worksites are established and approved for the Summer Work Experience Program. He or She will shadow a staff person responsible for approving an employer as a worksite and tasked to complete the same process. The intern will participate in the Orientation Processes for Worksite Supervisors and Participants. He or she will be able to participate in the participant classroom component where instructional material is presented on Work Readiness competencies.

Hours of Operation: Monday- Friday 8:00am- 5:00pm

The background of the main supervisor is over 20 years in supervisory/ management/ training in non-profit sector. Experienced in program design, implementation, and expansion. Skillful in partnership building and communicating (verbal/ written) with individuals at all levels within the organization and the community. Trained workshop facilitator in personal development and job search and topics. Very comfortable in handling sensitive situations with tact and diplomacy. Start up for our summer youth activities usually begins in April and runs through August.

46. Richmond County Cooperative Ext. Services / Sid Mullis /

No Survey

47. Richmond County DFACS / Vernell Mims / 706-721-2928
Richmond County Department of Family and Children Services
520 Fenwick Street
Augusta, Ga 30901
Contact: Vernell J. Mims, Volunteer Resource Coordinator
Phone: 706-721-2928

Students interested should write a letter of interest requesting internship at the Richmond County DFCS. At that time an application will be mailed to the prospective intern which will be due by the first of May, August, or December to meet the deadline. An appointment for interview will be scheduled after receiving the application. A criminal background check is part of the application process.

Internship at Richmond County DFCS is available during the fall, spring and summer semesters. Letter of interest deadline is the first of May, August, or December depending on semester interest.

The main responsibility of the intern is to shadow social service case managers in the field, follow up with recommendations and assist with documentation of the situation. Interns should also be committed to their schedules. They should follow case manager's lead. They will only observe during field visits. Observations, opinions, and thoughts should be made to case managers only, not to the individual involved.

Interns will be provided an opportunity to gain knowledge and deal with realistic situations that children and families encounter through our agency. They will rotate through our social services unit (Child Protective Services, Foster Care Placement, Adult Protective Services, Resource Development of Foster Homes, and Family Support Services) to gain first hand knowledge of the social service process.

Hours of operation:
Monday through Friday
7:00am to 5:30pm

Interns are expected to commit 3 days a week at 4 hours per day (if schedule permits). This commitment will provide an opportunity for interns to see the process in its entirety.

Volunteer Resource Coordinator and Social Service Case Managers have four year degrees in social service related fields.

48. Richmond County Health Department / Dr. Frank Rumph /
706-667-4293

No Survey

49. Richmond County Juvenile Court / Yvetta Terrell / 706-721-5674

No Survey

50. Richmond County Board of Education / Carol Roundtree /
706-731-8770

Richmond County Board of Education
3106 Lake Forest Drive
Augusta, Ga 30909
Contact: Carol Roundtree
Phone: 706-731-8770

This facility does not require any formal application procedures or security checks. This facility will accept interns during all three semesters- Fall, Spring and Summer.

The main responsibility of the intern will be to shadow a counselor assisting in the counseling and advisement of elementary, middle and high school students. The roles and responsibilities of the counselors will be shared with the intern as the Code of Ethics allows.

The intern can expect to do and learn the following:

1. Conduct classroom guidance sessions.
2. Plan and conduct workshops with teachers on topics selected by counselor and intern.
3. Assist in the preparation of group testing appropriate for the school level.
4. Assist students with career development.
5. Plan and conduct sessions on school adjustment issues.

Hours of operation:
Elementary- 8:15am-3:15pm
Middle- 9:00am-4:00pm
Secondary-7:30am-2:30pm

There are a few exceptions at each level.

The main supervisor of the intern has an ED. S. in School Counseling.

60. **Senior Citizens Council** / Bobbie Alivero / 706-826-4480 ext. 242

No Survey

61. **St Joseph Hospital** / Andrew Lasser / 706-481-7000

No Survey

62. **State Board of Pardons and Parole** / Kathy Ruddy / 706-855-3420

State Board of Pardons and Parole
The Augusta Parole Center
3122 Washington Rd 2051 Gordon Highway
Augusta, GA 30907 Augusta, GA 30906

Contact: Kathy Ruddy, Administrator
Phone: 706-855-3420

Contact: Terrell Yelverton, Chief Parole Officer
Phone: 706-855-3420

Contact: Derek Singleton, Chief Parole Officer
Phone: 706-731-7062

Application

Application packet (one attached to this sheet)

Parole will accept interns after January 2004, after this point in the spring, summer or fall.

The intern will work along side agency personnel in order to gain a working knowledge of the parole process and the duties of a parole officer. They will become familiar with our investigation process, how we supervise parolees in the field, assist parole officers with computer entries on those field visits, attend a final revocation hearing at a prison, and sit in various program meetings parolees must participate in.

You can expect to learn how the parole process works in Georgia. Do some computer entry work, observe parole officers in their daily duties, learn about parole programming, and sit in on various groups. They will also do drafts of investigations and reports to be reviewed by the training officer.

Hours:

M-F 8:00am- 4:30pm

Interns should expect to work in the a.m. hours since the bulk of the work they need to participate in happens then.

Supervision:

Interns are assigned a field training officer who is a senior parole officer and actively supervises a caseload of parolees. The center administrator and chief parole officers are also involved in the intern program.

63. Three Springs of Augusta / Melinda Roark / 772-9722

Three Springs Augusta
3431 Mike Padgett Hwy
Augusta, GA 30906
Contact: Melinda Roark
Phone: (706) 772-9722

Application Procedure will include an employee application, Richmond county police check, National background check, and provide 4 references. Applicant must be 21 years of age and will also be interviewed.

Interns are welcome in the fall, spring and summer.

The main responsibility will be shadowing addiction counselors on daily responsibilities.

An intern can expect to learn about chemical dependency and addictions treatment in a residential facility. Learn about the Georgia juvenile Justice system. Intern will be involved with treatment team, groups, family, and individual sessions. Intern will learn about case management and gain knowledge in counseling skills.

Hours of operation:

M-F 8am-5pm

2nd Saturday- Family Day 12:30-5:30

Weekends 9:30-12:30

Supervisor's experience is 8 years in addiction counseling, 6 years outpatient treatment, 2 years residential treatment. Nationally certified addiction counselor

63. Unique Solutions LLC / Bryan Bennett / 706-792-7512

Unique Solutions LLC.
3481 Mike Padgett Hwy.
Augusta Ga. 30906
Augusta Youth Development Center
Contact: Bryan Bennett
Phone: 706-792-7512

There is a formal application and a background check the student will need to complete before starting the facility. This facility will consider taking inters for the fall semester, spring semester, and summer semester.

The main responsibility of the intern will be case management, security, and mental health assessments. The intern can expect to learn about mental health, security, and mental health education.

Hours of Operation: 24 hours 7 days a week.

Bryan Bennett's background has been a career in Human Resources

64. University Seniors Club / Shirley Macintosh / 706-868-3231

University Seniors Club
1461 Columbia Road, Martinez, GA
Contact: Shirley McIntosh
Phone: 868-3231

Interns in Fall and Spring

Main responsibility is helping with all programs, screenings, education classes, etc.

Intern can expect to learn about planning programs and implementation of them.
Implementation of hospital wide special events.

Hours: 9am-4pm M-F

Background of the supervisor: Certificate in gerontology, special events coordinator, manager of department.

65. **Windmere Health and Rehab Center** / 706-860-7572

No Survey

66. **Wheeler Family Y** / Gayle Scott / 706-738-6670

The Family Y- Wilson Branch
3570 Wheeler Road
Augusta Ga, 30813
Contact: Gayle Scott
Phone: 706-738-6670

There are some formal application procedures or security checks that may be required as per Human Resources requirements.

This facility accepts interns for all three semesters- Fall, Spring and Summer.

The main responsibility of the intern will be to assist the fitness instructors and fitness coordinator in member exercise prescription. Also, to assist members with safe equipment set up to "spot" members. Clean and maintain exercise equipments and assist home school P.E. instructors.

The intern can expect and learn personalized exercise prescriptions, daily operations of a fitness center and how to conduct health evaluations. They will participate in fitness classes of all varieties and learn how to organize and lead P.E. classes.

Hours of operation:

Mon-Thurs 4:45 am-10:30 pm

Fri - 4:45am.-9:30 pm

Sat - 6:30 am-6:30 pm

The main intern supervisor has worked in the fitness industry for approximately 8 years, including internationally, in a variety of areas-fitness center, group fitness, aquatic fitness, mind/body fitness, and program directing. She has studied in Australia-sport and recreation studies. She has completed many certifications-aerobics, p.t., aqua aerobics, recovery training, yoga, pilates, boxing, kickboxing, etc.

Appendix D. 4. Tracking Sheets

**Requirements for
Associate of Applied Science in Criminal Justice**

Name: _____ **Social Security Number:** _____ **PH#** _____
Advisor _____ **Date:** _____ **Advisor:** _____ **Date:** _____

Select two of the following English courses: (6hrs)

- ENGL 1101 or ENGL 1113
 ENGL 1102 or ENGL 1114

Select one of the following mathematics courses: (3hrs)

- MATH 1101 MATH 1113
 MATH 1111 MATH 1120

Select one of the following communication courses: (2/3hrs)

- COMS 1010 (2hrs) or COMS 1020 (3hrs) or HONR 1010

Select two of the following science courses: (8hrs)

- BIOL 1101 BIOL 1102 CHEM 1151 CHEM 1152
 CHEM 1211 CHEM 1212 GEOL 1121 GEOL 1122
 PHSC 1011 PHSC 1012 PHYS 1111 PHYS 1112
 PHYS 2211 PHYS 2212

Select one of the following history courses: (3hrs)

- HIST 2111 HIST 2112

Criminal Justice Requirements: (27hrs) (*Grade of C or better is required for each course*)

- CRJU 1103 CRJU 3329 CRJU 3333
 POLS 1101 POLS 2000 PSYC 1101
 PSYC 3143 SOCI 1101 SOCI 1160

Other Requirements: (15 or 16 hrs)

- Social Science elective _____ (3hrs)
 Social Science elective _____ (3hrs)
 General elective _____ (3hrs)
 Wellness 1000 (3hrs)
 Aquatics (1hr)

