DEPARTMENT OF SOCIOLOGY, CRIMINOLOGY, AND CRIMINAL JUSTICE

REFERENCE GUIDE
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Introduction

Dear Students,

Welcome to the *Department of Sociology, Criminology, and Criminal Justice*! If you are already enrolled in one of our programs, we look forward to growing with you. If you are an undecided student, a new student, a transfer student, or a potential student looking for more information about us, please read on. This guide will be helpful.

We put this guide together to give students a better understanding of the disciplines we support, our programs' goals, and how you can get the most out of your degree regardless of career choice. In short, we put this guide together *for you*. We genuinely believe that your success is our success.

If you have any questions about our majors, concentrations, minors, policies, or matching a minor with one of our major degrees, please contact us. We are here to help!

Sincerely,

Dr. Robert M. Anthony, Associate Professor of Sociology

Dr. Amy DeWitt, Professor of Sociology

Dr. Chiquita Howard-Bostic, Chair and Associate Professor of Sociology

Dr. Charles Hulse, Professor of Anthropology

About This Guide

The purpose of this guide is to help students understand our department's disciplines, majors, minors, concentrations, and how our degrees support a variety of career paths, including advancement to graduate school. The guide also contains suggestions for progressing through our programs, department policies, tips for success, helpful information for preparing for post-graduation, and complete faculty contact information. While it may not be necessary to read the entire guide, students should use it as a primary reference for maintaining progress toward graduation and finding information as needed.

Undecided and prospective students can use this guide as well. We include sections that explain our disciplines in detail and how majors, minors, and concentrations work in a college curriculum. We also address common questions: "What is the difference between criminology and criminal justice?" "What is the difference between a B.S. and a B.A.?" "What is a minor, do I need one?" and "What is a concentration, and do I need one?".

Ultimately, we hope that this guide will provide all students (current and future) a better understanding of what our department offers so they can get the most out of our degrees!

1. Disciplines

Below is an overview of the disciplines in which our department specializes. The summaries are not meant to be comprehensive. They are intended to provide students with a general understanding of the topics, issues, approaches, and subject matters within each discipline to determine what degree is best for which career and academic goals.

We are often asked, why do Sociology, Criminology, and Criminal Justice reside in the same department? The answers are simple: Sociology provides the theoretical and methodological foundations for Criminology and Criminal Justice. In fact, modern Criminology (which emerged in the United States in the early 1900s at the University of Chicago) grew from sociological studies of deviance, law, urbanization, and even symbolic interactionism. Similarly, the critical, conflict and symbolic interactionist theories prominent in Criminal Justice scholarship have roots in 1960s sociology that supported the Civil Rights Movement. In short, Sociology has a diverse theoretical and methodological foundation that supports research and knowledge in Criminology and Criminal Justice. *This means that as students gain sociological knowledge, they gain the core knowledge needed to succeed in fields related to Criminology and Criminal Justice.*

What is Sociology?

Sociology is the study of human social behavior, social systems, social structure, institutions, organizations, and social change. Sociologists are interested in understanding the causes and consequences of social forces on individuals and groups. Unlike psychology, sociology does not focus on personality or how the mind works. Instead, sociologists investigate the structures and variations found within and between groups, large and small, to understand how social forces contribute to institutions, social change, social inequality, and social integration. Sociologists are also interested in the lived experiences of human interactions, both physical and symbolic.

Because society is complex, it follows that there are very *few* topics that are left untouched by sociologists. Sociology embraces a wide range of theories that address micro and macro social interactions and outcomes (and everything in between). Sociologists value the scientific method and use data to perform statistical analyses that test research hypotheses. At the same time, sociologists rely on qualitative research (e.g., interviews, field observations, participant observations, etc.) to understand how symbols and meanings shape social constructions, expectations, conflicts, cooperation, and systems of inequality.

What is Criminology?

Criminology is a subdiscipline of sociology that focuses on the scientific study of the non-legal aspects of crime and criminal behavior. Criminological research often merges psychological understandings of crime (i.e., the "criminal mind") with sociological understandings of crime (i.e., the socioeconomic conditions that produce opportunities to commit crimes). For this reason, many (but not all) students concentrating in criminology often minor in psychology. Regardless of substantive focus, social science is used systematically to develop understandings of crime and

deviance so law enforcement agencies, the military, and political leaders can develop scientifically informed policies or directives to reduce or prevent crime in society.

Criminologists also critically assess the functions and dysfunctions of crime and the institutions responsible for responding to crime. Criminologists find value in understanding cultural aspects of crime as well. This includes understanding how primary and secondary groups, culture, identity, and lived experiences contribute to the socialization processes behind deviance and criminal behavior. The way law enforcement institutions socialize members, and the cultures they create are also a point of focus, especially when understanding the consequences of inequality in law enforcement and the criminal justice system.

Although criminology is a subdiscipline of sociology, it has grown and developed several specializations, including comparative criminology, crime prevention, crime statistics, domestic violence, deviant behavior, juvenile delinquency, sociology of law, victimology, terrorism, hate crimes, and penology.

What is Criminal Justice?

Criminal Justice is an interdisciplinary field of study that seeks to understand and improve the criminal justice system in three main areas: policing, courts, and corrections. Criminal Justice programs at four-year institutions typically include coursework in statistics, research methods, policing, U.S. court systems, criminal courts, corrections, community corrections, criminal procedure, criminal law, victimology, juvenile justice, and related special topics.

Criminal Justice is a relatively new field. It started in the 1950s and saw significant growth during the 1980s and 1990s. Early on, the research relied on qualitative studies of specific criminal justice agencies and offered assessments of specific criminal justice policies' effectiveness in crime reduction. More recently, quantitative methods and comparative studies have been used to aid qualitative inquiries, which has expanded the field's scope.

Criminal Justice is different from Criminology in many ways, with the most distinct difference being that Criminology relies more on social scientific understandings of crime and deviance. At the same time, Criminal Justice focuses on the efficacy of the criminal justice system. Criminal Justice also offers critical assessments of the justice system by exploring the social, economic, cultural, and historical inequalities produced and reinforced as part of a society's pursuit of "justice." Finally, Criminal Justice is also different from Criminology because it focuses on applied research intended to change how the justice system works and for whom. It also makes human agency central. Specifically, Criminal Justice students learn about institutions, crime, law, and human behavior to play an active role in changing it for the better.

2. Degrees

The Department of Sociology, Criminology, and Criminal Justice offers two majors: a Bachelor of Science (B.S.) in Sociology and a Bachelor of Arts (B.A.) in Criminal Justice. Both majors have two concentrations. The B.S. in Sociology has a *Culture and Society Concentration* and a *Criminology Concentration*. The B.S. in Criminal Justice has a *Law Enforcement and Administration Concentration* and a *Forensics Concentration*. We also offer three minors: A minor in *Sociology*, a minor in *Crime and Society*, and a minor in *Anthropology*.

What is the Difference between the B.S. and B.A.?

The answer to this question twofold. First, there is a general difference that tends to apply for most bachelor's degrees regardless of university. Second, there is a curricular difference that impacts the courses you must take for one, but not the other.

Generally, a *Bachelor of Science* degree focuses on building practical skills for problem-solving, like learning how to conduct scientific investigations or learning how to use statistical programs to collect and organize data. A *Bachelor of Arts* degree offers a more general knowledge base and relies on the arts and humanities to support knowledge applications. Because Shepherd University is a COPLAC institution (i.e., liberal arts university), the B.S. and B.A. include a balance of science, art, and humanities courses as part of the core curriculum. However, there are notable differences in the courses that *must* be completed for each degree.

