

October 2017 UofM Academic, Research and Student Success Committee Meeting

Schedule	Wednesday, October 04, 2017, 08:30 AM CDT
Venue	University Center Fountain View Suite (UC 350), 499 University Drive, Memphis, TN 38152
Organizer	Jean Rakow

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1. Call to Order

2. Roll Call

3. Approval of Minutes - June 6, 2017

For Approval

Presented by Kate Schaffzin

THE UNIVERSITY OF MEMPHIS
BOARD OF TRUSTEES

MINUTES OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE
June 6, 2017
Memphis, Tennessee

The Academic Affairs and Student Success Committee of The University of Memphis Board of Trustees met at 9:00 a.m. CDT, on Tuesday, June 6, 2017, on the campus of the University of Memphis in Memphis, Tennessee.

I. CALL TO ORDER

Chair Graf called the meeting to order.

II. ROLL CALL

University Counsel and Acting Secretary Melanie Murry called the roll, and the following Academic Affairs and Student Success Committee members were present:

Trustee Douglas Edwards*
Trustee Marvin Ellison*
Trustee R. Brad Martin*
Trustee David North*
Trustee Carol Roberts*
Trustee Katharine Schaffzin*
Trustee Taylor Mayberry

*Voting members

Secretary Murry announced the presence of a quorum. Other Trustees, administrative staff, faculty and members of the media were also present.

III. Election of Board Chair and Vice Chair

Trustee Graf opened the floor for nominations. Trustee Roberts nominated Trustee Kate Schaffzin to serve as Chair of the Committee. There were no other nominations.

Trustee Graf asked for all those in favor of Trustee Schaffzin to signify by saying "Aye". Trustees voted unanimously for Trustee Schaffzin to serve as Chair of the Committee.

Trustee Graff turned the meeting over to Chair Schaffzin who opened the floor for nominations for Vice Chair of the Committee. Trustee North was nominated by Trustee Roberts. There were no other nominations. Trustee Schaffzin asked for all those in favor of Trustee North to signify by saying "Aye". Trustees voted unanimously for Trustee North as Vice Chair of the Committee.

IV. New Academic Programs

Provost Weddle-West reviewed background of Agenda Item 4, Approval of New Academic Programs. A summary of each program was presented as described in the agenda. Trustee Schaffzin moved that the Committee recommend the following for adoption by the Board of Trustees.

COMMITTEE RECOMMENDATION:

The Academics, Research and Student Success Committee recommends the Board approve the Doctor of Liberal Studies Program, Bachelor of Professional Studies in Commercial Aviation, and Master of Science in Biostatistics, which will be submitted to the Tennessee Higher Education commission for approval.

The motion was moved by Trustee Roberts and seconded by Trustee Martin. Trustee Schaffzin opened the floor for discussion. Trustee Edwards asked that the Board give the Deans direction as to which programs they would like to see added going forward - that are important to our community and our state. He suggests that the Deans deserve some direction as to the kind of programs the University would offer and that the Board should provide input. Provost Weddle-West and President Rudd welcomed the advice and commented that a matrix to show gaps in curriculum will be provided as foundational information prior to the next Board meeting. Trustee Martin continued the discussion to suggest the gaps be reviewed considering market demand. Trustee North suggested that it be reviewed not just for historical or present day gaps, but to look at what we need to build for the future. Provost Weddle-West and President Rudd suggested a whole session on just this topic with an internal review of programs. Trustee Ellison stated that enhancement of current programs is also important to the review, such as digital and social marketing, to make programs more relevant. Trustee Johnson commented that enhancing these type of programs (MS Biostatics) is the type of process we need to supplement workforce areas such as healthcare. Trustee Ellison also shared that he would be willing to help, including send members of his marketing team to the University to serve as consultants. President Rudd suggested that the University implement a process to integrate external expertise into the review process for evolution and enhancement of degrees. Trustee Edwards requested that the University consider enhancing those programs doing well even if at the expense of those not doing well; it is a dynamic and focused process. Trustee North noted that this first working Committee meeting is setting the tone for University overall; therefore, do not be misled that the Board wants more work sessions or that the Board has more insight, but that we welcome the University to bring forward ideas and move forward with knowledge in order to support the enhancements of the future. Provost Weddle-West stated that she and President Rudd talked about the strategic plan and how valuable the Board will be in the creation of the

plan, which would include program development (new, enhancing, sun setting) based on needs and markets - not solely based on THEC or accreditation standards.

Trustee Schaffzin restated the motion and the motion was passed unanimously.

V. Tenure Upon Appointment

Chair Schaffzin recognized Provost Weddle-West to present the list of faculty members recommended for tenure upon appointment.

Trustee Schaffzin moved that the Academic Affairs and Student Success Committee recommend the following Resolution for adoption by the Board of Trustees.

The Academics, Research, & Student Success Committee recommends the Board of Trustees grant tenure to Dr. Aram Dobalian, Dr. Shelley Keith, and Dr. Michael Monahan, upon appointment.

Trustee Schaffzin called for a motion which was properly seconded. Chair Schaffzin called for discussion – there was none. The Chair restated the motion and called for a voice vote.

Motion: The Academics, Research, & Student Success Committee met June 6, 2017, and recommends the board grant tenure to Drs. Dobalian, Keith, and Monahan upon appointment.

. The vote was unanimous to adopt the recommendation.

VI. Recruitment, Enrollment and Completion Initiatives

Chair Schaffzin recognized Provost Karen Weddle-West to discuss recruitment, enrollment and completion initiatives. Dr. Weddle-West introduced James Day, Vice President and Managing Director for Hardwick Day. Mr. Day presented the University's strategy to optimize enrollment, scholarships and financial aid through the use of predictive analytics. Discussion that followed included comments from Trustee Martin asking if the revenue optimization model factored in the completion and student success rate components of the State formula. Mr. Day reported that it can and often the variables that speak to first year persistent is often included. Trustee Roberts asked where the process for offering aid resides. President Rudd responded that it falls in the Office of Provost area; part of the difficulty was that traditionally the University was granting scholarships heavily at the top end; with the decrease in the discount rate, the University is able to provide aid with a greater dispersion across students. He further commented that retention is up because students work less because they have increased financial support. Provost Weddle-West described other initiatives that the University has implemented to increase retention such as "buy one get one free" for summer enrollment. Trustee Johnson noted that 83% of the Shelby County School students qualify for free/reduced lunch, adding that the University needs more innovative programs such as these to deal these types of financial issues. President Rudd noted that the University pilots every program we do; making small investments prior to dedicating significant resources. Trustee North asked if the

University has a fully implemented need-based aid model. President Rudd commented that the University is working to establish one within the next few years.. Trustee Roberts asked considering the financial challenges for students, is the University's financial aid office able to be a proactive resource for students. Provost Weddle-West noted that there are financial literacy programs, opportunities for students to complete FAFSA, and other outreach programs sponsored by the financial aid office. Several Trustees echoed that a sensitive and responsive structure is needed to build a positive culture with parents and students.

Provost Weddle-West presented highlights in Academic Affairs and accomplishments resulting from initiatives to increase enrollment, retention and graduation rates.

Dr. Richard Irwin, Vice Provost Academic Innovation and Student Support Services, presented the UofM Global initiative that offers 60-degree programs that are 100 percent online.

VII. Title IX Compliance Overview

Dr. Darrell Ray presented an overview of Title IX compliance strategies.

VIII. Memphis Research Consortium

Dr. Andy Meyers presented an overview of the Memphis Research Consortium and the Emerging University Fund Initiative. Trustees Martin and North asked about the significance of the Carnegie designation. Dr. Meyers and President Rudd responded that is important for issues such as categorizing the University's research productivity, recruiting faculty, and recruiting students.

IX. OTHER BUSINESS

There was no further business to come before the Committee.

X. ADJOURNMENT

With no further business, Chair Schaffzin moved to adjourn the meeting.

4. Approval of Academic Programs

For Approval

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: October 4, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Approval of New Academic Programs**
i. Bachelor of Arts in Creative Mass Media
ii. PhD in Counselor Education and Supervision

Recommendation: Approval

Presented by:

Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

i. Bachelor of Arts in Creative Mass Media

The Department of Journalism and Strategic Media in the College of Communication and Fine Art at the University of Memphis proposes to offer a Bachelor of Arts in Creative Mass Media. This program teaches students creative practices in mass media, and the tools needed to research and develop multimedia communications. It teaches innovation in the ways the media communicate messages. The program represents a blend of the three existing majors in the Department of Journalism and Strategic Media (Advertising, Journalism, and Public Relations). It also requires students take three classes from the Department of Art and includes the cross-listing of several courses taught in Journalism and Strategic Media and in Art.

ii. PhD in Counselor Education and Supervision

The proposed modification of the Ed.D. in Counseling & Personnel Services to create a Ph.D. in Counselor Education and Supervision specifically addresses the missions of both the University and the Department of CEPR, as well as following the trends of the counseling profession in general, by transitioning towards a greater emphasis on research and scholarship in the doctoral program. The proposed degree also offers the CEPR department an opportunity to strengthen the University of Memphis by participating in interdisciplinary collaboration with the Department of Leadership in order to more fully comply with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 accreditation standards, which focus on the importance of teaching leadership in doctoral counseling programs.

These proposals have been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposals were considered and approved by the University Council for Graduate Studies and Undergraduate Studies, which are the highest governing bodies that has representation across all colleges and schools. The proposals were also considered and approved by the Provost and President of the University.

Committee Recommendation:

The Academic, Research, & Student Success Committee met on October 4, 2017 and recommended approval of the Bachelor of Arts in Creative Mass Media and the PhD in Counselor Education and Supervision, which will be submitted to the Tennessee Higher Education Commission for approval.

4.1. Bachelor of Arts in Creative Mass Media



College of Communication and Fine Arts
Office of the Dean

232 Communication Fine Arts Bldg.
Memphis, Tennessee 38152-3200

Office: 901.678.2350
Fax: 901.678.5118

www.memphis.edu

TO: Dr. M. David Rudd
President

FROM: Dr. Anne Hogan, Dean
College of Communication and Fine Arts

DATE: May 22, 2017

SUBJECT: Major in Creative Mass Media

Attached is the College of Communication and Fine Arts proposal for the Bachelor of Arts in Creative Mass Media. The program and degree were approved Spring 2016 by the University Undergraduate Curriculum Committee. The proposal conforms to the THEC format for their required Letter of Notification.

The Department of Journalism and Strategic Media will offer the degree and will partner with the Department of Art on several courses for degree requirements and the cross-listing of classes mutually beneficial to both departments. The proposed major combines classes already offered by the advertising, journalism, and public relations programs in Journalism and Strategic Media. It requires no new faculty and no new resources. The use of existing classes and resources efficiently provides a new avenue through Journalism and Strategic Media and helps promote other courses in the College through the Art partnership.

I believe this major will provide a service to the region and its employers, as well as to our potential students. Furthermore, I feel it will provide a good addition to what is currently being offered within the Department of Journalism and Strategic Media.

Thank you for consideration of this proposal, and I look forward to hearing from the Board of Trustees regarding this proposal further to their June 2017 meeting.

Attachment



Program name, degree designation and CIP code:

Program name: Creative Mass Media

Degree designation: Bachelor of Arts

CIP AND SOC CODES: CIP: 05.09.0702.00 SOC: 27-0000

Proposed implementation date: Fall 2017

Academic Program Liaison (APL) name and contact information – The APL will serve as the information resource on academic approval actions and notification for the institution.

Dr. M. David Arant, Chair, Department of Journalism and Strategic Media:

darant@memphis.edu, 901-678-2402

Dr. Anne Hogan, Dean, College of Communication and Fine Arts:

anne.hogan@memphis.edu, 901-678-2350

Purpose and Nature of Program

The Department of Journalism and Strategic Media in the College of Communication and Fine Art at the University of Memphis proposes to offer a Bachelor of Arts in Creative Mass Media. This program teaches students creative practices in mass media, and the tools needed to research and develop multimedia communications. It teaches innovation in the ways the media communicate messages. The program represents a blend of the three existing majors in the Department of Journalism and Strategic Media (Advertising, Journalism, and Public Relations). It also requires students take three classes from the Department of Art and includes the cross-listing of several courses taught in Journalism and Strategic Media and in Art.

Alignment with state master plan and institutional mission – Explain how the proposed academic program is consistent with the state's economic development, workforce development and research needs (as applicable) as well as the mission and strategic direction statement of the institution.

The mission of the University of Memphis states an interest in interdisciplinary education and collaboration in service to the Memphis metropolitan area, the Mid-South, and the state of Tennessee. Further, the programs in the Department of Journalism and Strategic Media seek to equip future media professionals with the tools needed to be competitive in the media marketplace. The BA in Creative Mass Media meets all of these needs, and does so with financial efficiency.

Academic Need:

The Department of Journalism and Strategic Media is accredited by the Accrediting Council

on Education in Journalism and Mass Communications. Its peer accredited programs all emphasize creative mass media in their curricula. Further, several programs have also adopted standalone majors, concentrations, or emphases in creative media to deliver a depth of skill in the area. This proposal will keep the University of Memphis in step with its peer accredited programs. For the Department of Journalism and Strategic Media to continue its perception as a high-quality, accredited program, a major like this needs to be added to its already robust offering in advertising, journalism, and public relations.

Economic and workforce development

This major would contribute to two areas with the largest growth in employment opportunities in Tennessee: Communications development (2,230 openings) and Web/multimedia management (1,260 openings), according to the THEC supply/demand analyses. Communications development refers to careers where workers design, edit, shoot, and prepare communications for audience consumptions. Web/multimedia management refers to jobs where people design and manage websites for brands, news organizations, and public entities. These fields can be entered through a major in advertising, journalism, or public relations, as well as a major outside Journalism and Strategic Media in marketing, communication, art, or computer science. However, Creative Mass Media would provide students with a unique combination of writing, design, photography, media, strategy, and technology skills that none of these majors alone will deliver. Thus, the strength of this program is its bridging of 21st century media skills. Several Memphis employers including ALSAC/St. Jude Children's Research Hospital, Archer>Malmo, Obsidian PR, and Red Rover Sales & Marketing Strategy indicate their recognition and support of the addition of this program. (Please see Appendix A.1 – A.8: Letters of Support).

Research needs

Faculty in the Department of Journalism and Strategic Media are conducting research using multimedia, digital media, social media and persuasive media that engage creative mass media. This program will allow faculty to bring their research agenda into the classroom and teach students with the cutting-edge knowledge of the discipline.

Feasibility Study – Provide supporting documentation addressing:

- Student interest for the proposed academic program.
- Local and regional need/demand for the proposed academic program.
- Employer need/demand as demonstrated in a market analysis or similar evidence of the employer need and an assessment of the employment opportunities of the program (i.e., number of anticipated job openings) in appropriate service area(s) demonstrated through an employer needs assessment, current labor market analysis, future workforce projections during the first three years (associate and certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).
- Future sustainable need/demand as evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the program, if approved.

Student interest for the proposed academic program

A survey of current majors enrolled in the capstone courses in Journalism and Strategic Media programs asked students if they would choose a major like this over their current major (Advertising, Journalism, Public Relations). Out of 50 students, 10 said yes. Of those 10, nine were in the journalism program, while one was in the advertising program. Thus, we do not believe this new major will imperil any of the present programs in Journalism and Strategic Media or elsewhere on campus, as it primarily will be students who choose UofM for this program or will be a minimal number of current majors redirecting into a program that better fits their interests.

When asked for their open comments, students said this about the proposed program: "I am a journalism major, but I do not see myself as a journalist. I want to be a magazine art director or a social media planner for a nonprofit organization. Both of these will use my writing skills and creativity, and a major in creative mass media would let me get the skills I want for these jobs."

"I love making visual media. The visual media class I took was my favorite. I want more classes like this. I want this to be my entire major."

Further, based on interviews with high school students doing tours of the Department while considering UofM for their college choice, we believe students will choose the University of Memphis and Creative Mass Media over other universities, resulting in a net gain for Journalism and Strategic Media.

Because the media marketplace is ever evolving, the proposed major would represent both the current state of the media, being heavily invested in traditional channels while exploring new ones, and the future projections for the industry, meaning more digital, more interactive, and more individualized. Further, its cross-curriculum approach to the media delivers skills applicable and complementary to advertising, journalism, and public relations.

A survey of students enrolled in JOUR 1750 (Precision Language) in Spring 2017, a foundational course for all majors in the Department and typically taken in the students' freshman or sophomore year, indicated substantial interest in the program. Of the 78 enrolled students, 70 said they expected to continue in Journalism and Strategic Media. Of those 70, 22 indicated interest in a program like Creative Mass Media, while 11 indicated Advertising, 18 indicated Journalism, and 19 indicated Public Relations. One student indicating creative mass media commented "That's why I'm here. I want to design for journalism." Others said they liked the notion of it crossing across all areas, broadening their career prospects. "Advertising and Public Relations cross paths all the time. I want to work in multimedia, so this major makes sense for me." Based on these numbers, we expect the new major to graduate at least 15 students per year once in operation and to enroll at least 45 students, as students typically begin majors in Journalism and Strategic Media in their sophomore years.

Further, this survey affirms this new major would not imperil other majors offered in

Journalism and Strategic Media, as each program has enough interest to remain above the low-producing threshold.

In recruitment, among 18 high schoolers who were touring the Department of Journalism and Strategic Media in 2017, four indicated interest in UofM because of the creative emphasis in the department's programs as compared to other universities and said they would choose UofM because of the creative courses offered in Journalism and Strategic Media. With the ability to advertise Creative Mass Media to potential students, we would expect this number to increase.

Local and regional need/demand for the proposed academic program.

Memphis is the largest city in the Mid-South and is an isolated major media market. Ranking as the 51st largest media market in 2017, Memphis is an intersection of journalism, advertising, public relations, marketing, business communication, and nonprofit communication for a region covering west Tennessee, eastern Arkansas, and northern Mississippi. Advertising and marketing agencies, public relations agencies, television stations, newspapers, magazines, major brands (including three Fortune 500 companies), large hospitals (including St. Jude Children's Research Hospital) all are headquartered in Memphis and hire graduates of the Department of Journalism and Strategic Media in their operations. They have indicated, time after time, that they like hiring our graduates because of their strategic thinking skills, multimedia talents, and writing ability. They have indicated a greater need for multimedia skills at a depth beyond those currently provided in the three majors we offer. (Please see Appendix A.1 – A.8: Letters of Support). The proposed major would meet that need for the area's employers.

Employer need/demand

*The Bureau of Labor Statistics expects 154,300 job openings in this area by 2022. This major would contribute to two areas with the largest growth in employment opportunities in Tennessee: Communications development (2,230 openings) and Web/multimedia management (1,260 openings), according to the THEC supply/demand analyses. Further, it provides another option for students interested in journalism, which has a surplus of graduates vs. available jobs. This major could attract students who did high school journalism and are seeking to continue in the field and transition to a multimedia development career. O*Net shows a range of employment options for creative media, including advertising and promotions managers, public relations specialists, marketing managers, copy writers, art directors, search marketing strategists, and film and video editors, all of which have at least a projected 3-5% growth, with some having as high as 14% growth. The range of employment options for people with this degree means graduates will have versatility in the job hunt and in the workforce.*

Future sustainable need/demand

Letters from employers supporting the degree program are in the appendix.

Program Costs/Revenues – Provide supporting documentation that program costs will be met from internal reallocation, tuition and fees or from other sources such as grants and gifts.

The proposed program does not require additional allocation. It uses existing courses and existing faculty needed for the three majors in the Department of Journalism and Strategic Media. The program allows students to use creative courses from Advertising, Journalism, and Public Relations to build their creative media skills. Please see attached Appendix B: THEC Financial Projections.

The program expects to generate \$137,967 from tuition revenue in the first year; \$278,178 in the second year; and \$420,633 in subsequent years. These figures represent 13 full-time students and two part-time students in the first year, 26 full-time and four part-time students in the second year, and 39 full-time and six part-time students in subsequent years. The THEC Financial Projection Form is attached to this proposal.

Existing programs offered at public and private Tennessee institutions – List all programs within the same CIP code definition at the same level (bachelor's, Master's, doctoral) currently offer in public and private higher education in Tennessee.

No other program uses the same CIP code as the proposed program.

However, the Journalism program at Middle Tennessee State University offers a concentration in visual communication and the Journalism program at the University of Tennessee-Knoxville offers an emphasis in visual communication. The proposed program differs from those by cutting across the fields of advertising, journalism, and public relations, emphasizing multimedia production skills, such as photography and videography, and by requiring specialized courses in art emphasizing photography and graphic design.

New Academic Program Proposal (NAPP) Checklist

ALL ITEMS INCLUDED IN LETTER OF NOTIFICATION

- **CURRICULUM** - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer (where applicable for undergraduate programs based on Policy XX. Articulation and Transfer).
- *General Education: 38-41 hours (JOUR 1700, required for the major, can count toward Gen. Ed.)*
- *Bachelor of Arts Requirements: 6-9 hours*
- *Major requirements: 54 hours*
- *General Electives: 16-22 hours*
- *Please see attached detailed program summary — Appendix C: Program Summary*
- **Program Requirements – Include the minimum number of SCH overall, required curriculum (course prefix and number, title, SCH) and any special requirements including theses, internships.**

General Education (Undergraduate only):

Rubric/Number	Course Title	SCH
A. Communication		
ENGL 1010	English Composition	3
ENGL 1020	English Composition & Analysis	3
COMM 2381	Oral Communication	3
B. Mathematics (choose one of the following for 3 hours)		
MATH 1420	Foundations of Mathematics	3
MATH 1530	Intro. to Stat. Reasoning and Application	3
MATH 1710	College Algebra	3
MATH 1730	Pre-Calculus	3
MATH 1830	Elementary Calculus	3
MATH 1910	Calculus I	3
C. Humanities/Fine Arts (9 hours)		
<i>Choose one of the following for 3 hours</i>		
ENGL 2201	Literary Heritage	3
ENGL 2202	Literary Heritage: African-American Emph.	3
<i>Choose two of the following for 6 hours</i>		
ART 1030	Intro to Art	3
ARTH 2010	World Art I	3

ARTH 2020	World Art II	3
CLAS 2481	Mythology	3
COMM 1851	Intro to Film	3
DANC 1151	Intro to Dance	3
JDST 2850	Religions of Abraham	3
MUS 1030	Music Appreciation	3
MUS 1040	Music in America	3
PHIL 1101	Fundamental Issues in Philosophy	3
PHIL 1102	Values and the Modern World	3
POLS 1101	Intro to Ancient Political Thought	3
POLS 1102	Intro to Modern Political Thought	3
RLGN 1100	Intro to Religion	3
THEA 1030	Intro to Theater	3
UNIV 3580	Hebrew and Greek Legacy	3
UNIV 3581	Faith, Reason and Imagination	3

D. History (choose two of the following for 6 hours)

ANTH 3282	Cultural History of American Communities	3
HIST 1110	Development of World Civilization I	3
HIST 1120	Development of World Civilization II	3
HIST 2010	The United States to 1877	3
HIST 2020	United States Since 1877	3
HIST 2030	History of Tennessee	3
HIST 3863	Social and Intellectual History of the U.S.	3
HIST 3881	African-American History	3
HIST 4851	History of Women in America	3
POLS 4212	Constitutional Law	3
POLS 4405	Origin and Dev. of American Pol. Thought	3
SOCI 3422	Racial and Ethnic Minorities	3

E. Social/Behavioral Sciences (choose two of the following for 6 hours)

ANTH 1100	Biological Anthropology and Prehistory	3
ANTH 1200	Cultural	3
CSED 2101	The Family in Global	3
ECON 2010	Macroeconomics	3
ECON 2020	Microeconomics	3
ESCI 1301	Survey of World Regions	3
ESCI 1401	Introduction to Cultural Geography	3
FIR 1220	Personal Financial Management in Society	3
JOUR 1700	Survey of Media	3
POLS 1030	American Government	3
POLS 1301	Intro to Comparative Politics	3
POLS 1501	International Relations	3
PSYC 1030	General Psychology	3

PSYC 3510	<i>Deviance: Its Role in History and Culture</i>	3
SOCI 1010	<i>Introduction to Sociology</i>	3
SOCI 2100	<i>Sociology of International Development</i>	3
WMST 2100	<i>Intro. to Women's and Gender Studies</i>	3

F. Natural Science (choose two of the following for 8 hours)

BIOL 1010/1011	<i>Introduction to Biology I/Lab</i>	4
BIOL 1020/1021	<i>Introduction to Biology II/Lab</i>	4
BIOL 1110/1111	<i>General Biology I/Lab</i>	4
BIOL 1120/1121	<i>General Biology II/Lab</i>	4
BIOL 2010/2011	<i>Anatomy & Physiology I</i>	4
BIOL 2020/2021	<i>Anatomy & Physiology II</i>	4
CHEM 1010/1011	<i>Chemistry of Materials/Lab</i>	4
CHEM 1020/1021	<i>Chemistry of Life/Lab</i>	4
CHEM 1110/1111	<i>General Chemistry I/Lab</i>	4
CHEM 1120/1121	<i>General Chemistry II/ Lab</i>	4
ESCI 1010	<i>Weather and Climate</i>	4
ESCI 1020	<i>Landforms</i>	4
ESCI 1040	<i>Physical Geology</i>	4
ESCI 1103	<i>Humans and the Environmental Earth Sci.</i>	4
ESCI 1050	<i>Historical Geology</i>	4
PHYS 1010/1001	<i>Introduction to Physics/Lab</i>	4
PHYS 1020/1002	<i>Survey of Astronomy/Lab</i>	4
PHYS 2110/2111	<i>Physics I for Science and Engineering</i>	4
PHYS 2120/2121	<i>Physics II for Science and Engineering</i>	4

G. Bachelor of Arts requirement

6 hours of foreign language at the 2000-level

3 hours of fine art if not taken as part of general education requirements

Major Field Core (courses required of ALL students in a program)

Rubric/Number	Course Title	SCH
JOUR 1700	<i>Survey of Media</i>	3
JOUR 1750	<i>Precision Language</i>	3
JOUR 2121	<i>Media Writing</i>	3
JOUR 3324	<i>Creative Strategy</i>	3
JOUR 3526	<i>Digital Imaging</i>	3
JOUR 3900	<i>Visual Media</i>	3
JOUR 4500	<i>Web Publishing</i>	3
JOUR 4700	<i>Media Law</i>	3
JOUR 4900	<i>Advanced Visual Media</i>	3

Three from the following:

JOUR 4140	<i>Publication Design</i>	3
JOUR 4220	<i>Print Communication Design</i>	3

JOUR 4328	Strategic Adv Campaigns	3
JOUR 4526	Advanced Photojournalism	3
JOUR 4550	Web Publish II: html/CSS	3
JOUR 4560	Interactive Media Design	3
JOUR 4920	Data Visualization	3
<i>One of the following (3 hours total required)</i>		
JOUR 4930	Media Internship	3
JOUR 4940	Student Media Practicum	1-3
<i>One of the following</i>		
JOUR 4702	Media, Diversity & Society	3
JOUR 4704	Issues in Sport and Media	3
JOUR 4708	Media Ethics	3
JOUR 4716	Media History	3
JOUR 4720	Presidents and the Press	3

3 hours elective in any other Journalism and Strategic Media course

9 hours from the following.

ART 3000	Photography Lab Management	1
ART 3213	Typographic Design II	3
ART 3219	Image Design	3
ART 3222	Graphic Design Method	3
ART 3227	Electronic Pre-Press Prod	3
ART 3313	Drawing And Composition	3
ART 3314	Drawing And Concepts	3
ART 3701	Photography III	3
ART 4209	Digitl/Motion Typogrphy	3
ART 4211	Writing/Design Process	3
ART 4223	Special Studies/Graphic Des	3-12
ART 4224	History Graphic Design	3
ART 4235	Graphic Design Portfolio	3
ART 4314	Art of the Book	3
ART 4701	Color Photography	3
ART 4702	Photographic Material/Process	3
ART 4703	Alternative Photogrphc Process	3
ART 4704	Photographic Lighting	3
ART 4705	Video for Artists	3
ART 4711	Adv Photography Seminar	1-3
ART 4712	Photography Portfolio Seminar	1-3

Electives needed to total 120 semester credit hours. NOTE: No more than 48 hours in Journalism and Strategic Media may count toward graduation.

- **Current Courses and Existing Programs-** List current courses and existing institutional programs which will give strength to the proposed program.

This program is derived by a combination of creative courses in Advertising, Journalism, and Public Relations in the Department of Journalism and Strategic Media. The courses giving it strength are those required by the major either as requirements or as guided electives.

- **New Courses Needed-** List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

None.

- **Distance Learning –** Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

The program will not be offered in distance learning. However, JOUR 1700, 1750, 2121, 3900, 4700, 4702, 4910, and 4930 are offered online through UofM Global.

- **Course Syllabi**

See Appendix D: Course Syllabi

ACADEMIC STANDARDS – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

The major follows the standard university requirements for admission and retention, and graduation.

DIVERSITY – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

The University of Memphis is one of the most diverse institutions in Tennessee. The Department of Journalism and Strategic Media enrolls a range of diverse students. Among its majors, approximately 40% are African-American, 40% are First Generation College Students, and 10% are Hispanic or multi-racial. This major should follow the same pattern in

enrolling and graduating diverse students. Further, because it has direct career prospects, it should be attractive to first generation college students. Diversity will be stressed in the curriculum, and diversity will be sought from adjunct instructors and potential hires should growth/attrition demand them.

An on-campus program is being proposed because the proposed program uses classes already required in the three on-campus majors taught in journalism and strategic media (advertising, journalism, and public relations). The public relations major is also offered fully online and at the Lambuth campus. For the sake of financial efficiency, the proposed program will be offered only on campus to make use of the creative classes required in the other three majors. However, core courses in Journalism and Strategic Media and creative classes offered online for the public relations major could be combined with on-campus courses for a student to complete the proposed major. Further, if growth allows and demand is present, the proposed major could one day be offered both on-campus and online.