TOTAL HOURS FOR THE DEGREE 62 - 63 hours

Revised 08/10/04

BACHELOR OF ARTS IN CRIMINAL JUSTICE

Name _____ Telephone Number (H) _____ (W) _____ E-mail Address _____
 Advisor _____ Date _____ Advisor _____ Date _____ Advisor _____ Date _____

Core Requirements	Hours	Major Requirements	Hours
Area A: ENGL 1101 or ENGL 1113 (Hon) _____ ENGL 1102 or ENGL 1114 (Hon) _____ <i>Choose one:</i> MATH 1111 _____ or MATH 1101 _____	3 3 3	Criminal Justice Major Concentration <i>(Grade of C or better is required in each course)</i>	Hours
Areas B&C: HUMN 2001 _____ & HUMN 2002 _____ COMS 1010 _____ or COMS 1020 _____ or HONR 1010 _____	9	CRJU3330 _____ POLS 3301 _____ POLS 4401 _____ SOCI 3380 _____ SOCI 3381 _____ SOCI 3382 _____ <i>Select Five from the following Courses</i>	18
Area D: Science and Math <i>Choose any two or three:</i> BIOL 1101 _____ BIOL 1102 _____ BIOL 1107 _____ BIOL 1108 _____ CHEM 1151 _____ CHEM 1152 _____ CHEM 1211 _____ CHEM 1212 _____ GEOL 1121 _____ GEOL 1122 _____ PHYS 1111 _____ PHYS 1112 _____ PHYS 2211 _____ PHYS 2212 _____ PHSC 1011 _____ PHSC 1012 _____	8 2 10	CRJU 3329 _____ CRJU 3333 _____ CRJU 3334 _____ CRJU 3335 _____ CRJU 3341 _____ CRJU 3395 _____ CRJU 4431 _____ CRJU 4432 _____ CRJU 4433 _____ CRJU 4434 _____ CRJU 4435 _____ CRJU 4441 _____ CRJU 4481 _____ CRJU 4900 _____ CRJU 4990 _____ CRJU 4960 CRJU 4950 _____ CRJU 4950 _____ (Limited to two 4950s)	15 33
<i>Choose one or zero:</i> MATH 1120 _____ MATH 1113 _____ MATH 1220 _____ MATH 2011 _____ MATH 2210 _____	8-12	Total Semester for Major	15-18
Area E: Social Science HIST 2111 _____ or HIST 2112 _____ POLS 1101 _____	0-3	Minor Requirements Minor Field of Study _____ 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	9-12
<i>Choose one:</i> ANTH 2011 _____ PSYC 1101 _____ ECON 1810 _____	3 3 3	Electives 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	5
<i>Choose one not chosen above:</i> ANTH 1102 _____ ANTH 2011 _____ ECON 1810 _____ ECON 2105 _____ ECON 2106 _____ GEOG 1111 _____ HIST 1111 _____ HIST 1112 _____ HIST 2111 _____ HIST 2112 _____ PHIL 1000 _____ POLS 2201 _____ POLS 2401 _____ PSYC 1101 _____ PSYC 1103 _____ PSYC 2150 _____ SOCI 2241 _____	3 3 3	Physical Education Requirement WELL 1000 _____ WELL 14 [aquatics] _____ WELL activity _____	5
Area F: Courses Related to Major (a grade of C or better is required in each course) CRJU 1103 _____ POLS 2000 _____ SOCI 1160 _____ SOCI 1101 _____ or SOCI/PSYC 1103X _____	3	Legislative Requirements 1. Georgia History <input type="checkbox"/> 2. Georgia Constitution <input type="checkbox"/> 3. Regent's Exam <input type="checkbox"/>	5
<i>Select two not chosen above:</i> ACCT 2101 _____ MATH 2210 _____ ECON 1810 _____ PHIL 1000 _____ PSYC 1101 _____ SOCI 2241 _____ SOCI 2242 _____ SOWK 1101 _____	12	Departmental Requirements 1. Graduation Application <input type="checkbox"/> 2. ETS Major Field Exam <input type="checkbox"/> 3. Exit Survey <input type="checkbox"/> 4. Exit Interview <input type="checkbox"/>	125
or Two-course foreign language sequence* _____ *1101 & 1102 only acceptable if same language not taken in high school	6	Hours must total 125 (including electives and only five hours in wellness)	125
Total Semester Hours Area F	18		

Appendix D. 5. List of Faculty Publications and Conference Presentations

Kimberly Davies

PUBLICATIONS:

- 2005 Davies, Kim. "Angela Davis," "Auburn System," "Pennsylvania System," "Telephone Pole Design," "Campus Design," and "Panopticon" (six encyclopedia entries). In Mary Bosworth (ed), *Encyclopedia of Prisons and Correctional Facilities*. Thousand Oaks, California: Sage (accepted for publication).
- 2005 Davies, Kimberly. "Women on Death Row Assignment." In (Eds.) *Teaching About Women in Criminal Justice and Criminology Courses: A Resource Guide Vol. III*. Columbus: The Division of Women and Crime, American Society of Criminology.
- 2004 Davies, Kim. Book Review of *The Female Homicide Offender: Serial Murder and the Case of Aileen Wuornos* in the Division on Women and Crime Newsletter. March 2004.
- 2004 Davies, Kim. "The Utility of Case Studies" in Richard Tewksbury and Elizabeth Mustaine (eds.), *Controversial Issues in Criminal Justice*. Cincinnati: Anderson Publishing.
- 2003 Davies, Kim. *Crime in Justice in America: A Human Perspective Study Guide* to accompany *Crime in Justice in America: A Human Perspective* by Leonard Terretito, James B. Halsted and Max Bromley. Prentice Hall.
- 2002 Scott, Lori and Kim Davies. "Beyond the Statistics: An Examination of Women Killers in Three Georgia Counties," *Homicide Studies*, 6(4):297-324.
- 2002 Prison Masculinities Book Review in *Gender and Society*, 16(6): 960-962..
- 2000 Evans, Lorraine and Kim Davies. "No Sissy Boys Here: A Content Analysis of the Representation of Masculinity in Elementary School Reading Textbooks," *Sex Roles*, 42:255-271.
- 2000 Davies, Kim. "Suicide as Deviant Behavior," in *The Encyclopedia of Criminology and Deviant Behavior*, Volume IV. Edited by Clifton Bryant, Brunner/Mazel.
- 1999 Davies, Kim and Sociology Research Methods Students. *1999 Majors in Criminal Justice and Sociology Survey Report*. Technical Report.
- 1999 Davies, Kimberly, Robert L. Johnston, Ernestine Thompson and Sociology Research Methods Students. *Hyde Park Neighborhood Survey Report*. Technical Report.
- 1997 Davies, Kimberly. "Voluntary Exposure to Pornography and Men's Attitudes Toward Feminism and Rape." *The Journal of Sex Research*, 34: 131-137.
- 1995 Davies, Kimberly. "An Exercise on Police Ticketing Decisions and Chivalry," "Sociology 510: Suggested Books," and "Oral Book Report Assignment Guidelines." In Christine Rasche and Lynne Goodstein (Eds.) *Teaching About Women in Criminal Justice and Criminology Courses: A Resource Guide Vol. II*. Columbus: The Division of Women and Crime, American Society of Criminology.

PRESENTATIONS:

- 2004 Davies, Kim. "A Three Ring Trial: Managing Impressions in the Trial of a Serial Killer." The American Society of Criminology, Nashville.
- 2004 Davies, Kim, C. Becky Block and Jacquelyn Campbell. "Invoking the Law: What Factors and Experiences Influence Battered Women's Decisions to Notify Police?" American Sociological Association Meetings, San Francisco.
- 2004 Evans, Lorraine & Kim Davies. "Working Girls Coming Together: The Internet as a Site for Community among British Prostitutes." American Sociological Association Meetings, San Francisco.
- 2004 Reese, William and Kim Davies. "The Presented Self: *Monster* and *The Selling of a Serial Killer*" Society for the Study of Symbolic Interaction, San Francisco.
- 2003 Davies, Kim & Lorraine Evans. "Technological Trade and Negotiating Danger: An Analysis of Internet Postings by British Escorts. The American Society of Criminology, Denver.
- 2003 Case, Charles, Kim Davies & William Reese. "Popular Culture and the Erosion of Civil Liberties." Society for the Study of Symbolic Interaction, Atlanta, GA.
- 2002 Davies, Kim, Amber Ault & Carla Corroto. "Department and Search Committee Rejection Letters as Performance Theater, Madison, WI.
- 2002 Davies, Kim. "The Socio-Spatial Location of Women Killers in Three Georgia Counties During the 1990s." Homicide Research Working Group Meeting, St. Louis, MO.
- 2001 Davies, Kim. "The Connection Between Spanking and Drinking: A Replication Study Preliminary Report." American Sociological Association Meeting, Anaheim CA.
- 2001 Davies, Kim. "Capturing Student Attention: Linking Courses and Student Interests into a Two-Course Methods Sequence." Academic Workplace Workshop at the American Sociological Association Meeting, Anaheim CA
- 2000 Scott, Lori and Kimberly Davies. "An Empirical Study of Women Homicide Offenders in Burke, Columbia, and Richmond Counties of Georgia." The American Society of Criminology, San Francisco
- 2000 Davies, Kimberly. "Retaining Minority Faculty Members in Sociology." American Sociological Association Meeting, Washington D.C.
- 2000 Davies, Kimberly. "Teaching Crime Prevention Through Environmental Design." American Sociological Association Meeting, Washington D.C.
- 1999 Johnston, Robert, Ernestine Thompson, and Kim Davies. "The Community Empowerment Model of Grassroots Organizing: Testing the Model in an Environmentally Threatened Community." Georgia Sociological Association Meeting. Jekyll Island, GA.