For the B.S. in Sociology (both concentrations), students must take a statistics course and complete the senior thesis (a "final" paper that demonstrates students' ability to engage in social scientific investigation). For the B.A. in Criminal Justice (both concentrations), students must take two years of a foreign language (four semesters) and complete an internship (a work-study course with field experience that includes a "final" paper). Both degrees emphasize creative and critical thinking, problem-solving, and writing. And, both degrees require a writing-in-the-major course that teaches students technical writing skills for research reports.

What is a Minor? Do I Need One?

Yes. All our degrees require students to select and complete a minor. A minor is a secondary academic discipline that students focus on to complete their bachelor's degree. Because a minor is rooted in a different discipline, it allows students to develop a secondary specialization to enhance their degree. A minor from any discipline can be matched with any of our majors. It is a good idea for students to talk to an academic advisor about their career goals when choosing a minor. Being strategic might help a student cater their degree to a specific career field (e.g., a B.A. in Criminal Justice with a concentration in Law Enforcement and Administration and a minor in Political Science). It can also make a degree unique and stand out in the job market (e.g., a B.S. in Sociology with a concentration in Society and Culture and a minor in Business Administration).

What is a Concentration? Do I Need One?

A concentration is an area of emphasis within a major. It allows students to "concentrate" on courses within the discipline that focus on knowledge related to a specific career or a subdiscipline. Concentrations also highlight the curricular strengths of your degree. All concentrations are part of a major's discipline, and therefore, they do not replace a minor. Minors are rooted in a separate discipline and are required for all bachelor's degrees. For example, a student may major in Sociology with a concentration in Criminology and have Psychology as a minor.

Do you need a concentration?

Yes. Students pursuing the B.S. or B.A. in our department are required to choose a concentration. The reason for this is technical and practical. From a technical standpoint, having concentrations associated with our degrees allows us to organize the curriculum better and offer students more consistent course options. From a practical perspective, concentrations allow students to emphasize their coursework in areas directly related to a career of choice or a graduate degree.

Which concentration should you choose?

For the B.S. in Sociology, those interested in developing a broad understanding of human social behavior and society should choose the Culture and Society Concentration. Those interested in developing a general understanding of human social behavior focusing on the non-legal aspects of crime and criminal behavior should consider the Criminology Concentration. As stated above, this concentration has a curriculum equivalent to what other departments call a "B.S. in Criminology" (different titles, same content, and focus).

Those selecting the B.A. in Criminal Justice will have the option of choosing the Law Enforcement and Administration Concentration or the Forensics Concentration. The Law Enforcement and Administration Concentration is intended to support careers in the criminal justice system that are not as likely to require a background in scientific research. The Forensics Concentration is intended to support those interested in being forensic investigators within the criminal justice system. Students interested in forensics who would like to emphasize science are encouraged to select a minor with a scientific component. Students can also take the department's statistics course and enroll in the thesis to complete a scientific research paper.

If you are uncertain of which of our majors, minors, or concentrations will meet your goals, contact your advisor for help!

3. Careers

Students enter our program at different points in their life. Some come directly out of high school, some have recently completed service in the military, others start their degree when they decide they want to change careers or increase income. Whatever your starting point, the goal is the same: You are here to improve your knowledge to make yourself more competitive and valuable in the job market. But you are also here to establish or progress your career. So what is a "career"?

The definition for *career* is "a filed for or pursuit of consecutive progressive achievement especially in public, professional, or business life" (Merriam-Webster 2021). The most important aspect of this definition is the word "progressive." A career is not a single job; it is not a single experience or a singular focus on a specific task. It is a history of work experience, skills, and knowledge that remains flexible and evolving. While it may be true that establishing a career means choosing a specific field of study, there are several questions students (at any stage) should consider when choosing a major to support career progress:

Do you have a specific job title in mind?
If you know the "dream job" you want to pursue, you want to make sure that the degree supports the job. There is no one-to-one match between your choice of major and getting a specific position in most cases. Certain degrees help you develop skills and knowledge that are better suited for career fields (like criminology and criminal justice), while others focus on developing skills that are valued by a multitude of employers (like sociology).

How flexible do you want to be?
What we want today and what we want tomorrow are often two very different things. Today we may think we *want* something tomorrow, but after gaining more life experience, we often find that we need something else when tomorrow comes. This is especially true for many when it comes to careers. Students often return to school because they understand what they want to do after being employed and figuring out what they do not want to do until retirement. If you are passionate about a field of study, chances are you will always find a position in that field that satisfies your career goals. Choosing a specialized field or concentration (like criminology or criminal justice) will help you advance your career regardless of which position you settle on or change later in life. Choosing a degree like sociology offers more flexibility because the degree is linked to so many different fields.

How specialized do you want to become in a field?
All our degrees support student advancement into graduate school. A degree in sociology or a degree in sociology with a concentration in criminology can lead to a Ph.D. (a terminal degree or the last degree you can earn in the field). For criminal justice, advancement usually ends with a master's degree or a law degree (although some universities offer a Ph.D. in criminal justice). When you advance to earn a higher or terminal degree, you are typically required to "specialize" your knowledge in the discipline (e.g., you may specialize in "victimization" if you get a Ph.D. in

criminology). Obtaining a graduate degree often results in less flexibility in the position you want to qualify for, but that is often the point since those positions are usually higher paying and hold a higher status in the career field.

How important is money?
If money is important, getting good grades is not an option, it is a *must*. Not only does getting good grades demonstrate to others that you are capable, responsible, and trustworthy, it means that you have taken the curriculum seriously and have the knowledge and skills needed to succeed. This is especially true for students getting degrees in criminology who want to serve in the CIA, FBI, or other elite law enforcement agencies. People in those agencies are the best of the best; they are not looking to hire or work with "C" or "D" students.

Also, getting good grades is a requirement for getting a graduate degree which can be a requirement for advancement to the highest-paying positions. If money is a factor, you should also focus on developing quantitative and technical writing skills. Most high-paying jobs in all three fields (sociology, criminology, and criminal justice) require you to be literate in statistics, assess complex information, and convey that information to others. Focusing on and demonstrating the ability to engage in critical thinking, writing, and quantitative reasoning will help you qualify for a better-paying position.

How important is serving others?
If serving others or engaging in social justice is essential, you will still need good grades and critical thinking and writing skills. However, quantitative skills will not be nearly as essential (or required) as having a solid record of community involvement and experience related to the job you want to pursue. If establishing a career in serving others is important to you, then becoming involved early and often with the program's various community activities and opportunities will be necessary. You will gain first-hand experience with serving the community and gain the knowledge, insight, and skills needed to initiate or pursue your goals in service.

What Can I Do with a Sociology Degree?

A degree in sociology is uniquely suited to help students develop the skills needed for a successful 21st-century career. Sociologists study social life, social change, diversity, and human interactions. They use the scientific method to find empirical support for answers to complex questions. Studying sociology fosters creativity, innovation, critical thinking, analytic problem solving, and communication skills. Because sociology embraces intellectual diversity and examines the intricacies and complexities of social life, the discipline's "focus" is broad and highly integrated with other social science and humanities disciplines. Sociology promotes mastery of critical thinking and writing, which nearly all employers list in the top two most desirable skills for employees. Earning a degree in sociology offers students flexibility in career field choices that few disciplines can replicate. A sociology major can be paired with *any* minor to create a personalized degree that gives focus but keeps career options open for a lifetime. However, even though a sociology degree offers tremendous flexibility, there are specific employment sectors that a bachelor's in sociology support. A list from the *American Sociological Association* includes:

Business

- public relations
- marketing and sales
- consumer research
- human resources (personnel management)
- insurance
- real estate
- diversity, equity, and inclusion training
- entrepreneurship
- media research and content creation

Community Service

- non-profit agencies
- urban planning
- childcare
- community development
- environmental groups
- advocacy

Health Services

- family planning
- substance abuse education
- rehabilitation counseling
- hospital admissions
- insurance providers

Higher Education

- admissions
- advising
- alumni relations
- development
- administrative support

Law

- law enforcement
- investigations
- probation and parole administration
- criminal justice
- judicial affairs
- attorney
- paralegal

Publishing

- professional and technical writing
- research
- editing
- journalism

Social Services

- rehabilitation
- case management
- youth and elderly services
- recreation
- administration
- social work
- local, state, and federal agencies
- NGOs and International NGOs

Teaching

- elementary
- secondary
- special education
- teaching English as a second language

What Can I Do with a Criminology Degree?