PROGRAM ENROLLMENT AND GRADUATES – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

Year (specify Term & AY start)	Full-Time Headcount	Part-time Headcount	International Headcount Anticipated	Total Year Headcount	FTE	Graduates
1	13	2	0	15	14	0
2	27	3	0	30	28.5	5
3	42	3	0	45	43.5	10
4	42	3	0	45	43.5	15
5	42	3	0	45	43.5	15

ADMINISTRATIVE STRUCTURE – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Department of Journalism and Strategic Media has a department chair, Dr. David Arant, and assistant chair, Dr. Sandra Utt, who provide oversight of its programs. Dr. Matthew Haught, an assistant professor, will serve as the program director.

FACULTY RESOURCES – Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

- Current Faculty – List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years.
- Anticipated Faculty - Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

Current Faculty

- *Matthew Hought, assistant professor, Ph.D. Journalism and Strategic Media. 100% Creative Mass Media. (Program director).*
- *Jin Yang, professor, Ph.D. Journalism and Strategic Media. 100% Creative Mass Media.*
- *Robert Byrd, assistant professor, Ph.D. Journalism and Strategic Media. 34% Creative Mass Media, 66% Journalism.*
- *Ruoxu Wang, assistant professor, Ph.D. Journalism and Strategic Media. 34% Creative Mass Media, 66% Advertising.*

Faculty vita are included as Appendix E: Vita

These faculty represent a 21.7:1 student to faculty ratio for undergraduate and graduate programs in Journalism and Strategic Media. Based on growth projects, the student to faculty ratio would be 23.5:1. These numbers are consistent with recommended staffing levels from the Accrediting Council for Education in Journalism and Mass Communication.

Anticipated faculty

No new faculty are anticipated. No new/reallocated funds from other departments are needed to support this major. Lines for the two 100% in area faculty members will be repositioned from other areas in the Department of Journalism and Strategic Media. They are needed to teach courses serving all majors in the department, but their primary course load would be in the creative mass media area.

LIBRARY AND INFORMATION TECHNOLOGY RESOURCES – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high-quality program which meets recognized standards for study at a particular level or in a particular field.

- Library and Information Technology Acquisitions Needed – Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.

The proposed program requires computer labs with the Adobe Creative Cloud software, Digital SLR cameras, and smart classrooms. These facilities are already in place. The Department of Journalism and Strategic Media's building, Meeman Journalism Building, has four smart classrooms with Macintosh computers. It also has 18 Digital SLR cameras and eight video cameras available for use. The program will use existing computer lab facilities in Journalism and Strategic Media. No new library resources are needed.

SUPPORT RESOURCES – Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

- Evidence of willingness to partner - Include government, education, health and business entities.
- Other Support Currently Available - Include support staff, university and non-university assistance.
- Other Support Needed -- List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

The Department of Journalism and Strategic Media faculty will advise students about program requirements and career development. Students will have a JRSJ advisor specifically for the program, as is consistent with other programs in the department. The Department of Journalism and Strategic Media has one administrative assistant to support its operations. Because faculty are already teaching the courses, no additional professional development is needed. The Department will collaborate with industry professionals for program review, internships, and service learning projects.

Partnership with Department of Art

The goal of this program is not to compete with the Department of Art's programs in graphic design or photography. Instead, it seeks to be complementary to them. In the professional world, graduates of Journalism and Art work side-by-side in some creative careers, but often with different roles. Graduates from Journalism bring talents in writing and research, while graduates from Art bring creative and technical acumen, and both bring strategic thinking and creative ability. Because the industry presents a strong need for both kinds of individuals, the ability of the University of Memphis to meet these needs provides a boost to the professional community. To that end, the Department of Journalism and Strategic Media and the Department of Art will cross-list courses of mutual benefit. Those courses would be:

*JOUR 4140 and ART 4223 (Publication Design specialized studies topic)
JOUR 4220 and ART 4220 (Print Communication Design).
JOUR 4526 and ART 4526
JOUR 4500 and ART 4500*

JOUR 4550 and ART 4550

JOUR 4560 and ART 4222 (Interactive Multimedia Design)

JOUR 4920 and ART 4223 (Information Design specialized studies topic)

These courses will be offered in rotation by both departments based on demand and instructor availability. The goal would be for all courses to be offered at least once in a two-year cycle. Additional courses in these areas proposed by both departments will be considered for cross-listing by the College of Communication and Fine Art curriculum committee and the faculty of both departments.

FACILITIES AND EQUIPMENT – Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

- Existing Facilities and Equipment - Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.
- Additional Facilities and Equipment Required or Anticipated - Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

The program will use existing computer lab facilities in Journalism and Strategic Media. The program requires computer labs with the Adobe Creative Cloud software, Digital SLR cameras, and smart classrooms. These facilities are already in place to serve existing courses in Journalism and Strategic Media; Meeman Journalism Building has four lab classrooms seating between 16 and 20 students each. Current facility capacity is sufficient for up to 400 majors in the department. However, if student enrollment across all majors in Journalism and Strategic Media, an additional computer lab outfitted as above would be needed. Projected enrollment in 5 years would likely be near 400 majors in the Department.

MARKETING AND RECRUITMENT PLAN – A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). Note: Programs may not be advertised nor students admitted prior to Commission approval.

Students will be recruited by standard means for the Department of Journalism and Strategic Media, the College of Communication and Fine Arts, and the University of Memphis. We will use high school recruitment events, campus days, Discover Your Major Day, and our outreach to high schools to recruit students.

ASSESSMENT/EVALUATION – Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is undertaken periodically throughout the lifetime of the program indicating:

- the schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),
- those responsible for conducting program assessments or evaluations, and accreditation, and
- a plan for how results will inform the program post-approval

Student evaluations are required every semester for every course taught at the University of Memphis. Alumni and career services conduct an alumni survey every three years, and Journalism and Strategic Media conducts an alumni survey annually. Faculty and staff are evaluated once a year. The Department of Journalism and Strategic Media and its programs undergo program review every six years by the Accrediting Council on Education in Journalism and Mass Communications for its external accreditation. Information from all assessments is examined by faculty and staff and changes are made in the structure, curriculum and personnel as needed.

Assistant professor Matthew Haight, Ph.D., will lead the new major as program head. He will be primarily responsible for its evaluation. He will be assisted by the Department of Journalism and Strategic Media's assessment committee and its assistant chair, Sandra Utt, Ph.D.

Program evaluations associated with Quality Assurance and institutional program review will occur in the major's capstone course. The program expects to have its first graduates in AY 2018-19, as its requirements can be met with some adaption from students currently enrolled in other Journalism and Strategic Media majors. Graduates will be assessed upon their completion of the major capstone, JOUR 4900, via a portfolio report. External professionals will review student portfolios. The rubric for portfolio assessment is Appendix F: JRSM Portfolio. JOUR 4900 is taught every spring semester; therefore, graduates will be assessed annually. Further, students in JOUR 1750, 2121, 3900, and 4700 will have their work assessed as part of the Department's assessment plan. Assessment of these courses is conducted every semester.

Program objectives for a B.A. in Creative Mass Media from the Department of Journalism and Strategic Media are:

- *To think critically, creatively and independently*
- *To conduct research and evaluate information by methods appropriate to the communications professions in which they work*

- *To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve*
- *To critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.*

Assessment metrics and feedback

- *To think critically, creatively and independently: Assessed by external professional evaluation of created work in portfolio. Will inform content of courses to stress critical and creative thinking skills.*
- *To conduct research and evaluate information by methods appropriate to the communications professions in which they work: Assessed by external professional evaluation of research work in portfolio. Will inform content of courses to stress research skills.*
- *To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve: Assessed by external professional evaluation of created work in portfolio. Will inform content of courses to stress writing skills.*
- *To critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness: Assessed by peer evaluation of student work in courses and in values-driven Journalism and Strategic Media course (JOUR 4702, 4704, 4708, 4716, 4720). Will inform classroom discussion of critique.*

ACCREDITATION – Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may requires a SACS-COC review should be indicated.

The Department of Journalism and Strategic Media is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The new program fits within what is accredited by ACEJMC. The Department was last reaccredited in 2012-13, and will be up for reaccreditation in 2018-19.

FUNDING – A budget projection using the THEC Financial Projection form that documents the institution's capacity to deliver the proposed program within existing and projected resources must be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees), 5 years (undergraduate and master's degrees) or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

Please see attached Appendix B: THEC Financial Projections.

Appendix A.1 – A.8: Letters of Support

December 5, 2016

Tennessee Board of Regents
1 Bridgestone Park, Third Floor
Nashville, TN 37214

RE: Support for the addition of the Creative Mass Media major to the Department of Journalism and Strategic Media at the University of Memphis

Dear Members of the Board of Regents:

As an alumnus of the University of Memphis (M.A. in journalism) and as someone working in the fields of marketing and development, I fully support the university's decision to expand its program by adding the **creative mass media** major to its curriculum.

From my understanding, this major will provide students with a more focused knowledge composed of journalistic and artistic methods for creating content and solving problems. With the rapid evolution of media, professionals in my field are continuously refreshing their methods of communicating with consumers and supporters.

It is not surprising that segmented audiences respond to messages differently, and their reception continues to influence how future campaigns and programs are developed. Yet, the proliferation of social applications and sheer volume of media content required of said campaigns have resulted in the need for team members to be well-versed in creating dynamic content while simultaneously interpreting how audiences might react. In other words, the more of an expert an intern (or employee) can be in regards to content creation and consumption, the more of an asset she or he is to any project.

By having a thorough understanding of how information is disseminated and by having a trained yet creative eye for good design, a future creative mass media major would bring important insights and skills to campaigns, especially those that target Generation Z.

While it appears that students can currently take additional art classes in addition to the journalism core that is offered, this proposed major would bridge two fields in a more seamless, holistic, and strategic manner. For interns that I have previously hired over the last several years, those that had dabbled in multiple subjects consistently provided rich perspectives and original approaches to problem solving.

Continued: Proposed Creative Mass Media Major at the University of Memphis

Thus, this new hybrid major would provide a technical and imaginative direction for students who are drawn to the field of communication.

Simply put, this major's proposed emphasis would equip future University of Memphis graduates with practical skills while honing their artistic talents so that they would be primed to enter an agency or organization out of the gate.

Speaking on my own behalf and reflecting on the diverse requirements needed for designing and executing national campaigns and programs, I encourage you to consider adding this significant major to the university's offerings.

Respectfully submitted,



Burton B. Bridges
Associate Director, Field Ops Strategy, Communications, & Solutions
ALSAC/St. Jude Children's Research Hospital
burton.bridges@stjude.org

November 16, 2016

Dear Tennessee Board of Regents:

We are writing to affirm our support for the new Creative Mass Media major in the Department of Journalism and Strategic Media at the University of Memphis. As an employer of those in the journalism, creative and media fields (and the largest advertising agency in the region), we can attest to the need for education and skills that recognize the complexity and interrelated nature of media in today's landscape. We are increasingly seeking employees with "hybrid" skills—the ability to develop strategies and ideas as well as execute in a variety of media, especially video. Social media in particular benefits from people who can write in combination with shooting photos and video. It's increasingly common for one person to be expected to do all the above, expertly and efficiently.

Media is not only vastly different from a decade or two ago, it changes on an almost constant basis. Just keeping up with the array of channels and technologies available today is tough, yet we also have to be expert in their use. This requires not only the ability to think creatively across that spectrum but to adapt to a continuous stream of new opportunities. Programs (like this one) that blur the lines between various media are what is needed to prepare students for new realities in the market.

Sincerely,



Gary Backaus
Chief Creative and Strategy Officer



November 20, 2016

Tennessee Board of Regents:

I am writing to express my support of the University of Memphis Department of Journalism and Strategic Media's proposal of a new Creative Mass Media Major.

As the lead editor of a regional lifestyle publication, I'm grateful for the alumni who have come through our doors with much-needed skills in photography, videography, and design. I am excited to see the department evolve and pioneer new methods of storytelling through multimedia and visual communication.

The field of journalism is ever-changing and the University of Memphis should do everything in its power to keep the pace. Adding these new courses is a step in the right direction and should prove to be a boon for the next generation of writers, editors, and photographers.

Sincerely,

Casey Hilder
Editor, Click Magazine
Cell: (901) 647-9248, editor@myclickmag.com



LETTER OF SUPPORT

TO: Tennessee Board of Regents
RE: Creative Mass Media major at the University of Memphis
DATE: November 18, 2016

Dear Honored Members of the Tennessee Board of Regents,

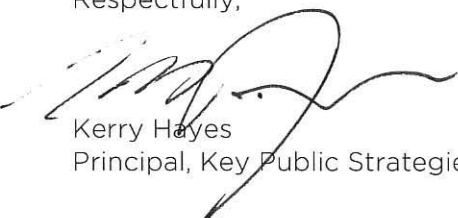
I am very pleased to submit this letter of support for the creation of a new major field of study at the University of Memphis, **Creative Mass Media**, which will focus on journalism and media skills for skills for photography, videography, design, multimedia, and visual communication.

I have been working full-time in marketing, strategic communications, media relations, and public affairs in the for-profit, non-profit, and public sectors for the last 14 years. Currently, I own my own communications consulting practice, **Key Public Strategies**. My clients run the gamut from start-ups and small businesses, to established education and advocacy groups, to community development entities. These disparate companies and organizations share a common and constant need to tell their own stories, on their own terms, in ways that further their own missions and serve their unique constituencies. Traditional techniques of cultivating earned media are being disrupted on an almost weekly basis by advances in both hardware and software that allow for the efficient creation and distribution of content.

This new era of strategic communications augurs a new skill set for the storytellers and journalists of the future – one that unites the very media and methods that Dr. Matthew J. Haught and his colleagues at the University of Memphis recognize. The establishment of this major places the University at the vanguard of an emerging professional field. I have no doubt that it will become enormously popular among an increasingly sophisticated and media-savvy student body; it will certainly elevate the University of Memphis's profile among professionals in this sector, myself included.

I strongly support the creation of the Creative Mass Media major and look forward to seeing its graduates excel in our community and beyond in the years ahead.

Respectfully,



Kerry Hayes
Principal, Key Public Strategies



OBSIDIAN

Nov. 14, 2016

Tennessee Board of Regents:

I wanted to express my most sincere support of The University of Memphis Department of Journalism and Strategic Media's proposal of a new Creative Mass Media major. I am a 1997 graduate of the journalism program at the U of M, and I'm so excited to see expansion in offerings at my alma mater. This signals to me that leadership understands the dynamic nature of our profession and that they have a yearning to produce the best students possible – who will eventually become major assets in our industry.

The skills that will be offered through this new program are in great (and increasing) demand in our profession, especially in our city. We outsource daily to specialists who support our PR strategy. That includes photography, videography, design, multimedia and other elements of visual communication. Without these valuable partners, our work wouldn't come to life. We continually seek out new partners, and honestly, the well isn't as deep as it should be. I'm eager to see fresh and local faces equipped with a great passion and skill set that will serve our client base well.

If the U of M wants to stay relevant programmatically speaking, it must evolve as our industries do. This is a great example of that, and I encourage your support in this endeavor.

Sincerely,

Courtney Liebenrood Ellett
Principal

PUBLIC RELATIONS



November 16, 2016

Dear Tennessee Board of Regents:

I am writing to declare Red Rover's support for the new Creative Mass Media major in the Department of Journalism and Strategic Media at the University of Memphis. Through our years of experience, we have developed a keen understanding of the ever-changing educational and employment needs within the marketing industry. It is with certainty that we can attest to the need for this degree program. It is a program providing much-needed development toward the employment opportunities which have evolved from the ever-changing platform the communications field has become.

As an employer, I appreciate the University of Memphis' insight to progress. Its educational offerings serve the needs of the industry and I look forward to considering your students for future employment opportunities.

Sincerely,

Rhonnie Brewer
Marketing Strategist

Southern Bride®

Nov. 16, 2016

Tennessee Board of Regents:

Southern Bride would like to express our most sincere support of The University of Memphis Department of Journalism and Strategic Media's proposal of a new Creative Mass Media major. I am a former student of the UofM, and I'm excited to see expansion in offerings at my alma mater.

The skills that will be offered through this new program are in great (and increasing) demand in our profession, especially in our city. We look for editorial assistants who have the skills to keep up in the fashion world. That includes photography, videography, design, multimedia and other elements of visual communication. Without these elements, our work wouldn't come to life. We value these skill sets and pursue students who can bring them to the table. I'm eager to see fresh and local faces equipped with a great passion and skill set that will serve our print magazine and online blog.

The UofM must keep up with the evolving industry. By adding these extremely important courses, students will be well-equipped for the professional world after graduation. I encourage your support in this program.

Sincerely,

Scottie Key Watson

Blog Editor & Editorial Stylist

6263 Poplar Avenue, Ste. 335, Memphis, TN 38119
Tel: 901-761-1505 / Fax: 901-761-4214
www.southernbride.com



November 22, 2016

Dear Tennessee Board of Regents Members:

I write this letter as an enthusiastic endorsement of the idea of Creative Mass Media major field of study in the Department of Journalism and Strategic Media at the University of Memphis. I believe I am in a unique position to understand why this field of study is pertinent in today's market and in the years to come.

I spent 20 years in a journalism career, the last five years as Executive Editor of *The Commercial Appeal* in Memphis. I have spent the following 21 years as an advertising executive and as the creative director for the advertising agency I own. I have watched as the skills required in both of those fields have evolved, and grown more aligned. Today, reporters and line editors must have multiple skill-sets. A reporter must be able to create a story on various platforms and do so seamlessly. A worker in the fields of advertising, public relations and marketing must be able to tell a story using many of the very same tools — writing, photography and videography, composition and design. Creativity is essential in each case.

I believe the new major will keep the University of Memphis on the leading edge in these fields, and will make graduating students more marketable as employees in various communication careers.

Sincerely yours,

A handwritten signature in blue ink that reads "David Wayne Brown".

David Wayne Brown
Persident, Splash Creative

Appendix B: THEC Financial Projections

Tennessee Higher Education Commission					
THEC Financial Projections					
University of Memphis					
Creative Mass Media, Department of Journalism and Strategic Media					
Seven-year projections are required for doctoral programs.					
Five-year projections are required for baccalaureate and Master's degree programs					
Three-year projections are required for associate degrees and undergraduate certificates.					
Projections should include cost of living increases per year.					
	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$ -	\$ 50,000		\$ -	\$ -
Equipment	-	50,000	10,000	10,000	10,000
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	\$ -	\$ 100,000	\$ 10,000	\$ 10,000	\$ 10,000
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty	The \$122,000 in salaries and benefits are 2 existing JRSJ faculty members who are assigned to the new major.				
Salary	\$ 122,000	\$ 132,000	\$ 142,000	\$ 162,000	\$ 162,000
Benefits	44,408	44,408	44,408	44,408	44,408
Sub-Total Faculty	\$ 166,408	\$ 176,408	\$ 186,408	\$ 206,408	\$ 206,408
Support Staff					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -
Operating					
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-
Equipment	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ 166,408	\$ 176,408	\$ 186,408	\$ 206,408	\$ 206,408
TOTAL EXPENDITURES (A + B)	\$ 166,408	\$ 276,408	\$ 196,408	\$ 216,408	\$ 216,408
*If tuition and fees for Graduate Assistants are included, please provide the following information.					
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					

Tuition and Fees ¹	127,736	255,472	393,332	393,332	393,332
Institutional Reallocations ²	38,672	20,936	(196,924)	(176,924)	(176,924)
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$ 166,408	\$ 276,408	\$ 196,408	\$ 216,408	\$ 216,408
Notes:					
(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.					
2017-18					
(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.					
The \$122,000 in salaries and benefits are 2 existing JRSM faculty members who are assigned to the new major.					
(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance)					
NA					
(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).					
NA					
(5) Please provide information regarding other sources of the funding.					

Appendix C: Program Summary

Student: _____

Adviser: _____

2017 Catalog

UU#: _____

Revised 4/16

Creative Mass Media Major

Journalism and Strategic Media Core (21 hours) Grade Prerequisites

1700	Survey of Media	_____	
1750	Precision Language	_____	
2121	Media Writing	_____	JOUR1750
3900	Visual Media	_____	
4700	Media Law	_____	

and **one** of the following:

4702	Media, Diversity and Society	_____	
4704	Issues in Sport and Media	_____	
4708	Media Ethics	_____	
4716	Media History	_____	
4720	Presidents and the Press	_____	

and **one** of the following:

4930	Media Internship	_____	Permit and 45 hours
4940	Student Media Practicum	_____	Permit and 45 hours

Creative Mass Media Major Requirements (24 hours)

3324	Creative Strategy	(fall)	_____	JOUR 2121, 3900
3526	Multimedia Storytelling		_____	
4500	Web Publishing I		_____	JOUR 3900
4900	Advanced Visual Media	(spring)	_____	JOUR 3900 and 75 hours

Select three of the following:

4140	Publication Design		_____	JOUR 3900
4220	Print Communication Design		_____	JOUR 3900
4328	Advertising Campaigns	(spring)	_____	permission of instructor
4526	Advanced Photojournalism		_____	JOUR 3526
4550	Web Publishing II		_____	JOUR 4500
4560	Interactive News		_____	JOUR 4500
4920	Information Design		_____	JOUR 3900

One journalism and strategic media elective (3) _____

Journalism and Strategic Media Hours for Creative Mass Media Major (45)

Please Note: No more than 48 hours in journalism and mass communication/media will count toward graduation. Students who wish to take more than 48 hours of journalism and mass communication/media courses must increase their hours, accordingly.

Other Requirements (9 hours)

Select 9-upper division hours in ART focused in graphic design or photography from courses not cross-listed with JOUR courses (excludes practicum, independent study, internship and workshop).

2016-2017 Catalog GenEd and BA Requirements

General Education (41 hours)

Communication (9 hours)

_____ ENGL 1010 *Must earn a "C"*
_____ ENGL 1020 *Must earn a "C"*
_____ COMM 2381

Math (3 hours)

_____ MATH 1420, 1530, 1710, 1730, 1830, 1910

Humanities/Fine Arts (9 hours)

_____ ENGL 2201 or 2202

Plus any two: NOTE: Students should chose one H and one FA.

_____ ART 1030 (FA)	_____ PHIL 1101 (H)
_____ ARTH 2110 (FA)	_____ PHIL 1102 (H)
_____ ARTH 2120 (FA)	_____ POLS 1101 (H)
_____ CLAS 2481 (H)	_____ POLS 1102 (H)
_____ COMM 1851 (FA)	_____ RLGN 1100 (H)
_____ DANC 1151 (FA)	_____ THEA 1030 (FA)
_____ JDST 2850 (H)	_____ UNIV 3580 (H)
_____ MUS 1030 (FA)	_____ UNIV 3581 (H)
_____ MUS 1040 (FA)	

History (6 hours)*

_____ ANTH 3282	_____ HIST 3863
_____ HIST 1110	_____ HIST 3881
_____ HIST 1120	_____ HIST 4851
_____ HIST 2010	_____ POLS 4212
_____ HIST 2020	_____ POLS 4405
_____ HIST 2030	_____ SOCI 3422

**Students who haven't completed one year of American History in high school must complete 6 hours of American history or 3 hours of American history and 3 hours of Tennessee history.*

Social and Behavioral Science (6 hours)

_____ ANTH 1100	_____ POLS 1301
_____ ANTH 1200	_____ POLS 1501
_____ CSED 2101	_____ PSYC 1030
_____ ECON 2010	_____ PSYC 3510
_____ ECON 2020	_____ SOCI 1010
_____ ESCI 1301	_____ SOCI 2100
_____ ESCI 1401	_____ UNIV 2304
_____ JOUR 1700	_____ WMST 2100
_____ POLS 1030	

Natural Science (8 hours)

Select two with their labs.

_____ BIOL 1010/1011
_____ BIOL 1020/1021
_____ BIOL 1110/1111 (science majors)
_____ BIOL 1120/1121 (science majors)
_____ CHEM 1010/1011
_____ CHEM 1020/1021
_____ CHEM 1110/1111 (science majors)
_____ CHEM 1120/1121 (science majors)
_____ ESCI 1010
_____ ESCI 1020
_____ ESCI 1040
_____ ESCI 1050
_____ ESCI 1103
_____ PHYS 1010/1001
_____ PHYS 1020/1002
_____ PHYS 2110/2111 (science majors)
_____ PHYS 2120/2121 (science majors)

Bachelor of Arts (minimum of 6 hours)

These hours are in addition to the General Education requirements.

Foreign Language (6 hours at the 2000 level)

_____ 1010 (*not included in BA credits needed*)
_____ 1020 (*not included in BA credits needed*)
_____ 2010
_____ 2020

Fine Arts (3 hours)

*Required if a Fine Art was **NOT** taken as part of the GenEd requirements.*

ART 1030, ARTH 2010, ARTH 2020, COMM 1851, COMM 4850, COMM 4858, DANC 1151, DANC 3101, MUS 1030, MUS 1040, MUHL 4800, THEA 1030, THEA 4551, THEA 4552

Electives or Minor

Total hours, including majors courses, should be 120 hours. 42 hours must be upper division (3000 or 4000).

Appendix D: Course Syllabi

Survey of Media

JOUR1700-001, 350

Fall 2016

12:40-2:05 p.m. M/W, Room 100

Instructor: Candace Justice

Office: 210 D Meeman Journalism Building Office Hours: Monday, 4-6 p.m.; Tuesday, 3-4 p.m.;
or by appointment

Phone: 678-4790

Email contact: ccjustice@memphis.edu (best way to reach me)

Twitter: @ccjustice2

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Social background, scope, functions and organization of modern communication media, attention to all major mass communication media; philosophy and goals of modern journalism; impact on governmental, social and economic systems.

PREREQUISITE:

None

TEXTBOOKS:

Mass Communication: Living in a Media World, 5th edition, Ralph E. Hanson.

ISBN 978-1- 4833-4475-1 You may use the paperback book (new or used) or the loose leaf bundle of the 5th edition, which is the same material and page numbers, but \$10-\$15 cheaper than the bound paperback. If you buy the loose-leaf bundle, you merely put it in any loose leaf notebook you have. Material is exactly the same and both come with the same extras. Tiger Bookstore, which is about a block from campus, is considerably cheaper for both the bound book and loose-leaf book than the on-campus bookstore, though some scholarships require you to buy it on campus (who knows why).

Loose leaf:

Bundle ISBN: 9781506365824

CUSTOM BUNDLE: Hanson: Mass Communication 5e + Hanson: Mass Comm IEB + Communication Career Guide.

or

Bound Paperback:

Bundle ISBN: 9781506365886

CUSTOM BUNDLE: Hanson: Mass Communication 5e + Hanson: Mass Comm IEB + Communication Career Guide.

or

If you would like to save money by buying the 3rd or 4th edition of this book instead of the 5th, I can give you a list of the readings (same material as 5th edition, but different page numbers). The 5th edition is probably all that will be available in the campus bookstore, but the 3rd and 4th edition can be found online or at used textbook stores near campus.

CLASSROOM FORMAT:

Lecture and discussion will be used in the teaching of the class, and students will be tested on lectures by the professor and guest speakers, as well as on textbook readings. The majority of test material is taken from lectures and guest speakers, so class attendance is essential for a good grade.

GRADING:

The Plus Minus Grading System, which is optional for all professors, is NOT used in this class, because it is unfair to people making an A plus or C minus.

A: 900-1,000 points B: 800-899 points C: 700-799 points D: 600-699 points F: 599 and below
There will be three major tests, each counting 200 points. You will be tested on only the material covered since the last test. There will be quizzes on some of the textbook readings you will be assigned. These each count 25 points. There will also be a 25-point ethics exercise and four 50-point media assignments (specifics to be announced). Honors students will do one additional assignment (details to be announced)

Major tests can be made up with a documentable serious illness or family crisis, at the discretion of the professor. However, **NO** 25-point chapter quizzes will be made up, even with a valid excuse.

However, you will have several 25-point extra credit opportunities during the semester that you can use to make up a missed chapter quiz or for extra credit. If you come into class after the quiz has been given and turned in, you may **NOT** take it.

No laptops or other electronic devices are to be used in class. This includes texting and anything else that can possibly be done with an electronic device. If you so much as glance at your cell phone or another electronic device during class, there will be a grade penalty.

Attendance Policy

In keeping with departmental policy, attendance is mandatory. However, in the case of a documentable family emergency or death or in the event of illness, make ups of major tests and projects will be allowed at the discretion of the professor. If you are seeking an excusable absence for an illness, you must bring a doctor's note that says you were too ill to attend class. It is **NOT** an excusable absence if you simply bring a slip saying you had a doctor's appointment. In other words, non-urgent doctor or dental appointments alone will not excuse an absence, considering that those can be scheduled when you don't have class. A doctor's note has to specifically address whether you were allowed medically to attend class by your doctor or a nurse practitioner. If an adviser or other professor tries to schedule an appointment with you during this class time, tell them you must schedule at another time. Meeting with an adviser or another professor will not be an excused absence.

Please note: Chapter quizzes (25 points) and in-class graded assignments cannot be made up under any circumstance, even if the absence is excused. However, there will be several extra credit opportunities throughout the semester that you can use to make up the missed chapter quizzes.

The second day of class, you should sit where you will sit the rest of the semester. A seating chart will be drawn up and roll taken every class. It is your responsibility to sit in the correct seat or you will be marked absent. My graduate assistant will also mark the roll, deducting points when you use phones and other electronic devices, which are not allowed.

Final Exam Date Change

Please note that the final exam will **NOT** be given during exam week, but rather will be given the last day of regular classes, Wednesday, Nov. 30.