- 1999 Johnston, Robert, Ernestine Thompson, and Kim Davies. "Community Involvement, Organization and Awareness in an Environmentally Threatened Community." Society for the Study of Social Problems Meeting, Chicago.
- 1999 Davies, Kimberly, Ernestine Thompson, and Robert Johnston. "Maximizing Sociological Research Experiences for Undergraduates and Faculty." American Sociological Association Meeting, Chicago.
- 1998 Davies, Kimberly and Christina McNerlin. "Dainty or Deadly: Violent Crime by Women and the Southern Subculture of Violence." The American Society of Criminology, Washington, D.C.
- 1998 Davies, Kimberly and Lorraine Nall. "Cultural Representations of Women and Girls in Elementary School Textbooks." The Mid-South Sociological Association Meeting, Lafayette, Louisiana.
- 1998 Davies, Kimberly and Carla Corroto. "Problematic Discourses: The Framing of Violence Against Women." Society for the Study of Social Problems Meeting, San Francisco.
- 1998 Davies, Kimberly. "Building A Learning Community with Non-Traditional Students: Two Examples." American Sociological Association Meeting, San Francisco.
- 1998 Davies, Kimberly and Carla Corroto. "Space as Magic: The (re) Definition of Space." The Society for the Study of Social Problems Meeting, San Francisco.
- 1997 Davies, Kimberly. "Does the Southern 'Subculture of Violence' Apply to Women?" American Society of Criminology Meetings, San Diego.
- 1997 Davies, Kimberly and Carla Corroto. "Redundant Discourses: The Framing of Violence Against Women." American Society of Criminology Meetings, San Diego.
- 1997 Davies, Kimberly and Carla Corroto. "Sacred and Masculine: The Redefinition of Space." Making Sacred Places, The 6th International and Interdisciplinary Conference on Built Form and Culture Research, Cincinnati.
- 1997 Davies, Kimberly and Amber Ault. "It Doesn't Have to Be a Bashing to Be a Hate Crime: Anti-Lesbian Violence in the Private Sphere." American Sociological Association Meeting, Toronto, Canada.
- 1997 Davies, Kimberly. "Economic Inequality Among Women and Female Perpetrated Homicide in 1990." Academy of Criminal Justice Sciences, Louisville, Kentucky.
- 1996 Davies, Kimberly. "Masculinity or Marginality?: Structural Correlates of Female Perpetrated Intimate Partner Homicide." American Society of Criminology Meeting, Chicago.
- 1996 Davies, Kimberly. "Masculinity, Opportunity or Economic Marginalization: Applying Theories of Women's Criminality to Women's Homicide Victimization in the U.S., 1990." American Sociological Association Meeting, New York.
- 1996 Davies, Kimberly. "Women as Perpetrators of Homicide: Testing Theories of Women's

- Criminal Offending." Midwest Sociological Society Meeting, Chicago.
- 1995 Davies, Kimberly. "Women as Victims and Perpetrators of Homicide: Extending General Theories of Women's Offending to Homicide Offending and Victimization." American Sociological Association Meeting, Washington, D.C..
- 1995 Davies, Kimberly and Lisa Weems. "Constructing Lesbianism Through Social Science Research." North Central Sociological Association Meeting, Pittsburgh.
- 1994 Davies, Kimberly. "An Examination of Prostitution Arrest Rates During the 1980s." National Women's Studies Association Conference, Ames, Iowa.
- 1994 Davies, Kimberly. "Stimulating Class Discussions Through the Use of Slides." North Central Sociological Association Meeting, Columbus, Ohio.
- 1993 Davies, Kimberly. "Kids and Sex: Treatment Analysis of Adolescent Sex Offenders." North Central Sociological Association Meeting, Toledo, Ohio.
- 1993 Davies, Kimberly and Shawn L. Schwaner. "Locating the Female Chronic Recidivist: A Sociological Theory." North Central Sociological Association Meeting, Toledo, Ohio.
- 1992 Davies, Kimberly and Joseph E. Scott. "Voluntary Exposure to Sexually Explicit Portrayals and Sexual Callousness Towards Women." The American Society of Criminology Meeting, New Orleans, Louisiana.

William A. Reese, II

Publications:

Refereed:

1998 "On Understanding a Non Sociological Classic: GODOT and the Postmodern Challenge to Sociology," Bill Reese, ASU, and Mike Katovich, TCU. *STUDIES IN SYMBOLIC INTERACTION* 21: 147-180.

1994 "Framed Attributions and Shaped Accounts: A Study of Dispositional Process in Juvenile Justice," Russ Curtis, University of Houston, and Bill Reese, ASU. *CRIMINAL JUSTICE REVIEW* 19: 244-270.

1993 "Postmodern Thought in Symbolic Interaction: Reconstructing Social Inquiry in Light of Late-Modern Concerns," Mike Katovich, TCU, and Bill Reese, ASU. *THE SOCIOLOGICAL QUARTERLY* 34: 391-411.

1991 "Paternalism and the Female Status Offender: Remanding the Juvenile Justice Double Standard for Desexualization," Bill Reese, ASU, and Russ Curtis, University of Houston. *THE SOCIAL SCIENCE JOURNAL* 28: 63-83.

1991 "Cynicism Among Juvenile Probation Officers: A Study of Subverted Ideals," Russ Curtis, University of Houston, Bill Reese, ASU, and Michael Cone, Harris County Adult Probation. *JOURNAL OF CRIMINAL JUSTICE* 19: 501-517.

1990 "Toward a Pragmatic Theory of Numerical and Spatial Concepts," Bill Reese, ASU, and Carl J. Couch, University of Iowa. STUDIES IN SYMBOLIC INTERACTION 11: 411-439.

1989 "Juvenile Justice as People-Modulating: A Case Study of Progressive Delinquent Dispositions," Bill Reese, ASU, Russ Curtis, University of Houston, and Al Richard, Way Back House. JOURNAL OF RESEARCH IN CRIME AND DELINQUENCY 26: 332-360.

1989 "Untimely Acts: Extending the Interactionist's Conception of Deviance," Bill Reese, ASU, and Mike Katovich, TCU. THE SOCIOLOGICAL QUARTERLY 30: 159-184.

1988 "Dispositional Discretion or Disparity: The Juvenile Probation Officer's Role In Delinquency Construction," Bill Reese, TCU, Russ Curtis, University of Houston, and Rick Whitworth, University of Texas at Austin. THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE 24: 81-100.

1988 "Residential Segregation: Toward a Conceptualization of Racial Processes and Economic Cause." FREE INQUIRY IN CREATIVE SOCIOLOGY 16: 51-58.

1987 "Regional Variations in Racial Segregation and Status Inequality, 1960 and 1970." THE JOURNAL OF SOCIAL BEHAVIOR AND PERSONALITY 2: 397-418.

1987 "The Regular: Full Time Identities and Memberships in an Urban Bar," Mike Katovich and Bill Reese, TCU. JOURNAL OF CONTEMPORARY ETHNOGRAPHIES 16: 308-343.

1986 "Sex and Mobility in the Dual Economy from Entry to Mid-Career," Frank M. Howell, North Carolina State University, and Bill Reese, TCU. WORK AND OCCUPATIONS 13: 77-96.

1984 "Property Maintenance and Residential Integration," Bill Reese, TCU, and Marc Matre, University of South Alabama, SOCIOLOGICAL SPECTRUM 4: 443-460.

Non-Refereed:

2002 RICHMOND COUNTY GOODWORKS! PILOT: FINAL EVALUATION REPORT. Technical report of the final evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 2000 to December 31, 2001, submitted to GDOL.

2002 EIGHTEEN MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 2001 to December 31, 2001, submitted to the GADOL.

2001 "Integrative Seminar." Pp. 198-201 in the CAPSTONE COURSE IN SOCIOLOGY, American Sociological Association, Washington, D.C.: ASA RESOURCE MATERIALS FOR TEACHING, with Allen Scarborough, ASU.

2001 TWELVE MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from December 31, 2000 to June 30, 2001 submitted to the GADOL.

2000 SIX MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 1999 to December 31, 1999, submitted to the GADOL.

1999 "Status Offenses." Pp. 1366-9 in Helen Tierney (Ed.), WOMEN'S STUDIES ENCYCLOPEDIA (2nd ed.), Westport, CT: Greenwood Press.

1997 "Alienation: Extending an Interactionist Conception." Pp. 59-84 in Dan E. Miller, Michael A. Katovich, and Stanley L. Saxton (Eds.), CONSTRUCTING COMPLEXITY: SYMBOLIC INTERACTION AND SOCIAL FORMS. Greenwich, CT: JAI Press.

1996 "The Shaped Bell Curve and the Social Sciences: A Review Essay on Richard J. Herrnstein and Charles Murray's THE BELL CURVE." THE SOCIAL SCIENCE JOURNAL 33: 113-119.

1995 "Community Should Unite, Seek Solutions to Underlying Causes of Crime." Invited feature editorial, THE AUGUSTA CHRONICLE, September 21.

1992 "'Have You Heard the One about the Aggie Who Thought...?': A Review Essay on Stephan Mestrovic's THE COMING FIN DE SIECLE." THE SOCIAL SCIENCE JOURNAL 29: 233-240.

1990 "Proposing Control as Sociology's Central Notion: A Fool's Errand?," Invited commentary on Jack P. Gibb's "Control: Sociology's Central Notion," THE SOCIAL SCIENCE JOURNAL 27: 41-49.

1989 THE ROLE OF ANGLO SOCIAL SCIENTISTS IN CHICANO SOCIOLOGY. Research Report #6. Tempe, AZ: Hispanic Research Center, Arizona State University.

1987 "Affirmative Action Survey Summary." Technical Report for regional universities, TCU Compliance and Affirmative Action Committee.

1986 "Tarrant County Crime: Summary, Commentary, and Recommendations." Technical Report commissioned by and written for Texas Senate Urban Affairs Subcommittee.

1986 "Jury Still Out on Rising Crime in Fort Worth." Invited Feature Editorial, FORT WORTH STAR-TELEGRAM, August 10.

1984 "'Gang' Problem Faces Danger of Overreaction." Invited Feature Editorial, FORT WORTH STAR-TELEGRAM, January 3.

1982 RESIDENTIAL SEGREGATION AND STATUS INEQUALITY: REGIONAL VARIATION. Doctoral Dissertation, University of Arizona.

1978 WINDSOR VILLAGE: A SOUTHERN TEST OF THE CONTACT HYPOTHESIS. Master's Thesis, University of Houston.

1975 "George Caspar Homans: An Update." Book Chapter in MODERN SOCIAL THEORIES (Rev. Ed.). Charles P. and Zona K. Loomis (Eds.).