Criminology is a subdiscipline of sociology that focuses on the scientific study of the non-legal aspects of crime and criminal behavior. Our degree reflects this academic heritage because it is technically a B.S. in Sociology with a Concentration in Criminology (detailed below). *However, our degree is equivalent to a B.S. in Criminology and prepares students for a career in areas related to the study of crime, law, or law enforcement.*

One of the degree's primary benefits is that it helps students develop the skills employers value and look for when hiring employees (similar to sociology). It also provides students with a "specialization" in crime studies that can jump-start careers in institutions dedicated to crime, law, and punishment. Thus, students develop the skills, knowledge, and credentials needed to pursue a career in service or research institutions related to crime, law, and society, but with the addition of gaining a social science background. Understanding, discussing, and conducting scientific research is a highly valued skill for careers in these fields and complementary institutions (like education). Therefore, our criminology concentration is an excellent choice for those committed to building a career that involves either research, fieldwork, or both while serving institutions dedicated to crime, law, and punishment. It can also be used to support progress into graduate school.

In addition to the careers listed in the Criminal Justice degree section, the criminology concentration also specifically supports career pathways that work with crime victims, offenders,

and youthful offenders. Here is a partial list of the careers our B.S. in Sociology with a Concentration in Criminology supports:

Policing

- Juvenile Correctional Officer
- Parole Officer
- Probation Officer

Corrections

- Correctional Counselor
- Crime Victim Specialist
- Reentry Specialist
- Halfway House Supervisor

Courts

- Domestic Abuse Investigator
- Domestic Violence Victim Advocate

Research

- Behavior Analyst
- Criminal Analyst
- Criminologist
- Government Researcher
- Penologist
- Research Scientist

What Can I Do with a Criminal Justice Degree?

A degree in criminal justice prepares students for several career pathways. Our program is designed to incorporate foundational skills required of justice system professionals in a rapidly changing career field. Some of these skills include critical thinking, analytic problem solving, and effective communication. The criminal justice degree focuses on justice system theories, structure, and processes and incorporates social sciences for a fundamental understanding of human interaction in all segments of the justice system.

In our program, students may choose from two concentrations: Law Enforcement Administration or Forensics.

The **Law Enforcement Administration Concentration** is meant for students interested in policing, corrections, security, and investigations. Specifically, this concentration supports career paths in the following areas:

Policing/Security

- Local and state law enforcement agencies
- Police Officer
- State Trooper
- Sheriff's Deputy

Detective

- Juvenile Officer/Detective
- K9 Officer
- Conservation Officer
- Forest Ranger/Game Warden
- Park Police Officer
- School Resource Officer
- Traffic Officer
- SWAT/E.S.U. Officer
- Community Relations Officer
- Supervisory Officer (Sergeant, Lieutenant, Captain, Chief)

Federal Law Enforcement Agencies

- Federal Bureau of Alcohol, Tobacco, Firearms and Explosives Agent
- United States Customs and Border Protection Agent
- United States Marshals Officer
- United States Secret Service Agent
- United States Immigration and Customs Officer/Agent
- United States Capitol Police Officer
- Federal Bureau of Investigations Police Officer/Agent

Corrections

- Local and state correctional agencies
- Correctional Officer
- Probation Officer
- Crime Victim Specialist
- Halfway House Supervisor
- Warden
- Probation Officer

Federal Corrections Agencies

- United States Bureau of Prisons
- United States Parole Officer
- United States Probation Officer

Courts

- Bailiff/Court Officer, State and Federal

The **Forensics Concentration** is meant to provide students with foundational exposure to forensic science, criminal investigation, laws of evidence, and an array of forensic specialty areas. The concentration supports various career paths, with interdisciplinary courses that include accounting, computer science, and psychology. This concentration is suited for students interested in career pathways involving computer forensics, crime scene investigations, and crime lab work. Related career titles include:

Forensics

- Forensic Technician
- Crime Lab Assistant
- Digital Forensics Technician
- Computer Forensics Technician
- Crime Scene Technician
- Medicolegal Death Investigator

4. Majors

Below is a detailed overview of the required curriculum for both majors and their respective concentrations. This list is in addition to the core curriculum requirements, a minor, and the elective courses need to reach a minimum of 120 credit hours for graduation eligibility. Students must also earn a cumulative GPA of 2.0 (or above) for all classes and a cumulative GPA of 2.0 (or above) for all required courses within the major.

Sociology, B.S.

The Bachelor of Science degree in Sociology has two tacks in the form of concentrations. Both concentrations require students to complete the core curriculum and the minimum number of credit hours. It also requires students to select a minor other than sociology.

Both concentrations have a common sociology core, a writing-in-the-major requirement, and a capstone course. This includes:

- **SOCI 203**-General Sociology
- **SOCI 205**-Social Problems
- **SOCI 301**-Social Science Writing (writing in the major)
- **SOCI 322**-Social Theory
- **SOCI 323**-Social Research Methods
- **SOCI 234**-Intro to Social Statistics or **PSYC 250**-Statistics for the Social Sciences
- **SOCI 321**-Social Stratification or **SOCI 403**-Race and Ethnic Relations
- **SOCI 420**-Senior Thesis (capstone)

Students are required to choose either the *Society and Culture* or *Criminology* Concentration.

Culture and Society Concentration

Students need to complete an additional 21 credit hours of 300 or 400 level sociology or anthropology courses for the Culture and Society Concentration. Students are also permitted to enroll in **EDUC 310**- Educational Sociology, **SOWK 402**- Social Gerontology, **CRIM 415**- Gender and Crime, or **SOWK 417**- Sex and Gender in Contemporary Society to fulfill this requirement. Finally, while not required, students may enroll in **SOCI 392**- Co-op or in **SOCI 419**- Internship.

Criminology Concentration

For the Criminology Concentration, students are required to take an additional 6 credit hours of criminology courses:

- **CRIM 200-** Introduction to Criminal Justice
- **CRIM 402-** Advanced Criminological Theory

Students must take 15 credit hours of 300- or 400 level electives in criminal justice but may opt to take **SOCI 345**-Deviance and Social Control or **SOCI 413**- Urban Sociology. Finally, while not required, students can enroll in **SOCI 392**-Co-op or **SOCI 419**- Internship.

Criminal Justice, B.A.

The Bachelor of Arts degree in Criminal Justice has two tacks in the form of concentrations. Both concentrations require students to complete the core curriculum and the minimum number of required credit hours. Both also require students to select a minor other than criminal justice studies. Students must also earn a cumulative GPA of 2.0 (or above) for all courses and a cumulative GPA of 2.0 (or above) for all required courses within the major.

Both B.A. concentrations have a common criminal justice and sociology core, a writing-in-the-major requirement, and a capstone. This includes:

- **SOCI 203**-General Sociology
- **SOCI 205**-Social Problems
- **SOCI 301**-Social Science Writing (writing in the major)
- **SOCI 322**-Social Theory
- **SOCI 403**-Race and Ethnic Relations
- **CRIM 200**-Introduction to Criminal Justice
- **CRIM 310**-Principles of Criminal Law
- **CRIM 450**-Field Experience (capstone)

Students must also complete 6 hours of 300 or 400 CRIM elective courses, or:

- **PSCI 301**- Public Policy
- **PSCI 303**- Introduction to Public Administration
- **PSCI 320**- American Judicial Process
- **PSYC 365**- Drugs and the Brain

Students are required to choose either the *Law Enforcement and Administration* or *Forensics* Concentration.