Honors Students:

If you are registered in the Honors section (350), you will be required to interview someone who works full-time in a media job and write an informal paper about the person. Do not attempt this, however, until I send detailed instructions by email only to the honor students later in the semester. It is not due until Monday, Nov. 14.

TENTATIVE TIMETABLE:

Because there will be many guest speakers from various busy communications professions coming to class, the entire semester cannot be outlined at once. Therefore, you will get a timetable in portions. Below is the first.

Monday, Aug. 22 — Go over syllabus. Call roll. Explain important class rules.

Wednesday, Aug. 24 — Effects of mass media on society. Lecture and class discussion. No textbook reading.

Monday, Aug. 29 — Lecture on the book publishing business. No textbook reading.

Wednesday, Aug. 31 — Newspaper lecture. Before lecture: 25-point quiz on Chapter 6: pages 136-145, if you have the fifth edition. For 3rd and 4th editions, see page numbers below.

Monday, Sept. 5 — Labor Day. No class.

Wednesday, Sept. 7 — Newspaper Panel: reporters and editors from several Memphis area newspapers will be our guest speakers.

Readings for those using 3rd edition of textbook:

Chapter 6, Newspapers — Pages 187-193 Chapter 5, Magazines — Pages 154-156 and 160-165

Readings for those using 4th edition of textbook:

Chapter 6, Newspapers — Pages 126-137 Chapter 5, Magazines — Pages 104-110

FIVE PILLARS OF JOUR1700

- *Professionalism*: Lecture/discussions on ethics and media law help students learn to conduct themselves professionally. Guest speakers often include professionalism in their talks.
- *Writing*: Although not a writing course, this class through professor's lectures and guest speakers teaches students the importance of good writing skills in all segments of journalism.
- *Multimedia*: Guest speakers nearly always include discussion of multimedia in all segments of journalism and lectures emphasize the importance of multimedia skills.
- *Critical Thinking*: Critical thinking skills are developed through ethics discussion and in-class exercises; through question-and-answer sessions with guest speakers from the profession; and media effects class where questions, such as "Does the media reflect reality or create it?" and "Does media influence the values of individuals and society?" are discussed.
- *Media Literacy*: The course by its very nature emphasizes media literacy with its lectures, discussions and guest speakers on newspapers, books, magazines, radio, TV, Internet journalism, movies, advertising and public relations.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR1700:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Recognize the role of media in influencing the political and cultural dynamics on the global stage.
- Develop a strong historical sense of how mass communication technologies originated and developed.
- Understand the variety of relationships between media and their audiences, including diverse audiences.
- Be sensitive to the needs of diverse and under-represented groups in programming and creating messages.
- Understand the ongoing government regulation of the U.S. Media as well as the constitutional principles that guide it.
- Recognize the ethical and philosophical issues that arise in media culture and understand the range of viewpoints regarding these issues.
- Understand the behind-the-scenes operations and decision-making processes of major mass communication industries.
- Understand how new technology affects the media and communication.
- Understand what's involved in preparing for and advancing a career in the changing media.
- Understand the allied fields of advertising and public relations and their relationship to media systems.
- Understand mass communication theories and their application to media professions.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Earn a passing score on periodic tests and/or exams.
- Participate in one or more outside activities (e.g., attend FOI lecture, interview media professional, visit media organization, participate in applied research) at the discretion of the instructor.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR1700:

Awareness:

- Lecture, discussion on First Amendment and basics of media law
- Text readings, guest speakers and lectures by professor will address all the major divisions of mass media, including newspaper, magazine, TV, radio, Internet, books, movies, public relations and advertising.
- Diversity will be discussed as it applies to all areas of mass communication

Understanding:

- When ethical decision making is discussed throughout the semester as it applies to each media profession, students will be required to present justification for their opinions during discussion and class exercises to show they are not just repeating the instructor's lecture points, but showing understanding of the process.
- Discussion questions will be posed in class to stimulate critical thinking. Independent thinking is encouraged.

Application:

- Each student will interview a media professional and write an informal paper on what you learned. This is not a writing class, so you will not be graded on writing proficiency. Content and student's obeying the rules set for the assignment will determine the grade.
- There will be four smaller media assignments. Specifics to be announced throughout the semester.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness:* familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding:* assimilation and comprehension of information, concepts, theories and ideas.
- *Application:* competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile

- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Precision Language

JOUR 1750-001, 501

Fall 2016

MW 2:20-3:45 p.m.

Meeman 100

Joe Hayden, Ph.D.

Office: Meeman 304

Office hours: TBA

Phone: 901-678-4784

e-mail: jhayden@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Introduction to grammar and writing style for use in journalism and mass communication; foundations of research and information gathering, media literacy, and plagiarism.

PREREQUISITE:

None

TEXTBOOKS:

Required:

* Arnold, G.T. (2013). *Media Writers Handbook 6th ed.* New York: McGraw Hill.

ISBN: 978-0-07-351200-6

* *Associated Press Stylebook*. 2013 Edition.

ISBN: 978-0-917360-57-2

CLASSROOM FORMAT:

This course teaches the basic skills of writing and grammar. Sometimes, this will be a review for you. Other times, this will address new material. Each class will have a lecture that addresses the content. On your own time, you will complete homework activities associated with that lesson.

COURSE REQUIREMENTS:

1. Weekly exercises to be completed via eCourseware.
2. Several writing assignments
3. 3 exams
4. Final exam

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60 (NOTE: Plusses and minuses may be given)

Assignment	% of Final Grade
Weekly exercise	25%
Writing assignments	25%
Exams	30%
Final Exam	20%

OTHER ISSUES:

This course is essential to your success in the Department of Journalism & Strategic Media. It builds the grammatical and style skills necessary for clear and effective writing. And writing is one of the hallmarks of a professional communicator.

Lectures for each week coincide with the readings for that week. Please take the time to read the book and be prepared for the lecture. While some of these concepts seem elementary, a solid sense of grammar is essential in our profession. Attendance at the lectures is mandatory.

This course requires you to do work outside of class. Stay on top of the weekly assignments. Late work will not be accepted.

Taking JOUR 1750 signifies that you've gained entrance to a professional program. Please act accordingly.

ATTENDANCE & CLASS CONDUCT:

Attendance is mandatory and will be taken at the beginning of each class session. Students are allowed three unexcused absences; after that, additional missed classes will drop the student's final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. University policy for excused absences applies to this course.

Tardiness will not be tolerated. After two late arrivals, one percentage point will be deducted from the student's final grade for each additional incident.

Attendance will be determined by signing the daily sign-in sheet for the course. Signing another person's name will result in expulsion from this class and possibly the university.

DEADLINES:

All deadlines are firm. This is journalism and mass communication. Late work will not be accepted. Exceptions will be made for reasonable circumstances if the student notifies the instructor **prior to or on** the due date. Work must be turned in via eCourseware.

COMPUTER USAGE:

Students are expected to use a computer in this course. The Department of Journalism & Strategic Media has computer lab hours available for students to use the labs in the Meeman Journalism Building. Labs also are available in the University Center and the Library.

Class	Content	Due	Readings
Mon., Aug. 22	Introduction. Syllabus. 25 Ways to Improve Your Writing Immediately		
Wed., Aug. 24	25 Ways to Improve Your Writing Immediately	HW 1	Arnold, 1
Mon., Aug. 29	Are These Distinctions Worth Making?		Arnold 2
Wed., Aug. 31	Library Research Skills	HW 2	
Mon., Sept. 5	<i>Labor Day (No class)</i>		Arnold 3
Wed., Sept. 7	Language Lapses, Internet Research Skills	HW 3	
Mon., Sept. 12	It's Nobody's Guess		Arnold 4
Wed., Sept. 14	The Trouble with "Only;" One Potato Two Potatoes	HW 4	Arnold 5-6
Mon., Sept. 19	Excising the Excessive; "I Don't Sound Like a Vice President"		Arnold 7-8
Wed., Sept. 21	Interviewing	HW 5	
Mon., Sept. 26	Exam 1		
Wed., Sept. 28	Nouns; Pronouns; Agreement	HW 6	Arnold 9-11
Mon., Oct. 3	Verbs		Arnold 12
Wed., Oct. 5	Subject-Verb Agreement	HW 7	Arnold 13
Mon., Oct. 10	<i>Fall Break (No class)</i>		
Wed., Oct. 12	Adjectives; Adverbs; Comparison	HW 8	Arnold 14-16

Mon., Oct. 17	Prepositions		Arnold 17
Wed., Oct. 19	Conjunctions; Interjections	HW 9	Arnold 18-19
Mon., Oct. 24	Sentences and Syntax		Arnold 20
Wed., Oct. 26	Media Literacy	HW 10	
Mon., Oct. 31	Exam 2		
Wed., Nov. 2	Periods; Question Marks; Exclamation Marks		Arnold 21-23
Mon., Nov. 7	Commas		Arnold 24
Wed., Nov. 9	Semicolons; Colons and Dashes	HW11	Arnold 25-26
Mon., Nov. 14	Parenthesis and Brackets; Slashes and Hyphens		Arnold 27-28
Wed., Nov. 16	Apostrophes; Quotation Marks; Sensitivity	HW 12	Arnold 29-31
Mon., Nov. 21	Exam 3		
Wed., Nov. 23	<i>Thanksgiving break (No class)</i>		
Mon., Nov. 28	Review		
Wed., Nov. 30	Review		
Wed., Dec. 7, 1-3 p.m.	Final exam	Final	

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

FIVE PILLARS OF JOUR1750

- *Professionalism*: Students learn the implications of accuracy in language. They explore styles and grammar used in professional media applications.
- *Writing*: JOUR 1750 addresses grammar and writing skills through discussion and exploration of grammar specific to journalism and mass communications.
- *Multimedia*: Students explore the use of grammar for multimedia application.
- *Critical Thinking*: Students explore options for creating and sourcing media content.
- *Media Literacy*: JOUR 1750 addresses media literacy by exposing students to the vocabulary and grammar of media production. Students learn how media is researched, sourced, and prepared through multiple assignments.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR1750:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Develop advanced understanding of grammar as used in mass communication.
- Establish a working knowledge of Associated Press style.
- Understand media language respectful of a diverse audience.
- Critically examine the language used in media as persuasive and communicative.
- Expand knowledge of the resources available for communications professionals.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Examination of grammar skills specific to journalism and mass communication
- Examination of Associated Press writing style
- Examination of understanding of current events
- Examination of research techniques and available resources.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR1750:

Awareness:

- Becoming aware of specific language for journalism and mass communication.

Understanding:

- Use of grammar to communicate clearly, precisely, and succinctly.

Application:

- Passage of examinations concerning grammar, AP style, and basic information-gathering skills.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES**PORTFOLIO REQUIREMENT:**

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there's a reason "DEAD" makes up half the word "deadline." All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Media Writing

JOUR 2121-003

Fall 2016

Mondays and Wednesdays: 9:10 to 11:25 a.m.

208 Meeman Journalism Building

Pamela Denney

Office: MJ 330

Office Hours: Thursdays 1 to 3 p.m. or by appointment.

(901) 678-3095 (office)

Email: padenney@memphis.edu

Twitter: @memphis_stew

Instagram: memphis_stew

COURSE REQUIREMENTS**CATALOG DESCRIPTION**

Basic instruction in journalistic forms and AP style; information gathering and composition of news stories; media literacy. One lecture hour, four laboratory hours per week.

PREREQUISITE:

JOUR 1750

TEXTBOOKS:***Required***

- Tim Harrower, *Inside Reporting* 3rd ed. (McGraw Hill, 2010) ISBN 978-0-07-337891-6
- *The Associated Press Stylebook 2016* ISBN 978-0-917360-63-3

Recommended

- Lauren Kessler and Duncan McDonald, *When Words Collide: A Media Writer's Guide to Grammar and Style* (Thomson and Wadsworth, 2004) ISBN 0-534-56206-X

CLASSROOM FORMAT:

This is a writing course. Consequently, students will write every week and receive regular feedback and coaching on their work. The class will consist of both lecture and laboratory time to be determined by instructors.

COURSE REQUIREMENTS:

- Writing assignments will be completed both inside and outside the classroom. During the semester, each student will complete three writing assignments written outside of class: (1) an advance story with at least two interviews; (2) an event with at least three interviews; and (3) a survey-based story with multiple interviews. When story rewrites are due, the original edited story must be turned in at the same time. **Rewrites will not be graded without the original story. Additionally, rewrites that do not include additional reporting discussed in story editing notes will receive lower grades than the original stories.**
- Assignments must have a story slug, date and byline and be filed in a word document that is double spaced with indented paragraphs in 11 pt. Verdana type. Do not put extra space between paragraphs. **If assignments do not follow this format, they will not be graded.**

- Media writing requires knowledge of Associated Press style. Therefore, all writing assignments for 2121 will be written in correct AP style, and all students will complete quizzes on basic AP style during the semester. Quiz schedules will be determined by instructors.
- Students will complete online portfolios using wordpress.com to showcase their work, to begin building a professional online presence and to facilitate future work and internship placement. The portfolios will include clips, design work, resumes and social media contacts.
- Students must stay informed about the news. They will, at a minimum, read The Daily Helmsman and The Commercial Appeal every day in order to be prepared for weekly current events quizzes. Free newspapers are located in boxes across campus.
- Students will complete a mid-term and a final exam. The mid-term will cover such things as leads, attribution and quotes. The final will include short stories written in class, along with AP style.
- All 2121 students also will take a writing diagnostic test at the beginning and the end of the semester. The initial test scores will not impact course grades, but will be used as part of a department assessment of student achievement. The re-test will count as a quiz grade.

GRADING:

- Lab assignments, homework, news quizzes and AP style quizzes): 50 percent (Story assignments will be weighted more heavily than quizzes and homework.)
- Three outside story assignments: 30 percent
- Online portfolio: 5 percent
- Mid-term exam: 5 percent
- Final exam: 10 percent

OTHER ISSUES:

- Media writing is a practical, hands-on course that teaches you to think and write as professionals. Consequently, regular attendance is vital. **When you miss a lab you cannot make up the work regardless of the reason.** Please do not email the instructor to ask what work was covered during your absence. Instead, check with a classmate or the class Facebook page. Remember: The work you do in class is worth 50 percent (that's half!) of your course grade.
- Meeting deadlines is essential for media professionals, so story deadlines are firm. **Late stories will not be accepted, except for medical emergencies with verification.** (A sinus infection is not a medical emergency.) Grammar, spelling, punctuation and AP style are crucial to your success in media writing. We will work in these areas every week, so please bring your textbooks to class as required by instructors.
- Coming to class well prepared is equally important. This means reading the assigned chapters in the textbooks and staying informed about current events. JOUR 2121 is the linchpin for a professional program in journalism, so act accordingly.

TENTATIVE TIMETABLE

<i>Week One:</i>	<i>Course Introduction</i>
Aug. 22:	What is news and what are news values?
Aug. 24	How news and media come together
	Read Chapter 2 plus pages 88-91 (Harrower)
<i>Week Two:</i>	<i>Media Writing Basics: Accuracy, Fairness and Balance</i>
Aug. 29:	Take Writing Diagnostic Test
Aug. 31:	The five W's and the inverted pyramid
	Current events quiz. Expect a quiz every Wednesday.
	Read Chapter 3, pages 35-47 (Harrower)
<i>Week Three:</i>	<i>Media Writing Basics: News summary leads</i>
Sept. 5:	Labor Day. No class.
Sept. 7:	Quiz on Chapter 2
<i>Week Four:</i>	<i>Media Writing Basics: AP style, quotes and attribution</i>
Sept. 12:	Read Chapter 3, pages 56-63 (Harrower)
	Read Chapter 4, pages 82-85 (Harrower)
	Bring AP Stylebooks to class.
Sept. 14:	
<i>Week Five:</i>	<i>Media Writing Basics: Story structure and nut graphs</i>
Sept. 19:	Read Chapter 3, pages 48-63 (Harrower)
Sept. 21:	Conference: Class canceled.
	ADVANCE STORY DUE
<i>Week Six:</i>	<i>Media Writing Basics: Sources, internet and interviewing</i>
	Read Chapter 4, pages 67-85 (Harrower)
Sept. 26:	AP Quiz No. 1
Sept. 28:	
<i>Week Seven:</i>	<i>Review of Media Writing Basics</i>
Oct. 3:	ADVANCE STORY REWRITE DUE
Oct. 5:	HUMANS OF MEMPHIS ASSIGNMENT DUE
<i>Week Eight:</i>	Fall Break (Oct. 8-11)
Oct. 10:	Fall Break: Class canceled.
Oct. 12:	AP Quiz No. 2
	MID-TERM EXAM
<i>Week Nine:</i>	<i>Alternate Leads</i>
Oct. 17:	Re-read Chapter 4, pages 44-47 (Harrower)
Oct. 19:	EVENT STORY DUE
<i>Week 10:</i>	<i>Developing story ideas and curiosity</i>
	Read Chapter 6, pages 116-125 (Harrower)
Oct. 24:	AP Quiz No. 3
Oct. 26:	EVENT REWRITE DUE

Week 11: *Creating Online Portfolios*
Oct. 31:
Nov. 2:

Week 12: *Election Week*
Nov. 7: **AP Quiz No. 4**
 SURVEY STORY DUE
Nov. 8: Election Day
Nov. 9:

Week 13: *Catch up Week*
Nov. 14: **AP Quiz No. 5**
Nov. 16: Review for final
 SURVEY REWRITE DUE
 Retake Writing Proficiency Test

Week 14: *Thanksgiving Holiday (Nov. 23-27)*
Nov. 21:
Nov. 23: **Holiday. No class.**

Week 15: *Final exams and final projects*
Nov. 28: **Final Exam**
Nov. 30: **ONLINE PORTFOLIOS DUE in class.**

Dec. 1: Study Day
Dec. 2-8 Final Exams

FIVE PILLARS OF JOUR 2121

- *Professionalism:* Students learn the professional skills and expectations of today's media environment by focusing on the basics: ethics, interviewing sources, writing news stories, and editing stories for accuracy and fairness. Students also have opportunities to publish stories in the campus newspaper.
- *Writing:* As the first writing course in the journalism curriculum, 2121 teaches students basic newswriting techniques. Coursework emphasizes grammar, sentence structure, AP style, leads, story organization, quotes, and attribution. Along with classroom and homework assignments, students write three outside stories: an advance story, an event or lecture story, and a news feature.
- *Multimedia:* Students learn how to use and distinguish social media as a professional tool with in-class assignments and a class Facebook page. Additionally, students build an online portfolio to showcase their professional skills, work experience, and writing samples.
- *Critical Thinking:* Students integrate the skills necessary to meet deadlines and to write accurate and professional news stories. Along with grammar and writing techniques, students learn to work independently, to develop story ideas, to interview sources, to organize information from multiple sources.
- *Media Literacy:* Students stay informed about news, newsmakers, and the business of media companies through classroom discussions, assignments, and weekly current events quizzes. Students also learn the basics of how news is written, packaged, and produced.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR 2121:

- Think critically, creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET FOR JOUR 2121:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Recognize the characteristics of news and newsworthiness, demonstrated through current events quizzes, lecture, and workbook exercises.
- Acquire basic information-gathering techniques, including interviewing and research, through classroom exercises and story assignments.
- Be familiar with libel and journalism ethics through classroom discussion and assignments.
- Understand the difference between fact and opinion.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Write an entry-level news story utilizing at least three sources and direct quotations.
- Write a speech or event story.
- Write a news feature.
- Use the AP Stylebook in applying basic news writing style rules to lab and outside assignments. Pass AP quizzes.
- Demonstrate an ability to write on deadline.
- Write different types of newsworthy leads.
- Take weekly current events quizzes.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR 2121:

Basic media writing is designed to provide the beginning journalism major with the essential skills that are crucial to careers in journalism, public relations, and advertising. These are the abilities to gather and process information, and, above all, to write effectively. The goal is for each student to have acquired entry-level professional writing skills by the end of the semester.

Awareness:

- Learn how journalism works in today's media environment

Understanding:

- Understand the difference between fact and opinion;
- Appreciate the value of original journalism, of intellectual integrity;
- Recognize the qualities of newsworthiness;
- Learn the basics of news gathering;
- Study the principles of effective story telling

Application:

As the first training step toward a career, JOUR 2121 will require students to do the following:

- Read and analyze news stories in order to learn what constitutes news;
- Practice correct grammar, punctuation and word usage;
- Learn AP news writing style;
- Practice writing leads, nut graphs, and indirect and direct quotes;
- Develop information-gathering skills and apply them to assignments;
- Organize information into a news story;
- Keep abreast of local, national, and international news.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

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- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
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The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

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WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Creative Strategy

JOUR 3324-001

Fall 2016

Meeman 202

9:40-11:55 a.m., TR

Matthew J. Haught, Ph.D.

Office: Meeman 326

Office hours: Monday 1-4 p.m. and by appointment

Phone: 901-678-3490

e-mail: mjhaught@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Principles of advertising psychology in relation to proven techniques for understanding the creative process, including writing effective copy and designing effective advertising. One lecture hour, four laboratory hours per week.

PREREQUISITES:

JOUR 2121, 3900

TEXTBOOK:

Drewniany, B.L. & Jewler, A.J. (2013). Creative Strategy in Advertising. Wadsworth: New York.

CLASS INSTRUCTION:

This course is designed to teach the fundamentals of a creative campaign. Students will learn techniques and the principles behind them to execute creative work for print, video, Web, and digital media. Further, students will build a portfolio of work to show potential employers. A typical class session will consist of a lecture, discussion, and assignment/lab time. Students are required to complete multiple writing and design activities and projects throughout the semester, as well as a final project. The final project should invoke all skills learned in the course.

REQUIRED SOFTWARE:

Adobe Photoshop CC, Adobe InDesign CC, Adobe Illustrator CC

Note: You may purchase the Adobe Creative Cloud on a month-to-month basis from Adobe.com.

OTHER REQUIREMENTS:

One Flash Drive (At least 2GB capacity)

ADDITIONAL INFORMATION:

This course will help you express your creativity in the form of effective advertising communication. Both sides of your brain will be exercised as creativity and strategy meet in the development of advertising and promotional ideas that are compelling, persuasive and strategically sound.

Students will work together, in rotating teams of two or three, to produce a high volume of rough creative ideas. You will be encouraged to value points of view, other than your own, in this process. The resulting ideas, in rough form, will be critiqued and possibly refined. The students will then take the best ideas to finished layouts for presentation to the class. Some of the creative assignments will emanate from “real world” creative briefs.

Advertising is a business. It’s about finding ways to get people to pay attention to your message and buy your product or service instead of someone else. But advertising is also about a passion for life and the joys of learning and living it to the fullest. Great creative emanates from curious committed people having fun. The hope is that you will leave this class with a better understanding of the advertising creative process and an impressive creative portfolio.

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grading Philosophy: A=Professional quality work that could be use with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.

Grade Distribution:

Creative activities	10%
Creative projects	60%
Exams	10%
Final project	10%
Portfolio	10%

Final exam time:

10:30 a.m.-12:30 p.m., Tuesday, December 6

ATTENDANCE & CLASS CONDUCT:

Attendance is mandatory and will be taken at the beginning of each class session. Students are allowed three unexcused absences; after three, additional unexcused absences will drop the student’s final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. University policy for excused absences apply to this course.

Tardiness will not be tolerated. After two tardies, one percentage point will be deducted from the student’s final grade for each additional tardy.

Attendance will be determined by signing the daily sign-in sheet for the course.

Mobile and electronic devices:

The use of electronic devices is permitted, as this class focuses on design and technology. Mobile telephones must be turned to vibrate during class and should be used only for emergencies. Excessive text messaging will not be tolerated.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Late work is not accepted. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to or on the due date. Work will be collected at the beginning of class, and must be printed and mounted or prepared for presentation before class.

COMPUTER USAGE:

Students are expected to use a computer in this course. Students will use Apple computers running the Macintosh operating system in class, but may use Windows computers at their own discretion. Students will work with the design software standard in the professional world. At this time, the professional standard is the Adobe Creative Suite, particularly Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Extensive instruction about how to use these programs will be offered in this course.

WRITING STYLE:

Students will be required to write a substantial amount as part of their study. In these cases, students are expected to adhere to the Associated Press style guide. Additionally, in design projects, students will use text as part of their projects. Within creative reason, the text used in these projects must also follow the AP guidelines.

ASSIGNMENT FORMAT:

All assignments are to be submitted electronically via eCourseware.

Generally, each assignment will come with unique formatting guidelines. Be sure to follow these guidelines exactly. Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0.

All work must be printed and turned in the day of class.

All major projects (except the final) can be resubmitted with corrections and revisions one week after it is returned to you.

Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

SCHEDULE**Week 1: August 22-26**

Introduction. Purpose of advertising. Developing creativity. Creativity for selling messages.

Read: D&J 1

Week 2: August 29-September 2

Branding. Logos and identity.

Read: D&J 2

Week 3: September 5-9

Research.

Read: D&J 3

Week 4: September 12-16

Inclusion. Diversity.

Read: D&J 4

Week 5: September 19-23

Strategy. Creative briefs. Connecting research to strategy.

Read: D&J 5

Week 6: September 26-30

Idea development. Available communications tools.

Read: D&J 6

Week 7: October 3-7

Copy writing.
Read: D&J 7

Week 8: October 10-14

Fall break. Midterm.

Week 9: October 17-21

Layout. Outdoor. Transit.
Read: D&J 8

Week 10: October 24-28

Radio.
Read: D&J 9

Week 11: October 31-November 4

Television.
Read: D&J 10

Week 12: November 7-11

Direct marketing. Mail. Internet.
Read: D&J 11

Week 13: November 14-18

Social media.
Read: D&J 12

Week 14: November 21-25

Integrated marketing.
Read: D&J 13

Week 14: November 28-December 2

Law and ethics for advertising.
Read: D&J 14

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

FIVE PILLARS FOR JOUR3324

- **Professionalism:** In JOUR 3324, students learn the standards and routines of creative professionals in the advertising and persuasive communication industry by discussing and preparing creative briefs, using the commercial media outlets, and learning industry vocabulary.
- **Writing:** JOUR 3324 addresses specific writing skills related to headlines, cutlines, copy, display copy, graphics, radio scripts, and television scripts as needed for advertising communication. In addition, students write creative briefs and artist statements for creative work.
- **Multimedia:** Students in 3324 prepare designed media for print, web, and digital applications.

- **Critical Thinking:** Students in 3324 must demonstrate an understanding of the audience that will consume creative work, and will explain this connection in artist statements.
- **Media Literacy:** JOUR 3324 addresses media literacy by exposing students to the vocabulary and tools of media production. Students learn how media is researched, planned, and created visually through multiple creative projects.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR 3324:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Students will develop skills in writing and creative branded advertising messages for a diverse audience.
- Students will develop strategic and critical thinking skills related to brand messaging.
- Students will work independently and collaboratively to execute creative concepts.
- Students will critique their own work and the work of their peers.
- Students will understand the culture of the creative group and its role in the advertising agency.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Students will create advertising copy, layouts, and presentations for print, broadcast, digital, and display media.
- Students will analyze existing creative work for its merits and strategy.
- Students will write creative briefs for multiple clients.
- Students will use the Adobe Creative Cloud to execute creative concepts.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR 3324:

Through a combination of lectures and creative assignments, the course will cover the many facets of advertising copy writing, creative strategy, and creative execution.

- **Awareness:** Becoming aware of strategies used by advertising professionals for creative concepts.
- **Understanding:** Understanding the principles of copywriting and design across multiple media platforms.
- **Application:** Producing advertisements for multiple media platforms using industry-standard software; understanding different approaches to design based upon the audience and message of a particular media.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

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Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

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- A current résumé
- A personal profile
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Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Photojournalism/Digital Image

JOUR 3526-001

Fall 2016

MW 9:10-11:20

212 Meeman

Instructor: Jay Adkins

Email: jayadkins@jayadkinsphotography.com

Cell: 901-679-1162

Office hours: Before or after class period

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Understanding the photograph and video as narrative through photojournalism techniques; learning to see, interpret and capture images that communicate information and have meaning and storytelling power; editing of digital images and video with software for use in broadcast, web and print; legal and ethical issues in photography. One lecture hour, four laboratory hours per week.

PREREQUISITE:

JOUR 2121

TEXTBOOKS:

Photojournalism: The Professionals' Approach, 6th Edition by Kenneth Kobre

REQUIREMENTS:

The use of a digital single lens reflex (DSLR) camera is required in this course. The Department of Journalism has provided cameras with 30-55mm lenses for students in this course. Cameras are limited to a 24-hour checkout. Students may use their own DSLR cameras with approval from the instructor. Lost, stolen, or broken cameras and equipment will be the financial responsibility of the student; the Department of Journalism will put a financial obligation hold on your registration until the camera/equipment is replaced. Cameras and equipment must be returned on time. Failure to return a camera on time will result in penalties deemed appropriate by the instructor. Students with unreturned/broken cameras will receive a grade of O/F until the financial obligation is met. Cameras can be checked out through the Journalism Office, Meeman 334.

A working digital camera capable of manual manipulation of all features, including, but not limited to: exposure, ISO, white balance and image quality. Ideally the camera should be less than three years old (10 to 12 megapixels) with a 3 to 5 X **optical** zoom, and have all original cables and instruction book available. **Any question about the suitability of a camera for the course should be brought to the instructor's attention during the first class meeting. YOU MUST HAVE A CAMERA. Cell phones will not be accepted.**

All undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain examples of the student's work from their courses and / or professional experience and should develop as the student builds skills. Portfolios undergo a final review while students are enrolled in the capstone course for their concentration.

CLASSROOM FORMAT:

Lecture with access to lab computers for editing

GRADING:

- A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60
- Grading Philosophy:
 - A=Outstanding work that would serve as an example of the highest quality;
 - B=Good to excellent work that exceeds requirements;
 - C=Satisfactory work that adequately meets requirements;
 - D=Barely satisfies minimum requirement and is below average quality;
 - F=Unsatisfactory work that does not meet minimum requirements.