Selected Papers Presented:

"The Presented Self: "Monster" and 'The Making of Monster,'" with Kim Davies, ASU. Paper presented at the national meetings of the Society for the Study of Symbolic Interaction, San Francisco, August 2004.

"Popular Culture and the Decline of Civil Liberties," with Kim Davies and Charles Case, ASU. Paper presented at the national meetings of the Society for the Study of Symbolic Interaction, Atlanta, August, 2003.

"GoodWORKS! Pilot Research Report." Powerpoint presentation at GADOL's GoodWorks!: Spotlighting Success, Atlanta, September, 2002.

"GoodWORKS!: An Analysis of a Comprehensive Welfare-to-Work Pilot Initiative." National Association of Welfare Research and Statistics, Albuquerque, August, 2002.

"Self Stigmatization: Adjusting and Adapting to Perceptions of Therapeutic Identities," with Mike Katovich, TCU, Midwestern Sociological Society Meetings, Minneapolis, April, 1999.

"Situational Factors in the Definition of Acquaintance Rape." Bill Reese, ASU, Jennifer Yates, Georgia State University, and Melissa Scholer, University of Illinois. Georgia Sociological Association Meetings, Jekyll Island, October, 1995.

"The Professional Bailbondsman as Constitutional Palladium." Keynote address for the annual meetings of the Georgia Association of Professional Bailbondsmen, Augusta, July, 1995.

"Contradictions of Community Support in a Postmodern Era." Society for the Study of Symbolic Interaction Annual Meetings, Los Angeles, August, 1994.

"Postmodern Thought in Symbolic Interaction: Reconstructing Social Inquiry in the Postmodern Age," Mike Katovich, TCU, and Bill Reese, ASU. Emory University Faculty and Graduate Student Seminar, Atlanta, May, 1993.

"A Janus-Faced Look at Some Issues for an Interactionist Inquiry into Postmodernity." Midwestern Sociological Society Meetings, Chicago, April, 1993.

"Attributions and Accounts: A Study of Adjudication Processing," Russ Curtis, University of Houston, and Bill Reese, ASU. American Sociological Association Meetings, Pittsburg, August, 1992.

"Punitive Paternalistic Protection: Remanding the Juvenile Justice Double Standard for Desexualization," Bill Reese, ASU, and Russ Curtis, University of Houston. Georgia Sociological Association Meetings, Savannah, October, 1989.

"A Temporal Definition of Alcoholism: Toward a Theory In Practice. Midwestern Sociological Society Meetings, St. Louis, March, 1989.

"The Role of the White Social Scientist in the Chicano Movement." Western Social Science Meetings, Denver, April, 1988.

"Toward a Pragmatic Theory of Numerical and Spatial Concepts," Bill Reese, TCU, and Carl J. Couch, University of Iowa. Midwestern Sociological Society Meetings, Minneapolis, March, 1988.

"Deviance: The Untimely Act," Bill Reese and Michael Katovich, TCU. American Society of Criminology Meetings, Atlanta, October, 1986.

"Organizational Cynicism: Impact on Members' Perceptions and Judgments," Russ Curtis, University of Houston, Bill Reese, TCU, and Michael Cone, Harris County Probation. Western Social Science Association Meetings, Fort Worth, April 1985.

"Tippling Through the Juleps: A Sociological Analysis of an Extraterritorial Neighborhood Bar," Michael Katovich and Bill Reese, TCU. Western Social Science Association Meetings, Fort Worth, April, 1985

"Organizational Selections and Discretions: A Study of the Decisions of Juvenile Probation Officer," Bill Reese, TCU, Russ Curtis, University of Houston, and Rick Whitworth, University of Texas. Southwestern Social Science Association Meetings, Fort Worth, March, 1984.

"Last Resorts and First Retorts: An Empirical Test of Decision Making Theory among Juvenile Probation Officers," Bill Reese, TCU, Russ Curtis, University of Houston, and Al Richard, Way Back House. Southwestern Social Science Association Meetings, Houston, March, 1983.

Elizabeth Watts-Warren:

Journal Articles:

- 2004 Review of Johnetta Betsch Cole and Beverly Guy-Sheftall's "Gender Talk: The Struggle for Women's Equality in African-American Communities." New York: Ballantine Books. *Gender & Society* 18(4): 534-35.
- 1994 "Links Between Family Life and Minority Student Achievement: Removing the Blinders." *The International Journal of Social Education* 9: 11-27.
- 1994 "Theoretical Diversity in the Analysis of Gender and Education." (3d author). In Aaron Pallas (Ed) *Research in the Sociology of Education and Socialization* 10: 71-110.

PRESENTATIONS

Referred Professional Meetings:

- 2005 "The Politics of Crime: Blunting Opportunities for People of Color and The Poor." Presentation for *Prison and Society: A Panel Discussion* sponsored by Augusta State University's Black History Month Committee, February 18, Augusta GA.

- 2000 "Race: Can We Talk?" Vice President's Thematic Session: "Researching and Teaching Class, Gender, and Race In/About The South." Presented at the Annual Meeting of the Southern Sociological Society, April 19-21, New Orleans LA.
- 1997 "Aren't I Able? Using Case Study to Examine 'Classed' and 'Raced' Gender Codes in a Rural Vocational Educational Setting." Presented at the Annual Meeting of the Southern Sociological Society, April 3-6, New Orleans LA.
- 1996 "Living Femininity in Black." Presented at the Annual Meeting of the University of Georgia Sociology Research Conference, April 26, Athens.
- 1992 "General Diploma Production and High School Attrition: A Contextual Analysis." Presented at the Annual Meeting of the University of Georgia Sociology Research Conference, May 27-28, Athens.
- 1991 "Theoretical Perspectives: Issues that Impact the Investigation of Giftedness in Economically Disadvantaged and Limited English Proficient Students." Presented at the 38th Annual Convention of the National Association for Gifted Children, November 2-4, Kansas City MO.
- 1991 "Perspectives on the Gulf War." Presented at the Annual Meeting of the University of Georgia Sociology Research Conference, May 17-18, Athens.

Appendix D. 6. Faculty Vitae

CURRICULUM VITAE

Kim Davies
March 2005

1011 Adrian St
Augusta, GA 30904
(706) 667-8498 (home)
e-mail: kdavies@aug.edu

Department of Sociology
Augusta State University
2500 Walton Way
Augusta, GA 30904-2200
(706) 737-1735

EDUCATION:

The Ohio State University:

Ph.D., Sociology, 1996. "Women as Victims and Perpetrators of Homicide: A Test of Existing Theories of Women's Involvement in Crime," Dissertation Committee: Professors Ruth D. Peterson (Chair), Richard Lundman, and Simon Dinitz.

M.A., Sociology, 1990. "Voluntary Exposure to Sexually Explicit Videos and Sexual Callousness Towards Women," Thesis Committee: Professors Joseph E. Scott (Chair), Ruth D. Peterson, and Kent P. Schwirian.

B.A. *Cum Laude* in Sociology, 1988.

B.A. *Cum Laude* in Women's Studies, 1988.

PROFESSIONAL EXPERIENCE:

*Acting Chair and Associate Professor of Sociology, Augusta State University
2004-present*

*Associate Professor, Department of Sociology, Augusta State University.
2002-2004*

Associate Professor of Sociology and Acting Director of Women's Studies, Augusta State University. 2001-2002

*Assistant Professor, Department of Sociology, Augusta State University.
1996-2001*

*Graduate Teaching Associate, Department of Sociology, The Ohio State University.
1991-1996 and 1988-1989*

*Researcher for Dr. Joseph E. Scott, Scott and Associates Research, Columbus, Ohio.
1990-1995*

*Graduate Research Associate, Center for Women's Studies, The Ohio State University.
1989-1990*

COURSES TAUGHT:

- Introductory Sociology
- Research Methods I
- Research Methods II
- Intro to Social Science (Honors)
- Sociology of Women
- Introductory Criminal Justice
- Social Deviance
- Violence and the South
- Crime Prevention
- Sociology of Murder
- Representations of Motherhood (Honors)-Women, Crime, and C.J. System
- African American Communities in Augusta, Georgia
- Penology

AWARDS, GRANTS AND FELLOWSHIPS:

Augusta State University: Outstanding Faculty Member Award, 2000-2001

Augusta State University Faculty Development Institute Technology Teaching Grant, 2000

Academy of Criminal Justice Sciences: Outstanding Paper Award, March 1997

Augusta State University: Seventeen Faculty Research and Development Grants for travel to professional meetings including the 1997, 1998, 1999, 2000, 2001, 2004 ASA Meetings, the 1996, 1997, 1998, 2001, & 2003 ASC Meetings, the 1999, 2001 & 2003 Mid-South Sociological Association Meeting, the 2001 Georgia Sociological Association Meeting, the 2002 Homicide Research Working Group Meeting and the 1997 ACJS Meeting.

The Ohio State University: Most Supportive Colleague Award, 1995-1996.

The Ohio State University: Intense Summer Research Fellowship, Summer 1995.

The Ohio State University. Sociology Graduate Research Support Award Grant, Autumn 1995.

PUBLICATIONS:

- 2005 Davies, Kim. "Angela Davis," "Auburn System," "Pennsylvania System," "Telephone Pole Design," "Campus Design," and "Panopticon" (six encyclopedia entries). In Mary Bosworth (ed), *Encyclopedia of Prisons and Correctional Facilities*. Thousand Oaks, California: Sage (accepted for publication).
- 2005 Davies, Kimberly. "Women on Death Row Assignment." In (Eds.) *Teaching About Women in Criminal Justice and Criminology Courses: A Resource Guide Vol. III*. Columbus: The Division of Women and Crime, American Society of Criminology.
- 2004 Davies, Kim. Book Review of *The Female Homicide Offender: Serial Murder and the Case of Aileen Wuornos* in the Division on Women and Crime Newsletter. March 2004.
- 2004 Davies, Kim. "The Utility of Case Studies" in Richard Tewksbury and Elizabeth Mustaine (eds.), *Controversial Issues in Criminal Justice*. Cincinnati: Anderson Publishing.