Law Enforcement and Administration Concentration

For the Law Enforcement and Administration Concentration, students need to complete 12 credit hours from the following list of courses:

- **ACCT 201**- Principles of Financial Accounting I
- **BADM 310**- Principles of Management
- **CRIM 311**- Criminal Justice Procedures
- **CRIM 320**- Criminal Court System
- **CRIM 325**- Corrections
- **CRIM 340**- Treatment and Rehabilitation
- **CRIM 350**- Transnational Organized Crime
- **CRIM 360**- Ethical Practices
- **CRIM 410**- Prosecution and Defense
- **CRIM 425**- Policing
- **CRIM 430**- Police Organization and Management
- **CRIM 440**- Probation and Parole

Forensics Concentration

Students need to complete ANTH 316-Forensic Anthropology and CHEM 250- Introduction to Forensic Science for the Forensics Concentration. Students must also choose two courses (a total of 6-8 credit hours) from the following restricted electives:

- **ANTH 314**- Physical Anthropology and Archaeology (3 cr)
- **CHEM 350**- Forensic Chemistry (3cr)
- **CRIM 315**- Criminal Investigation (3 cr)
- **ENVS 389**- Unmanned Aerial Vehicles (4cr)
- **ENVS 390**- Geographic Information Systems (4 cr)
- **ENVS 395**- Advanced GIS (4cr)
- **ENVS 396**- Photogrammetry (4cr)

5. Minors

Below are overviews and requirements for the three minors our department offers. The list is in addition to the core curriculum requirements, a major, and the elective courses need to reach a minimum of 120 credit hours for graduation eligibility. Students must also earn a cumulative GPA of 2.0 (or above) for all courses and a cumulative GPA of 2.0 (or above) for all required courses within their major.

Sociology

The Sociology Minor expands students' knowledge about social reality, social inequality, social stratification, diversity, and social identity by introducing minors to the core social theories and topics within the discipline. Because sociology embraces intellectual diversity and studies the intricacies and complexities of social life, the discipline's "focus" is broad and highly integrated with other social science and humanities disciplines. Thus, a minor in sociology is an excellent addition to any major degree because it will provide you with the knowledge needed to advance in any career.

Students wishing to pursue the minor in Sociology must complete 18 hours of coursework:
There are 9 hours of required courses:

- **SOCI 203**- General Sociology
- **SOCI 321**-Social Stratification
- **SOCI 322**-Social Theory

An additional 9 credit hours must be completed in 300 or 400 level sociology courses. However, students cannot take SOCI 322-Social Research Methods, SOCI 324-Introduction to Social Statistics, or SOCI 420- Senior Thesis.

Crime and Society

The Crime and Society Minor allows students to explore the criminal justice system's structure, functions, and processes through a core set of criminal justice courses. It includes understanding the criminal justice system's intersections with individuals, communities, and society by acquiring knowledge of sociological principles.

Students wishing to pursue a minor in Crime and Society must complete 9 credit hours of coursework in Criminal Justice and Sociology, including Introduction to Criminal Justice (CRIM 200), Criminology (SOCI 402), and Ethnic Relations (SOCI 403). An additional 6 credit hours of upper-division Criminal Justice Systems and Organizations coursework and 3 credit hours of upper-division Individuals and Society electives complete the requirements for the minor.

The required 9 credit hours include the following courses:

- **CRIM 200**-Introduction to Criminal Justice
- **CRIM 402-** Advanced Criminological Theory
- **SOCI 403**-Race and Ethnic Relations

Students must choose two courses (6 credit hours) from the following restricted electives:

- **CRIM 310**- Principles of Criminal Law
- **CRIM 311**- Criminal Justice Procedures
- **CRIM 315**- Criminal Investigation
- **CRIM 325**- Corrections
- **CRIM 425**- Policing
- **CRIM 440**- Probation and Parole
- **ANTH 316**- Forensic Anthropology
- **PSCI 300**- State and Local Government
- **CHEM 350**- Forensic Chemistry
- **ENVS 390**- Geographic Information Systems

Finally, students must choose a course (3 credit hours) from the following restricted electives:

- **CRIM 340**- Treatment and Rehabilitation
- **CRIM 415**- Gender and Crime
- **ANTH 315**- Cultural Anthropology
- **SOCI 312**- Juvenile Delinquency
- **SOCI 321**- Social Stratification
- **SOCI 413**- Urban Sociology
- **SOCI 419**- Internship in Sociology/Criminal Justice
- **GEOG 307**- Population and Development
- **SOCI 307**- Population and Development
- **PSYC 309**- Abnormal Psychology
- **PSCI 409**- Topics in Constitutional Law
- **PSCI 419**- International Politics of Human Rights

Anthropology

The Anthropology Minor provides students with an introduction to the broad discipline of Anthropology. Coursework is designed to highlight the four sub-fields of the discipline- Cultural Anthropology, Linguistics, Physical Anthropology, and Archaeology- while at the same time allowing for additional coursework in applied areas. One goal of the minor is to illustrate the interdependence of nature and culture and the role that environment plays in understanding both contemporary and past cultures.

Students wishing to pursue a minor in Anthropology must complete 18 hours of coursework. There are four required courses (12 credit hours) and two electives (6 credit hours). The required courses include:

- **ANTH 203**- Introduction to Anthropology
- **ANTH 300**- Introduction to Archaeology
- **ANTH 314**- Physical Anthropology and Archaeology
- **ANTH 315**- Cultural Anthropology

The remaining 6 credit hours must come from any 300 or 400 level anthropology, geography, or sociology course.

6. Suggested 4-Year Course Sequencing (Majors Only)

There are four outlines for how students might progress through each of our department's majors in the pages to follow. Students may find them helpful in tracking progress. To do so, students will need to refer to a core curriculum worksheet to identify specific courses and additional requirements not shown in the sequence. Additionally, students should refer to the university course catalog to identify course prerequisites and curricular details for minors. Please keep in mind that this outline does not consider transfer credits. It also does not consider course availability or Summer enrollment. Currently, our department offers several required sociology and criminal justice courses in the summer. Thus, students have opportunities to "lighten the load" or fast-track graduation since taking summer courses can lower the number of courses needed for Fall and Spring semesters, or they can be used to reduce the time to graduation. Summer courses are not required, but they may help students achieve their goals by adding flexibility, especially for working students.

Also, note that some courses require one or more prerequisites. Thus, thinking about sequencing can help students plan for graduation, especially if students want to graduate early. For example, **SOCI 420** requires students to complete (and pass) **SOCI 322**, **SOCI 323**, and **SOCI 324/PSYC250**. *If you feel like you are missing the required courses or plan to graduate early, please speak to your advisor about course progression at the start of your Junior Year or transfer.*

Sociology, B.S. 4-Year Course Sequencing by Concentration

Culture and Society Concentration

Year 1

Fall	Credits	Spring	Credits
FYEX*	1	ENGL 102*	3
ENGL 101*	3	Math Course*	3
Lab Science*	4	Lab Science*	4
History*	3	Social Sci. (CK,MD,GL)*	3
SOCI 203†	3	Humanities (GL, MD)*	3
Totals	(14)		(16)

Year 2

Fall	Credits	Spring	Credits
Wellness*	3	SOCI 301†	3
Art Course*	3	SOCI 3XX/4XX†	3
Humanities (GL, MD)*	3	Minor Course	3
Social Sci. (CK,MD,GL)*	3	Minor Course	3
SOCI 205†	3	Elective	3
Totals	(15)		(15)

Year 3

Fall	Credits	Spring	Credits
SOCI 322†	3	SOCI 323†	3
SOCI 321/403†	3	SOCI 3XX/4XX†	3
SOCI 3XX/4XX†	3	SOCI 3XX/4XX†	3
Minor Course	3	Minor Course	3
Elective	3	Minor Course	3
Totals	(15)		(15)

Year 4

Fall	Credits	Spring	Credits
SOCI 324/PSYCH 250†	4	SOCI 420†	3
SOCI 3XX/4XX†	3	SOCI 3XX/4XX†	3
SOCI 3XX/4XX†	3	Elective	3
Minor Course	3	Elective	3
Elective	3	Elective	3
Total	(16)		(15)

Notes:
*Core Curriculum Requirement
†Major Requirement
Students must take one of each for G.L. (global understanding and respect), C.K. (civic knowledge & engagement), and M.D. (multiculturalism & Diversity) in the core curriculum.