Students will be graded on a 100-point scale for each assignment. The assignments typically will be in the form of photo assignments, which will be then submitted via school dropbox. **The number of assignments can vary, but will include at least one Premiere video submission, a portfolio submission, and one or more on campus, same day, shoots. There will also possibly be a WRITTEN, IN CLASS, exam.**

All undergraduate students are required to develop Students will be required to maintain a running portfolio of their best work in the form of a personal web site. The portfolio must contain samples from your courses and/or professional activities, a current resume, a personal profile, contact information and social media links and content. This site will be reviewed during the semester. **This on-line portfolio will count for part of your grade.**

Each photo assignment will be graded according to adhering to the required content as well as the overall quality of the work. Effort is important in this class. Photography is a learned art and takes time to master so each student will be graded, not in comparison to other students' work, but on their own individual effort, and their adherence to the assignment guidelines, which will be apparent. That being said - there will be a baseline standard for each assignment, which MUST be met for an image to be considered for grading.

There will be no dropped grades. You must complete each assignment. Please note that there are no due dates for a couple of assignments, which means there could be IN CLASS assignments turned in the same day.

TENTATIVE TIMETABLE:

Monday

08/22

Welcome to class / standards and expectations

08/29

Workflow / Photoshop / Premiere
First Assignment handed out

09/05

Labor Day

09/12

Depth of field / White Balance / ISO
Second assignment – news photography

09/19

Editing in Photoshop
Third assignment handed out
Second Assignment due (2)

09/26

Photo gear – lenses and flashes

10/03

Video Production with Premiere
Third assignment due (3)

10/10

Fall Break

10/17

Documentary Photography
History of Photojournalism

10/24

Photographing Children

10/31

Revisiting Features
Photojournalism Law/Ethics in photography

Wednesday

08/24

Camera basics
GO CHECK OUT A CAMERA BEFORE CLASS

08/31

Light and Composition

09/07

Feature v. News Photography
GET THE SHOT
First Assignment due (1)

09/14

Portrait Photography

09/21

Product/Marketing Photography
Styling images for marketing / publication

09/28

Sports and Action photography

10/05

Landscapes / Nature
Final feature story ideas due

10/12

NO CLASS I'M OUT OF TOWN

10/19

On line presence/professionalism

10/26

possible guest speaker

11/02

Final Project Reviews
portfolio review

11/07
Editorial Board review day
(we all look at your portfolio work)

11/09
Photo portfolio due (5)

11/14
Video Editing using Premiere

11/16
TBD

11/21
Lab Day / Possible Written Exam

11/23
Thanksgiving break

11/28
Finish Premiere Videos

11/30
Last Day / Present Videos

FIVE PILLARS OF JOUR3526

- *Professionalism:* Students learn the professional standards and routines of the photography industry by discussing and preparing photo projects, using DSLR and video cameras, and learn industry vocabulary. Students learn the ethical guidelines for editing photographs for photojournalism, as well as for other forms of mass communication. Students learn legal issues associated with photography and videography. Finally, students will develop a professional portfolio of their photographic and video work.
- *Writing:* JOUR3526 addresses writing skills related to cutlines and descriptions. In addition, students write artist statements for creative work.
- *Multimedia:* Students prepare photographic media for print, web and digital applications, and video media for web, television and digital applications.
- *Critical Thinking:* Students must demonstrate an understanding of the audience that will consume visual work, and explain this connection in artist statements.
- *Media Literacy:* JOUR3526 addresses media literacy by exposing students to the vocabulary and tools of media production. Students learn how visual media is researched, planned, and created visually through multiple photographic projects.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR3526:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
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- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
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HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Learn the basic elements of digital cameras – their capabilities and limitations.
- Learn to think visually and communicate in visual terms.
- Understand spatial relationships, including the importance of depth, scale and the elimination of distracting elements.
- To understand the relationship of people to their situation and surroundings as well as to be able to read their body language in order to capture insightful, significant movements.
- To work within the digital computer framework and process images to their maximum potential while taking care not to alter fact or otherwise create unethical representations.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Complete a series of photographic assignments which include people in various news and feature situations both posed and candid
- Demonstrate the ability to capture and process an image with a digital camera to make it suitable for presentation
- Demonstrate proficiency with image editing software
- Demonstrate the ability to capture and process video with a digital camera to make it suitable for presentation
- Demonstrate proficiency with video editing software

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET IN JOUR3526:

This class is designed to develop the skills needed to capture and edit digital images.

Awareness:

- Becoming aware of photo and video development and ethics of visual communication.

Understanding:

- Process of photography and editing, including the presentation requirements for multiple media.

Application:

- Creation of at least five photo projects addressing different strategies in photography; creation of at least two video projects addressing video capture and editing; to show proficiency in Adobe Photoshop and Adobe Premiere.

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Visual Media

JOUR 3900-001

Fall 2016

Meeman 202

9:10 – 11:25 a.m., MW

Robert D. Byrd, Jr., Ph.D.

Office: Meeman 328

Office hours: MW 12:30 – 2 p.m.

Phone: 901-678-2404

Mobile: 901-258-5965

E-mail: rdbyrd@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Introduction to and application of principles of visual communication, including typography, color and organization for print and digital media using Adobe Creative Cloud. One lecture hour, four laboratory hours per week.

PREREQUISITE:

None

CLASS INSTRUCTION:

This course is designed to stock the toolbox of a talented visual communicator. Students will learn techniques and the principles behind them to execute designs for work in the creative industry. Further, students will build a portfolio of work to show potential employers. Some sessions will require students to leave the classroom, in which case conduct will be governed by the rules of the classroom and the rules of the venue in which the class is meeting. A typical class session will consist of a lecture, discussion, and assignment/lab time.

Students are required to complete multiple design activities and design projects throughout the semester, as well as a final portfolio. The design activities reinforce principles of the software and teach techniques for creative work. The design projects allow students to work creatively for various applications of graphic design skills.

TEXTBOOKS:

Golombisky, K. & Hagen, R. (2013). *White Space Is Not Your Enemy* (2nd ed.). Waltham, MA: Focal Press.

REQUIRED SOFTWARE:

Adobe Photoshop CC, Adobe InDesign CC, Adobe Illustrator CC

Note: You can purchase the Adobe Creative Cloud on a month-to-month basis from adobe.com or may access them through UM Apps via Citrix.

OTHER REQUIREMENTS:

One Flash Drive (At least 2GB capacity)

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grading Philosophy: A=Professional quality work that could be use with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.

NOTE: Plusses and minuses may be given.

Grade Distribution:

Assignment	Number	Points	Total
Design activities	10	10	100
Design projects	5	100	500
Exams	2	100	200
Portfolio	1	200	200
Total			1000

COMPUTER USAGE:

Students are expected to use a computer in this course. Students will use Apple computers running the Macintosh operating system in class, but may use Windows computers at their own discretion. Students will work with the design software standard in the professional world. At this time, the professional standard is the Adobe Creative Cloud, particularly Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Extensive instruction about how to use these programs will be offered in this course.

WRITING STYLE:

While this is primarily a design course, students will be required to write a minimal amount as part of their study. In these cases, students are expected to adhere to the Associated Press style guide. Additionally, in design projects, students will use text as part of their projects. Within creative reason, the text used in these projects must also follow the AP guidelines.

ASSIGNMENT FORMAT:

- All assignments are to be submitted electronically via eCourseware.
- Generally, each assignment will come with unique formatting guidelines. **Be sure to follow these guidelines exactly. Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0.**
- All work must be printed and turned in the day of class.
- All design projects can be revised with corrections and revisions for the final portfolio for added credit on the original grade.
- Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

Assignments

DA1: Measurements and tools.
DA2: Bullets and indents/Tabs and leaders.
DA3: Placing images/basic layout.
DA4: Personal logos
DA5: Bar/Pie chart
DA6: Pen sketch
DA7: 5 photos
DA8: Sizing/Toning
DA9: Remove image from background
DA10: GIF

DP1: Typography poster.
DP2: Resumes, letterhead, business cards
DP3: Brochures/Ads
DP4: Social media photos
DP5: Magazine cover

Portfolio:

All Department of Journalism and Strategic Media students are required to develop and maintain an active online portfolio of their work. More information about the final review of portfolios is in the Assessment section later in the syllabus. However, JOUR 3900 is a key point in the portfolio process. Students must update their portfolios with several items from this course: 1. The personal branding developed in 3900, including logos, colors and type styles; 2. The résumé developed in 3900 as an HTML document and downloadable PDF; and 3. Design work samples created in the course, which have been revised from their original submissions. Your final portfolio will be graded on these measures, as well as your presentation of it as your final exam.

SCHEDULE OF CLASSES

WEEK 1 Aug. 22-26

Introduction.

Using the Mac. Using the Creative Cloud. Basics of visual communication.

WEEK 2 Aug. 29-Sept. 2

Design foundations.

Mini art school. Design research. Toolbox for ID, PS, AI. Measurements.

Readings: WSINYE Preface, 1-2, 5.

Homework: DA 1.

WEEK 3 Sept. 5-9

Type and color.

Typography and CC type tools. Color and Pantone system. Setting type.

Readings: WSINYE 7-8.

Homework: DA 2.

WEEK 4 Sept. 12-16

Layout.

Page layout. Modular design for newspapers/newsletters. Brochure design. Dominant art.

Readings: WSINYE 3-4, 6.

Homework: DA 3; DP 1.

WEEK 5 Sept. 19-23

Branding.

Branding. Logos. Résumés. Multiplatform applications of branding. Ad design.

Readings: WSINYE 9, 14.

Homework: DA 4.

WEEK 6 Sept. 26-30

News design.

Newspaper & Magazine design. Alternative story forms. Data visualization.

Readings: Online handouts. WSINYE 10.

Homework: DA 5.

WEEK 7 Oct. 3-7

Vector graphics.

Pen tool. Live trace. Effects. Spray tool.

Homework: DA 6, DP 2.

WEEK 8 Oct. 10-14

Fall Break & Midterm Exam.

WEEK 9 Oct. 17-21

Photography.

Three pillars of digital photography. Rule of thirds. Videography. Lighting.

Homework: DA 7.

WEEK 10 Oct. 24-28

Photo editing.

Metadata. Selections. Sizing. Saving for multiple media. Color correction. Toning.

Homework: DA 8.

WEEK 11 Oct. 31-Nov. 4

Photo manipulation.

Effects. Layers. Masking. Removing blemishes. Changing colors. Blending effects.

Readings: WSINYE 11.

Homework: DA 9, DP 3.

WEEK 12 Nov. 7-11

Video basics.

Lighting. Sound. Shooting video. Composition.

Homework: DP 4

WEEK 13 Nov. 14-18

Multimedia and Web design.

Colors and type for the Web. Design trends. Interactivity.

Readings: WSINYE 12-13.

Homework: DA 10.

WEEK 14 Nov. 21-25

Work week.

Work on final portfolios.

Homework: DP 5.

WEEK 15 Nov. 28-Dec. 2

Professionalism and portfolios.

Adobe PDF. Final portfolio review.

FINAL EXAM: Thursday Dec. 8, 10:30 a.m. to 12:30 p.m.

FIVE PILLARS IN JOUR3900

- *Professionalism*: Students learn the professional standards and routines of the visual communication industry by discussing and preparing design briefs, using the commercial printing process, and learning industry vocabulary. Finally, students design a professional brand for themselves, including a résumé, business card, and letterhead.
- *Writing*: JOUR 3900 addresses writing skills related to headlines, cutlines, copy editing, display copy, and graphics. In addition, students write a design brief and artist statements for creative work.
- *Multimedia*: Students prepare designed media for print, web, and digital applications.
- *Critical Thinking*: Students must demonstrate an understanding of the audience that will consume creative work, and explain this connection in artist statements.
- *Media Literacy*: JOUR 3900 addresses media literacy by exposing students to the vocabulary and tools of media production. Students learn how media is researched, planned, and created visually through multiple creative projects.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR3900:

- Demonstrate an understanding of role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
- Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communication in a global society;
- Understanding concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatically correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communication professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Acquire a technical awareness of the computer as a tool in design through class assignments, lectures and demonstrations.
- Establish a working knowledge of the visual communication.
- Understand the basic principles of layout, design and typography.
- Integrate photos, graphics and text into layout.
- Become familiar with state-of-the-art developments in technology and the use of contemporary software for the design and production of specific editorial, print and

collateral material.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Create a Photoshop project using complex masking and layer masking, path tools of Photoshop.
- Create personal branding, a designed résumé and stationery.
- Create advertising using the Adobe Creative Cloud.
- Create a brochure project using the Adobe Creative Cloud
- Create a multi-page publication, such as newsletters or magazines.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET IN JOUR3900:

The class is designed to equip students with knowledge necessary to design and produce publications.

Awareness:

- Becoming aware of visual communications development and ethics of visual communications.

Understanding:

- Process of design including the target audience, principles of design and standards of production.

Application:

- Creation of at least five projects, to include an ad, a brochure, personal branding, a Photoshop social media project, and a multi-page publication; to show proficiency in the Adobe Creative Cloud, specifically InDesign, Photoshop, and Illustrator.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the

- communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Publication Design

COURSE REQUIREMENTS

COURSE DESCRIPTION:

Basic principles of design and production for newspapers and magazines; typography, story and page design, graphics; copy, images and infographics and presentation in clear, well-organized way; headlines, titles, subheads, captions, and other copy. (3 credit hours)

PREREQUISITE:

JOUR3900

TEXTBOOK:

The Newspaper Designer's Handbook, by Tim Harrower, (New York: The McGraw Hill Companies). 2012 (7th edition).

REQUIRED SOFTWARE:

Adobe Photoshop CS6

Adobe InDesign CS6

Adobe Illustrator CS6

Note: You may purchase the Adobe Creative Suite 6 Design Standard (which has Photoshop CS6, InDesign CS6, Illustrator CS6 and Acrobat X Pro from the Adobe.com website at the student's discounted price of \$349.)

OTHER REQUIREMENTS:

One Flash Drive (At least 2GB capacity)

Ruler (Pica Pole is preferable)

Pencil and eraser

Class instruction

This course is designed to stock the toolbox of a talented graphic designer. Students will learn advanced techniques and the principles behind them to execute designs for work in the creative industry. Further, students will build a portfolio of work to show potential employers. Some sessions will require students to leave the classroom, in which case conduct will be governed by the rules of the classroom and the rules of the venue in which the class is meeting. A typical class session will consist of a lecture, discussion, and assignment/lab time. Students are required to complete multiple design projects throughout the semester, as well as a final project. The design projects allow students to work creatively for various applications of graphic design skills. The final project should invoke all skills learned in the course.

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grade Distribution: Total points= 1000

Assignment	No.	Points	Total
Design activities	10	10	100
Design projects	5	100	500
Research project	1	150	150
Final project	1	250	250
Midterm exam	1	125	125

Final exam	1	125	125
Total			1250

Grading Philosophy: A=Professional quality work that could be use with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.

Final exam time:

1-3 p.m., Tuesday, May 6

ATTENDANCE & CLASS CONDUCT

Attendance is mandatory and will be taken at the beginning of each class session. Students are allowed three unexcused absences; after three, additional unexcused absences will drop the student's final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. University policy for excused absences apply to this course. Tardiness will not be tolerated. After two tardies, one percentage point will be deducted from the student's final grade for each additional tardy. Attendance will be determined by signing the daily sign-in sheet for the course.

Mobile and electronic devices:

The use of electronic devices is permitted, as this class focuses on design and technology. Mobile telephones must be turned to vibrate during class and should be used only for emergencies. Excessive text messaging will not be tolerated.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will be deducted a letter grade for each day late. Exceptions will be made for reasonable circumstances if the student notifies the instructor **prior to or on** the due date. Work will be collected at the beginning of class, and must be printed and mounted or prepared for presentation before class.

DIVERSITY

Students will be required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Visual communications created in this course, and in the field, reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

COMPUTER USAGE

Students are expected to use a computer in this course. Students will use Apple computers running the Macintosh operating system in class. Students will work with the design software standard in the professional world. At this time, the professional standard is the Adobe Creative Suite, particularly Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Extensive instruction about how to use these programs will be offered in this course. If you are unfamiliar with the Mac operating system, visit the training link at <http://www.apple.com/support/mac101>.

WRITING STYLE

While this is primarily a design course, students will be required to write a minimal amount as part of their study. In these cases, students are expected to adhere to the Associated Press style guide. Additionally, in design projects, students will use text as part of their projects. Within creative reason, the text used in these projects must also follow the AP guidelines.

Assignment format

All assignments are to be submitted electronically via eCourseware. In the submission, students must include the following items:

1. The original Adobe CS document (InDesign, Illustrator, etc.)
2. Any links associated with the CS document (Images, Fonts, etc.)
3. A PDF of the document.
4. A 150-word description of the work and artist's statement. (Projects only).

Generally, each assignment will come with unique formatting guidelines. Be sure to follow these guidelines exactly. **Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0.**

All projects (except the final) can be resubmitted with corrections and revisions one week after it is returned to you.

Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

COPYRIGHT AND INTELLECTUAL PROPERTY:

Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. —Title 17 of the United States Code, Circular 92, § 102

As a content creator, you must be aware of the rules of copyright law. Your work, by the nature of its creation, grants it copyrighted status. Some of the materials you will use in this course will fall under copyright protection, and should be handled with respect to copyright law. In your creative process, you may wish to use visuals culled from other sources. These visuals must comply with copyright law; you may use royalty free images and graphics, as well as purchased images and graphics, images and graphics you have created, and those supplied to you for the purpose of this class for your creative work. You may not simply download photos from the Internet and use them in your projects. Assignments that do not comply with copyright law will earn a grade of 0 and the student will face disciplinary action from the Department of Journalism.

FOR GRADUATE STUDENTS:

This course is offered at both the undergraduate and graduate levels. Enrolled graduate students are required to do work appropriate for their academic level. This includes but is not limited to a term paper about an assigned topic, class presentations, book reviews and/or special projects. Graduate students should meet with the professor as soon as possible after the beginning of the term to work out arrangements for graduate-level credit for the course.

Class Schedule

Class	Content	Due	Readings
Week 1	Introduction		
Thur. Jan. 16	Introduction. Syllabus. Anatomy of newspaper and magazine.		
Week 2	Typography		
Tues. Jan. 21	Typography. InDesign Toolbox. Text frames. Style sheets.		Harrower Preface, Ch. 1
Thur. Jan. 23	Headlines. Cutlines. Display type.		Garcia pp. 1-73
Week 3	Color and Design		
Tues. Jan. 28	Color. Color tools. Swatches and Pantone.	DA 1	Harrower pp. 206-218; Garcia pp. 137-158
Thur. Jan. 30	Elements of Design.		
Week 4	Story design		
Tues. Feb. 4	Story design	DA2	Harrower Ch. 2
Thur. Feb. 6	DP 1 Critique	DP1	
Week 5	Photography		
Tues. Feb. 11	Making and using images	DA 3	Harrower Ch. 4
Thur. Feb. 13	Darkroom skills. Color correction. Toning. Red eye.		Garcia pp. 159-187.
Week 6	Page design I		
Tues. Feb. 18	Modular and Grid Design.	DA 4	Harrower Ch. 3
Thur. Feb. 20	Layout and planning. Budget. Column inches. Slot.	Paper	Garcia pp. 75-136
Week 7	Page design II		
Tues. Feb. 25	Designing Section Fronts	DA 5	Harrower Ch. 5
Thur. Feb. 27	DP 2 Critique	DP 2	
Week 8	Elements		
Tues. March 4	Nuts and Bolts/ Libraries and Templates	DA 6	Harrower Ch. 5
Thur. March 6	Midterm exam		
Week 9	Spring break		
Tues. March 11	Spring break (No class)		
Thur. March 13	Spring break (No class)		
Week 10	Infographics I		
Tues. March 18	Alternative story forms	DA 7	Harrower Ch. 6
Thur. March 20	DP 3 Critique	DP 3	
Week 11	Infographics II		
Tues. March 25	Data visualization.	DA 8	
Thur. March 27	Charts.		
Week 12	Magazine I		
Tues. April 1	Cover Design	DA 9	

Thur. April 3	DP 4 Critique	DP 4	
Week 13	Magazine II		
Tues. April 8	Story design	DA 10	
Thur. April 10	Standing features		
Week 14	Other design skills		
Tues. April 15	DP 5 Critique	DP 5	
Tues. April 17	Newsletters, flyers, ads, brochures	DP 5	
Week 15			
Tues. April 22	Final Project Work Day		
Thur. April 24	Final Project Work Day		
Week 16			
Tues. April 29	Final presentation		
Tues. May 6	Final exam		

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4140:

- think critically, creatively and independently;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.
- apply basic numerical and statistical concepts;

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Learn to master overall concepts of page design and to recognize the different problems and challenges presented by newspapers and magazines and working with web design in their layout approach.
- Select and position elements on a page in terms of relevance including headlines and photographs.
- Deal with visual dominance in an appropriate manner and understand when a photograph might need to be large or small in a page design.

- Understand the basics of typography and what is as well as what might not be appropriate in terms of font choice, size and style.
- Recognize when an infographic might be more appropriate than a photograph.
- Understand the types of infographics and what goes into building a good infographic.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Complete at least two full size (broadsheet) newspaper pages, fully edited and designed with actual stories and photographs
- Write captions for photographs and create appropriate headlines in the correct style that fit the space allotted.
- Produce a two-page opening magazine spread with graphics, title and text demonstrating appropriate skill in the use of typography and design.
- Be able to pass basic quizzes on typography, design and color
- Acquire proficiency in contemporary software
- Construct a basic infographic

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET:

The class is design to equip students with knowledge necessary to design and produce publications.

Awareness:

Becoming aware of the role of design in the overall communications strategy of newspapers and magazines

Understanding:

Understanding the principles of good design including Proximity, Alignment, Contrast and Repetition, typography and color.

Application:

Producing publications and graphics using industry-standard software. Understanding different approaches to design based upon the audience and message of a particular publication

Using syndicated research sources to include broadcast and print message research and broadcast and print audience research.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES:

You must turn them off during class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

JOUR 4220

Print Communication Design

Tuesdays and Thursdays, 8:10-11:00am

031 Art & Communication Building

Course Description: Practical problems in areas of publication, information, corporate and promotional design

Course Prerequisites: JOUR 3900

Course Information

This course focuses on the creative thinking, visual design techniques, and technical skills required to effectively promote a business, product, or service. As such, this course will help prepare you for senior problem. Additionally, you will work in groups this semester. The term is divided into three project sections, and so you will have the chance to work in three different groups on three different projects.

The software applications emphasized in this course are Photoshop and InDesign. Rhetorical devices required are metaphor, simile, and index (more on these later). Final projects will take the form of logotype (as symbol or with additional symbol), tagline/promotional copy, and ad layout.

Learning Objectives

1. Mastery of creative ideation techniques for visual and verbal communication.
2. Successful use of rhetorical devices applicable to identity and advertising design.
3. Proficiency in Photoshop and InDesign.

Grading Scale

90-100=A; 80-89=B, 70-79=C, 60-69=D, Below 60=F

Attendance Policy

To benefit from this course you must be here to interact with your instructor as well as your peers. Attendance is mandatory and will be taken at the beginning of each class. On-time arrival is also mandatory. Habitual tardiness is not only disrespectful, it will affect your final grade: two occurrences of arriving late, leaving early, or a combination of both will equal one full absence. If you reach a total of three absences, the graphic design faculty will issue you a formal warning. From that point on, every class missed will lower your semester grade by one letter. If you miss a class, you are responsible for any material missed and should be prepared for the next meeting. If you have excessive absences due to serious illness or death in the family, you may withdraw from the course.

Participation

Participation in all discussions and critiques is required. Please be respectful of your peers by engaging only in constructive (helpful) criticism. Conversely, please be respectful of the intent behind the constructive criticism you receive. The purpose of critiques is to assist one-another by sharing insights, experiences, and knowledge.

Communication

Messages from the instructor, including feedback and grades on assignments, will be sent to your University of Memphis email account.

Conduct

Any use of cell phones or any non-related course use of electronic media will result in dismissal from the classroom. The student will be required to meet with the instructor outside of class time to work out a plan to avoid future disruptions. Please notify the instructor if emergency circumstances require the need for cell phone use.

Academic Integrity

Plagiarism on any assignment will result in a failing grade on the project and may result in dismissal from the course and a course grade of F. Plagiarism includes the passing off of text, images, illustrations, icons, patterns, animations, or other verbal and visual elements as one's own work. The only exception to this rule is the use of typefaces, which constitutes permissible use of another's work provided that the typefaces used are purchased and not pirated.

Due Dates and Late Projects

Assignments must be completed before the start of class on the date due. Late assignments will receive a reduction of one letter grade.

Course Materials

There is no required textbook for this course. Examples and instruction will be provided through presentations made by the instructor. You are expected to take notes and ask questions. The instructor's slide presentations will be available via the course folder. All required hardware and software for this course are provided through the graphic design program's computer labs. Projects may be saved in the course folder on the graphic design program's server. For projects requiring physical display, you will need to purchase your own materials.

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Special Needs

Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should meet with the instructor during the first week of classes.

Inclement Weather Policy

In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified. Additionally, the University of Memphis has established an inclement weather hotline 901-678-0888.

Semester Schedule

Week 1

Tues, Jan. 20
Course introduction
Project 1 assigned
Thurs, Jan. 22
Project 1 in-class work session

Week 2

Tues, Jan. 27
Project 1 in-class work session
Thurs, Jan. 29
Project 1 in-class work session

Week 3

Tues, Feb. 3
Project 1 in-class work session
Thurs, Feb. 5
Project 1 in-class work session

Week 4

Tues, Feb. 10
Project 1 in-class work session
Thurs, Feb. 12
Project 1 in-class work session

Week 5

Tues, Feb. 17
Project 1 in-class work session
Thurs, Feb. 19
Project 1 due
Project 2 assigned

Week 6

Tues, Feb. 24
Project 2 in-class work session
Thurs, Feb. 26
Project 2 in-class work session

Week 7

Tues, March 3
Project 2 in-class work session
Thurs, March 5
Project 2 in-class work session

Week 8

No classes. Spring break.

Week 9

Tues, March 17
Project 2 in-class work session
Thurs, March 19
Project 2 in-class work session

Week 10

Tues, March 24
Project 2 in-class work session
Thurs, March 26
Project 2 due
Project 3 assigned

Week 11

Tues, March 31
Project 3 in-class work session
Thurs, April 2
Project 3 in-class work session

Week 12

Tues, April 7
Project 3 in-class work session
Thurs, April 9
Project 3 in-class work session

Week 13

Tues, April 14
Project 3 in-class work session
Thurs, April 16
Project 3 in-class work session

Week 14

Tues, April 21

Project 3 in-class work session

Thurs, April 23

Project 3 in-class work session

Week 15

Tues, April 28

Project 3 in-class work session

Thurs, April 30 (Last day of classes)

Project 3 in-class work session

Tues, May 5 from 8:00 AM to 10:00 AM (Final exam date and time)

Project 3 due; student presentations

Assignments

1. Project 1 with Group 1 | Due Feb. 19
2. Project 2 with Group 2 | Due March 26
3. Project 3 with Group 3 | Due May 5

Instructions for all three projects:

1. Get acquainted with group
2. Choose a business, product, or service
 - a. Start with brainstorming session to discover two items to associate, e.g., type of product or service and location (whole foods grocery store on a roof)
 - b. Develop a backstory, e.g., how and why the business started, or where the idea came from for the product or service
3. Design identity first
 - a. While designing identity, work on tagline
 - b. Generate as many different versions and iterations of versions as possible
4. Write, design, and produce ad (Must use a combination of Photoshop and InDesign)

Advertising Campaigns

JOUR 4328/6328-001

Spring 2016

MW 2:20-3:45PM

106 MJ

Sandra H. Utt

334A Meeman Journalism Building

678-4795 (work)

628-2553 (cell)

sutt@memphis.edu (email)

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Development of creative strategy and its execution to include layouts, audio tapes, slide shows, storyboards and sales promotion application.

PREREQUISITE:

JOUR 3324, 4326, 4327

TEXTBOOKS:

None

PURPOSE OF COURSE:

The course is designed to equip students to perform the following: analyze the advertising situation, write advertising and promotional goals, develop creative and promotional goals and strategies, execute all creative (radio, outdoor, television, print, sales promotions applications) and prepare a 20 minute presentation.

Grading:

Chapters, creative executions, slides, music, speech, etc.	50%
Mid-term test	20%
Quizzes/Weekly online posting	5%
Portfolio	10%
Elevator Pitch	10%
Peer Evaluations	5%

A=90% of total possible

B=80% of total possible

C=70% of total possible

D=60% of total possible

Pluses and minuses will be given.

FOR GRADUATE STUDENTS:

This course is offered at both the undergraduate and graduate levels. Enrolled graduate students are required to do work appropriate for their academic level. This includes but is not limited to a paper on an assigned topic, class presentations, book reviews and/or special assignments/projects.

CLASSROOM FORMAT:

The class will be presented in seminar format. Because of the amount of work and also because the nature of the course is to make this class as real to life as possible, all students will work in groups. Groups will be expected to meet outside of class on a regular basis. There will also be time to meet during class; therefore, class attendance is mandatory.

The campaign must be submitted in two parts—Plans Book and the Presentation.

The Plans Book includes:

- Situation Analysis
- Target Audience
- Supporting Research
- Marketing
- Creative
- Media
- Integrative Communication
- Evaluation Plan

The Presentation is a 20-minute multimedia slide show that includes components of the Plans Book and all creative executions. The creative executions, including advertising and integrative communication tactics, will be written and produced. Print components could be mounted. Creative production will be based entirely on what creative is needed. In other words, a radio spot will only be produced if radio is needed.