PUBLICATIONS (continued)

- 2003 Davies, Kim. *Crime in Justice in America: A Human Perspective Study Guide* to accompany *Crime in Justice in America: A Human Perspective* by Leonard Terretito, James B. Halsted and Max Bromley. Prentice Hall.
- 2002 Scott, Lori and Kim Davies. "Beyond the Statistics: An Examination of Women Killers in Three Georgia Counties," *Homicide Studies*, 6(4):297-324.
- 2002 Prison Masculinities Book Review in *Gender and Society*, 16(6): 960-962..
- 2000 Evans, Lorraine and Kim Davies. "No Sissy Boys Here: A Content Analysis of the Representation of Masculinity in Elementary School Reading Textbooks," *Sex Roles*, 42:255-271.
- 2000 Davies, Kim. "Suicide as Deviant Behavior," in *The Encyclopedia of Criminology and Deviant Behavior*, Volume IV. Edited by Clifton Bryant, Brunner/Mazel.
- 1999 Davies, Kim and Sociology Research Methods Students. *1999 Majors in Criminal Justice and Sociology Survey Report*. Technical Report.
- 1999 Davies, Kimberly, Robert L. Johnston, Ernestine Thompson and Sociology Research Methods Students. *Hyde Park Neighborhood Survey Report*. Technical Report.
- 1997 Davies, Kimberly. "Voluntary Exposure to Pornography and Men's Attitudes Toward Feminism and Rape." *The Journal of Sex Research*, 34: 131-137.
- 1995 Davies, Kimberly. "An Exercise on Police Ticketing Decisions and Chivalry," "Sociology 510: Suggested Books," and "Oral Book Report Assignment Guidelines." In Christine Rasche and Lynne Goodstein (Eds.) *Teaching About Women in Criminal Justice and Criminology Courses: A Resource Guide Vol. II*. Columbus: The Division of Women and Crime, American Society of Criminology.

PAPERS UNDER REVIEW:

"Examining Violence and Risk Management in the Work Lives of Indoor Sex Workers" with Lorraine Evans. Currently under review at *Deviant Behavior*.

"Working Girls Coming Together: The Internet as a Site for Community among British Prostitutes" with Lorraine Evans. Currently under review at *Sociological Spectrum*.

"Teaching with the Enemy: A Team Taught Interdisciplinary Introductory Course in Psychology and Sociology" with Sabina Widner. Under Review by *Teaching Sociology*

PAPERS IN PROGRESS:

"Invoking the Law: What Factors and Experiences Influence Battered Women's Decisions to Notify Police?" with C. Becky Block and Jackie Campbell

"A Three Ring Trial: Managing Impressions in the Trial of a Serial Killer."

PRESENTATIONS:

- 2004 Davies, Kim. "A Three Ring Trial: Managing Impressions in the Trial of a Serial Killer." The American Society of Criminology, Nashville.
- 2004 Davies, Kim, C. Becky Block and Jacquelyn Campbell. "Invoking the Law: What Factors and Experiences Influence Battered Women's Decisions to Notify Police?" American Sociological Association Meetings, San Francisco.
- 2004 Evans, Lorraine & Kim Davies. "Working Girls Coming Together: The Internet as a Site for Community among British Prostitutes." American Sociological Association Meetings, San Francisco.
- 2004 Reese, William and Kim Davies. "The Presented Self: *Monster* and *The Selling of a Serial Killer*," Society for the Study of Symbolic Interaction, San Francisco.
- 2003 Davies, Kim & Lorraine Evans. "Technological Trade and Negotiating Danger: An Analysis of Internet Postings by British Escorts. The American Society of Criminology, Denver.
- 2003 Case, Charles, Kim Davies & William Reese. "Popular Culture and the Erosion of Civil Liberties." Society for the Study of Symbolic Interaction, Atlanta, GA.
- 2002 Davies, Kim, Amber Ault & Carla Corroto. "Department and Search Committee Rejection Letters as Performance Theater, Madison, WI.
- 2002 Davies, Kim. "The Socio-Spatial Location of Women Killers in Three Georgia Counties During the 1990s." Homicide Research Working Group Meeting, St. Louis, MO.
- 2001 Davies, Kim. "The Connection Between Spanking and Drinking: A Replication Study Preliminary Report." American Sociological Association Meeting, Anaheim CA.
- 2001 Davies, Kim. "Capturing Student Attention: Linking Courses and Student Interests into a Two- Course Methods Sequence." Academic Workplace Workshop at the American Sociological Association Meeting, Anaheim CA
- 2000 Scott, Lori and Kimberly Davies. "An Empirical Study of Women Homicide Offenders in Burke, Columbia, and Richmond Counties of Georgia." The American Society of Criminology, San Francisco
- 2000 Davies, Kimberly. "Retaining Minority Faculty Members in Sociology." American Sociological Association Meeting, Washington D.C.
- 2000 Davies, Kimberly. "Teaching Crime Prevention Through Environmental Design." American Sociological Association Meeting, Washington D.C.
- 1999 Johnston, Robert, Ernestine Thompson, and Kim Davies. "The Community Empowerment Model of Grassroots Organizing: Testing the Model in an Environmentally Threatened Community." Georgia Sociological Association Meeting. Jekyll Island, GA.

PRESENTATIONS (continued):

- 1999 Johnston, Robert, Ernestine Thompson, and Kim Davies. "Community Involvement, Organization and Awareness in an Environmentally Threatened Community." Society for the Study of Social Problems Meeting, Chicago.
- 1999 Davies, Kimberly, Ernestine Thompson, and Robert Johnston. "Maximizing Sociological Research Experiences for Undergraduates and Faculty." American Sociological Association Meeting, Chicago.
- 1998 Davies, Kimberly and Christina McNerlin. "Dainty or Deadly: Violent Crime by Women and the Southern Subculture of Violence." The American Society of Criminology, Washington, D.C.
- 1998 Davies, Kimberly and Lorraine Nall. "Cultural Representations of Women and Girls in Elementary School Textbooks." The Mid-South Sociological Association Meeting, Lafayette, Louisiana.
- 1998 Davies, Kimberly and Carla Corroto. "Problematic Discourses: The Framing of Violence Against Women." Society for the Study of Social Problems Meeting, San Francisco.
- 1998 Davies, Kimberly. "Building A Learning Community with Non-Traditional Students: Two Examples." American Sociological Association Meeting, San Francisco.
- 1998 Davies, Kimberly and Carla Corroto. "Space as Magic: The (re) Definition of Space." The Society for the Study of Social Problems Meeting, San Francisco.
- 1997 Davies, Kimberly. "Does the Southern 'Subculture of Violence' Apply to Women?" American Society of Criminology Meetings, San Diego.
- 1997 Davies, Kimberly and Carla Corroto. "Redundant Discourses: The Framing of Violence Against Women." American Society of Criminology Meetings, San Diego.
- 1997 Davies, Kimberly and Carla Corroto. "Sacred and Masculine: The Redefinition of Space." Making Sacred Places, The 6th International and Interdisciplinary Conference on Built Form and Culture Research, Cincinnati.
- 1997 Davies, Kimberly and Amber Ault. "It Doesn't Have to Be a Bashing to Be a Hate Crime: Anti-Lesbian Violence in the Private Sphere." American Sociological Association Meeting, Toronto, Canada.
- 1997 Davies, Kimberly. "Economic Inequality Among Women and Female Perpetrated Homicide in 1990." Academy of Criminal Justice Sciences, Louisville, Kentucky.
- 1996 Davies, Kimberly. "Masculinity or Marginality?: Structural Correlates of Female Perpetrated Intimate Partner Homicide." American Society of Criminology Meeting, Chicago.
- 1996 Davies, Kimberly. "Masculinity, Opportunity or Economic Marginalization: Applying Theories of Women's Criminality to Women's Homicide Victimization in the U.S., 1990." American Sociological Association Meeting, New York.

PRESENTATIONS (continued):

- 1996 Davies, Kimberly. "Women as Perpetrators of Homicide: Testing Theories of Women's Criminal Offending." Midwest Sociological Society Meeting, Chicago.
- 1995 Davies, Kimberly. "Women as Victims and Perpetrators of Homicide: Extending General Theories of Women's Offending to Homicide Offending and Victimization." American Sociological Association Meeting, Washington, D.C..
- 1995 Davies, Kimberly and Lisa Weems. "Constructing Lesbianism Through Social Science Research." North Central Sociological Association Meeting, Pittsburgh.
- 1994 Davies, Kimberly. "An Examination of Prostitution Arrest Rates During the 1980s." National Women's Studies Association Conference, Ames, Iowa.
- 1994 Davies, Kimberly. "Stimulating Class Discussions Through the Use of Slides." North Central Sociological Association Meeting, Columbus, Ohio.
- 1993 Davies, Kimberly. "Kids and Sex: Treatment Analysis of Adolescent Sex Offenders." North Central Sociological Association Meeting, Toledo, Ohio.
- 1993 Davies, Kimberly and Shawn L. Schwaner. "Locating the Female Chronic Recidivist: A Sociological Theory." North Central Sociological Association Meeting, Toledo, Ohio.
- 1992 Davies, Kimberly and Joseph E. Scott. "Voluntary Exposure to Sexually Explicit Portrayals and Sexual Callousness Towards Women." The American Society of Criminology Meeting, New Orleans, Louisiana.

OTHER PROFESSIONAL PRESENTATIONS:

Commencement Speaker, Augusta State University Commencement.

-December 15, 2001, Physical Education Athletic Complex, Augusta State University. An honor bestowed upon the outstanding faculty member of the previous academic year.

Invited Panelist, "Faculty and their Intellectual Passions Series"

-March 6, 2002, Washington Towers, Augusta State University
Sponsored by Phi Kappa Phi.

Invited Panelist, "African Americans and the Justice System."

-September 24, 1997, Butler Hall 7, Augusta State University.
Sponsored by the Augusta State University's Student Government Association and Black Student Union.

Invited Presenter, "Sociology and Crime Statistics."

-August 19, 1999, St. Joseph's Hospital
Sponsored by Beyond the Bars, Augusta, Georgia

Invited Presenter, "Women and Prison."

-November 1, 1997, PJ's Coffee House, Augusta, GA Sponsored by the Augusta State University's Women's Studies Association.

"Voluntary Exposure to Pornography and Men's Attitudes Toward Feminism and Rape

-July 2, 1997, PJ's Coffee House, Augusta, GA Sponsored by the Augusta State University's Women's Studies Association.