Sociology, B.S. 4-Year Course Sequencing by Concentration

Criminology Concentration

Year 1

Fall	Credits	Spring	Credits
FYEX*	1	ENGL 102*	3
ENGL 101*	3	Math Course*	3
Lab Science*	4	Lab Science*	4
History*	3	Social Sci. (CK, GL)*	3
SOCI 203† (MD)	3	Humanities (GL)*	3
Totals	(14)		(16)

Year 2

Fall	Credits	Spring	Credits
CRIM 200†	3	CRIM 3XX/4XX†	3
SOCI 205†	3	SOCI 301†	3
Humanities (GL)*	3	Art Course*	3
Social Sci. (CK, GL)*	3	Minor Course	3
Wellness SOCI 205†	3	Elective	3
Totals	(15)		(15)

Year 3

Fall	Credits	Spring	Credits
SOCI 322†	3	CRIM 402†	3
SOCI 321/403†	3	SOCI 323†	3
Minor Course	3	CRIM 3XX/4XX†	3
Minor Course	3	CRIM 3XX/4XX†	3
Elective	3	Minor Course	3
Totals	(15)		(15)

Year 4

Fall	Credits	Spring	Credits
SOCI 324/PSYCH 250†	4	SOCI 420†	3
CRIM 3XX/4XX†	3	CRIM 3XX/4XX†	3
Minor Course	3	Minor Course	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	(16)		(15)

Notes:
*Core Curriculum Requirement
†Major Requirement
Students must take one of each for G.L. (global understanding and respect), C.K. (civic knowledge & engagement), and M.D. (multiculturalism & Diversity) in the core curriculum.

B.A. in Criminal Justice 4-Year Course Sequencing by Concentration

Law Enforcement and Administration

Year 1

Fall	Credits	Spring	Credits
FYEX*	1	ENGL 102*	3
ENGL 101*	3	Math Course*	3
Lab Science*	4	Lab Science*	4
Foreign Language†	3	Core (SO or CK)*	3
SOCI 203†	3	Foreign Language†	3
Totals	(14)		(16)

Year 2

Fall	Credits	Spring	Credits
History*	3	Foreign Language†	3
Art Course*	3	Minor Course	3
Foreign Language†	3	Wellness*	3
CRIM 200†	3	Core (SO or CK)*	3
SOCI 205†	3	Elective	3
Totals	(15)		(15)

Year 3

Fall	Credits	Spring	Credits
SOCI 322†	3	Law Enf. Elective†	3
Law Enf. Elective†	3	CRIM 310†	3
CRIM 3xx-4xx†	3	CRIM 3xx-4xx†	3
Minor Course	3	Minor Course	3
SOCI 301†	3	Minor Course	3
Totals	(15)		(15)

Year 4

Fall	Credits	Spring	Credits
SOCI 403†	3	CRIM 450†	3
CRIM 402†	3	Law Enf. Elective†	3
Minor Course	3	Law Enf. Elective†	3
Minor Course	3	Elective	3
Elective	3	Elective	3
Total	(15)		(15)

Notes:
*Core Curriculum Requirement
†Major and Concentration Requirement
Students must take one of each for G.L. (global understanding and respect), C.K. (civic knowledge & engagement), and M.D. (multiculturalism & Diversity) in the core curriculum.

B.A. in Criminal Justice 4-Year Course Sequencing by Concentration

Forensics

Year 1

Fall	Credits	Spring	Credits
FYEX*	1	ENGL 102*	3
ENGL 101*	3	Math Course*	3
Lab Science*	4	Lab Science*	4
Foreign Language†	3	Core (SO or CK)*	3
SOCI 203†	3	Foreign Language†	3
Totals	(14)		(16)

Year 2

Fall	Credits	Spring	Credits
History*	3	Foreign Language†	3
Art Course*	3	Minor Course	3
Foreign Language†	3	Wellness*	3
CRIM 200†	3	Core (SO or CK)*	3
SOCI 205†	3	General Elective	3
Totals	(15)		(15)

Year 3

Fall	Credits	Spring	Credits
SOCI 322†	3	CHEM 240†	3
ANTH 316†	3	CRIM 310†	3
CRIM 3xx-4xx†	3	CRIM 3xx-4xx†	3
Minor Course	3	Minor Course	3
SOCI 301†	3	Minor Course	3
Totals	(15)		(15)

Year 4

Fall	Credits	Spring	Credits
SOCI 403†	3	CRIM 450†	3
CRIM 402†	3	Forensic Elective†	3
Minor Course	3	Forensic Elective†	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	3
Total	(15)		(15)

Notes:
*Core Curriculum Requirement
†Major and Concentration Requirement
Students must take one of each for G.L. (global understanding and respect), C.K. (civic knowledge & engagement), and M.D. (multiculturalism & Diversity) in the core curriculum.

7. Experiential Learning

Experiential learning is learning that happens through action, by doing, through experience, and through discovery and exploration. The Department of Sociology, Criminology and Criminal Justice extends opportunities for experiential learning in several ways:

SOCI 419: Internship in Sociology and Criminal Justice (Capstone)

Through placement in an internship opportunity, students integrate theory learned in course work with practice by exploring employment possibilities and building professional networks. Several students are hired by their internship agencies after they graduate. The Internship in Sociology and Criminal Justice course is required of all students enrolled in a B.A. program.

SOCI 420: Senior Thesis

This course allows students to design and conduct original research. Students begin the process by forming a focused research question, conducting a literature review, identifying sources of appropriate data and an aligned methodology. Students then compile the results and analyses and write a formal research paper. Students have the option of presenting their research in a public forum. The Senior Thesis course is required of all students enrolled in a B.S. program.

SOCI 392: Co-Op in Sociology/Criminal Justice

Cooperative learning allows students to use their current employment as a place to learn through the application of sociological concepts, ideas, and theories to work-related experiences. Students interested in a co-op are required to find a faculty sponsor who will help establish learning objectives and manage all academic outcomes. Through the Cooperative Education Program, students can earn upper-division credits while working in an area that relates to their major. Cooperative Education is open to all students.

Conference Participation

All program students are invited to participate with faculty in professional conferences. Attending and presenting at conferences provide an exceptional opportunity for students to interact with faculty and other students in a formal atmosphere while strengthening leadership and communication skills. Other benefits of conference participation is the opportunity to build a professional network as well as add the event (and skills) to one's resume. Conference attendance and participation is open to all students.

The skills and experiences gained through engaging in experiential education compliment the academic experience and provide a great jump-start toward career exploration.

8. Tips for Success

We understand that students feel overwhelmed. With work, school, and family to deal with life can get complicated fast. Although we cannot make life less complicated (we're smart, but not *that* smart), we can offer support and understanding when you need it. We want all students to succeed, and we are here to help. But let's face it, you are here to *earn* a degree which means that you need to be the one who takes charge of your journey. **You are the one who is ultimately in control of your success**. It doesn't mean you have to "go it alone." In fact, in most cases, it's just the opposite.