TIMETABLE #1

Jan. 18	Mixing Snapple drinks/2PM/735 N Belvedere
Jan. 20	Update Case and discuss groups/Bring Snapple binder to class
Jan. 23/24	Group Leaders meet
Jan. 29	First draft of media. Ideas for sponsorships, special events, promotions, PR, social media, online experience, evaluation and extension of brand sent as attachments by Midnight. Creative brief and "Big Idea" sent as attachment by Midnight Final draft of SA, TA, MK, SR sent as attachments by Midnight
Jan. 30/31	Group Leaders meet
Feb. 6/7	Group Leaders meet/ Superbowl/5:30PM
Feb. 8	Next draft of everything due by Midnight
Feb. 10	Student AdFed meeting 4PM/106 MJ ADS deadline
Feb. 13/14	Group Leaders meeting
Feb. 15	Next draft of everything due by Midnight Plans Book template due
Feb. 20/21	Group leaders meet
Feb. 22	Next draft of everything due by Midnight
Feb. 24	All creative executions produced
Feb. 26	Next draft of everything as needed due by Midnight
Feb. 27	ADDYS/ 6-10PM. AAF/Memphis needs volunteers at 10AM to set up show and again at 10PM to take it down.
Feb. 27/28	Group Leaders meet
March 2	Book and creative should be finished, including links
March 5-13	Spring break Write speech
March 14	Final Peer Evaluation for group #1 Mid-term test. Open Plans Book and speech
March 16	Audition for Presentation team/everyone Student AdFed meeting 4PM/106MJ
Week of March 21	Work on Power Point Presentation Begin practicing speech
March 25	Deadline to upload Plans Book by 5PM ET (Suggest we upload earlier) Deadline to submit online Student Participation Conduct Form. Deadline to upload Reminder Sheet by 5PM ET (Suggest we upload earlier)
Week of March 28	Finish Power Point presentation
April 4, 5, 6	Practice presentation
April 7-9	7th district NSAC competition in Johnson City, TN
April 13	Final Peer Evaluation for group #1 Student AdFed meeting/ 4PM/106 MJ
April 14	Journalism Awards Banquet/University Club/6PM
April 21	11:30AM/Present Snapple presentation to Memphis AdFed
April 25	Last day of class Online portfolio due Elevator Pitch
April 28	Study Day
	Agency Tour
June 4-8	AAF National Conference/LA

FIVE PILLARS FOR JOUR4328

- *Professionalism*: Students learn the professional standards and strategies of planning a strategic integrated marketing campaign.
- *Writing*: Students write, design a campaign plan book and write a 20-minute presentation.
- *Multimedia*: Students prepare a multimedia campaign, including plans book, 20-minute presentation, which they present to the client and a panel of advertising professionals.
- *Critical Thinking*: Students must demonstrate an understanding of marketing, advertising, promotions, media and evaluation objectives and strategies by planning a complete campaign.
- *Media Literacy*: Students are exposed to the vocabulary and tools of the advertising industry. Students conduct research to solve a client's communication problem and apply the gathered information beneficial for strategic campaign planning.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4328:

- Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Students will think critically, creatively and independently.
- Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Students will apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

Students will:

- Conceptualize the structure of an advertising campaign.
- Understand the role cooperation plays in achieving success or failure in group and deadline-sensitive projects.

Performance Standards to Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

Students will:

- Apply social science and communication theory to solve problems.
- Apply the advertising process to solve problems for a client.
- Plan and budget a campaign.
- Work as a member of team or work group.
- Use group processes to produce decision options.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4328:

Awareness:

- Student learn the components of an integrated communication campaign: executive summary, situation analysis, target audience identification, marketing objectives and strategies, IC objectives, strategies and tactics, media, budget and evaluation.

Understanding:

- Students understand how the components of an integrated communication campaign can achieve the client's goals.

Application:

- Student write, design and upload a 24-page campaign Plans Book, produce a 20-minute multimedia presentation, including creative components and present it to a panel of advertising professionals.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

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- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
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- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES**PORTFOLIO REQUIREMENT:**

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentration.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university. Personal student information, such as grades, is restricted to your UM email address.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for his/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance or habitual late arrival. Your instructor will set the policy for his/her specific class. Students with excessive absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. Assignments turned in late will **NOT** be accepted unless arrangements have been made with the instructor.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers any fabrication of content and/or sources, misappropriation and plagiarism of facts or other content, turning in substantially the same assignment for credit in two different courses, receiving any assistance from others for work assigned to be completed on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and/or department chair. Penalties might include grade reductions, failure of the course and/or dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all” (Office of Legal Counsel, October 17, 2005).

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with civility. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communication reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

AP STYLE AND GRAMMAR:

All written work should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

Web Publishing I: html/css

JOUR 4500/6500 - 001

Spring 2016

Meeman 206

9:40-11:05 a.m., TR

Dr. Jin Yang

Office: Meeman 310

Office hours: By appointment

Phone: 901-678-5148

e-mail: jinyang@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION**

Introduction of web design software of Dreamweaver; development of website projects; incorporation of target audience analysis and web usability; presentation of website projects from servers.

PREREQUISITE:

JOUR3900

TEXTBOOKS:

Required:

Learning Web Design, 4th Edition: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics, Jennifer Niederst Robbins. Published by O'Reilly Media

Print ISBN:

978-1-4493-1927-4| ISBN 10:1-4493-1927-0

Ebook ISBN:

978-1-4493-3753-7| ISBN 10:1-4493-3753-8

Recommended:

Don't Make Me Think: A Common Sense Approach to Web Usability (2000). Steve Krug.

Published by New Riders.

COURSE REQUIREMENTS:

1. Activated UM Drive Account
2. Jump Drive (also called Thumb Drive) (1 GB capacity)
3. Free CodePen account: <http://codepen.io>
4. Atom text editor: <https://atom.io/>

GRADING:

1. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60
2. Grading Philosophy: A=Outstanding work and would serve as examples of highest qualities for others; B=Good to excellent work and exceeds requirement; C=Satisfactory work and adequately meets requirement; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.
3. Grade Distribution:
 - a. attendance, 10% (full attendance will earn 10 points, missing one without excuse will earn 8 points, missing two without excuses will earn 6 points, missing three without excuses will earn 4 points, missing four without excuses will earn 2 points, missing five and above will earn 0 points); Note: excused absences may be granted only when you present legitimate documents to the professor. If there is no document, there will be no excuse. Only within one week frame of absence, i.e. seven days from the absent date, can the excused absences be granted. After seven days, no consideration of excused absences will be taken. Emails and telephone calls don't count as excuses even though they are considered as nice reminders for the professor.
 - b. quizzes, 15%
 - c. Portfolio contribution: you must select one of your best mini website projects (you may choose more than one project, but the minimum is one) and your final project, and add them to your online portfolio created on weebly/WordPress/wix etc.; 5%
 - d. Social media activity (2.5%), group project activity (2.5%)
 - e. Written assignments (critiques of websites and project proposal draft) 10%
 - f. mini-projects (mini-project1, mini-project2, mini-project3) 30%
 - g. final project 25% (finalized proposal 2.5%; presentation 2.5%; project 20%).

OTHER ISSUES:

1. All projects are mandatory and must meet deadline specified when assigned. Late work, within two days of deadline, will earn half credit. After two days of deadline, will earn zero.
2. Graduate students who enrolled in the course must write an essay on web production or web technology suitable for publication. The essay length must be between 600 and 800 words. There are two deadlines for this requirement: The last day of Feb. and the last day of April.

Class Schedule

(Note: The Syllabus is subject to changes any time throughout the semester. Please log in on elearn.memphis.edu for the detailed and timely adjustments of the class schedule.)

Week 1 (Jan 19 & Jan 21) intro & creating simple pages

Week 2 (Jan 26 & Jan 28) sizing, JPEG optimization & mark up texts

Week 3 (Feb 2 & Feb 4) GIFs optimization & links (MiniProject1 assignment)

Week 4 (Feb 9 & Feb 11) transparency & add images to pages

Week 5 (Feb 16 & Feb 18) uploading pages to serves & social media activity (uploading)

Week 6 (Feb 23 & Feb 25) introducing storify & semantic reviews

Week 7 (March 1 & March 3) CSS fundamentals (Miniproject2 assignment)

Week 8 (March 8 & March 10) Spring Break

Week 9 (March 15& March 17) CSS layout, CSS model

Week 10 (March 22 & March 24) float & left margin technique

Week 11 (March 29 & March 31) two-columns vs three-columns techniques (Miniproject3 assignment)

Week 12 (April 5 & April 7) multimedia (Final Project assignment)

Week 13 (April 12 & April 14) CSS fonts

Week 14 (April 19 & April 21) work on your final project

Week 15 (April 26): Last Day of Class as the final project presentation day

FIVE PILLARS OF JOUR4500

- *Professionalism*: Students learn the professional standards and routines of the web design industry by discussing and preparing wire frames, using 10-element proposal, and learning web vocabulary.
- *Writing*: JOUR4500 addresses writing skills related to web. Students write a web critique, a technology essay and a final project proposal.
- *Multimedia*: Students incorporate photographs, images, audio and video as part of their web projects.
- *Critical Thinking*: Students are trained to have a critical eye for professional works and demonstrate an understanding of the audience that will consume creative work, and must have a final project proposal before working on the project.
- *Media Literacy*: JOUR4500 addressed media literacy by exposing students to the vocabulary and tools of computer technology. Students create web projects in groups or on their own.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR J4500:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET FOR JOUR4500:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Upon completion of this course, students will be able to analyze and assess mass media websites, considering issues of the audience, navigation, organization, design, ethics and content.
- Students will be able to design websites with these concepts in mind.
- Students will have a solid understanding of basic web design principles.
- Students will have a basic understanding of web production software and tools.

- Students will have a basic understanding of the hypertext mark-up and CSS languages.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Upon completion of this course, students will be able to plan web site construction incorporating navigation, design treatments, mock-up of web pages etc.
- Students will be able to do some kind of web testing and identify potential problems and solve them at an early stage.
- Students will be able to design web pages using Photoshop and Dreamweaver: setting up the basic web page structure, defining local root folder and produce necessary web elements.
- Students will be able to upload the web project to the server, identify problems and troubleshoot the problems.
- Students will be able to create web projects by the deadline.
- Specific skills and tool covered include: tables, layers, CSS layout templates, frames, rollovers, background images, transparent gifs, optimization process, shape and layer tools.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR J4500:

Awareness:

- Becoming aware of ethics of using images and Photoshop images on the web and professional standards of web development.

Understanding:

- Understanding the process of web production, essential web design principles and latest html and CSS standards.

Application:

- Creating web projects and managing web projects using various tools and techniques.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. Students are permitted three total unexcused absences without penalty. After three absences, the student's final grade will be deducted one letter grade for each absence. After seven unexcused absences, the student will fail the course. Absences for illness and other catastrophic emergencies, such as a death in the family, must be documented (e.g. doctor's note or obituary) to be excused from the total absence count. Students with excessive unexcused absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will NOT be graded. Late work is not accepted unless prior arrangements have been made with the instructor. Students are NOT permitted to make up assignments, quizzes, tests, etc. that occurred during an unexcused absence. Students who will miss class and/or a deadline because of an excused absence are expected to notify the instructor immediately upon knowing the absence will occur; exceptions will be made for reasonable circumstances. Students who are absent during the final exam are not permitted to make up the exam and will earn a grade of 0, which might result in failure of the course.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

JOUR 4526-6526

Advanced Photojournalism

CATALOG DESCRIPTION:

Advanced skills and photojournalism techniques for digital video and still photography.

Prerequisite: JOUR3526

CLASS INSTRUCTION:

This course is designed to advance the understanding of photography and videography techniques. Students will learn about action photography, studio photography, narrative videography, and video editing. Students are required to complete multiple activities and projects throughout the semester, as well as a final project. The activities reinforce principles of the software and photography techniques. The projects allow students to work creatively for various applications of imaging skills. The final project should invoke all skills learned in the course.

REQUIRED SOFTWARE:

Adobe Photoshop CC

Adobe Premiere CC

Note: You may purchase the Adobe Creative Cloud on a month-to-month basis from Adobe.com.

OTHER REQUIREMENTS:

One Flash Drive (At least 2GB capacity)

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grading Philosophy: A=Professional quality work that could be used with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.

6526 GRADUATE STUDENTS:

In addition to completing the course requirements, graduate students are required to complete an original project or paper, to be determined by the student and approved by the instructor. Grading for graduate student projects will be figured in with the final project grade.

Grade Distribution:

<u>Assignment</u>	<u>Percentage</u>
Class Activities	10
Unit I Project	10
Unit II Project	20
Unit III Project	10

Final Project	30
Exams	10
Final Portfolio	10

ATTENDANCE & CLASS CONDUCT

- Attendance is mandatory and will be taken at the beginning of each class session. Students are allowed three unexcused absences; after three, additional unexcused absences will drop the student's final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. University policy for excused absences applies to this course.
- Tardiness will not be tolerated. After two tardies, one percentage point will be deducted from the student's final grade for each additional tardy.
- Attendance will be determined by signing the daily sign-in sheet for the course.
- Mobile and electronic devices:
- The use of electronic devices is permitted, as this class focuses on design and technology. Mobile telephones must be turned to vibrate during class and should be used only for emergencies. Excessive text messaging will not be tolerated.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will be deducted a letter grade for each day late. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to or on the due date. Work will be collected at the beginning of class, and must be printed and mounted or prepared for presentation before class.

DIVERSITY:

Students will be required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Visual communications created in this course, and in the field, reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

COMPUTER USAGE:

Students are expected to use a computer in this course. Students will use Apple computers running the Macintosh operating system in class, but may use Windows computers at their own discretion. Students will work with the design software standard in the professional world. At this time, the professional standard is the Adobe Creative Cloud, particularly Adobe InDesign, Adobe Photoshop and Adobe Illustrator.

WRITING STYLE:

While this is primarily a design course, students will be required to write a minimal amount as part of their study, including responses to reading assignments. In these cases, students are expected to adhere to the Associated Press style guide. Additionally, in design projects, students will use text as part of their projects. Within creative reason, the text used in these projects must also follow the AP guidelines.

ASSIGNMENT FORMAT:

- All assignments are to be submitted electronically via eCourseware.
- Generally, each assignment will come with unique formatting guidelines. Be sure to follow these guidelines exactly. Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0.
- All work must be printed and turned in the day of class.
- All major projects (except the final) can be resubmitted with corrections and revisions one week after it is returned to you.
- Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

SCHEDULE

WEEK 1	Introduction to Digital Storytelling • Overview of tools used for class • Visit http://www.storycenter.org/featured-blog to view examples of digital stories, discuss camera/photographer's impact on subject and context • HW-Reading assignment with written response
WEEK 2	Unit I- Your Story • Discuss self as subject in constructing narrative • Review first project guidelines and expectations • Introduce Adobe CC and computer usage • Composition and lenses • HW- Self Portrait (Telephoto/Wide Angle)
WEEK 3	Unit I- Your Story • Incorporating Text into Visual Narrative • Technical focus- Action Photography • HW- Motion/Action photo assignment
WEEK 4	Unit I- Your Story • Unit I Project Due • Class Critique of Student Work • Introduce Studio Lighting • HW-Reading assignment with written response

WEEK 5	Unit II- Their Story • Discuss “other” as subject in constructing narrative • Review second project guidelines and expectations • Examples of Environmental Portrait • Technical Focus- unique lighting situations • Class Demonstration- Studio Portrait • HW- Project proposal for Unit II Project Focus; Bring objects that relate to your project proposal
WEEK 6	Unit II- Their Story • Class Demonstration- Studio Still-Life • In-Class studio time • Independent Review of Unit II Proposals • HW- Photograph Unit II project
WEEK 7	Unit II- Their Story • Small group critique of Unit II project “sketches” • In-Class Studio Time/ Editing
WEEK 8	Unit II- Their Story • Unit II Project Due • Class Critique of Student Work • HW-Reading assignment with written response
WEEK 9	Unit III- Narrative in Motion • Introduction to Documentary Video • Review final project guidelines and expectations • HW- Project proposal for Final Project Focus
WEEK 10	Unit III- Narrative in Motion • Audio/Editing/Camera/Planning Projects
WEEK 11	Unit III- Narrative in Motion • Independent Review of Final Project Progress • In-Class Video Editing
WEEK 12	Unit III- Narrative in Motion • Unit III Project Due • Class Critique of Student Work
WEEK 13	Project Preparations
WEEK 14	Final Project Presentations ▪ Final Portfolios Due
WEEK 15	Final Project Presentations

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR 4920:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

- Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):
 - Acquire a technical awareness of skills needed for studio and action photography
 - Enhance knowledge of photojournalism techniques
 - Understand advanced principles of videography
 - Use photos and video to tell a story
 - Understand the planning process associated with photo and video production.
- Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):
 - Create multiple photographs from action and studio settings
 - Create a video documentary
 - Create an interactive photo project for the Web

- o Create video for the Web
- o Create a portfolio of images

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET IN 3900:

- The class is designed to equip students with knowledge necessary to design and produce Publications
 - o Awareness
 - Becoming aware of skills and equipment used by photographers and videographers operating as advanced professionals.
 - o Understanding
 - Understanding the process of shooting and editing photos and videos to tell a story.
 - Understand the various ways to capture and manipulate images.
 - o Application
 - Creation of at least five projects that show photo and video expertise.
 - To show proficiency in software tools.

PROFESSIONAL VALUES AND COMPETENCIES FOR THE JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy

and fairness, clarity, appropriate style and grammatical correctness;

- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR THE JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELL PHONES AND LAPTOPS:

No cellphones or laptops are permitted in class. You will be asked to leave if either is used during class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a graphics class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Web Publishing I: html/css

JOUR 4550/6550 - 001

Spring 2016

Meeman 206

1:00-2:25 a.m., TR

Dr. Jin Yang

Office: Meeman 310

Office hours: By appointment

Phone: 901-678-5148

e-mail: jinyang@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION**

Creation and development of website projects; systematic training in writing html codes; focused learning of cascading style sheet (CSS); final production of a multimedia project.

PREREQUISITE:

JOUR4500

TEXTBOOKS:

Required:

Learning Web Design, 4th Edition: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics. Jennifer Niederst Robbins. Published by O'Reilly Media

Print ISBN:

978-1-4493-1927-4| ISBN 10:1-4493-1927-0

Ebook ISBN:

978-1-4493-3753-7| ISBN 10:1-4493-3753-8

Recommended:

Don't Make Me Think: A Common Sense Approach to Web Usability (2000). Steve Krug. Published by New Riders.

COURSE REQUIREMENTS:

1. Activated UM Drive Account
2. Jump Drive (also called Thumb Drive) (1 GB capacity)
3. Free CodePen account: <http://codepen.io>
4. Atom text editor: <https://atom.io/>

GRADING:

1. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60
2. Grading Philosophy: A=Outstanding work and would serve as examples of highest qualities for others; B=Good to excellent work and exceeds requirement; C=Satisfactory work and adequately meets requirement; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.
3. Grade Distribution:
 - a. attendance, 10% (full attendance will earn 10 points, missing one without excuse will earn 8 points, missing two without excuses will earn 6 points, missing three without excuses will earn 4 points, missing four without excuses will earn 2 points, missing five and above will earn 0 points); Note: excused absences may be granted only when you present legitimate documents to the professor. If there is no document, there will be no excuse. Only within one week frame of absence, i.e. seven days from the absent date, can the excused absences be granted. After seven days, no consideration of excused absences will be taken. Emails and telephone calls don't count as excuses even though they are considered as nice reminders for the professor.
 - b. quizzes, 15%
 - c. Portfolio contribution: you must select one of your best mini website projects (you may choose more than one project, but the minimum is one) and your final project, and add them to your online portfolio created on weebly/WordPress/wix etc.; 5%
 - d. My 30-minutes activity (2.5%), group project activity (2.5%)
 - e. Written assignments (critiques of websites and project proposal draft) 10%
 - f. mini-projects (mini-project1, mini-project2, mini-project3) 30%
 - g. final project 25% (finalized proposal 2.5%; presentation 2.5%; project 20%).

OTHER ISSUES:

1. All projects are mandatory and must meet deadline specified when assigned. Late work, within two days of deadline, will earn half credit. After two days of deadline, will earn zero.
2. Graduate students who enrolled in the course must write an essay on web production or web technology suitable for publication. The essay length must be between 600 and 800 words. There are two deadlines for this requirement: The last day of Feb. and the last day of Apr.

Class Schedule

(Note: The Syllabus is subject to changes any time throughout the semester. Please log in on elearn.memphis.edu for the detailed and timely adjustments of the class schedule.)

Week 1 (Jan 19 & Jan 21) Intro & CSS review
Week 2 (Jan 26 & Jan 28) CSS review
Week 3 (Feb 2 & Feb 4) CSS layout
Week 4 (Feb 9 & Feb 11) CSS layout
Week 5 (Feb 16 & Feb 18) CSS summary (MiniProject1 assignment)
Week 6 (Feb 23 & Feb 25) Javascript
Week 7 (March 1 & March 3) Javascript (Miniproject2 assignment)
Week 8 (March 8 & March 10) Spring Break
Week 9 (March 15& March 17) Javascript
Week 10 (March 22 & March 24) Javascript
Week 11 (March 29 & March 31) Javascript (Miniproject3 assignment)
Week 12 (April 5 & April 7) responsive web design (Final Project assignment)
Week 13 (April 12 & April 14) responsive web design
Week 14 (April 19 & April 21) work on your final project
Week 15 (April 26): Last Day of Class as the final project presentation day

FIVE PILLARS OF JOUR4550

- *Professionalism:* Students build upon their basic web design skills learned from Web Publishing I: html/css and sharpen the web publishing skills by incorporating interactive scripting language of Javascript.
- *Writing:* JOUR4550 continues to target writing skills with web critiques and project proposal assignments.
- *Multimedia:* Students continue to incorporate photographs, images, audio and video as part of their web projects.
- *Critical Thinking:* Students evaluate professional works and classmates' works.
- *Media Literacy:* Visual media literacy is addressed by daily exposure to web media vocabulary, web design software and hands-on coding experiences.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR J4550/6550:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Understanding concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatically correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate for the communication professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET FOR J4550/6550:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Upon completion of this course, students will be able to analyze and assess mass media web sites, considering issues of the audience, navigation, organization, design, ethics and content.
- Students will be able to design mass media web sites with these concepts in mind.
- Students will have a solid understanding of basic web design principles.
- Students will have a basic understanding of web production software and tools.
- Students will have a basic understanding of the hypertext mark-up languages and Cascading Style Sheets.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Upon completion of this course, students will be able to plan web site construction incorporating navigation, design treatments, mock-up of web pages etc.
- Students will be able to do some kind of web testing and identify potential problems and solve them at an early stage.
- Students will be able to design web pages using Photoshop and Dreamweaver or simple plain text tools: setting up the basic web page structure, defining local root folder and produce necessary web elements.
- Students will be able to upload the web project to the server, identify problems and trouble shoot the problems.
- Students will be able to create web projects by the deadline.
- Specific skills and tool covered include: CSS layout templates, and html combined with CSS to produce web pages.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR J4550/6550:

- Awareness: Becoming aware of ethics of using images on the web and professional standards of web development.
- Understanding: Understanding the process of web production, essential web design principles and latest html and CSS standards.
- Application: Creating web projects and managing web projects using cascading style sheets and html language.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation.

Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. Students are permitted three total unexcused absences without penalty. After three absences, the student's final grade will be deducted one letter grade for each absence. After seven unexcused absences, the student will fail the course. Absences for illness and other catastrophic emergencies, such as a death in the family, must be documented (e.g. doctor's note or obituary) to be excused from the total absence count. Students with excessive unexcused absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will NOT be graded. Late work is not accepted unless prior arrangements have been made with the instructor. Students are NOT permitted to make up assignments, quizzes, tests, etc. that occurred during an unexcused absence. Students who will miss class and/or a deadline because of an excused absence are expected to notify the instructor immediately upon knowing the absence will occur; exceptions will be made for reasonable circumstances. Students who are absent during the final exam are not permitted to make up the exam and will earn a grade of 0, which might result in failure of the course.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

JOUR 4560
INTERACTIVE MEDIA DESIGN
Mon + Wed » 5:45 - 8:35pm

Course Description:

Introduction to time-based, electronic media in graphic design, impact of electronic interface on visual communication; emphasis on visual design of narrative, commercial and/or educational multimedia presentations on computer.

Course Information:

An introductory course on the fundamentals of communication within the context of web design. This course will focus on the creation and development of web pages as a basis for general interactive theory.

Through a series of assignments, exercises, lectures, and discussions, students will familiarize themselves and become productive in HTML and CSS. We will address issues of UX (User Experience) and explore how UI (User Interface) can be used to facilitate, and even bring joy, to interactions. Students will acquire technical knowledge while developing new sensibilities in web design practices such as: outlining structural content, sketching/wireframing, static prototyping, coding, and usability testing.

Prerequisites

JOUR 4500

SUPPORT MATERIALS

Required

- *HTML & CSS: Design and Build Websites*, by Jon Duckett (book)
- *Active use of your email account. This is an Interactive course, so get used to it.*

Recommended

- *Don't Make Me Think: A Common Sense Approach to Web Usability*, by Steve Krug
- *Above the Fold: Understanding the Principles of Successful Web Site Design*, by Brian Miller
- *Lynda.com, Code School, Treehouse, Code Academy/ any HTML and CSS training*

COURSE PROCEDURES

Practice

There will be several studio projects and exercises over the course of the semester. Projects are designed to encourage conceptual thinking and develop problem-solving skills. Each project will be graded based on:

- » **Analytical Thinking:** understanding the problem
- » **Creative Thinking:** conceptual approach, innovation, surprise
- » **Execution:** wireframing, form and composition
- » **Visual Impact:** visual treatment, aesthetics
- » **Project Development:** class to class progress, participation, punctuality, work ethic, preparedness, ability to work with others
- » **Presentation:** publication of material, site structure, naming

Every stage of each project will be considered in the grading process (research, thumbnail sketches, iterations, writing, final pieces, and class discussion.) The process of designing, developing and how you got there is as important as the final piece you made and will be a vital part of any design position you will find. Hence the student must be prepared to hand in all stages of work involved in a particular project: everything counts. Final work must be submitted along

with all supporting materials and published on the local network:
afp://graphicdesign.memphis.edu

Writing

It is important for a designer to be able to express himself/herself on paper in a clear and professional manner. During this course, the group will be required to write the following (essay format, typed, at least 300 words in length):

» **Project presentation:** A clear introduction to the final project, describing the website and how it is successful at what it is supposed to do, as well as **why** it is supposed to be doing that. Writings will be graded based on clarity, precision, eloquence, and ability to articulate ideas. Move past purely factual information such as dates, locations, descriptions, etc. — critical analysis is far more enlightening. Sell it! If you fail to turn any of the essays your project grade will be lowered by one letter.

Grading

Completing the minimum requirements outlined on an assignment qualify as “C” level (or average) work. The degree and quality of effort with which a student engages in the different criteria (above or below the minimum requirements) for each assignment determines how well s/he will do.

A (90–100%)

Outstanding work with class participation

B (80–89%)

Above average work and class participation

C (70–79%)

Average work with required amount of involvement

D (60–69%)

Below average work with little or no involvement in class

F (59–0%)

Poor, unacceptable, not submitted

Tools & Supplies

A list of items that you will need for your work:

1. 16Gb+ USB flash drive
2. CD-Rs or DVD-Rs (for hard copies)

Attendance Policy

Limit of absences for this course: 3

To benefit from this course you must be here to interact with your instructor as well as your peers. Attendance is mandatory and will be taken at the beginning of each class. On-time arrival is also mandatory. Habitual tardiness is not only disrespectful, it will affect your final grade: two occurrences of arriving late or leaving early will equal one full absence. If you reach a total of three absences, the graphic design faculty will issue you a formal warning. From that point on, every class missed will lower your semester grade by one letter. If you miss a class, you are responsible for any material missed and should be prepared for the next meeting. If you have excessive absences due to serious illness or death in the family, you may withdraw from the course.

Participation

Participation in all discussions and critiques is required. Please be respectful of your peers by engaging only in constructive (helpful) criticism. Conversely, please be respectful of the intent behind the constructive criticism you receive. The purpose of critiques is to assist one another by sharing insights, experiences, and knowledge.

Communication

Messages from the instructor, including updates, notices, feedback and possibly even grades on assignments, will be sent to your University of Memphis email account. If you have any questions or concerns outside of class, please email me. If we need to meet in person to discuss, we can arrange an appointment.

Conduct & Academic Integrity

No food or drink in the Labs. Any use of cell phones or any non-related electronic media will result in dismissal from the classroom. The student will be required to meet with the instructor outside of class time to work out a plan to avoid future disruptions. Please notify the instructor if emergency circumstances require the need for cell phone use.

Plagiarism on any assignment will result in a failing grade on the project and may result in dismissal from the course and a course grade of F. Plagiarism includes the passing off of text, images, illustrations, icons, patterns, animations, or other verbal and visual elements as one's own work. The only exception to this rule is the use of typefaces, which constitutes permissible use of another's work provided that they are properly licensed and not pirated.

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>).

Please take a look, in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." I will expect students to be aware of these guidelines and to conduct themselves accordingly.

Due Dates and Late Projects

Assignments must be completed before the start of class on the date due. Late assignments will receive a reduction of one letter grade.

Course Materials

There is no required textbook for this course. Examples and instruction will be provided through presentations made by the instructor. You are expected to take notes and ask questions. The instructor's materials will be available via the course folder. All required hardware and software for this course are provided through the graphic design program's computer labs. Projects may be saved in the course folder on the graphic design program's server. For projects requiring physical display, you will need to purchase your own materials.

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Inclement Weather Policy

In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified. Additionally, the University of Memphis has established an inclement weather hotline at 901/678-0888.