"Pornography or Erotica?" (Slide presentation and discussion)

-February 5, 1992 Chemical Abstracts Building.. Sponsored by Columbus Chapter N.O.W.

-October 10, 1990 Scarlet Suite, Ohio Union. Sponsored by Rape Education Prevention Program.

-October 8, 1987 Ohio B, Ohio Union. Sponsored by Association of Women's Students.

DEPARTMENT AND UNIVERSITY SERVICE:

College of Arts & Sciences Associate Dean Search Committee: 2004

Department Tenure Committee Chair: 2002

American Sociological Association Minority Opportunity Through Scholastic Transformation

(M.O.S.T.) Coordinator for Sociology Department: 1998-2002

General Education Assessment Committee Chair: 1999-present

SACS Educational Programs Committee: 1999 - 2001

Task Force on Teaching and Learning: 1996-present

Women's Studies Association Advisor: 2001-2002

Criminal Justice Club Advisor: 1996-present

Alpha Phi Sigma, Criminal Justice Honor Society Co-Advisor, 1997-present

Research Oversight Committee: 1997-present, *Secretary*, 1999

Homecoming Committee: 1997-1999

Honor's Thesis Advisor, 1998, 2000 and 2002

-Richard Goolsby, "Assessing Project Exile" 2002

-Lori Scott, "Beyond the Statistics: An Empirical Study of Women Arrested for Homicide

in Burke, Columbia, and Richmond Counties of Georgia." 2000

-Lorraine Nall, "No Sissy Boys Here: A Content Analysis of the

Representation of

Masculinity in Elementary School Reading Textbooks," 1998

Honors Program Sub Committee on Introductory Course: 1997-1998

Ned Holsten Award Selection Committee (Honors Program): 1999-2000

University Post-Tenure Review Committee, 2001-2002

Departmental Faculty Search Committee Co-Chair, 1997-1998, 2001-2002

Women's Studies Program Committee: 1996-present

Chair, 2001-2002, Search Committee 2004

PROFESSIONAL ACTIVITIES:

- Executive Council: Women's Chair, Mid South Sociological Association, 2002-2004
- Editorial Board: Sociological Spectrum 2000-present
- Judge: Graduate Paper Competition, Mid South Sociological Association, 2001.
Undergraduate Paper Competition, Mid South Sociological Association, 2004.
- Reviewer: *American Journal of Criminal Justice* (1996-1999).
Crime and Justice Research (2001)
Violence and Victims (1998).
Sociological Inquiry (1999).
Sociological Spectrum (2001-2004)
American Sociological Review (2002)
Criminology and Public Policy (2001)
Prentice Hall
Roxbury Publishing
Wadsworth
- Presider/ Session on Feminist Theory, Southern Sociological Society Meeting, Atlanta, GA, April 1998.
- Discussant : Roundtable on Crime and Deviance, American Sociological Association Meeting, New York, August 1996.
- Panelist: Thematic Project Session, "Faculty Caring and Students Sharing: a Grassroots Learning Experience." Southern Sociological Society Meeting, Atlanta, GA, April 1998.
- Session, "Tag Team Sociology I: Faculty Caring and Students Sharing," Georgia Sociological Association Meeting, Lake Lanier, GA, November 1997.
- Organizer/ Gender Research in Progress I Session, Mid-South Sociological Association Meeting, Memphis, October 2002.
- Discussant Gender Research in Progress II Session, Mid-South Sociological Association Meeting, Memphis, October 2002.
- Gender Research in Progress Roundtable, Mid-South Sociological Association Meeting, Birmingham, AL, November 2001.
- Gender Research in Progress Roundtable, Georgia Sociological Association Meeting, Callaway Gardens, GA, October 2001
- Gender Research in Progress Roundtable, Mid-South Sociological Association Meeting,

Knoxville, TN, November 2000.

PROFESSIONAL ACTIVITIES (continued):

Organizer/ Research in Progress Roundtable, Georgia Sociological Association Meeting,
Jekyll Island,

Discussant: GA, November 1999.

Session on Creative Teaching in Research Methods and Theory Courses, Mid-South
Sociological Association Meeting, Jackson, Mississippi, November 1999.

Session on Crime and Violence in the South, Georgia Sociological Association
Meeting, Lake Lanier, GA, November 1997.

Organizer: Sociology of Education Research in Progress Roundtable, Mid-South
Sociological Association Meeting, Knoxville, TN, November 2000

Session on Crime and Drugs, North Central Sociological Association Meeting
Cincinnati, April 1996.

Session on Teaching Alternatives in Sociology, North Central Sociological
Association
Meeting, Columbus, Ohio, April 1994.

PROFESSIONAL AFFILIATIONS:

- The American Society of Criminology (ASC)
-ASC Division on Women and Crime
- American Sociological Association
-Section on Undergraduate Teaching
- Mid-South Sociological Association
-Committee on Women Chair 2002-2004
- Homicide Research Working Group
-Newsletter Editor 2004-current
- Academy of Criminal Justice Sciences
-Affirmative Action Committee 1997-98

March, 2005

VITA

Name, Marital Status, and Addresses:

William Alvin (Bill) Reese, II; Married, Two Children

Office: Department of Sociology 2500 Walton Way Augusta State University Augusta, GA 30904-2200 (706) 737-1735 wreese@aug.edu fax: (706) 737-1773	Home: 2327 Laurel Lane Augusta, GA 30904-3137 land: (706) 738-9037 fax: (706) 738-9037 cuckleburbill@knology.com
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Birth Date and Place:

January 3, 1947; Texas City, Texas

Education:

Ph.D. (Sociology) December 1982, University of Arizona, Tucson
M.A. (Sociology) May 1978, University of Houston
B.S. (Psychology) December 1970, University of Houston, 1968-70
University of Texas, Austin, 1966-8
Southwestern University, Georgetown, Texas, 1965-6

Current Professional Position:

Professor of Sociology
Department of Sociology
Augusta State University

Continuing Professional Development:

Project Safe Neighborhoods, two day seminars with the US Department of Justice and Michigan State University, Destin, FL, 2002; New Orleans, 2004; San Antonio, 2004; Kansas City, 2004.

College Teaching Strategies and Student Learning Style Types, two day seminar with Patricia Murrell, Augusta, 1995.

Reaffirming Rehabilitation: Confronting the Myth that Nothing Works, four day National Center on Institutions and Alternatives seminar with Jerome Miller et al., Alexandria, VA, 1986.

School Violence, four hour U.S. Department of Justice seminar, Dallas, TX., 1984.

Juvenile Gangs, four hour seminar on Juvenile gangs conducted by Walter Miller, Fort Worth Juvenile Division, 1983.

New Frontiers in Analysis of Categorical Data Based on LogLinear Models, three day seminar with Leo Goodman, Clifford Clogg, and Jay Magidson. Northeastern University, College Park, Maryland, 1983.

Proposal Writing, Budget Developments, and Peer Review, two day seminar with Wendell F. McBurney, Indiana University, Texas Christian University seminar, 1982.

Previous Experience:

Teaching:

Associate Professor and Acting Chair, Dept. of Sociology, Augusta College, 1992-1994

Associate Professor, Dept. of Sociology, Augusta College, 1989-1992; 1994-7

Assistant Professor, Dept. of Sociology, Texas Christian University, 1982-1989

Adjunct Faculty, Dept. of Social Sciences, Texas Wesleyan University, 1988-1989

Visiting Assistant Professor, Dept. of Sociology, Texas Christian University, 1981-82

Teaching Associate. Dept. of Sociology, University of Arizona, 1979-81

Adjunct Faculty, Dept. of Social Sciences, College of the Mainland, Texas City, TX, 1978

Teaching Assistant, Dept. of Sociology, University of Arizona, 1975-77

Lecturer, Dept. of Sociology, University of Houston, 1975

Teaching Fellow, Dept. of Sociology, University of Houston, 1974-75

Courses Include: Introductory Sociology; Introductory Sociology for Honors; Social Problems; Marriage & Family; Multiculturalism in America; American Minority Relations; Juvenile Delinquency; Juvenile Justice; Criminology; Sociology of Corrections; Honors Seminar in Criminological Controversies; Sociology of Deviance; Senior Integrative Seminar; Youth and Society; Research Methods I & II; Theories of Deviant Behavior; Sociological Theory; Conflict Theory in Sociology; Graduate Seminar in Crime and Corrections; and Graduate Seminar in Research Methods.

Research:

Principal Investigator, Research Partner for Southern District of Georgia Project Safe Neighborhoods, ASU Foundation Research Center, funded by the US Department of Justice, \$149,737.34, 2002-2005.

Principal Investigator, GoodWORKS! Richmond County Pilot, ASU Foundation Research Center evaluative study, funded by the Georgia Department of Labor, \$57,900, 2000-2002.

Co-Principal Investigator, Situational Factors in the Definition of Acquaintance Rape with Melissa Scholer, TCU, 1989; with Jennifer Yates, ASU, 1994-5.

Co-Principal Investigator, Students' Acceptance or Rejection of War: A Extension and Replication with Mike Katovich, TCU, 1986-8.

Principal Investigator, Plea Bargaining: The Tarrant County Case, for Ft. Worth Human Relations Commission and Chamber of Commerce, 1981-5.

Principal Investigator, Delinquent Dispositions: Intervention for Troubled or Troublesome Youth with Dallas County Juvenile Services, 1982.

Principal Investigator, Reasonable Rent: Tarrant County's Compliance with HUD's Guidelines, 1982.

Principal Investigator, Race and Property Maintenance, University of Houston, 1975.

Interviewer, Energy Institute, University of Houston, 1974.

Principal Investigator, Residential Integration and Attitude Change, University of Houston, 1973-75.

Research Activities in Progress:

"The Mentor Aversus: The Modern Mentoring Process as Forecast in Shakespeare's The First Part of Henry the Fourth," Glenn Martin, Tarrant County College, Bill Reese, and Sondra J. Betsch, ASU.

"Agonistics: Toward a Diacritical Symbolic Interactionist Paradigm," with Mike Katovich, TCU.