With that said, below is a list of "tips for success." These tips apply to all students from all walks of life and at all stages of a degree. You may already implement or know some of the tips, others you may have forgotten (but already knew), and still others you may not know you need to know. Whatever the case, reading over and following our "tips for success" will ensure that your time as a student in our department is meaningful and has a happy ending! (Spoiler Alert: It's you on a stage with a diploma in hand family, friends, and professors celebrating your success!!!).

Read the Syllabus

It should be obvious, but it never is. At the start of every semester you should gain access to the course syllabus and read it! Even if the professor goes over the syllabus in class, chances are you did not really pay attention to everything. Students who fail to read the syllabus are in danger of missing important due dates, understanding how grading works for the course, how to contact the professor, which readings are needed for what assignments, and knowing which textbook is required. Professors must include all of the important information in the course to properly inform students, but we can not make you read it. Make sure that you do!

Balance

We know that our students deal with and care about things other than school. Many students work and have family responsibilities, some are student-athletes or caregivers, and all want time to spend socializing with friends. There are more obligations than time and perhaps even more distractions. Even so, students can achieve a balance between "all things school" and "all things not school." For instance, students need to consider the amount of time they have to commit to *learning*, both on a per-semester basis and degree competition. Tradition tells us that students should complete a bachelor's degree in four years, which means five courses a semester (as the sequencing shows). But adhering to a traditional chronological concept of degree completion often conflicts with the realities and uncertainties of life.

Don't get us wrong: We are committed to helping students graduate in four years, but achieving this goal is not always possible, practical, or even necessary. While it may be entirely plausible for a student straight out of high school living on campus with no job (or a part-time job) to finish in four years, the same may not hold for those with children who are working full-time and commuting to campus. Understanding what to prioritize and not spreading yourself too thin may not only reduce stress, it will likely help improve your grades and allow you to learn and develop the skills you need to succeed and get a great job (the reason you are working on a degree).

However, if graduating in four years is a high priority, but enrolling in 15 or 16 credit hours a semester (5 courses) seems like too much, students can take two or three summer courses to offset Fall and Spring course loads and still "graduate on time." The point is, students need to develop a realistic assessment of their individual situation and take on as much "school" as they can and still succeed (i.e., learn the material and get good grades).

Proactive vs. Reactive Students

Often students are reactive and not proactive. Being proactive (i.e., taking the initiative before an issue or problem arises) is perhaps the most critical life skill you can develop while in college. Taking control of your destiny by actively engaging your courses and professors will help you acquire the knowledge and interpersonal skills needed for your career. Let's look over what we mean by "proactive" and "reactive" students.

Proactive students are those who "take charge" of their education and career goals and place the burden of responsibility upon themselves. As a result, they take the necessary steps to ensure they control course outcomes and learning objectives (i.e., such students do not have to be told to do something, they want to whatever it takes to succeed).

Reactive students are those who take a passive approach to their education and career goals. As a result, they often place the burden of responsibility on others and make little effort to control course outcomes and learning objectives. Such students tend to overlook their role in succeeding and tend to blame circumstances and others when things do not go as planned.

Of course, some students are a mix of both, and life circumstances can impact how proactive a student can be. Still, the bottom line is this: How much YOU engage your courses and professors has real consequences on your grades and success. Below are "general" observations we see in every class every semester when it comes to the differences in the habits between proactive and reactive students:

<u>Proactive Students</u>

- Read the syllabus at the start of every semester and make a note of important due dates.
- Completes readings and assignments before due dates (never "last minute").
- Ask questions in class, on message boards, etc., to understand the material and expectations.
- Turn in rough drafts and optional assignments when applicable.
- Inform professors before missing assignments or classes.
- Seek help from the professor (or other students) when needed.
- Use feedback to reflect upon mistakes to improve on future assignments.
- Take time to read directions carefully and ensure effort and quality are a priority.

<u>Reactive Students</u>

- Ignores or skims the syllabus; does not make note of important due dates.
- Completes readings and assignments at the last minute, late, or not at all.
- Rarely or never asks questions or seeks help when needed.
- Fails to turn in optional assignments (e.g., rough drafts).
- Informs professors after missing assignments or classes (often with an unverifiable excuse).
- Seeks "emergency" help upon realizing failure is imminent (e.g., "Is there extra credit in this course?" is a very common question professors hear in week 14).

- Blames the book, professor, mode of instruction, or other extenuating circumstances for poor class performance.
- Rejects or ignores feedback on assignments.
- Turns in incomplete work, work that is irrelevant to the course, or work that does not follow directions.

As you can see, the difference between taking control of your education vs. reacting to it (usually when things go wrong) has a lot to do with how much effort you put into your education and how much responsibility you take in achieving your success. Our students can be assured that we are always here to help, and we will never turn away from students (even in week 14!). The bottom line is this: Taking control of your education is empowering and rewarding, both in the short term and long term!

Planning

Students who do poorly in courses often plan poorly or not at all. For instance, if you are unaware that in week 8 you have three papers due in three separate courses (only become aware of the fact in week 7), you set yourself up for failure. Knowing when assignments are due, understanding what needs to be accomplished, and how much effort it will take is the key to good planning and success. At the start of each semester, students should look at the syllabi for every class and "map" out due dates for all exams, papers, and assignments. If you identify "difficult" and "easy" weeks, you can plan to complete some of the work during the easy week to help offset the difficult ones! In most cases, professors do not keep students from working ahead or turning in assignments early (and even if they do, it doesn't mean you can't complete it ahead of time and save it). Having a good plan at the start of each semester will make your life easier because it will allow you to achieve more balance.

Effort

Too often, students allow the lack of effort to undermine their learning to display their *true* ability in a course. While it may not always be possible (or necessary) to put in hours of effort into every assignment, students reduce time and maximize effort by working smarter, not harder. How? Here are a few "cheat codes" to help, but keep in mind that sometimes you will just have to put in the time!

1. *Double Dipping*: Did you know you can use ideas and examples from one class to help you with other courses? For example, if you have a question about racial inequality in stratification, apply concepts and examples from your theory course to help you answer questions on the assignments. You can also use what you learned in stratification to help you with theory assignments. Sociology is full of overlapping information, so take advantage of this fact! Not only will you be using what you learned more efficiently, but you will also be learning it more effectively because you will have applied the same knowledge to two different assignments.

2. *Focused Study*: Effort can mean many things; one overlooked dimension of "effort" is concentration. We all have devices that distract us. We all have access to various forms of entertainment as well. Today "studying" quite often means reading a paragraph between Instagram posts or after episodes of *Stranger Things*. If you want to do well, you need to concentrate when studying. Find a place and a time to put all distractions aside and focus! That is what studying is all about, focusing and learning and being able to identify the things you are having issues with so that you can ask for help (see below). It takes effort to study and commit time to it, but never underestimate the power of putting in the effort to concentrate while studying.

3. *Be Social*: You do not have to be best friends with everyone, but when you need help, ask professors and other students questions. Make connections and seek help when you need it. Again, too often, students need help, they know they need help, but they do not seek it (back to being proactive). You are in school paying for an education, so why not take advantage of the fact that you have access to experts in your courses…your professors! Not only do they know the material, but they also make the assignments and know what they are looking for students to complete. So, who better to ask for help? No one in this department will ever say no; it's what we want to do…we want to teach!!! You are also in the same boat as your classmates, so make connections when you can. The point is, in our department, you never have to "go it alone."

Skills

Most students know that they are in college to earn a degree to qualify them for an entry-level position in a career field of their choice. However, while students understand the "end game," they tend to overlook the journey's importance. Yes, the degree is essential, the credentials are necessary, but what is even more important is focusing on what you should be getting out of your education. And there is more to it than many realize.