Media Law

JOUR4700/6700-001.501

Fall 2016

9:40-11:05 a.m., TTh, Meeman

Room 100

Professor David Arant

Office: 300 Meeman Journalism Building

Office Hours: 2-4 p.m., Monday, Tuesday and Wednesday, and by appointment

Email: darant@memphis.edu; phone, 678-2402

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Origin and development of legal principles affecting freedom of expression and provisions of laws of libel, slander, copyright, and other statutes limiting communication in fields of publishing and broadcasting.

PREREQUISITE:

None

TEXTBOOKS:

W. Wat Hopkins, editor, *Communication and the Law*, 2016 Edition, Vision Press, ISBN 978-1-885219-52-7.

CLASSROOM FORMAT:

The class will be presented in both the lecture and discussion formats. Class discussion will involve application of concepts to the law cases. Assignments will require students to analyze case fact settings and apply media law principles.

GRADING:

- Participation 10 Percent
- Quizzes/Homework 15 Percent
- Exam One 25 Percent
- Exam Two 25 Percent
- Exam Three 25 Percent
- Number grades on tests and quizzes translate into these letter grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, below 60.

Graduate Students Registered for JOUR6700 write a semester paper (20 percent of grade)

Graduate students (registered for JOUR 6700 Media Law) must write a research paper. The paper is a legal analysis of a specific, fairly narrow question about media law. Your seminar paper should be at least 3,000 words, or about 12, typed, double-spaced pages. You should read and cite in the text of the paper *at least* 15 sources (legal cases, journal articles, law review articles, books or web information relevant to your paper). This paper's style must conform to the footnote style of The Chicago Manual of Style. Chicago Manual of Style is available online at: <http://owl.english.purdue.edu/owl/resource/717/01/>. Style guides are available in the bookstore and the library. Submit a one-page proposal for this paper by Sept. 29. The research paper is due Nov. 29.

Graduate students registered for JOUR6700 therefore will have this percentage breakdown for their final grade: Participation, 10 percent; Quizzes, 10 percent; Exam 1, 20 percent; Exam 2, 20 percent; Exam 3, 20 percent; Semester paper, 20 percent.

General definitions of letter grades (adapted from UNC-CH Faculty Council)

A - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B - Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C - A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D - A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F - For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken. Of course, the most likely path to F and D grades is to miss classes and not complete the course requirements.

TENTATIVE TIMETABLE:

The instructor reserves the right to change the schedule with notice in advance of assignments. Page numbers of the 2016 edition of the textbook are listed first, followed by the page numbers of the 2015 edition in parentheses.

<i>Date</i>	<i>Topic</i>	<i>Reading Assignment</i>
Tues., Aug. 23	Introduction to Media Law	
	Read U.S. Constitution and Bill of Rights, textbook, pp. 391-397	(405-411)
Thur., Aug. 25	U.S. legal system	chap. 1, pp. 1-22 (7-28)
Tues., Aug. 30	History/theory free speech/First Amendment	chap. 2, pp. 23-36 (29-42)
Thurs., Sept. 1	First Amendment protection: conduct v speech	chap. 3, pp. 37-48 (43-54)
Tues., Sept. 6	Prior restraint in peace and war	chap. 4, pp. 49-67 (55-73)
Thur., Sept. 8	Defamation: criminal libel and civil libel case	chap. 6, pp. 85-95 (93-103)
Tues., Sept. 13	Fault for private v. public persons	chap. 6, pp. 95-105 (103-113)
Thurs., Sept. 15	Libel defenses	chap. 6, pp. 105-20 (113-129)
Tues., Sept. 20	Exam 1	
Thur., Sept. 22	Regulating student expression	chap. 7, pp. 121-135 (131-145)
Tues., Sept. 27	Regulating student expression	chap. 7, pp. 135-148 (145-157)
Thur., Sept. 29	Constitutional protection for advertising	chap. 8, pp. 149-157 (159-167)
Tues., Oct. 4	FTC and deceptive advertising	chap. 8, pp. 157-164 (167-173)
Thur., Oct. 6	Regulating public relations	chap. 9, pp. 165-176 (175-186)
Tues., Oct. 11	Fall Break	
Thurs., Oct. 13	Broadcast Regulation	chap. 10, pp. 177-196 (187-207)
Tues., Oct. 18	Broadcast Regulation/ Exam Review	
Thurs., Oct. 20	Exam 2	
Tues., Oct. 25	Intellectual Property/Copyright	chap. 13, pp. 253-266 (265-277)
Thurs., Oct. 27	Copyright fair use and trademark	chap. 13, pp. 266-282 (277-293)
Tues., Nov. 1	Privacy: Embarrassing facts/intrusion	chap. 14, pp. 283-295 (295-309)
Thurs., Nov. 3	False light/appropriation	chap. 14, pp. 295-309 (307-321)
Tues., Nov. 8	Confidential news sources	chap. 15, pp. 311-328 (323-341)
Thurs., Nov. 10	Access to Courts	chap. 16, pp. 329-344 (343-358)
Tues. Nov. 15	Access to Courts	chap. 16, pp. 344-362 (358-376)
Thurs., Nov. 17	Access to public documents/FOIA	chap. 17, pp. 363-375 (377-389)
Tues., Nov. 22	Tenn. access law	chap. 17, pp. 375-381 (389-395)
Tues., Nov. 29	Exam Review	
Tues, Dec. 6, 10:30-12:30	Exam 3	

FIVE PILLARS OF JOUR4700

- *Professionalism*: Students learn the First Amendment protections for and legal constraints on journalism and mass communication publication and consider these in the context of professional standards of media practice.
- *Writing*: Students are required to articulate the legal concepts covered in the course by writing essays on these areas of media law.
- *Multimedia*: Students examine the copyright limitations of using multimedia elements, including images and music, as well as creative commons/open-source material available for multimedia presentation.
- *Critical Thinking*: Students analyze case scenarios and find applicable media law principles to suggest whether First Amendment protections prevail or government sanctions might be permitted in that case.
- *Media Literacy*: Mass Communication Law examines professional media practice in advertising, public relations and news journalism to develop understanding of the role of media in society and why society provides special protections publication under the First Amendment.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4700:

- Understand and apply the principles and laws of freedom of speech and press in the United States as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- On completion of JOUR4700, students will have a basic understanding of the law affecting mass media as well as how the law affects those who plan to work in media-related fields. In particular, students will learn basics of libel, privacy, copyright, access to government information, advertising and corporate speech and telecommunications law.
- Students will learn about the political and social forces that help to shape the law in order to understand that law is not static but an evolving system of rules and regulations.
- Students also will gain knowledge of the operation of the U.S. Supreme Court as well as its influence on their daily lives, including the effect of the law on the rights of women and minorities and their inclusiveness in American life.
- Students will gain confidence in the exercise of legal protections for free expression in the practice of journalism, public relations and advertising.
- Students will gain an understanding of the workings of state and federal access laws, both through their readings, class lectures and speakers from local media.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Students will demonstrate knowledge of media law in general through successful completion of the following: three major exams and a series of unannounced quizzes over assigned materials.
- Students will participate in class discussions on topics, such as the meaning and application of the First Amendment today in both their personal experiences as well as their professional lives, trends in specific areas of the law such as advertising regulations through discussions of recent court decisions.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4700:

The course is designed to equip students with knowledge necessary to successfully apply legal concepts in professional journalism, public relations and advertising practice.

Awareness:

- Awareness of the historical progression of First Amendment freedoms and their application in journalism and media practice.

Understanding:

- Understanding how media law principles protect and, in some cases, limit publication in the practice of journalism, advertising and public relations.

Application:

- Successfully apply media law principles to legal dilemmas presented by various case scenarios in the practice of journalism, advertising and public relations.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness:* familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding:* assimilation and comprehension of information, concepts, theories and ideas.
- *Application:* competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

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DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Mass Media/Diversity/Society

JOUR 4702/6702-001, 501

Spring 2016

Instructor: Otis L. Sanford

Email: o.sanford@memphis.edu

Office: Meeman Journalism Room 318B

Office phone: 678-3669

Office hours: By appointment

Cell: 233-4997

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Advanced study of critical problems faced by mass media, with exploration of complexities that cause them.

PREREQUISITE:

None

TEXTBOOK:

Gorham J. (Editor); *Annual Editions: Mass Media* 12/13 (18th ed.). New York: McGraw-Hill Higher Education. ISBN 978-0-07-805124-1

COURSE REQUIREMENTS:

You are required to read the assigned text, take announced quizzes, when given, from the assigned readings, and engage with instructor, guest speakers and other students during class periods on assigned reading material and other information presented. You also will be given outside writing assignments on various topics discussed in class. Assigned readings from the textbook are listed below. It is also imperative that you attend class. Extra credit will be given for perfect attendance. Missed quizzes and exams cannot be made up except in very usual circumstances with written excuses.

- Journalism is all about meeting deadlines. No late work will be accepted. If you do not complete an assignment, quiz or exam by the specified time, that assignment or exam will receive a zero.
- This class begins promptly at 11:30 a.m. on Monday, Wednesday and Friday. You must be on time. If you arrive late for class after the roll is called, you will be marked as tardy, and repeated tardiness will lower your overall grade. If you arrive late on the day a quiz or exam is given, and the quiz or exam has been completed, you will not be allowed to take it and will receive a zero.
- You should do the assignments in the following order:
 - o Read the assignment
 - o Be prepared to discuss in class
 - o Take the quiz in class for that assignment

GRADING:

Grading for this class will be on a point system. Assignments and quizzes are worth between 50 and 200 points each. If you miss more than one or two quizzes and outside assignments, it will adversely impact your final grade significantly.

- A: 900 points and above
- B: 800-899 points
- C: 700-799 points
- D: 600-699 points
- F: 599 and below

There will be a mid-term exam and final exam for this class. Each is worth a maximum of 200 points. The final paper also is worth a maximum of 200 points.

ASSIGNED READINGS: (All from the Gorham text listed above)

It is best to read these in order, and by the group assigned, as they generally relate to one another. It is also recommended that you read the set of articles, then study them over a bit. They will be discussed at length in class along with related issues from other sources.

Tentative Class Schedule for Spring 2016

(Dates and topics are subject to change)

- Jan. 20: Introductions, discussion of syllabus and topics to be covered.
- Jan. 22: Discussion of Article 1. Have the assigned textbook by today.
- Jan. 25: Discussion of Articles 2 and 3.
- Jan. 27: Article 4.
- Jan. 29: Quiz on Articles 1-4; Plus discussion of a recent issue in journalism related to assigned readings.
- Feb. 1: Guest speaker to be announced. Be prepared to question speaker and engage in subsequent discussion.
- Feb. 3: Special topic 1: The Impact of Media Violence.
- Feb. 5: Discussion of Article 5.
- Feb. 8: Discussion Article 6
- Feb. 10: Discussion of Article 7.
- Feb. 12 Discussion of Article 9.
- Feb. 15: Complete discussion of Article 9.
- Feb. 17: Quiz on Articles 5, 6, 7 and 9; Begin discussion of Article 10.
- Feb. 19: Complete discussion of Article 10; Discussion of Article 11.
- Feb. 22: Article 12.
- Feb. 24: Article 13.
- Feb. 26: Articles 16. Quiz on Articles 10, 11, 12, 13 and 16
- Feb. 29: Special topic 2: Presidential politics in the age of social media
- March 2: Extra credit for First Amendment lecture at 6 p.m. March 1; Discuss Article 17.
- March 4 Mid-term exam; First outside paper due
- March 7 through 11: Spring break
- March 14: Article 18.
- March 16: Article 21.
- March 18: Article 22.
- March 21: Articles 23.
- March 23: Article 24.
- March 25: Article 25.

- March 28: Quiz on Articles 18 through 25.
- March 30: Articles 26
- April 1: Tentative guest speaker.
- April 4: Article 27.
- April 6: Article 28.
- April 8: Article 29.
- April 11: Quiz on Articles 26 through 29; Discuss Article 30.
- April 13: Discussion of the growing role of social media in journalism.
- April 15: Major paper due from students; Guest speaker discussing the future of social media in journalism.
- April 18: Article 32.
- April 20: Discussion of citizen journalism.
- April 22: The role of opinion journalism.
- April 25: Quiz on Article 32, citizen journalism and opinion journalism.
- April 27: Last class meeting; Review for Final.
- April 28: Study Day
- May 2: FINAL EXAM at 11 a.m.

GRADUATE STUDENTS

You are required to write two papers in this class, properly cited in APA format, one in an assigned issue related to the State of Mass Media in 2015; the other on a mass media issue of your choice. You also may be called on from time to time during class sessions to help lead discussions as assigned by the instructor.

OUTSIDE PAPERS

Undergraduate students will also be assigned to write two outside papers. Details will be discussed during the semester. Both papers must be double-spaced, in 12 pt. Times New Roman font, plus the references list if necessary.

FIVE PILLARS OF EDUCATION IN JOUR4702

- *Professionalism:* Lectures and discussions in this class will include sessions about ethical decision making, media law and proper use of social media in journalism to help students learn to conduct themselves professionally. The instructor and occasional guest speakers often include professionalism in their talks.
- *Writing:* Through lectures and guest speakers, students learn the importance of good writing skills.
- *Multimedia:* A significant portion of this class focuses on multimedia in all segments of journalism and how it has changed the landscape of news gathering, presentation and immediacy.
- *Critical Thinking:* Students discuss the effects of media on society.
- *Media Literacy:* Students engage emerging and legacy media platforms to understand the changing media audience, including diversity in all of its forms.

ASSESSMENT

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET IN J4702:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Students will learn to identify issues and analyze the manner in which issues impact journalistic disciplines.
- Student will be able to reach logically thought-out conclusions about how issues should be dealt with in specific settings.
- Students will critically examine, discuss and monitor the “how” and “why” behind the coverage of issues.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Students will be assigned a current issue to monitor during the semester. Findings will be shared through an oral/written presentation to the class.
- Throughout the course students will participate in discussions involving issues that are covered in the media.
- Students will demonstrate their knowledge through successful completion of a series of quizzes over assigned readings materials.
- Working in small teams, students will take part in least one in-class debate on a controversial mass media issue.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR 4702:

Awareness:

- Lecture and discussion on the role diversity plays in media coverage, hiring decisions and ethical decision-making based on the practical experience of the instructor and guest speakers.
- Case studies from the textbook and elsewhere on the changes taking place in mass media and how those changes impact society.

Understanding:

- Discussion questions will be posed in class to stimulate critical thinking and healthy classroom debate, with the overall goal of helping all students understand the vital role mass media play in society.
- Students are required to offer feedback in class concerning the various issues facing the mass media in 21st Century society and to demonstrate an understanding of the coursework through regular quizzes and exams on the material covered.

Application:

- Each student will be required to select a current issue in mass media and follow that issue throughout the semester. Students will write a detailed paper about the topic as part of their final grade.
- There will be one large group discussion on a recent issue, selected by the instructor, impacting journalism. The topic will incorporate ethical decision-making and how the public was impacted by the decision.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
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ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

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All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

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MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/her specific class.

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DEADLINES:

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Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

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AP STYLE AND GRAMMAR:

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Issues in Sport and Media
JOUR 4704/6704

Roxane Coche, Ph.D.
324 MJ

COURSE REQUIREMENTS

CATALOG / COURSE DESCRIPTION:

Examines the ongoing relationship of sports and media. Students will think more critically about the role of sports in the contemporary media landscape and vice-versa.

TEXTBOOK:

Billings, A.C., Butterworth, M.L., & Turman, P.D. (2014). *Communication and Sport: Surveying the Field*. Los Angeles: Sage. (Referred to as C&S in the schedule.)

CLASS INSTRUCTION:

This course is designed to explore the complex interrelationship of sports and the media, including various ethical and social questions raised through mediated sports, such as racism, gender issues, nationalism, and journalism ethics. This exploration is a deep examination of what people believe, desire, and expect their society to be – forming a cultural mythology that we are all embedded within. In this course we will immerse ourselves in this mythology, unpacking the notion of sports in the media as a reflection of our culture and ourselves.

We might discuss current sporting events but this course is not a forum for exchanging sport trivia. We won't spend time in class talking about the latest scores or trades.

OBJECTIVES:

- Develop critical thinking skills in relation to issues in the realm of sports and the media.
- Engage in discussions about contemporary issues related to sports and the media.
- Find, read, and summarize scholarly research on sports in the media.
- Understand the ways in which sports journalism frames our understanding of sports.
- Synthesize the difficulties that minor sports face to get media coverage.
- Evaluate how much new media technology changes sports.

GRADING:

Your course grade will be calculated as follows:

Issues Paper	25%
Midterm Exam	20%
Final Exam	20%
Ethnography Paper	15%
Role Model Presentation	15%
Participation and Involvement	5%

Issues Paper – 25%

The Issues Paper is a 7- to 8-page paper that explores a contemporary issue in the world of sports and the media. You must research what has been said about that topic and take a stand on that particular issue. Your position must be accompanied by supportive research and evidence to lend credence to your position. Some sample topics include: bullying, amateurism and compensation, representations of brain injury, depictions of masculinity/femininity, etc. All topics must be approved by the instructor prior to writing the paper.

Sports Journalism Paper – 15%

For this 3-page paper, you must select one prominent sportswriter and research their career. What sports do they write about? What sort of issues are they interested in? How does their journalism contribute to the public perception of that sport (or those sports) in our culture? Does this person weigh in on issues pertaining to sport, or are they more of an “objective” observer? Some prominent examples to choose from include: Bill Simmons, Peter King, Bob Ryan, Bomani Jones, David Epstein, etc.

Role Model Presentation – 15%

You must select one athlete to follow on Twitter. Over the course of the semester (and you may go back to up to three months of the athlete’s tweets), prepare a 5-minute presentation on how this athlete is considered a role model and how his/her twitter persona fits into this public image. How do they relate to followers? How does the Twitter account coincide or contradict the athlete’s public persona as a role model?

ATTENDANCE & CLASS CONDUCT

Attendance is mandatory. Achieving our class goals and reaching your individual objectives requires you to be in class. This semester, each student will be permitted three absences for whatever reason (illness, job interviews, sporting events, family commitments, oversleeping, missed buses, etc.). If you must miss class, it is your responsibility to get in touch with me and/or your peers to ask about course content and possible assignments. Any tardiness of more than 5 minutes counts as half an absence.

For each absence in excess of three, regardless of the reason, your final grade will be reduced by half a grade. For example, a student who completes the semester with a test average of B but has a total of five absences will have his or her grade reduced to B-. As such, missing a total of seven classes will result in the student failing the course. University policy for excused absences apply to this course.

Deadlines

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will be deducted a letter grade for each day late. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to or on the due date.

Classroom Etiquette

This course is heavily geared towards class discussion. It is expected that everyone treat each member of the class with respect. In this course there is no such thing as stupid questions or answers. Respect your classmates’ views. Everyone is entitled to his/her own beliefs. Listen to your classmates’ opinions before voicing your own. Also, please silence all cell phones and electronic devices when class is in session.

TENTATIVE SCHEDULE

This syllabus provides a general plan for the course. Deviations might be necessary.

Week One

What to expect from this course + Course Introduction: Media in Society and Sports in Society

For next class: C&S - Ch. 1

Week Two

Introduction to Communication and Sport

For next class: C&S – Ch. 2

Week Three

Sports and the Internet: accessibility, interactivity and speed.

For next class: Handbook of Sports and Media, Ch. 10 (accessible for free on Google Books)

Week Four

Sports and Fan Cultures/Communities (including online communities)

For next class: C&S – Ch. 4; Jenson – Fandom as Pathology; Wann & Rochelle – Using Sport Fandom as an Escape

Week Five

Sports & Mythology

For next class: C&S – Ch. 5; Sodano – *Nine Innings* and 9/11; Butterworth – Ritual in the Church of Baseball

Week Six

Gender issues in sports media (Theoretical lenses: Framing + Gatekeeping)

For next class: C&S – Ch. 6

Week Seven

Race and ethnicity in sports media (Theoretical lenses: Framing + Gatekeeping)

For next class: C&S – Ch. 7

Week Eight

Midterm exam + Review of exam

For next class: C&S – Ch. 3

Week Nine

Politics and nationalism in sports media

For next class: C&S – Ch. 8; Duncan – Gender Warriors in Sport

Week Ten

Performing identity in sports

For next class: C&S – Ch. 9

Week Eleven

Children, sports and the media

For next class: C&S – Ch. 10

Week Twelve

Small group communication -- sports and teams
For next class: C&S – Ch. 12

Week Thirteen

Crisis communication in sports
For next class: C&S – Ch. 13

Week Fourteen

The commodification of sports and sports gaming
For next class: C&S – Ch. 14 & 15

Week Fifteen

Presentations

Final exam**ASSESSMENT****HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET IN JOUR4704:****Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):**

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ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

Mass Media Ethics

Journalism 4708/6708-001

Fall 2015

11:30 a.m. to 12:25 p.m., MWF, Meeman 100

Thomas J. Hrach, Ph.D.

308 Meeman

Office Hours: 9:30 to noon Mondays; 1 to 3:30 p.m. Fridays

Phone: 678-4779

thrach@memphis.edu

COURSE REQUIREMENTS**CATALOG/COURSE DESCRIPTION**

Classical approaches to ethics presented with their application to the day-to-day considerations journalism, public relations and advertising professionals must face in working with employers, local publics and the larger society, which depends on a free flow of accurate information.

PREREQUISITE:

None

REQUIRED TEXTBOOK:

Philip Patterson and Lee Wilkins, *Media Ethics: Issues and Cases*, McGraw-Hill, 8th edition, 2014. Also, there will be other readings posted on the courseware site.

CLASSROOM FORMAT:

Combination of lecture, discussion and student presentations

EXAMS:

This course has two regular exams and one final exam. The first exam is set for Sept. 25, the second for Oct. 30 and the final exam is set for Dec. 7. There are no makeup exams. A student must contact the instructor in advance to make arrangements if he or she is not able to make the exam dates.

GRADING:

Case study	50
Exam 1	100
Exam 2	100
Final Exam	120
Student Focus Paper	100
Attendance/participation	30
Total	500

A 93 to 100 percent
A – 90 to 92 percent
B + 87 to 89 percent
B 83 to 86 percent
B – 80 to 82 percent
C + 77 to 79 percent
C 70 to 76 percent
D + 67 to 69 percent
D 63 to 66 percent
D – 60 to 62 percent
F 0 to 59 percent

REQUIRED WORK

- **Analyze a case and lead the discussion.**

Choose a case study listed in the Patterson and Wilkins text and lead the class discussion of the case. You should choose a case that reflects your professional interests. You will sign up for case presentations during the sixth class period. Your instructor will provide some leadership models for cases during the first weeks of classes, but you are free to create your own models for leading the case. Preparation for the presentation includes a careful reading of the assigned readings related to the case, outside research on the particular case (if it is based on a genuine event and is not a hypothetical case study) and outside reading on the case's ethics topic (you might want to look for similar real-life ethics dilemmas and how they were handled), and designation of the different roles in leading the case discussion. Creative presentations earn style points. You will have approximately 15 minutes for the presentation.

- **Write a focus paper arising out of dilemma in the case the student leads.**

Each student will write an individual paper, a written analysis of the ethical issues presented by the case the student leads. Your paper should be a minimum 2,000 words, which equals about eight pages, double-spaced. The paper will discuss the major ethics issues raised in the case and indicate how you would resolve the questions if you were faced with the scenario. This is not a "How do I feel about the issue" paper, but a careful analysis in which you apply the philosophical principles and ethical models you learn in this class to the issues of the case and cite relevant statements from authorities in media practice and ethics. Most of the cases are real-life events.

Your outside research might locate additional information about the event, and you can include it in your paper and presentation. You will want to find articles discussing the media ethics issues raised by the case such as invasion of privacy of grief victims, stereotypes in advertising, and deception in public relations information. I'm happy to discuss your ideas for the paper. You should read and cite in the text of the paper *at least* six sources (other than your textbooks and assigned articles), either magazine articles, journal articles, books or web information relevant to your case/topic. No more than three of the six sources should be online-only web citations/sources. This paper's style must conform to the American Psychological Association reference style. Style guides are available in the bookstore and the library as well as online. The deadline for the focus papers is Nov. 23. There is a 10 percent per day penalty for late papers.

GRADUATE STUDENTS

Graduate students (registered for Mass Media Professional Ethics JOUR 6708) must write a research paper (15-page minimum). The paper will be a thorough review of the literature on a media ethics issue. This paper's style must conform to the footnote style of Kate Turabian's *Manual for Writers* or American Psychological Association style. Style guides are available in the bookstore and the library. Submit a one-page proposal for this paper by Sept. 24. Papers are due Dec. 3.

CLASS/ASSIGNMENT SCHEDULE:

The instructor reserves the right to change the schedule with notice in advance of assignments.

Date of class:	Readings	Monday	Wednesday	Friday
Aug. 24-26-28	Chapter 1 - An Introduction to Ethical Decision Making	Introduction	Ethics v. Morals	Models of Ethics
Aug. 31-Sept. 2-4	Chapter 12 – Becoming a Moral Adult	Utilitarianism	Deontological ethics	The Truth; sign up for a case study
Sept. 7-9-11	Chapter 2 – Information Ethics: A Profession Seeks the Truth	No class due to Labor Day	Newsworthiness	Seeking the truth
Sept. 14-16-18	Chapter 3 – Advertising Ethics: From the Buyer Beware to Empowerment	Lying and deception	Making corrections	Codes of ethics; case study
Sept. 21-23-25	Chapter 7 – The Mass Media in a Democratic Society; Keeping a Promise	SPJ code of ethics; case study	Review for first exam	Exam No. 1
Sept. 28-30-Oct. 2	Chapter 5 – Public Relations: Advocate or Adversary?	PRSSA code of ethics; case study	Advertising and its codes; case study	U of M code of ethics; case study
Oct. 5-7-9	Chapter 4 – Loyalty: Choosing Between Competing Alliances	Loyalty; case study	Professionalism; case study	Privacy; case study
Oct. 12-14-16	Chapter 6 – Privacy: Looking for Solitude in the Global village	No class – Fall Break	Photography and privacy; case study	Political communication; case study
Oct. 19-21-23	Chapter 8 – Media Economics: The Deadline Meets the Bottom Line	Leadership; case study	Four theories of the press; case study	Media economics; case study
Oct. 26-28-30		Transparency; case study	Review for second exam	Exam No. 2
Nov. 2-4-6	Chapter 9 – Picture This: The Ethics of Photo and Video Journalism	Accountability; Case study	Photo manipulation; case study	NPPA code of ethics; case study
Nov. 9-11-13	Chapter 10 – Ethics in Cyberspace: New Questions and New Roles	New media; case study	Diversity; case study	Stereotyping; case study

Nov. 16-18-20	Chapter 11 – The Ethical Dimensions of Art and Entertainment	Entertainment; case study	Media uses and gratifications; case study	Moral development; case study
Nov. 23-25-27		Focus paper due; case study	No class – Thanksgiving break	No class – Thanksgiving break
Nov. 30-Dec. 2-3		Final thoughts	Review for final exam	No class – study day
Dec. 7		Final Exam		

FIVE PILLARS FOR JOUR4708

- *Professionalism:* Lectures focus on issues faced by media professionals in news, public relations and advertising. Those issues include such things as what defines a profession, when is it ethical to tell a lie and to what degree a person shows loyalty to a person, a company and the public.
- *Writing:* Students are required to complete a focus on paper on a current issue that relates to media ethics. The students also will produce a presentation related to the current issue and lead a discussion with the class.
- *Multimedia:* Lectures and discussions focus on issues that digital media presents such as online corrections, blogging, social media and accuracy.
- *Critical Thinking:* Students are encouraged to seek answers to ethical dilemmas on their own instead of relying on laws or rules. The goal of the course is to show students the benefits of using an ethical process to make difficult decisions.
- *Media Literacy:* Class discussions will focus on how to assess issues in the media and discuss how decisions could have been made differently for better results. Students will read examples of work from news sources and discuss the framework from which the work is derived.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4708

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Students will understand fundamental principles of moral philosophy and learn to apply those principles to professional decision-making;
- Students will analyze ethical dilemmas confronted by media professionals;

- Students will demonstrate an understanding of diversity – gender, race, ethnicity and sexual orientation and develop respect for ethnic and gender diversity;
- Students will gain a sense of moral responsibility in their professional practice.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Students will participate in class discussions in which they apply appropriate ethical principles to specific media problems/issues.
- Students will analyze and present to the class a case study of an ethical dilemma;
- Students will apply appropriate ethical principles to specific media problems/issues
- Students will develop professional standards appropriate to the student's area media practice;
- Students will write a semester paper in which they analyze a media ethics case problem.
- Students will develop a personal code of ethics in which they articulate professional standards and practices appropriate to their chosen area of media practice.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4708:

- Students will be assessed for their contributions to the discussion of ethical dilemmas and their leadership in a classroom presentation of a case study.
- Students will be assessed in their comprehension of appropriate ethical principles and their application to media ethical dilemmas in their writing of in-class, closed-book, essay exams.
- Student semester papers will be assessed for analysis professional ethical dilemmas and application of appropriate ethical principles to mass communication practices and issues.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. Students are permitted three total unexcused absences without penalty. After three absences, the student's final grade will be deducted one letter grade for each absence. After seven unexcused absences, the student will fail the course. Absences for illness and other catastrophic emergencies, such as a death in the family, must be documented (e.g. doctor's note or obituary) to be excused from the total absence count. Students with excessive unexcused absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will NOT be graded. Late work is not accepted unless prior arrangements have been made with the instructor. Students are NOT permitted to make up assignments, quizzes, tests, etc. that occurred during an unexcused absence. Students who will miss class and/or a deadline because of an excused absence are expected to notify the instructor immediately upon knowing the absence will occur; exceptions will be made for reasonable circumstances. Students who are absent during the final exam are not permitted to make up the exam and will earn a grade of 0, which might result in failure of the course.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

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4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be "substantially original" to you. In other words, you can't just paste in something from another's work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is "substantially original" to you.