"Gendered Effects in Law School Socialization," with Russ Curtis, University of Houston

"The Functions of Anomie: From Classical Exegetics to Postmodern Anathematics"

"Embracing the Deviant Role: Stigma in Contemporary Society," with Mike Katovich, TCU

Publications:

Refereed:

1998 "On Understanding a Non Sociological Classic: GODOT and the Postmodern Challenge to Sociology," Bill Reese, ASU, and Mike Katovich, TCU. STUDIES IN SYMBOLIC INTERACTION 21: 147-180.

1994 "Framed Attributions and Shaped Accounts: A Study of Dispositional Process in Juvenile Justice," Russ Curtis, University of Houston, and Bill Reese, ASU. CRIMINAL JUSTICE REVIEW 19: 244-270.

1993 "Postmodern Thought in Symbolic Interaction: Reconstructing Social Inquiry in Light of Late-Modern Concerns," Mike Katovich, TCU, and Bill Reese, ASU. THE SOCIOLOGICAL QUARTERLY 34: 391-411.

1991 "Paternalism and the Female Status Offender: Remanding the Juvenile Justice Double Standard for Desexualization," Bill Reese, ASU,

and Russ Curtis, University of Houston. THE SOCIAL SCIENCE JOURNAL 28: 63-83.

1991 "Cynicism Among Juvenile Probation Officers: A Study of Subverted Ideals," Russ Curtis, University of Houston, Bill Reese, ASU, and Michael Cone, Harris County Adult Probation. JOURNAL OF CRIMINAL JUSTICE 19: 501-517.

1990 "Toward a Pragmatic Theory of Numerical and Spatial Concepts," Bill Reese, ASU, and Carl J. Couch, University of Iowa. STUDIES IN SYMBOLIC INTERACTION 11: 411-439.

1989 "Juvenile Justice as People-Modulating: A Case Study of Progressive Delinquent Dispositions," Bill Reese, ASU, Russ Curtis, University of Houston, and Al Richard, Way Back House. JOURNAL OF RESEARCH IN CRIME AND DELINQUENCY 26: 332-360.

1989 "Untimely Acts: Extending the Interactionist's Conception of Deviance," Bill Reese, ASU, and Mike Katovich, TCU. THE SOCIOLOGICAL QUARTERLY 30: 159-184.

1988 "Dispositional Discretion or Disparity: The Juvenile Probation Officer's Role In Delinquency Construction," Bill Reese, TCU, Russ Curtis, University of Houston, and Rick Whitworth, University of Texas at Austin. THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE 24: 81-100.

1988 "Residential Segregation: Toward a Conceptualization of Racial Processes and Economic Cause." FREE INQUIRY IN CREATIVE SOCIOLOGY 16: 51-58.

1987 "Regional Variations in Racial Segregation and Status Inequality, 1960 and 1970." THE JOURNAL OF SOCIAL BEHAVIOR AND PERSONALITY 2: 397-418.

1987 "The Regular: Full-time Identities and Memberships in an Urban Bar," Mike Katovich and Bill Reese, TCU. JOURNAL OF CONTEMPORARY ETHNOGRAPHIES 16: 308-343.

1986 "Sex and Mobility in the Dual Economy from Entry to Mid-Career," Frank M. Howell, North Carolina State University, and Bill Reese, TCU. WORK AND OCCUPATIONS 13: 77-96.

1984 "Property Maintenance and Residential Integration," Bill Reese, TCU, and Marc Matre, University of South Alabama, SOCIOLOGICAL SPECTRUM 4: 443-460.

Non-Refereed:

2002 RICHMOND COUNTY GOODWORKS! PILOT: FINAL EVALUATION REPORT. Technical report of the final evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 2000 to December 31, 2001, submitted to GDOL.

2002 EIGHTEEN MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 2001 to December 31, 2001, submitted to the GADOL.

2001 "Integrative Seminar." Pp. 198-201 in the CAPSTONE COURSE IN SOCIOLOGY, American Sociological Association, Washington, D.C.: ASA RESOURCE MATERIALS FOR TEACHING, with Allen Scarborough, ASU.

2001 TWELVE MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from December 31, 2000 to June 30, 2001 submitted to the GADOL.

2000 SIX MONTH INTERIM EVALUATION REPORT. Technical report of the evaluation and assessment of the Richmond County GoodWORKS! Pilot from June 30, 1999 to December 31, 1999, submitted to the GADOL.

1999 "Status Offenses." Pp. 1366-9 in Helen Tierney (Ed.), WOMEN'S STUDIES ENCYCLOPEDIA (2nd ed.), Westport, CT: Greenwood Press.

1997 "Alienation: Extending an Interactionist Conception." Pp. 59-84 in Dan E. Miller, Michael A. Katovich, and Stanley L. Saxton (Eds.), CONSTRUCTING COMPLEXITY: SYMBOLIC INTERACTION AND SOCIAL FORMS. Greenwich, CT: JAI Press.

1996 "The Shaped Bell Curve and the Social Sciences: A Review Essay on Richard J. Herrnstein and Charles Murray's THE BELL CURVE." THE SOCIAL SCIENCE JOURNAL 33: 113-119.

1995 "Community Should Unite, Seek Solutions to Underlying Causes of Crime." Invited feature editorial, THE AUGUSTA CHRONICLE, September 21. 1992 "'Have You Heard the One about the Aggie Who Thought...?': A Review Essay on Stephan Mestrovic's THE COMING FIN DE SIECLE." THE SOCIAL SCIENCE JOURNAL 29: 233-240.

1990 "Proposing Control as Sociology's Central Notion: A Fool's Errand?," Invited commentary on Jack P. Gibb's "Control: Sociology's Central Notion," THE SOCIAL SCIENCE JOURNAL 27: 41-49.

1989 THE ROLE OF ANGLO SOCIAL SCIENTISTS IN CHICANO SOCIOLOGY. Research Report #6. Tempe, AZ: Hispanic Research Center, Arizona State University.

1987 "Affirmative Action Survey Summary." Technical Report for regional universities, TCU Compliance and Affirmative Action Committee.

1986 "Tarrant County Crime: Summary, Commentary, and Recommendations." Technical Report commissioned by and written for Texas Senate Urban Affairs Subcommittee.

1986 "Jury Still Out on Rising Crime in Fort Worth." Invited Feature Editorial, FORT WORTH STAR-TELEGRAM, August 10.

1984 "'Gang' Problem Faces Danger of Overreaction." Invited Feature Editorial, FORT WORTH STAR-TELEGRAM, January 3.

1982 RESIDENTIAL SEGREGATION AND STATUS INEQUALITY: REGIONAL VARIATION. Doctoral Dissertation, University of Arizona.

1978 WINDSOR VILLAGE: A SOUTHERN TEST OF THE CONTACT HYPOTHESIS. Master's Thesis, University of Houston.

1975 "George Caspar Homans: An Update." Book Chapter in MODERN SOCIAL THEORIES (Rev. Ed.). Charles P. and Zona K. Loomis (Eds.). Selected Papers Presented:

"The Presented Self: "Monster" and 'The Making of Monster,'" with Kim Davies, ASU. Paper presented at the national meetings of the Society for the Study of Symbolic Interaction, San Francisco, August 2004.

"Popular Culture and the Decline of Civil Liberties," with Kim Davies and Charles Case, ASU. Paper presented at the national meetings of the Society for the Study of Symbolic Interaction, Atlanta, August, 2003.

"GoodWORKS! Pilot Research Report." Powerpoint presentation at GADOL's GoodWorks!: Spotighting Success, Atlanta, September, 2002.

"GoodWORKS!: An Analysis of a Comprehensive Welfare-to-Work Pilot Initiative." National Association of Welfare Research and Statistics, Albuquerque, August, 2002.

"Self Stigmatization: Adjusting and Adapting to Perceptions of Therapeutic Identities," with Mike Katovich, TCU, Midwestern Sociological Society Meetings, Minneapolis, April, 1999.

"Situational Factors in the Definition of Acquaintance Rape." Bill Reese, ASU, Jennifer Yates, Georgia State University, and Melissa Scholer, University of Illinois. Georgia Sociological Association Meetings, Jekyll Island, October, 1995.

"The Professional Bailbondsman as Constitutional Palladium." Keynote address for the annual meetings of the Georgia Association of Professional Bailbondsmen, Augusta, July, 1995.

"Contradictions of Community Support in a Postmodern Era." Society for the Study of Symbolic Interaction Annual Meetings, Los Angeles, August, 1994.

"Postmodern Thought in Symbolic Interaction: Reconstructing Social Inquiry in the Postmodern Age," Mike Katovich, TCU, and Bill Reese, ASU. Emory University Faculty and Graduate Student Seminar, Atlanta, May, 1993.

"A Janus-Faced Look at Some Issues for an Interactionist Inquiry into Postmodernity." Midwestern Sociological Society Meetings, Chicago, April, 1993.

"Attributions and Accounts: A Study of Adjudication Processing," Russ Curtis, University of Houston, and Bill Reese, ASU. American Sociological Association Meetings, Pittsburg, August, 1992.

"Punitive Paternalistic Protection: Remanding the Juvenile Justice Double Standard for Desexualization," Bill Reese, ASU, and Russ Curtis, University of Houston. Georgia Sociological Association Meetings, Savannah, October, 1989.

"A Temporal Definition of Alcoholism: Toward a Theory In Practice. Midwestern Sociological Society Meetings, St. Louis, March, 1989.

"The Role of the White Social Scientist in the Chicano Movement." Western Social Science Meetings, Denver, April, 1988.

"Toward a Pragmatic Theory of Numerical and Spatial Concepts," Bill Reese, TCU, and Carl J. Couch, University of Iowa. Midwestern Sociological Society Meetings, Minneapolis, March, 1988.

"Deviance: The Untimely Act," Bill Reese and Michael Katovich, TCU. American Society of Criminology Meetings, Atlanta, October, 1986.

"Organizational Cynicism: Impact on Members' Perceptions and Judgments," Russ Curtis, University of Houston, Bill Reese, TCU, and Michael Cone, Harris County Probation. Western Social Science Association Meetings, Fort Worth, April 1985.

"Tippling Through the Juleps: A Sociological Analysis of an Extraterritorial Neighborhood Bar," Michael Katovich and Bill Reese, TCU. Western Social Science Association Meetings, Fort Worth, April, 1985.