The expected learning goals most students think about are the ones that are tied to a final grade. Most students focus on learning the information to complete assignments/quizzes, take tests, write papers, etc. However, there are many other skills and types of knowledge that our courses help you develop. These are the skills our disciplines help you develop that ALL (yes ALL) employers want in employees. These are the skills that you can and should talk about on your resume and in interviews. If you focus on developing the skills discussed below, you will not only do well in your courses, you will succeed at your job regardless of your career field.

Reading Comprehension

Reading comprehension is more than just being able to read something and summarize it. It is about understanding the ideas behind what is being discussed. It is about engaging the writing on a level to the point that you can develop independent questions and opinions on the topic.

In classes, developing reading comprehension skills are vital to success. Reading a text and learning (truly learn) from it is a skill that will help you with writing assignments and improve your ability to focus and work with complex ideas. It will help you develop the ability to apply the concepts to a context outside of the examples provided. In other words, it enables you to become an independent, critical thinker. Employers want employees who can think and act on their own. They want *problem solvers* and *doers*, not <u>problems</u> and <u>sitters</u>. Being able to figure things out yourself starts with the ability to comprehend the ideas presented. As you work toward your degree, reading comprehension should be a major focus of all your courses.

Writing

Writing has never been more critical. In our digital world, most communication occurs electronically over email, and even when something is presented in person, the information is often displayed in writing. Students should think of their writing as a window into their heads.

Good writers present their ideas well; poor writers keep their good ideas hidden from others (including the professor).

Any job you pursue will require you to write, and all the courses you complete will require it as well. With the advent of online and hybrid courses, the need to be an effective communicator through writing is extremely important for achieving good grades. Being a good writer means acquiring the ability to organize and present complex ideas and relationships so that others can understand. Becoming a good writer will set you apart and help you succeed where others fail. This is the reason why Shepherd's degrees have a "writing in the major" requirement. Writing is and will always be a necessary life-long skill.

Of course, the problem with writing is that it takes effort and hard work. Good writers are good editors. They read and re-read what they write to improve the words they use, phrasing, and organization of ideas until it fits together. Luckily, even after you get out of your English class, you will still have access to writing help at Shepherd. The Writing Center is a free tutor for students to help improve their writing skills. The bottom line is this: If you are not a good writer, you need to become one. Make sure you use your time at Shepherd to master writing!

Critical Thinking

Critical thinking is the ability to understand an idea and think beyond it. To dissect the logic of an argument and come up with an opposing position or side. It is the ability to "think" on your feet and challenge ideas to elicit improvement and unleash creativity. This is the reason why critical thinking is the most valued skill of employers. Your teachers also value it!

Luckily you are in a department that specializes in disciplines that thrive on critical thinking. The core idea in Sociology is to challenge and think beyond what is "apparent" in society. To question why we believe what we believe and whether our beliefs are good or bad for society. Sociologists examine how and why knowledge is used and for whose gain. It challenges traditional thought and oppressive thought. The same is true of Criminal Justice. It uses critical sociological thinking and applies it to the criminal justice system.

Critical thinking is also essential because it allows you to develop independence in reasoning, which leads to innovation and refined logic. Having the ability to see flaws and identify ways to overcome weaknesses is vital to all employers. No one wants to hire a good complainer and naysayer; they want people who identify problems but have solutions. This is what critical thinking allows you to do.

Those who develop the ability to think critically are the ones who make themselves vital to employers. They are the ones who become leaders and earn the respect of others in their field. As you progress through your courses, you should focus on developing your critical thinking skills.

Logic, Creativity, and Problem Solving

While critical thinking can help you identify issues and problems (i.e., flaws) in logic and conclusions, it does not necessarily provide answers. Thus, as students develop critical thinking

skills, it is equally essential to develop the ability to think logically and creatively to solve problems. Most assignments in your courses present you with a problem or issue that requires you to apply the ideas you are learning to demonstrate competency and creativity. This is a form of problem-solving using logic and reason. If you treat your writing assignments as opportunities to improve your written communication, critical thinking, creativity, and logic, you will quickly become an adept problem solver!

Interpersonal

A final skill that cannot be overlooked is interpersonal relationships. If you think about it, your entire college experience is an opportunity to work on how you interact with other people when trying to achieve a goal (your graduation). You not only have to interact with other students (e.g., fellow co-workers), you will need to interact with professors (e.g., bosses) and do so within the confines of a bureaucracy (e.g., the university's rules and regulations). These same elements are found in all jobs regardless of career. You will need to effectively interact with others which is a key to success while in school and after graduation.

For students, the most undeveloped interpersonal skill is interactions with professors. Few students are proactive when it comes to communicating with professors. Many make no effort to communicate, and those who do usually only do so when there is an issue with a grade (e.g., need to sign a withdraw slip, missed an assignment, looking for extra credit). The problem with this reactive approach is that students miss an opportunity to develop vital interpersonal skills in a safe environment. The key to "making good" with any superior is to understand what they want and deliver. For instance, professors want students to read and ask questions about the material (this is what they are paid for, right?), yet only a small percent of students take the time to do it. Why? Mainly because of fear of "looking stupid." If you prepare yourself for the interaction, then there is no reason you should fail. Professors do not expect you to know everything, but they will expect you to try and show initiative. Engaging your professors, even if it's just regularly asking questions in or out of class, will give you experience interacting with "bosses" and help you develop interpersonal skills, not to mention a perfect opportunity to earn a reference!

Seeking Help

Yes, we included it again. If you need help, please ask. There is a complete list of contact information for all our active faculty at the end of this guide. We are here to help you succeed!

9. Capstones

Senior Thesis

The Senior Thesis (SOCI 420) is a required course that serves as the "capstone" for the Sociology B.S. major. The thesis offers students the opportunity to work closely with the full-time faculty on a research topic of personal interest. It is highly advised that students keep the required texts from the theory, research methods, and statistics courses to use as references for the senior thesis.

Overview

The Senior Thesis is a research paper in which students demonstrate their ability to engage in basic scientific research, writing and technical writing, critical thinking, problem-solving, and quantitative reasoning. It is an excellent way for students to "showcase" their interests, knowledge, and skills to prospective employers or to use with graduate school applications. As part of the senior thesis, students develop a research question, identify and apply a social theory, write a hypothesis, collect data, and use basic statistics (with the aid of faculty) to test their hypothesis and form evidence-based conclusions. Students are encouraged (but not required) to include qualitative data and develop a critical analysis of their results.

The thesis is generally 25 or more pages in length, includes 20 or more cited references, and written in a research paper style with proper headings, subheadings, tables, graphs, charts, a reference section, and an appendix. Students will be supported with a writing guide and use the writing skills developed in SOCI 301 to succeed. **Below is an outline and brief description of the required sections contained within the thesis.**

General Thesis Outline

I. Abstract

A summary of the thesis' contents (usually 250 words or less).

II. Introduction & Research Question

a. Topic: What are you interested in studying?
b. Research Question: What question will you be asking?

III. Literature Review

A summary of past research related to your topic used to chart what has been written and used to support the logic and reason you apply to your research question.

IV. Theory

An overview of the social theory you will use to explain the relationship between your variables. It also includes an application of the theory to your specific research question.

V. Hypothesis, Data, and Concepts

a. Formal Statement of Hypothesis

A proposed (predicted) relationship between the two variables from your research question. It is based on the literature review and theory. Understanding what a hypothesis is and how to write one is covered in SOCI 323 and SOCI 324 or PSYCH 250.

b. Data Set

Most students are encouraged to use data from the General Social Survey (GSS). Students are permitted to collect original data, but this requires planning and completion several semesters before taking the thesis. If you wish to collect original data, you need to contact the professor teaching the thesis ahead of time (junior year at the latest). For most students, using GSS is the best option since the data are organized and easy to download for analysis in SPSS. Students will learn how to use SPSS in SOCI 324 or PSYCH 250.

c. Operationalization of Measures (DV and IV)

You will need to explain why the measures you chose from your data can be used to observe the relationship you are studying. This is a concept covered in SOCI 323.