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You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

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WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

Media History

JOUR4716-001.501

Fall 2016

MWF, 11:30 a.m. to 12:25 p.m.

Meeman 100

Joe Hayden, Ph.D.

304 Meeman

(901) 678-4784

jhayden@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Major events, stories, personalities, and issues shaping development of mass communication with special emphasis on the history of American journalism, from advent of printing to the age of the Internet.

PREREQUISITE:

None

TEXTBOOK:

Rodger Steitmatter, *Mightier Than the Sword: How the News Media Have Shaped American History*, third edition (Boulder, Colorado: Westview Press, 2012).

CLASSROOM FORMAT:

- Attendance and participation are vital in this course. Smart people show up and contribute, thereby making the experience better for everyone. Weak students just make excuses.
- There are three exams in the semester, and there is no chance to make them up. If a student knows that he or she will miss an exam, the student must inform the instructor in advance. Alternative arrangements can be made, but not after the exam has been missed. The exams will cover the materials covered in the class up to that point.
- For the research report, students will compare at least two complete and original news accounts of some historical event. Reports should provide a brief synopsis (one or two paragraphs) in which students describe the event and then it should compare the coverage by different news sources. Finally, it should offer some analysis in which you explain or interpret differences in coverage. There are certain deadlines for the report throughout the semester. There is a one-letter grade penalty for each day the assignment is late.
- A “wild card” requirement is your chance to be creative and to work with others. You can create a short video, re-enact a scene, stage a debate, or do something to otherwise enlighten and entertain your classmates about media history. All efforts should be limited to 5 minutes.

GRADUATE STUDENTS:

- Graduate students will be expected to complete an additional assignment that will include a class presentation about some subject related to the history of mass communication. The class presentation will focus on a book that relates to one of the class topics. It is worth 50 points.

GRADING:

Attendance	50
Exams (3 @ 100 points each)	300
Report (1)	100
Wild Card	50

Class Presentation (grad students) 50

TOTAL 500 (550 grad students)

A	465 to 500
A-	450 to 464
B +	435 to 449
B	415 to 434
B-	400 to 414
C+	385 to 399
C	365 to 384
C-	350 to 364
D+	335 to 349
D	315 to 334
D-	300 to 314

TENTATIVE TIMETABLE FOR MEDIA HISTORY

Date	Topic	Readings	Due in class
Aug. 22-24-26	Introduction; Writing to Printing; Origins of Free Press	Introduction, Chapter 1	
Aug. 29-31-Sept. 2	Colonial Newspapers	Chapter 2	Topic for Research Report due on Friday
Sept. 7-9	No class Monday due to Labor Day; The First Amendment; Alien-Sedition Acts; The Penny Press	Chapter 3, 4	
Sept. 12-14-16	Telegraph; Early Photography; Visit to the library	Chapter 5	
Sept. 19-21-23	The Civil War; Lincoln; 1 st Exam	Chapter 6	1st Exam Friday
Sept. 26-28-30	Thomas Nast and Boss Tweed; Yellow Journalism; The Spanish-American War;	Chapter 7	
Oct. 3-5-7	Objectivity and Magazines; The Muckrakers Theodore Roosevelt;	Chapter 8	Progress Report on Research Report due on Friday
Oct. 12-14	No class Monday due to fall break; Public Relations; Cinema	Chapter 9	
Oct. 17-19-21	World War 1; Radio and Newsreels; The Depression	Chapter 10, 11	
Oct. 24-26-28	Franklin Roosevelt; World War II; 2 ND Exam Friday	Chapter 12	2nd Exam on Friday
Oct. 31. Nov. 2-4	The 1950s-Cold War; Television; Civil Rights	Chapter 13	
Nov. 7-9-11	John Kennedy; Lyndon Johnson; Vietnam	Chapter 14	
Nov. 14-16-18	1960s media; Richard Nixon; 1970s TV entertainment	Chapter 15	Research Report due on Friday
Nov. 21	1980s Cable TV; The Reagan Era; No class Wed. or Fri. due to Thanksgiving	Chapter 16	
Nov. 28-30	The Internet; Wrap-up; Review	Chapter 17	
Dec. 5 (10:30-12:30)	Final Exam		Final Exam

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

FIVE PILLARS OF JOUR4716

- *Professionalism*: Students learn about the development of professional norms, procedures and culture over the last century.
- *Writing*: Students are required to write an analysis of news coverage.
- *Multimedia*: Students examine the origin and evolution of various media forms, including the adaptation of new technology.
- *Critical Thinking*: The course emphasizes changes in values and practices and encourages students to reconcile those shifts with today's media landscape.
- *Media Literacy*: Students gain perspective on present-day media industries and institutions by studying the historical forces shaping their development.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4716:

- Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievance.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Students will obtain both a better understanding of the American past in general and the history of American mass media in particular.
- Students will analyze past events, people, and institutions from a variety of angles—social, political, economic, and cultural.
- Students will explore the origin and subsequent course of the following themes: censorship and freedom; war correspondence; propaganda; communication technologies; minority voices; evolving ideals, such as objectivity, social responsibility, and civic journalism.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Students will successfully pass two midterm exams and a final exam that will cover class presentations and readings from the textbook.
- Students will write and present a report analyzing contemporary news coverage of a noteworthy historical event by at least two original news sources.
- In addition to the other requirements, graduate students will write three book reviews/précis or write a research paper.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4716:

The class is designed to give students the historical context for mass media in America.

Awareness:

- Becoming aware of the social, political, economic, technological, and cultural forces shaping modern mass communication.

Understanding:

- Understanding the historical development of communication media, along with the underlying individuals, institutions, events, and issues surrounding them.

Application:

- Passing three exams.
- Writing a research report.
- Discussion/debate in class.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation.

Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES**PORTFOLIO REQUIREMENT:**

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Presidents and the Press

JOUR 4720

Dr. Joe Hayden
Department of Journalism & Strategic Media
Meeman #304 // University of Memphis // jhayden@memphis.edu

This seminar is a one-credit-hour course exploring the relationship between American presidents and the news media. Through discussion as well as lecture it combines the studies of history, journalism and politics. The approach used is a combination of chronological and thematic. We note change over time but pay particular attention to a number of key, recurring issues. These motifs are important lenses through which to view presidential-press relations, and they are especially appropriate considering the evolving, dynamic nature of the topic. For the office of the presidency has changed greatly over the last two centuries. So, too, of course have America's media and political systems.

Required Texts

- Kathleen Hall Jamieson, *Packaging the Presidency: A History and Criticism of Presidential Campaign Advertising*.
- George Juergens, *News from the White House: The Presidential-Press Relationship in the Progressive Era* (Chicago: University of Chicago Press, 1982).
- David Greenberg, *Republic of Spin: An Inside History of the American Presidency* (Norton, 2016).
- *The Commercial Appeal*, either in print or online
- *New York Times* or *Washington Post*, either in print or online
- Political websites **Politico.com**, **RealClearPolitics.com**, **OpenSecrets.org**, **FiveThirtyEight.com**, **JournalistsResource.org**, **WhiteHouse.gov**, **PewResearch.org**; fact checkers **FactCheck.org** and **PolitiFact.com**.

Course Requirements

In addition to taking two exams, a midterm and a final, each student will lead a discussion based on the readings assigned for that week. This assignment should begin with a brief overview and then a short list of questions. Discussion leaders may call on individuals or seek input from the group, but it's their responsibility to steer the conversation and promote the exchange of ideas. Debate is encouraged.

Students will prepare a 3- to 5-page advisory report counseling the next president on how to deal with the press effectively and how better to communicate with the

public. It is a practical professional assignment, involving argumentation more than investigation, strategy rather than scholarship. Due: Nov. 16.

In a seminar your contributions are essential. Please be prepared to make comments and ask questions regularly. Your classmates and I depend on you.

Grading

Midterm	20%
Final	20%
Discussion duty:	20%
Advisory Report:	20%
Participation:	20%

Presidents

“All men are created equal,” announced the Declaration of Independence in 1776, yet that idealistic tenet clearly does not apply to the individuals who have been president of the United States. Some were greater than others, some more consequential or more memorable. In this course we will accordingly focus on these more “newsworthy” individuals, examining how they used (or failed to use) the media and how in turn they were covered by the media. Examining their administrations can highlight both the conflict and the symbiosis between the White House and the Fourth Estate. This group includes the following:

The Revolutionaries: Washington, Adams, Jefferson

The Commoners: Jackson, Lincoln

The Executives: T. Roosevelt, Wilson, F. Roosevelt

The Warriors: Johnson, Nixon

The Imagists: Kennedy, Reagan

The Internet Presidents: Clinton, Bush, Obama

Themes

1. **War.** Censorship, propaganda, patriotism, professionalism
2. **Management.** The “imperial presidency.”
3. **Ideology.** The objectivity ethos: Most American journalists say they still subscribe to this approach. Are there benefits to it?
4. **Partisanship.** Is the press inherently right, left, both or neither?
5. **“The New Politics.”** Is it true that there are new rules, new players, and a new game involved in running for office?
6. **Campaign advertising, polling, and money.**
7. **Insider v. Outsider.** Should journalists covering powerful people strive to be confidants or critics?

8. **Technology.** How have presidents used technology to communicate with the public?
9. **Public Participation.** Are ordinary citizens better able to influence politicians and the press today than they were in the past?
10. **Entertainment and politics.** Are actors, comedians, musicians and talk show hosts (and not journalists) the real media power brokers in 21st-century politics?
11. **[Your ideas here].** What do you think is important?

Calendar

Date	Issues	Presidents	Assignment / Deadline
Week 1 Aug. 24	Introduction		<i>[See the detailed list of reading assignments below.]</i>
Week 2 Aug. 31	Freedom and Censorship	Washington, Adams, and Jefferson.	
Week 3 Sept. 7	Partisanship	Jackson.	
Week 4 Sept. 14	Demography, Voting, Participation	Lincoln	
Week 5 Sept. 21	Imperial Presidency.	T. Roosevelt and Wilson.	
Week 6 Sept. 28	Radio. Polling. PR & Spin.	F. Roosevelt.	
Week 7 Oct. 5	Television. The New Politics.	Kennedy.	
Week 8 Oct. 12	Advertising	Johnson.	Midterm
Week 9 Oct. 19	Polling. Ideology and Objectivity.	Nixon.	
Week 10 Oct. 26	Entertainment and politics.	Reagan.	
Week 11 Nov. 2	The 24-Hour News Cycle.	B. Clinton.	
Week 12 Nov. 9	Money.	Bush II.	

Week 13 Nov. 16	Technology.	Obama, H. Clinton, Trump.	Advisory report due
Week 14 Nov. 23		No class: <i>Thanksgiving Break</i>	
Week 15 Nov. 30	Wrap-up		Final Exam

**Note: This list of topics represents a chronology of the American presidency as well as a rough guide for the themes we will explore. The two are not necessarily connected. In other words, technology did not originate in the 1990s, nor did money enter politics only in the 2000s!*

Reading Assignments

The basis of this reading list was adapted from a syllabus from The Journalist's Resource. Items marked with an asterisk () are required reading; they're often historical articles or sources involving one or more presidents. Students should then read at least two of the contemporary media pieces. Discussion leaders should try to consume more.*

Week 1, Intro.

- [C-SPAN documentary: The White House: Inside America's Most Famous Home*](#)

Week 2, Freedom, Censorship, Ethics

- U.S. Constitution, Amendments 1 through 10 (collectively known as the Bill of Rights) and Amendment 14.*
- "Code of Ethics of the Society of Professional Journalists."*
- "Principles of Journalism," Committee of Concerned Journalists, 1997.*
- [Larry Gragg, "Passage of the Alien and Sedition Acts," *American History* \(Oct. 1998\).](#)*

Week 3, Partisanship

- [Richard B. Latner, "The Kitchen Cabinet and Andrew Jackson's Advisory System," *Journal of American History* vol. 65 \(Sept. 1978\), pp. 367-388.](#)*
- Hadas Gold, "The Media's Trump Reckoning: 'Everyone Was Wrong,'" *Politico*, 2016.
- James Klurfeld, "Improving Media Capacity: Media Must Focus on Policy, Not Just Politics," The Brookings Institution, 2015.
- Brendan Nyhan, "Get Off the Bus! Why Access-Based Campaign Coverage is a Dead End," *Columbia Journalism Review*, 2013.

- Peter Hamby, ["Inside the Bubble: 9 Secrets from Inside the 2012 Race."](#) CNN.com, 2013.
- Jack Shafer, ["Presidential Campaigns, Sports Writing and the Fine Art of Pretending."](#) Reuters, 2012.
- Jay Rosen, ["Why Political Coverage Is Broken."](#) Jay Rosen's Press Think, August 26, 2011.
- Jodi Enda, ["Campaign Coverage in the Time of Twitter."](#) *American Journalism Review*, 2011.
- Jeremy W. Peters, ["Latest Word on the Trail? I Take It Back."](#) *New York Times*, 2012.
- Paul Farhi, ["Off the Bus."](#) *American Journalism Review*, 2009.
- John Harris, ["Shifting Influence From Institution to Individual."](#) Nieman Reports, 2008.

Week 4, Demography, Voting, Participation

- [David, S. Reynolds, Review of *Lincoln and the Power of the Press*, by Harold Holzer, *New York Times* \(Oct. 31, 2014\).*](#)
- [Ryan Holiday, Review of *Lincoln and the Power of the Press*, by Harold Holzer, \[*New York*\] *Observer* \(Nov. 5, 2014\).*](#)
- [Peter Beinart, "The Republican Party's White Strategy," *The Atlantic* \(July/August 2016\).*](#)
- ["The Impact of Race and Ethnicity, Immigration and Political Context on Participation in American Electoral Politics," *Journal of Social Forces*, 2012.](#)
- Robert Putnam, ["Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America," *PS: Political Science & Politics*, 1995.](#)
- Ron Brownstein, ["Our Diverse Suburbs," *National Journal*, 2012.](#)
- Thomas Patterson, ["The Vanishing Voter: Why Are the Voting Booths So Empty?" *National Civic Review*, Winter 2002.](#)
- Mark Seibel, ["Making Reporting About Voting Part of the Political Beat," Nieman Reports, Spring 2004.](#)
- ["Women and News: Expanding the News Audience, Increasing Political Participation, and Informing Citizens," pages 32-62, "A Narrative Overview of the Research," Shorenstein Center on Media, Politics and Public Policy, Harvard Kennedy School, 2008.](#)
- Richard L. Fox, Jennifer L. Lawless, ["Gendered Perceptions and Women's Equality in Electoral Politics," *American Journal of Political Science*, October 25, 2010.](#)
- Rachel Joy Larris, Rosalie Maggio, ["Name It, Change It: The Women's Media Center's Media Guide to Gender Neutral Coverage of Women and Politicians."](#)

- Sarah F. Anzia, Christopher R. Berry, ["Why Do Congresswomen Outperform Congressman?"](#) *American Journal of Political Science*, July 2011.
- Alexis Gelber, ["Digital Divas: Women, Politics and the Social Network."](#) Shorenstein Center on Media, Politics and Public Policy, Harvard Kennedy School, Spring 2011.

Week 5, War, Crisis, Leadership

- ["Poster Art of World War I,"](#) PBS' *American Experience**
- [Clayton Funk, "The Committee on Public Information and the Mobilization of Public Opinion in the United States during World War I,"](#) *Journal of Social Theory in Art Education* (April 1994).*
- [Bill Keller, "Heroes and Crusaders: Doris Kearns Goodwin's 'Bully Pulpit,'"](#) *New York Times* (Nov. 14, 2013).*
- Ezra Klein, ["The Unpersuaded: Who Listens to a President?"](#) *The New Yorker*, March 19, 2012.
- Louis Fisher, ["Teaching the Presidency: Idealizing a Constitutional Office,"](#) *PS: Political Science & Politics*, January 2012.
- Robert F. Trager, Lynn Vavreck, ["Political Costs of Crisis Bargaining: Presidential Rhetoric and the Role of Party,"](#) *American Journal of Political Science*, July 2011.
- Matthew A. Baum, Tim Groeling, ["Shot by the Messenger: Partisan Cues and Public Opinion Regarding National Security and War,"](#) *Political Behavior*, 2009.

Week 6, Polls, PR, Spin.

- [John Avlon, "FDR: King of All Media,"](#) *The Daily Beast* (Aug. 26, 2014).*
- [Franklin D. Roosevelt's "Fireside Chat" on banking \(March 1933\)](#)*
- John G. Bullock, ["Elite Influence on Public Opinion in an Informed Electorate,"](#) *American Political Science Review*, August 2011.*
- David A. Graham, ["Political Polling's Unfavorables Are on the Rise,"](#) *The Atlantic*, 2015.
- Nate Silver, ["How FiveThirtyEight Calculates Pollster Ratings,"](#) FiveThirtyEight, 2014.
- ["Polling Fundamentals and Concepts: An Overview for Journalists,"](#) Journalist's Resource, November 17, 2011.
- Sheldon R. Gawiser, G. Evans Witt, ["20 Questions a Journalist Should Ask about Poll Results,"](#) National Council on Public Polls.
- Michael W. Traugott, Christopher Wlezien, ["Dynamics of Poll Performance during the 2008 Presidential Nomination Contest,"](#) *Public Opinion Quarterly*, 2009.
- Christopher T. Stout, Reuben Kline, ["I'm Not Voting for Her: Polling Discrepancies and Female Candidates,"](#) *Political Behavior*, 2011.

- [Nicholas Lemann, "The Controller," *The New Yorker* \(May 12, 2003\).](#)
- Brendan Nyhan, Jason Reifler, ["Misinformation and Fact-Checking: Research Findings from Social Science,"](#) New America Foundation, February 28, 2012.

Week 7, Television

- [Dr. Marco Soddru, "JFK and the Media during his Electoral Campaigns," *Foreign Policy Journal* \(Dec. 8, 2012\).*](#)
- ["John F. Kennedy and the Press," John F. Kennedy Library.*](#)
- [John F. Kennedy Press Conference, Jan. 1961.*](#)
- Gabriel S. Lenz, Chappell Lawson, ["Looking the Part: Television Leads Less Informed Citizens to Vote Based on Candidates' Appearance," *American Journal of Political Science*, 2011.*](#)
- Stephen J. Farnsworth, S. Robert Lichter, ["How Television Covers the Presidential Nomination Process," *The Making of the Presidential Candidates 2012*.](#)
- Thomas Patterson, ["Eleven Recommendations for Improving Election Night Coverage,"](#) Shorenstein Center on Media, Politics and Public Policy, 2004.

Week 8, Advertising

- [Stephen Vaughn, Review of Lyndon Johnson's Dual War: Vietnam and the Press by Kathleen J. Turner, *American History* \(Dec. 1985\).*](#)
- ["Negative political ads and voter effects: Research roundup," *The Journalist's Resource* \(Feb. 6, 2016\).*](#)
- John Sides, Andrew Karcha, ["Messages That Mobilize: Issue Publics and the Content of Campaign Advertising," *Journal of Politics*, March 27, 2008.](#)
- Alan Gerber, James Gimpel, et al, ["How Large and Long-lasting Are the Persuasive Effects of Televised Campaign Ads?" *American Political Science Review*, February 2011.](#)

Week 9, Ideology and Objectivity

- [John Aloysius Farrell, "When Nixon Met the Press," *Politico* \(Aug. 6, 2014\).*](#)
- ["Nixon's Failed Attempts at 'Poisoning the Press,'" NPR's *Fresh Air* \(Aug. 2010\).*](#)
- [Jon Marshall, "Nixon Is Gone, But His Media Strategy Lives On," *The Atlantic* \(Aug. 4, 2014\).*](#)
- [Jim Rutenberg, "Trump Is Testing the Norms of Objectivity in Journalism," *New York Times* \(Aug. 7, 2016\).*](#)

- Jackie Calmes, ["They Don't Give a Damn About Governing."](#) Shorenstein Center on Media, Politics and Public Policy, Harvard Kennedy School, 2015.
- ["Political Polarization in the American Public."](#) Journalist's Resource, 2014.
- Sarah Sobieraj, Jeffrey M. Berry, ["Incivility and Outrage in American Politics: Political Discourse in Blogs, Talk Radio and Cable News."](#) *Political Communication*, 2011.
- ["Beyond the Facts: A Partisan Era Requires a Vigorous Press."](#) *Columbia Journalism Review*, January/February 2011.
- ["Partisan Polarization Surges in Bush, Obama Years."](#) Pew Research Center, June 4, 2012.
- ["Twitter and Political Polarization."](#) Association for the Advancement of Artificial Intelligence, 2011.

Week 10, Entertainment

- [David Corn, "Reagan and the Media: A Love Story," *The Nation* \(June 10, 2004\).*](#)
- [Tim Graham, "Reagan v. the Media," *National Review* \(June 10, 2004\).*](#)
- Joe Hayden, "The Late-Night Campaign," from *A Dubya in the Headlights* (pdf).*

Week 11, 24-Hour News Cycle

- Joe Hayden, chapter from *Covering Clinton* (pdf)*

Week 12, Money

- [Danielle Kurtzleben, "2016 Campaigns Will Spend \\$4.4 Billion On TV Ads. But Why?" NPR \(Aug. 19, 2015\). *](#)
- ["Buying of the President 2016."](#) Center for Public Integrity, 2016.
- Libby Watson, ["Shifting Super PAC Cash Makes It Even Harder to Follow the Money."](#) Sunlight Foundation, 2016.
- Charlotte Grimes, ["Elements of Money in Politics Stories."](#) Journalist's Resource, 2011.
- Anthony Corrado, ["Financing Presidential Nomination in the Post-Public Funding Era."](#) *The Making of the Presidential Candidates 2012*.
- John Aldrich, ["The Invisible Primary and Its Effects on Democratic Choice."](#) *PS: Political Science & Politics*, January 8, 2009.
- Nicholas Lemann, ["Conflict of Interests?"](#) *The New Yorker*, August 11, 2008.
- Kenneth T. Andrews, Neal Caren, ["Making the News: Movement Organizations, Media Attention, and the Public Agenda."](#) *American Sociological Review*, 2010.

- Eric Pooley, ["How Much Would You Pay to Save the Planet? The American Press and the Economics of Climate Change."](#) Shorenstein Center on Media, Politics and Public Policy, 2009.
- Jacob S. Hacker, Paul Pierson, ["Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States."](#) *Politics & Society*, June 2010.
- Lee Drutman, ["How Corporate Lobbyists Conquered American Democracy."](#) *The Atlantic*, 2015.
- Robert G. Kaiser, ["Citizen K Street: How Lobbying Became Washington's Biggest Business."](#) *Washington Post*, March 4, 2007.
- Christopher Witko, ["Influence of Corporate Campaign Contributions in Government Contract Award Decisions."](#) *Journal of Public Administration Research and Theory*, March 18, 2011.
- [Nicholas Confessore and Karen Yourish, "\\$2 Billion Worth of Free Media for Donald Trump," *New York Times*' The Upshot \(March 15, 2016\).](#)

Week 13, Technology

- Julia K. Woolley, Anthony M. Limperos, Mary Beth Oliver, ["The 2008 Presidential Election, 2.0: A Content Analysis of User-Generated Political Facebook Groups."](#) *Mass Communication and Society*, November 20, 2010.*
- T.W. Farnam, ["Obama Has Aggressive Internet Strategy to Woo Voters."](#) *Washington Post*, April 6, 2012.*
- Joseph Lichterman, ["The Political TV Ad Archive Is Making It Easier for Journalists to Report on Campaign Spots."](#) Nieman Journalism Lab, 2016.
- ["Twitter and the Campaign."](#) Pew Research Center, December 8, 2011.
- Aaron Smith, ["The Internet and Campaign 2010."](#) Pew Research Center, March 17, 2011.
- Keith Hampton, et al., ["Social Networking Sites and Our Lives."](#) Pew Research Center, June 16, 2011.
- ["Research chat: Nicco Mele on five ideas that animate the Internet."](#) Journalist's Resource, 2011.
- Jemima Kiss, ["Andy Carvin: The Man Who Tweets Revolutions."](#) *The Guardian*, September 4, 2011.

Bibliography

GENERAL

- James Pollard, *Presidents and the Press* (Octagon Books, 1973).
- George Juergens, *News from the White House: The Presidential-Press Relationship in the Progressive Era* (Chicago: University of Chicago Press, 1982).
- Woody Klein, *All the Presidents' Spokesmen: Spinning the News—White House Press Secretaries from Franklin D. Roosevelt to George W. Bush*.
- David Greenberg, *Republic of Spin: An Inside History of the American Presidency* (Norton, 2016)
- Louis Liebovich, *The Press and the Modern Presidency: Myths and Mindsets from Kennedy to Election 2000* (Westport, Conn.: Praeger, 2001).
- Mary Mapes, *Truth and Duty: The Press, the President, and the Privilege of Power*.
- Bob Woodward, *Shadow: Five Presidents and the Legacy of Watergate*.
- Stephen J. Farnsworth, *Spinner-in-Chief: How Presidents Sell Their Policies and Themselves*.
- Brandice Canes-Wrone, *Who Leads Whom?: Presidents, Policy, and the Public*.
- Richard E. Neustadt, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*.
- Elizabeth A. Skewes, *Message Control: How News Is Made on the Presidential Campaign Trail*.
- Kathleen Hall Jamieson and Paul Waldman, *The Press Effect: Politicians, Journalists, and the Stories that Shape the Political World* (New York: Oxford University Press, 2004).
- Eric Boehlert, *Bloggers on the Bus: How the Internet Changed Politics and the Press*.
- Kenneth T. Walsh, *Feeding the Beast: The White House Versus the Press*.
- Kathleen Hall Jamieson, *Packaging The Presidency: A History and Criticism of Presidential Campaign Advertising*.

SPECIFIC

- Ron Chernow, *Washington: A Life* (Penguin, 2010).
- Dumas Malone, *Jefferson*, 6 vols.
- Joseph Ellis, *American Sphinx: The Character of Thomas Jefferson*.
- Jerry W. Knudson, *Jefferson And the Press: Crucible of Liberty*.
- Arthur M. Schlesinger, *The Age of Jackson*
- Jon Meacham, *American Lion: Andrew Jackson in the White House* (New York: Random House, 2008).
- Mark E. Neely, *The Fate of Liberty: Abraham Lincoln and Civil Liberties*.
- Harold Holzer, *Lincoln and the Power of the Press* (2014).
- Edmund Morris, *Theodore Rex*.
- Doris Kearns Goodwin, *Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* (2014)
- Joe Hayden, *Negotiating in the Press: American Journalism and Diplomacy, 1918-1919* (2010).
- Doris Kearns Goodwin, *No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in World War II*.
- Theodore White, *The Making of the President*.
- Arthur Meier Schlesinger, *A Thousand Days: John F. Kennedy in the White House*
- Kathleen J. Turner, *Lyndon Johnson's Dual War: Vietnam and the Press* (University of Chicago Press, 1986).
- Clarence Wyatt, *Paper Soldiers: The American Press and the Vietnam War* (University of Chicago, 1995).
- Timothy Crouse, *The Boys on the Bus*.
- Hunter S. Thompson, *Fear and Loathing on the Campaign Trail '72*.
- Joe McGinness, *The Selling of the President*.

- Bob Woodward and Carl Bernstein, *All the President's Men* (New York: Simon & Schuster, 1994).
- Sarah McClendon, *Mr. President, Mr. President! My Fifty Years of Covering the White House*.
- Marlin Fitzwater, *Call the Briefing: Bush and Reagan, Sam and Helen - A Decade With Presidents and the Press*.
- Joe Hayden, *Covering Clinton: The President and the Press in the 1990s* (Greenwood, 2002)
- George Stephanopoulos, *All Too Human*.
- Michael Waldman, *POTUS Speaks: Finding the Words that Defined the Clinton Presidency*.
- James Wolcott, *Attack Poodles and Other Media Mutants: The Looting of the News in a Time of Terror* (New York, NY: Miramax, 2004).
- Eric Boehlert, *Lapdogs: How the Press Rolled Over for Bush*.
- Frank Rich, *The Greatest Story Ever Sold: The Decline and Fall of Truth in Bush's America* (New York, NY: Penguin, 2006).
- Joe Hayden, *A 'W' in the Headlights: President George W. Bush and the Media* (Lexington, 2009).
- Ben Fritz, Bryan Keefer, and Brendan Nyhan, *All the President's Spin: George W. Bush, the Media, and the Truth*.
- Michael Isikoff and David Corn, *Hubris: The Inside Story of Spin, Scandal, and the Selling of the Iraq War*.
- Scott McClellan, *What Happened: Inside the Bush White House and Washington's Culture of Deception*.
- Sheldon Rampton and John Stauber, *Weapons of Mass Deception: The Uses of Propaganda in Bush's War on Iraq* (New York, NY: Penguin, 2003).

Multimedia Visual Communication

JOUR 4900/6900-001

Spring 2016

TR 3:15-4:40 p.m.

Meeman 212

Matthew J. Haught, Ph.D.

Office: Meeman 326

Office hours: Tuesday & Thursday noon-3 p.m. and by appointment

Phone: 901-678-3490

e-mail: mjhaught@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Planning, development, design and execution of a project for print and digital display, including data visualization, illustration, branding, video and photography.

PREREQUISITE:

JOUR 3900

TEXTBOOKS:

An Introduction to Visual Media Theory and Practice in the Digital Age, Harlen Makemson, Phillip Motley, Brooke Barnett, and David Copeland. Peter Lang Publishing.

REQUIRED SOFTWARE:

Adobe Photoshop CC, Adobe InDesign CC, Adobe Illustrator CC, iMovie or Final Cut Pro.

Note: You may purchase the Adobe Creative Cloud from Adobe.com at a discount.