"Organizational Selections and Discretions: A Study of the Decisions of Juvenile Probation Officer," Bill Reese, TCU, Russ Curtis, University of Houston, and Rick Whitworth, University of Texas. Southwestern Social Science Association Meetings, Fort Worth, March, 1984.

"Last Resorts and First Retorts: An Empirical Test of Decision Making Theory among Juvenile Probation Officers," Bill Reese, TCU, Russ Curtis, University of Houston, and Al Richard, Way Back House. Southwestern Social Science Association Meetings, Houston, March, 1983.

Other Selected Panel Participation:

"Mentoring for Youth in Schools and Communities." Host and Moderator. Department of Justice Videoconference and Panel Discussion, Augusta, September, 1997.

"Student Research in a Changing Environment: Undergraduate Paper Session III." Moderator. Georgia Sociological Association Meetings, Jekyll Island, October, 1995.

"Promoting Sociology Through Student Research: Graduate Student Paper Session, Panel II." Moderator. Georgia Sociological Association Meetings, Augusta, October, 1991.

"The Mexican American Experience In the Southwest." Moderator. Western Social Science Association Meetings, Denver, April, 1988.

"Symbolic Interaction and Macro Sociology." Discussant. Western Social Science Association Meetings, Denver, April, 1988.

"Minority Issues and Self-concept: Conceptual Issues." Moderator. Western Social Science Association Meetings, El Paso, April, 1987.

"Minority Issues and Self-concept: Empirical Issues." Moderator. Western Social Science Association Meetings, El Paso, April, 1987.

"Minority Issues and Self-concept." Moderator. Western Social Science Association Meetings, Reno, April, 1986.

"Residential and Occupational Segregation." Moderator. Western Social Science Meetings, Fort Worth, April, 1985.

"Applied Sociology." Discussant. Southwestern Social Science Association Meetings, Fort Worth, March, 1984. Applied Professional Activities:

Advisory Editor, FREE INQUIRY IN CREATIVE SOCIOLOGY, 1997-2005.

Advisory Editor, THE SOCIAL SCIENCE JOURNAL, 1990-2005.

Reviewer, SYMBOLIC INTERACTION, 2001.

Reviewer, THE SOCIOLOGICAL QUARTERLY, 1992-3, 1996-7.

Reviewer, FREE INQUIRY IN CREATIVE SOCIOLOGY, 1987-1997.

Reviewer, THE SOCIAL SCIENCE QUARTERLY, 1995-6.

Reviewer, POLICY STUDIES JOURNAL, 1994-6.

Reviewer, JOURNAL OF CONTEMPORARY ETHNOGRAPHIES, 1991-2.

Editor, SOCIOLOGICAL FACTS, Department Newsletter, 1991-2.

Reviewer, THE SOCIAL SCIENCE JOURNAL, 1989-1990.

Reviewer, THE JOURNAL OF SOCIAL BEHAVIOR AND PERSONALITY, 1987-1989.

Consultant, Columbia County Sheriff's Department, 1995-6.

Consultant, Sandhill's Neighborhood Association, 1994-6.

Consultant, Augusta Boy's Club, 1995.

Consultant, Texas Senate Subcommittee on Urban Affairs, 1986.

Research Consultant, Fort Worth Federal Correctional Institute, 1985-7.

Richmond County GoodWorks! Pilot project, 2001-2002, and Project Safe Neighborhoods for the Southern District of Georgia, 2002-2005.

Consultant, Project Yo Soy: Ft. Worth Police Dept., FW Ind. School Dist., and FW Human Services program for delinquent gangs in Fort Worth, 1983-4.

Consultant to NEWSWEEK, U.S. NEWS AND WORLD REPORT, Associated Press, ABC News, FORT WORTH STAR-TELEGRAM, KERA Channel 13 (PBS), ALBUQUERQUE TRIBUNE, CORPUS CHRISTI CALLER TIMES, D MAGAZINE, WJBF Channel 6 (ABC), WRDF Channel 12 (CBS), AUGUSTA MAGAZINE, and THE AUGUSTA CHRONICLE on race relations, crime, and delinquency.

Selected College Service:

Ad hoc Student Retention Committee, 2004-5.

Faculty Policies Committee, 2002-4, chair 2003-4.

Associate VPAA Search, chair, 2003.

Co-Advisor, Alpha Beta Alpha Chapter of Alpha Phi Sigma, 1997-2005.

University Promotion & Tenure Committee, 1997-8; 2000-1; chair 2002-3.

Director of Public Safety Search Committee, 1999.
 Arts and Sciences Curriculum Committee, 1989-91; 1994-6.
 Urban Studies Program and Research Center Steering Committee, 1989-91.
 University System of Georgia Regents' Criminal Justice Curriculum Committee, 1990-1; 1994-7.
 Committee on Athletics, 1991-2.
 University System of Georgia Regents' Sociology Curriculum Committee, 1992-4.
 Arts and Sciences Council, 1992-4.
 Student Honors and Awards Committee, 1992-5.
 College Recycling Committee, 1995-7, chair 1996-7.
 University Compliance and Affirmative Action Committee, 1982-8 (TCU), 1995-2005 (ASU), chair 1999-2000, 2000-1.
 Freshman Advisor, Summer 1983-6.
 Designated Departmental Undergraduate Advisor, 1983-8.
 Director of M.S. Internships, Fall, 1983.
 Arts & Sciences Faculty Teaching Evaluation Committee, Spring 1984
 Undergraduate Criminal Justice Advisor, Summer, 1985.
 University Pre-Major Advisor, 1987-8.
 Minority Student Advisor, 1987-8.
 Martin Luther King, Jr. Scholar Selection Committee, 1983-89.
 SPSSX, SCRIPT, and TODO at TCU, Coordinator and Instructor for 5 day and a 7 day proseminar, Spring, 1987.
 University Wide Teacher Education Committee, 1984-8.
 University Safeguards in Human Research Committee, 1986-8.

Professional Associations:

American Sociological Association
 American Society of Criminology
 Academy of Criminal Justice Sciences
 Society for the Study of Symbolic Interaction
 Western Social Science Association
 Georgia Sociological Association
 Oklahoma Sociological Association

Honors:

Louis K. Bell Alumni Research Scholar, 1995.
 An AC Student Ambassador Board's "Most Valuable Professor," 1994-5, 2001-2.
 Student Paper Judge, Georgia Sociological Association, 1995.
 Charter Member, Alpha Kappa Delta, National Sociology Honors Society, Theta Chapter of Georgia, 1991.
 Student Paper Judge, Midwest Sociological Society, 1990.
 TCU Mortar Board's "Top Prof," 1986-7.
 Who's Who In the South and Southwest, 1985-86.
 Statewide (Texas) Teacher Certification Testing Committee, Sociology Nominee, 1985.
 Chancellor's Award for Distinguished Teaching, TCU AddRan Social Sciences Nominee, 1984.

ELIZABETH WATTS WARREN

Augusta State University
 Department of Sociology

Allgood Hall
 Augusta, GA 30904
 ewattswa@aug.edu

CURRICULUM VITAE

AREAS OF INTERESTS

Deviance and Crime, Law and Inequality, Media, Popular Culture, Gender, and Education

EDUCATION Ph.D. Sociology, University of Georgia (Dec 2002)
 M.A. Sociology, University of Georgia (June 1992)
 M.Ed. School Psychology, University of Georgia (Aug 1978)
 B.S. Psychology, Ball State University, Muncie IN (June 1970)

DISSERTATION

Title: Exploring Systematic Variation in Claims of Threat: A Time-Series
 Analysis, 1870 to 1900.

Committee: Martha Myers (Chair), E.M. Beck, Mark Cooney, Dean Rojek, Jim
 Balkwell

ACADEMIC EMPLOYMENT

2004 – Present Temporary Instructor, Department of Sociology, Augusta State
 University, Georgia

2002 – 2003 Instructor, Department of Sociology, University of Georgia

1996 – 2001 Teaching Assistant, Department of Sociology, University of Georgia

1994 – 1995 Program Evaluator, First Offender Project, University of Georgia

AWARDS

Franklin College Dissertation Research Award, University of Georgia, 1997
 American Sociological Association Minority Fellows Award, 1993-1996
 Phelps-Stokes Graduate Fellowship, University of Georgia, 1994-1995
 Graduate Assistantship Award, University of Georgia, 1989-1992

PUBLICATIONS

Journal Articles:

- 2004 Review of Johnetta Betsch Cole and Beverly Guy-Sheftall's "Gender Talk: The Struggle for Women's Equality in African-American Communities." New York: Ballantine Books. *Gender & Society* 18(4): 534-35.
- 1994 "Links Between Family Life and Minority Student Achievement: Removing the Blinders." *The International Journal of Social Education* 9: 11-27.
- 1994 "Theoretical Diversity in the Analysis of Gender and Education." (3d author). In Aaron Pallas (Ed) *Research in the Sociology of Education and Socialization* 10: 71-110.

Papers in Progress:

- 2005 Elizabeth Watts Warren. "To Fight The Devil With Fire: The Social Construction of a Deviant Population That is Black."
- 2005 Elizabeth Watts Warren. "The Oversexed Negro Brute: Contributions of a Medico-Scientific Discourse to a Race-Linked Theory of Sexual Crimes in Postbellum America."

PRESENTATIONS

Referred Professional Meetings:

- 2005 "The Politics of Crime: Blunting Opportunities for People of Color and The Poor." Presentation for *Prison and Society: A Panel Discussion* sponsored by Augusta State University's Black History Month Committee, February 18, Augusta GA.
- 2000 "Race: Can We Talk?" Vice President's Thematic Session: "Researching and Teaching Class, Gender, and Race In/About The South." Presented at the Annual Meeting of the Southern Sociological Society, April 19-21, New Orleans LA.
- 1997 "Aren't I Able? Using Case Study to Examine 'Classed' and 'Raced' Gender Codes in a Rural Vocational Educational Setting." Presented at the Annual Meeting of the Southern Sociological Society, April 3-6, New Orleans LA.
- 1996 "Living Femininity in Black." Presented at the Annual Meeting of the University of Georgia Sociology Research Conference, April 26, Athens.
- 1992 "General Diploma Production and High School Attrition: A Contextual Analysis." Presented at the Annual Meeting of the University of Georgia Sociology Research Conference, May 27-28, Athens.

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