VI. Methods

a. Method used to Test Your Hypothesis

Most students will use one of three quantitative methods to test their hypothesis: regression, comparison of means, or comparison of proportions (i.e., t-tests). All three methods involve *tests of significance* used to determine the probability of a directional relationship between an IV and DV. You will learn about these techniques in SOCI 323 and more so in SOCI 324 or PSYCH 250.

b. Sample

You will need to provide your reader with information pertaining to your data, specifically the sampling frame and your sample. Understanding sampling and its role in hypothesis testing are explained in SOCI 323 and SOCI 324 or PSYCH 250.

c. Control Variables (if applicable)

Control variables are variables that you know (from past research or logic) are related to your DV. Understanding the concept of a control variable and their importance is explained in SOCI 323 and SOCI 324 or PSYCH 250.

VII. Results and Findings

a. Results Table

Students are required to provide a results table as well as other graphical displays of data. This will be completed using SPSS. Students will learn how to make graphic displays with SPSS in SOCI 324 or PSYCH 250 (and perhaps SOCI 323).

b. Interpretation of Results for Hypothesis and Control Variables (if applicable)

Interpretations of results are completed using theory and logic. This skill will be developed in SOCI 322, 323, and 324 or PSYCH 250.

VIII. Discussion and Conclusion

a. A short summary of what you did in all the previous sections, followed by your insights and analysis of the results from your hypothesis test. This skill will be developed in SOCI 322, 323, and 324 or PSYCH 250 since theory, methods, and statistics play a role in understanding results.

b. A non-quantitative assessment of your research.

Your discussion and conclusion will include an assessment of your finds and how they relate to your topic. You will apply critical thinking and logic in this section. Skills that you should develop throughout your college experience.

IX. *References*

You will need a proper (e.g., APA style) list of all citations. This will be covered in SOCI 301.

X. *Appendix*

A place for required or additional documents that are not included with the main paper.

Cooperative Learning and Internships

Internships

Internships in Sociology and Criminal Justice enrich our major's college education by enabling students to integrate theory and practice. The internship introduces students to employment possibilities while they receive valuable field experience and build professional networks. The internship provides students an opportunity to clarify their career direction, obtain employment, and access valuable letters of recommendation for other employment or graduate school.

Students have interned at numerous locations. Locally, some internship sites have included the Eastern Panhandle Women's Empowerment Center and the Berkeley County District Attorney's Office. Students have also interned with federal and international agencies such as the Department of Homeland Security and the Borgen Project.

Students must complete 120 hours of internship activity. The course is a hybrid learning environment in Brightspace where a portfolio, final theory paper, discussion forums, resume workshop, and internship paperwork are submitted electronically. A midterm semester evaluation appointment is also required.

Cooperative Learning

Cooperative learning allows students to use their current employment as a place to learn through the application of sociological concepts, ideas, and theories to work-related experiences. In order to engage in cooperative learning, students are required to find a faculty sponsor who will help establish learning objectives and manage all academic outcomes.

The Cooperative Education program allows students to earn upper-division credits while working in an area that relates to their sociology major or anthropology/geography minor, or other academic programs being offered at the University. This work is completed at the student's current place of employment or at a place that the student secures with the help of the Director of Cooperative Education (Joseph L. Jefferson). The co-op opportunity can be paid or unpaid employment/internship. The credits that students earn can be used as substitutes for a class, elective credits in your major or minor, or as general elective credits.

10. Preparing for Post-Graduation

As you make your way toward graduation, there are steps you can take to prepare for the job market or apply to graduate school. Many students believe taking these steps can wait until the last year or even the very last semester, but this is not the case.

Students can start to work on building a resume by participating in the service-learning opportunities our department offers. Students can also join the Sociology, Criminology, and Criminal Justice Club or become active in any volunteer groups on campus. Criminology and Criminal Justice students can volunteer at the local firefighting departments or volunteer at other municipal departments. Getting a part-time job can be an excellent way for students to build a resume. In fact, we support a co-op course (SOCI 392) which allows students to gain credit hours for their job experience. The point is, it is never too early to start building a history of action, involvement and charting your accomplishments so you are ready to display your achievements when applying for a job or to graduate school. Below are some things you can do and information that you can use to start preparing for post-graduation.

Building a Portfolio

Too often, students think of coursework as a simple means to an end (i.e., the way to earn a grade). But the truth is many of the assignments students complete are a record of accomplishment, especially if a student earns a good grade or demonstrates the ability to write, comprehend complex material, be creative, or show initiative. This is where keeping a record of accomplishments is useful. Archiving your accomplishments can be a great way to identify and reflect upon the skills and knowledge gained when writing cover letters and building a resume. It can also be a great way to remind professors of what you did in your courses when it's time to ask for a letter of recommendation. Moreover, for students looking to apply to graduate school, it is a great way to identify a writing sample or research paper to support your cover letter, GRE/LSTAT scores, and letters of recommendation from professors. Luckily, Shepherd's learning management system (Brightspace) includes a portfolio tool that allows students to archive coursework.

Applying for Jobs and Graduate School

Students interested in applying to graduate or law school should talk to an advisor at the end of their Junior year. You will need to take the GRE or LSTAT which takes time to prepare for, and you will need to start building a portfolio to submit (usually in the Fall of your senior year).

In addition to building a portfolio to enhance their resume, students should seek help from Career Center. The Career Center's website can be accessed here: Shepherd University | Career Center. On it is a wealth of information pertaining to the "next step," whether that means applying for a job and learning how to build a resume or seeking information for how and when to apply to graduate school. The center also supports job fair events, allows you to schedule mock interviews, and provides opportunities to meet with the staff to get in-person guidance on "what to do next" regardless of your post-graduation plan. You can call or email Career Services to schedule an appointment: 304-876-5317 or email jobweb@shepherd.edu.

11. Full-Time Faculty

Sociology

Dr. Chiquita Howard-Bostic

Chair, Professor of Sociology, Associate VP of Diversity, Equity and Inclusivity

Email: chowardb@shepherd.edu
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Interests: Social Stratification, Gender and Crime, Criminology, Juvenile Delinquency
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Dr. Robert M. Anthony

Associate Professor of Sociology

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Interests: Undergraduate Research, Statistics, Theory, Research Methods, International Comparative-Historical Research, Urbanization, Social Change, Identity
Office: 328 White Hall

Dr. Amy DeWitt

Professor of Sociology, Assistant Dean of Student Academic Enrichment

Email: adewitt@shepherd.edu
Phone: (304) 876-5075
Interests: Research Methods, Sociology of the Family, Sociology of Film
Office: Library 156

Criminal Justice

New Faculty Coming Soon

Anthropology

Dr. Charles Hulse

Professor of Anthropology

Email: chulse@shepherd.edu
Phone: (304) 876-5354
Interests: Physical Anthropology, Archeological Research and Field Testing
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12. Adjunct Faculty

Sociology

Richard C. Snyder, Jr.
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Interests: Social Problems, Social Services, and General Sociology

Criminal Justice

Dr. Janay M. Gasparini
Adjunct Professor of Criminal Justice
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Interests: Women in policing, police-community interactions, and intersections of agriculture and the justice system.

Criminology

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Mark Hofe
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Interests: Probation and Parole, Penology

Francine H. Phillips
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Interests: Business and administrative law, criminal justice, legal research and writing

Homer A. Speaker
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Interests: Criminal law and criminal procedures, environmental law

Anthropology

Patrick Farris
Adjunct Instructor of Anthropology
E-mail: pfarris@shepherd.edu
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Eugene Marino
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Interests: Archaeology and archaeological curation, forensic anthropology, cultural resource management, historic preservation, history of anthropology and archaeology