OTHER REQUIREMENTS:

Flash Drive (At least 2 GB capacity)

SD card (At least 4 GB capacity)

CLASS INSTRUCTION:

This course is designed to stock the toolbox of a talented graphic designer. Students will learn advanced techniques and the principles behind them to execute designs for work in the creative industry. Further, students will build a portfolio of work to show potential employers. A typical class session will consist of a lecture, discussion, and assignment/lab time. Students are required to complete multiple design projects throughout the semester, as well as a final project. The design projects allow students to work creatively for various applications of graphic design skills.

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grading Philosophy: A=Professional quality work that could be use with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement. NOTE: Plusses and minuses may be given.

Grade Distribution:

Assignment	Percentage/Points
<i>Personal branding</i>	20%
Personal logo	100
Resume	100
Personal slideshow	100
 <i>Homeworks</i>	 60%
 <i>Personal portfolio</i>	 20%
Portfolio book	100
Portfolio website	100
Presentation	100

Assignment format:

All assignments are to be submitted electronically by eCourseware. Students must include the following:

1. The original Adobe CC document (InDesign, Illustrator, etc.)
2. Any links associated with the CC document (Images, Fonts, etc.)
3. A PDF of the document.
4. A 150-word description of the work and artist's statement. (Projects only).

Generally, each assignment will come with unique formatting guidelines. Be sure to follow these guidelines exactly. Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0. Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

FOR GRADUATE STUDENTS:

This course is offered at both the undergraduate and graduate levels. Enrolled graduate students are required to do work appropriate for their academic level. This includes but is not limited to a term paper about an assigned topic, class presentations, book reviews and/or special projects. Graduate students should meet with the professor as soon as possible after the beginning of the term to work out arrangements for graduate-level credit for the course.

SCHEDULE OF CLASSES

WEEK 1	Jan. 19-21	Introduction.
Using the Mac. Using the Creative Cloud. Basics of visual communication. Brainstorming.		
WEEK 2	Jan. 26-28	The multimedia landscape.
Old media. New media. Social media. Multiplatform and multimodal communication.		
<i>Readings: VTP 1.</i>		
WEEK 3	Feb. 2-4	Visual theory and the image.
Gestalt. Semiotics. Visual hierarchy. Eye movements.		
<i>Readings: VTP 2.</i>		
WEEK 4	Feb. 9-11	Photography.
Three pillars of digital photography. Rule of thirds. Lighting.		
<i>Readings: VTP 7-8</i>		
WEEK 5	Feb. 16-18	Audio & video.
Audio. Videography. iMovie. Slideshows. Videolicious.		
<i>Readings: VTP 8-9.</i>		
WEEK 6	Feb. 23-25	Legacy of graphic design.
Newspapers. Magazines. Modular design. Television. Web.		
<i>Readings: VTP 3.</i>		
WEEK 7	March 1-3	Design.
Logo design. Branding. Résumés. Portfolios. PDFs.		
<i>Readings: VTP 6.</i>		
WEEK 8	March 8-10	Spring Break.
WEEK 9	March 15-17	Multimedia packages.
Multiplatform storytelling. Incorporating audio and video. Social media.		
<i>Readings: VTP 10.</i>		
WEEK 10	March 22-24	Vector graphics.
Pen tool. Live trace. Effects. Spray tool.		
WEEK 11	March 29-31	Data visualization.
Charts. Graphics. Infographics. Infographics in practice. Thinking with data.		
WEEK 12	April 5-7	Presentations.
Powerpoint. Keynote. Prezi. Custom slide backgrounds.		
WEEK 13	April 12-14	Working toward the future.
The Web. Interactivity.		
WEEK 14	April 19-21	Professionalism.
Freelancing. Contracts.		
WEEK 15	April 26-28	Presentations.

FIVE PILLARS OF JOUR4900

- Professionalism: Students learn the professional standards and routines of the visual communication industry by discussing and preparing design briefs, using the commercial printing process, and learning industry vocabulary. Finally, students develop a professional portfolio suitable for job application.
- Writing: JOUR 4900/6900 addresses writing skills related to headlines, cutlines, copy editing, display copy, and graphics. In addition, students write a design brief and artist statements for creative work. Finally, students consider the visual storytelling process.
- Multimedia: Students prepare designed media for print, web, and digital applications.
- Critical Thinking: Students must demonstrate an understanding of the audience that will consume creative work, and explain this connection in artist statements.
- Media Literacy: JOUR 4900/6900 addresses media literacy by exposing students to the vocabulary and tools of media production. Students learn how media is researched, planned, and created visually through multiple creative projects.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4900:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Exploration of multimedia communication platforms and evaluation of each platform.
- Understanding of the importance of navigation and interactivity in the creation of a multimedia production.
- Execution skills needed to create multimedia projects.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Research and design a project for a multimedia presentation
- Apply branding across media platforms
- Mastery of the Adobe Creative Cloud
- Prepare audio, video, photographs, and layout for multimedia presentation

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4900:

Awareness:

- Become aware of the uses and purposes of multimedia communication.

Understanding:

- Process of design including the target audience, principles of design and standards of production at a mastery level.

Application:

- Creation of multiple multimedia projects; to show proficiency in the Adobe Creative Cloud.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
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- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
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- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. Students are permitted three total unexcused absences without penalty. After three absences, the student's final grade will be deducted one letter grade for each absence. After seven unexcused absences, the student will fail the course. Absences for illness and other catastrophic emergencies, such as a death in the family, must be documented (e.g. doctor's note or obituary) to be excused from the total absence count. Students with excessive unexcused absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will NOT be graded. Late work is not accepted unless prior arrangements have been made with the instructor. Students are NOT permitted to make up assignments, quizzes, tests, etc. that occurred during an unexcused absence. Students who will miss class and/or a deadline because of an excused absence are expected to notify the instructor immediately upon knowing the absence will occur; exceptions will be made for reasonable circumstances. Students who are absent during the final exam are not permitted to make up the exam and will earn a grade of 0, which might result in failure of the course.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is "substantially similar" to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be "substantially original" to you. In other words, you can't just paste in something from another's work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is "substantially original" to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

Data Visualization

JOUR 4920/6920-001

Fall 2016

Meeman 202

3:55-5:20 p.m., TR

Matthew J. Haught, Ph.D.

Office: Meeman 326

Office hours: Monday 11 a.m.-4 p.m. and by appointment

Phone: 901-678-3490

e-mail: mjhaught@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Visual presentation of quantitative and spatial information. Examines the planning, design, and preparation of statistical graphs, charts, timelines, diagrams, and maps.

PREREQUISITE:

JOUR 3900.

CLASS INSTRUCTION:

This course is designed to advance the understanding of visual presentation of quantitative and qualitative data. Students will learn about graphs, alternative story forms, infographics, maps, timelines, and charts as they relate to the goals of journalism and mass communication. Students are required to complete multiple design activities and design projects throughout the semester, as well as a final project. The design activities reinforce principles of the software and teach techniques for creative work. The design projects allow students to work creatively for various applications of graphic design skills. The final project should invoke all skills learned in the course.

TEXTBOOK:

Cairo, A. (2012). *The functional art: An introduction to information graphics and visualization*. Berkeley, CA: New Riders.

REQUIRED SOFTWARE:

Adobe Photoshop CC, Adobe InDesign CC, Adobe Illustrator CC, Microsoft Excel, SPSS, Tableau, multiple online tools

Note: You may purchase the Adobe Creative Cloud on a month-to-month basis from Adobe.com.

OTHER REQUIREMENTS:

One Flash Drive (At least 2GB capacity)

GRADING:

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Grading Philosophy: A=Professional quality work that could be use with little or no modification; B=Good to excellent work and exceeds requirement, but would require revision to be used professionally; C=Satisfactory work and adequately meets requirement, but would need significant revision; D=Barely satisfies minimum requirement and below average quality; F=Unsatisfactory work and does not meet minimum requirement.

Grade Distribution:

Assignment	Percentage
Design activities	20
Design projects	50
Final project	20
Portfolio	10

ATTENDANCE & CLASS CONDUCT

Attendance is mandatory and will be taken at the beginning of each class session. Students are allowed three unexcused absences; after three, additional unexcused absences will drop the student's final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. University policy for excused absences apply to this course.

Tardiness will not be tolerated. After two tardies, one percentage point will be deducted from the student's final grade for each additional tardy.

Attendance will be determined by signing the daily sign-in sheet for the course.

Mobile and electronic devices:

The use of electronic devices is permitted, as this class focuses on design and technology. Mobile telephones must be turned to vibrate during class and should be used only for emergencies. Excessive text messaging will not be tolerated.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will be deducted a letter grade for each day late. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to or on the due date. Work will be collected at the beginning of class, and must be printed and mounted or prepared for presentation before class.

COMPUTER USAGE:

Students are expected to use a computer in this course. Students will use Apple computers running the Macintosh operating system in class, but may use Windows computers at their own discretion. Students will work with the design software standard in the professional world. At this time, the professional standard is the Adobe Creative Cloud, particularly Adobe InDesign, Adobe Photoshop and Adobe Illustrator.

WRITING STYLE:

While this is primarily a design course, students will be required to write a minimal amount as part of their study. In these cases, students are expected to adhere to the Associated Press style guide. Additionally, in design projects, students will use text as part of their projects. Within creative reason, the text used in these projects must also follow the AP guidelines.

ASSIGNMENT FORMAT:

All assignments are to be submitted electronically via eCourseware.

Generally, each assignment will come with unique formatting guidelines. Be sure to follow these guidelines exactly. Work that does not comply to these guidelines, as well as the production specifications indicated for the assignment, will receive a grade of 0.

All major projects (except the final) can be resubmitted with corrections and revisions one week after it is returned to you.

Work will be critiqued in the classroom and must be suitable for presentation. Students are encouraged to work ahead on assignments to develop their creative processes for the work.

6920 GRADUATE STUDENTS:

In addition to completing the course requirements, graduate students are required to complete an original project or paper, to be determined by the student and approved by the instructor. Grading for graduate students will be figured in with the final project grade.

SCHEDULE**Week 1: August 22-26**

Overview of data visualization. Infographics, maps, charts, and Big Data. Why visualize data?

Read: Cairo 1

Week 2: August 29-September 2

Software for data visualization. Illustrator, Excel, SPSS, Tableau, Google Charts, eSpatial. Classic alternative story forms. Text graphics. Parts of an infographic. Controlling type, tone and color. Layering information/visual hierarchy.

Read: Harrower online

Week 3: September 5-9

Forms and functions. Visualization as a technology. Art and Communications.

Read: Cairo 2-3

Week 4: September 12-16

Statistics that matter. Central tendency. Significance. Change over time.

Read: Notes online

Week 5: September 19-23

The complexity challenge: Presentation and Exploration.

Read: Cairo 4

Week 6: September 26-30

The Eye and the Visual Brain. Visualizing for the Mind. Images in the Head.

Read: Cairo 5-7

Week 7: October 3-7

Creating infographics. Interactive graphics.

Read: Cairo 8-9

Week 8: October 10-14

Mapping. Maps in Tableau. Maps in Illustrator..

Read: Readings online.

Week 9: October 17-21

Social network analysis.

Week 10: October 24-28

Graphics for social media.

Week 11: October 31-November 4

Data mining. Work time.

Week 12: November 7-11

Work time.

Week 13: November 14-18

Work time.

Week 14: November 21-25

Work time.

Week 14: November 28-December 2

Final presentations.

NOTE: Schedule and syllabus are subject to change based on the needs of this class.

FIVE PILLARS OF JOUR4920

- *Professionalism:* Students must consider the legal and ethical implications of communicating data to the public.
- *Writing:* Students will write information for graphics and use them to communicate a message to a target audience.
- *Multimedia:* Students will engage multiple visual storytelling platforms to communicate data messages.
- *Critical Thinking:* Students must determine the best means to communicate data visually. Further, students must understand and interpret statistical output to make meaningful communication.
- *Media Literacy:* Students must understand the shortfalls of data visualizations, the tendencies of some media outlets to use them improperly, and the capabilities of data visualizations on all communications platforms.

ASSESSMENT**PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4920:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
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- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Acquire a technical awareness of the computer as a tool in design through class assignments, lectures and demonstrations.
- Establish a working knowledge of data visualization
- Understand the basic principles of presenting quantitative and qualitative information visually
- Integrate photos, graphics, and text.
- Become familiar with state-of-the-art developments in technology and the use of contemporary software for the design and production of specific editorial, print and collateral material.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Create multiple charts and graphs
- Create a detailed infographic styled for print publication
- Create an interactive graphic for the Web
- Create a social media driven graphic.
- Create a portfolio of data visualizations

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

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ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
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- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

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MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

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DIVERSITY:

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WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day’s work.

Media Internship

JOUR 4930/7600-001.M50

Fall 2016

Online/eCourseware

Matthew J. Haught, Ph.D.

Office: Meeman 326

Office hours: Monday 1-4 p.m. and by appointment

Phone: 901-678-3490

e-mail: mjhaught@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Work in practical assignments at local media and other communication organizations under supervision of qualified practitioners.

PREREQUISITE:

Acquisition of an internship, completion of required paperwork, and permission of adviser and/or internship coordinator. Earned 45 hours.

TEXTBOOKS:

No textbooks required.

CLASSROOM FORMAT:

Students are required to work at least 150 hours in the field, gaining structured experience in a chosen area related to journalism and strategic media and, complete an online portfolio.

This class is completely online and all assignments will be delivered through eCourseware.

GRADING:

Grades are recorded as Pass or Fail.

Online portfolio	25%
Internship report	25%
Evaluation by your supervisor	50%

Internship supervisors will be sent a survey link (by email) during the semester in order to assess your performance at the internship.

In addition to field experience, students are required to a portfolio of their work from their internship, as well as a written report about the internship; this is the same portfolio site required of all students in the Department of Journalism and Strategic Media. Assignment documents about the portfolio and the report are available in eCourseware on the MyMemphis.edu portal. All assignments must be uploaded to the Dropbox by the due date. No late assignments will be accepted.

GRADUATE STUDENTS:

JOUR 7600 (graduate student section) – Graduate students will be expected to complete an additional assignment for credit. See eCourseware for details.

FIVE PILLARS OF JOUR4930

- *Professionalism:* Students learn the professional standards of the mass communication industry by discussing and participating in internship experiences. Students polish their online portfolios in preparation for graduation.
- *Writing:* Students write for the department's internship blog.
- *Multimedia:* Students finalize an online portfolio with inclusion of work specific to their major, for example, broadcast tape, ad layout, newsletter, brochure, etc. and career goals.
- *Critical Thinking:* Students must demonstrate an understanding of the industry and the particular skills needed for entry.
- *Media Literacy:* JOUR 4930 addresses media literacy by exposing students to mass communication industry with "hands on" experience in the field.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4930:

- Understand concepts and apply theories in the use and presentation of images and information
- Think critically, creatively and independently
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Apply tools and technologies appropriate for the communications professions in which they work

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Students will be able to think critically about the environment in which they work and the role they play in helping to achieve success.
- Students will be able to transfer classroom experiences to the workplace.
- Students will be able to understand their own strengths and limitations.
- Students will be able to articulate the macro and micro factors that shape the success or failure of an organization-economy, politics and community- and the impact that they can make on these factors.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Students will be able to develop blog posts for the student internship website.
- Students will develop a portfolio of work appropriate to their field- a broadcast tape; news clips; ad copy or designs; and public relations writing, layout, or other appropriate work that is approved by the instructor and on-site supervisor.
- Students will work 15 hours per week, or 120+ hours per semester.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR4930

Students are assessed using the following methods:

Awareness:

- Students will become aware of the environment in which they work and the role they play in helping to achieve success.

Understanding

- Students will be able to understand their own strengths and limitations.

Application

- Portfolio/tape review
- On-site supervisor evaluation form
- One-on-one meetings with the internship advisor to review resume, portfolio and final project

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness:* familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding:* assimilation and comprehension of information, concepts, theories and ideas.
- *Application:* competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

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CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

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DEADLINES:

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AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

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WEATHER POLICY:

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Student Media Practicum

JOUR 4940-001, 002 and 003

Fall 2016

Matthew J. Haught, Ph.D.

Office: Meeman 326

Office hours: Monday 1-4 p.m. and by appointment

Phone: 901-678-3490

e-mail: mjhaught@memphis.edu

COURSE REQUIREMENTS**CATALOG DESCRIPTION:**

Work in practical assignments at student media organizations. Students must work at least 40 hours per credit hour. May be repeated for up to 3 credits. NOTE: Students who have received credit for JOUR 3649, 3800, 4802 (Meeman 901) may not receive credit for JOUR 4940. May be repeated for up to three hours. PREREQUISITE: Permit required and must have earned 45 credit hours. (S/U)

PREREQUISITE:

Acquisition of a position in the student media, completion of required paperwork and permission of adviser and internship coordinator. Earned 45 hours.

TEXTBOOKS:

No textbooks required.

CLASSROOM FORMAT:

Students are required to work at least 120 hours in the field, gaining structured experience in a chosen area related to student media and, complete an online portfolio.

GRADING:

Grades are recorded as Pass or Fail.

Online portfolio	25%
Internship report	25%
Evaluation by your adviser	50%

Advisers will meet with the internship coordinator during the semester in order to assess student performance at the internship.

In addition to field experience, students are required to a portfolio of their work from their practicum, as well as a written report about the experience; this is the same portfolio site required of all students in the Department of Journalism and Strategic Media. Assignment documents about the portfolio and the report are available in eCourseware on the MyMemphis.edu portal. All assignments must be uploaded to the Dropbox by the due date. No late assignments will be accepted.

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WEATHER POLICY:

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Multimedia News Lab

JOUR 4998-001

Fall 2016

2:20 to 4:20 p.m. MW

MJ 212

Robert Byrd, Ph.D.

Office: Meeman 328

Office hours: MW 12:30 – 2 p.m.

Office: (901) 678-2404

Cell: (901) 258-5965 (text is preferable)

Email: rdbyrd@memphis.edu

Twitter: @rdbyrd80

COURSE REQUIREMENTS

CATALOG DESCRIPTION:

Write, produce content for a personal beat-driven blog that will house multimedia stories on important, complex topics in the city of Memphis; course will mirror collaborative opportunities underway in industry and provide students with the strongest multimedia material possible for portfolios.

Additional description:

During the semester students will write and produce content for the class online publication, Memphis Mirror. The mission of the publication is to provide multimedia stories on important, complex topics in the city of Memphis, specifically from underrepresented or covered groups in the city. Those groups include: racial and ethnic minorities, immigrants, women, children, LGBTQ+ individuals, religious minorities, people with disabilities, the poor, the homeless and students. The overall goal of this course is to mirror collaborative opportunities underway in industry and provide students with the strongest multimedia material possible for portfolios.

During the semester, students will work individually to produce high quality multimedia packages and projects, work that could be published in any online news publication. Students will use text, audio, video, infographics, maps, photography and social media in strategic ways to tell compelling and informative stories. Students are expected to come to the class with a foundational knowledge of each of these platforms; however, additional training will be provided for each.

PREREQUISITE:

JOUR 3525, JOUR 4120, JOUR 4500

REQUIRED MATERIALS:

Telling True Stories: A Nonfiction Writer's Guide from the Nieman Foundation at Harvard University. Kramer & Call (ed.) 2007
Associated Press Stylebook.

RECOMMENDED RESOURCES: These sites are a great source of inspiration for stories you could do in your beat. It's a great idea to be up-to-date on the best work being done in the industry. Look for ideas everywhere, but this is a great place to start.

- National Press Photographers Association (https://contests.nppa.org/monthly_multimedia_contest/winnergalleries.php)
- Hearst Multimedia Journalism Winners (http://www.hearstfdn.org/hearst_journalism/competitions.php)
- National Public Radio's *All Things Considered* (<http://www.npr.org/programs/all-things-considered/>)
- NPR's *Radiolab* (<http://www.radiolab.org>)

EQUIPMENT:

The use of a digital single lens reflex (DSLR) camera is required in this course. The Department of Journalism has provided cameras with 30-55mm lenses for students in this course. Cameras are limited to a 24-hour checkout. Students may use their own DSLR cameras with approval from the instructor. Lost, stolen, or broken cameras and equipment will be the financial responsibility of the student; the Department of Journalism will put a financial obligation hold on your registration until the camera/equipment is replaced. **Cameras and equipment must be returned on time. Failure to return a camera on time will result in a one-letter grade deduction from your final grade for each day late.** Students with unreturned/broken cameras will receive a grade of 0/F until the financial obligation is met. Cameras can be checked out through the Journalism Office, MJ 300/334.

Other equipment needs:

1. Access to a smartphone and/or digital camera and ability to upload images.
2. Access to a laptop or portable hard drive capable of holding 100GB (video storage)
3. Access to a laptop or smartphone for mobile reporting

CLASSROOM FORMAT:

The class will be run as a professional newsroom. Class sessions will consist of both lecture and laboratory time to be determined by the instructor. Class discussion will involve story coverage plans and training related to various writing and multimedia skills and multicultural considerations.

Participation is an important consideration in final grades.

Here's how attendance works: I'm not interested in hearing excuses. You get three free passes during the semester. After you cash in the passes, missed classes are reflected in your final grade. For example, if you miss one additional class, your final grade drops a letter grade. If you miss two more classes, your grade drops again. So if you miss six classes, your final grade drops two letters.

Assignments will require students to use a variety of software (WordPress, iMovie, GoogleMaps, Storify, Audacity, Adobe Premiere, Photoshop, etc.) to tell news stories through a variety of narrative and visual platforms.

We will have budget meetings the week each assignment is pitched. **Students/teams are required to come to the news budget meetings with a minimum of two viable story ideas that fit the overall mission of Memphis Mirror.** So begin consuming area newspapers, radio broadcasts, television, and websites. Students also should consider story ideas from their previous story interviews and from personal observation and experience. The class and instructors will work to refine story ideas during the meeting to ensure each individual or group has clear direction. Failure to pitch a story during the news budget meetings will result in a lower grade.

Story assignments: During the semester each student will be required to complete assignments, which will be posted to Memphis Mirror. Stories and projects that do not meet the instructors' approval will not be posted, which will affect the final grade. Further information will be given for each required multimedia package during class time.

- Five individual assignments
- Five in-class assignments
- Five story analyses
- Final portfolio

Online portfolio: Students will create a professional online portfolio as a tool to market themselves on the job market. The details and requirements of the portfolio will be discussed later in the semester.

GRADING:

Participation	50 points
Five in-class assignments	250 points (50 each)
Five story analyses/reading assignments	125 (25 each)
Five individual assignments	500 points (100 each)
Five individual assignment revisions	250 (50 each)
Online Portfolio	200 points
Total	1,375 points

A = 92%-100%
A- = 90%-91%
B+ = 87%-89%
B = 82%-86%
B- = 80%-81%
C+ = 77%-79%
C = 72%-76%
C- = 70%-71%
D = 65%-69%
F = 0%-64%

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

ERRORS AND PENALTIES:

Edit stories carefully. Your multimedia projects are graded for content minus mechanical errors. Spelling, grammar and style count for each activity. A fact error will result in the reduction of one letter grade for each error. Fact errors include inaccurate information, errors and typos in names, numbers, addresses, dates, quotes, and proper nouns. **Bottom line: REPORTERS MUST SELF-EDIT. Read and re-read, and edit and re-edit your assignments.**

FINAL COMMENT:

Sharpening multimedia, reporting, and editing skills is a journey best undertaken as a group, with open hearts, open minds and good humor. You can learn much from your peers as from your instructor. I encourage you to speak frequently and work together on stories/assignments with your classmates. We will critique our own work in class and I will accept rewrites and additional multimedia elements to stories.

If you want to talk about the class, feel free to come and see me. Don't worry if you don't have an appointment. My office door is open frequently. If my office hours are inconvenient for you, make a special appointment and I will work to accommodate you. I want to help you succeed.

CLASS SCHEDULE*:

Class	Content	Due	Readings
Week 1			
Aug. 22, 24	Introductions, syllabus review, brief explanation of the class and structure, work on bios for the website. Memphis Mirror analyses. Discuss topics for semester's projects.	Student info sheet In-class 1: Student Bios (Wed. at the end of class) Memphis Mirror reading assignment (Mon. at 2:20 p.m.)	MemphisMirror.com
Week 2			
Aug. 29, 31	Writing workshop on data collection and research. Developing story ideas. Work on story ideas.	"True Stories" reading assignment (Mon. at 2:20 p.m.) List of five story ideas and rationale (Wed. at 2:20 p.m.)	Kramer and Call: "Finding Good Topics: A writer's questions," "Participatory reporting," "Being there," "Reporting across cultures," "Doing enough reporting" (Mon.)
Week 3 Labor Day Week—no Monday class.			
Sept. 7	Writing workshop on story structure, Multimedia training: Maps & Infographics In-class assignment No. 1: infographic practice.	"True Stories" reading assignment (Wed. at 2:20 p.m.) Pitch: Long form story and infographic (Friday at 11:59 p.m.)	Kramer & Call: Selected structure chapters (Mon.)
Week 4			
Sept. 12, 14	Writing workshop on Interviewing. Multimedia training: Photography & Instagram as a storytelling.	"True Stories" reading assignment (Mon. at 2:20 p.m.) In-class 3: Photography scavenger hunt (Wed. end of class)	Kramer and Call: Interviewing: Accelerated Intimacy (Mon.)
Week 5			
Sept. 19, 21	Multimedia training: Audio storytelling (Monday) In-class audio assignment (Wed.)	Long form story and infographic due (Friday at 11:59 p.m.)	

Week 6			
Sept. 26, 28	Individual meetings for long form stories Monday and Wednesday. We'll do a sign up during class.	Pitch for Audio Package due during your individual meeting (Mon. or Wed.)	
Week 7			
Oct. 3, 5	Writing workshop on genres, story editing, posting to the website Multimedia training: Video storytelling In-class assignment video editing (due at the end of class Wed.)	"True Stories" reading assignment (Mon. at 2:20 p.m.)	Kramer and Call: "Every profile is epic," "The limits of the profile," & "Writing about history" (Mon.)
Week 8 Fall break, no class on Monday			
Oct. 12	In-class assignment—shooting a five-shot sequence (due at the end of class on Wed.)	Audio Package due by 11:59 p.m. on Friday	
Week 9			
Oct. 17, 19	Writing workshop on SEO headline writing. In-class assignment: video recording the interview (due at the end of class on Wed.)	Pitch: Audio Slideshow (Wed. at 2:20 p.m.)	
Week 10			
Oct. 24, 26	Descriptive writing (Mon.) In-class 6: Descriptive writing (Mon. at the end of class)	"True Stories" reading assignment (Mon. at 2:20 p.m.)	Kramer and Call: Building Quality Work
Week 11			
Oct. 31, Nov. 2	Individual meetings to review audio package. You'll sign up for a time during class (Mon. & Wed.)	Audio Slideshow due by 11:59 p.m. on Friday.	
Week 12			
Nov. 7, 9	News Meeting: Story Assignments. Story editing, posting	Pitch: Video package (Wed. at 2:20 p.m.)	
Week 13			
Nov. 14, 16	Mandatory work sessions for video package during class. You must be present on this day.		

Week 14 Thanksgiving Week, no class on Wednesday			
Nov. 21	News Meeting: Story Assignments. Story editing, posting	Video package due by 11:59 p.m. on Friday.	
Week 15 (Last week of Class)			
Nov. 28, 30	Catch up time on Monday. Class presentation of online portfolios (Wed.)	Online portfolios ready for review on Wed.	
FINAL			
Wed. Dec. 7	Final online portfolios due at 1 p.m.		

Schedule and syllabus are subject to change based on the needs of this class and at the professor's discretion.

FIVE PILLARS FOR JOUR4998

- *Professionalism:* In JOUR 4998, students learn and develop the routines of news professionals.
- *Writing:* JOUR 4998 addresses writing skills through reporting and evaluation of multimedia news stories.
- *Multimedia:* Students in 4998 report news for multimedia platforms.
- *Critical Thinking:* Students in 4998 explore options for creating and sourcing media content, researching news stories and operating a newsroom.
- *Media Literacy:* JOUR 4998 addresses media literacy by exposing students to the vocabulary and grammar of media production. Students learn how media is researched, sourced, and prepared through multiple assignments.

ASSESSMENT

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- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

**HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:
Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand,
Think Critically):**

- Develop advanced understanding of newswriting for multiple applications.
- Establish a working knowledge of professional news routines.
- Understand media respectful of a diverse audience.
- Research and report the news with multimedia tools.
- Expand knowledge of the resources available for communications professionals.

**Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques,
Applied Competencies):**

- Understanding of grammar skills specific to journalism and mass communication
- Ability to report news events
- Ability to create multimedia news reports
- Understanding of multimedia storytelling tools

**HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET IN
4998:**

The class is designed to equip students with knowledge necessary to write clearly and effectively in the fields of journalism and mass communication.

- *Awareness:* Discuss the role of new media in society; Discuss ethical treatment of subjects and issues.
- *Understanding:* Embrace of multiple tools for storytelling.
- *Application:* Gather information from sources and disseminate; Develop stories for multimedia platforms; Create audio-visual packages for storytelling.

PROFESSIONAL VALUES AND COMPETENCIES FOR THE JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR THE JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- **Awareness:** familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- **Understanding:** assimilation and comprehension of information, concepts, theories and ideas.
- **Application:** competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists

who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your “job” in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there’s a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don’t know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Appendix E: Vita

Matthew J. Haught, Ph.D.

mjhaught@memphis.edu | 901-395-4600 | mattjhaught.com

EDUCATION

Doctor of Philosophy in Mass Communication, August 2014

School of Journalism and Mass Communications, University of South Carolina
(Mascot) Nation: Examining the multimedia visuals of college football social media

Master of Arts in Journalism, May 2010

W. Page Pitt School of Journalism and Mass Communication, Marshall University

Bachelor of Arts, Print Journalism, December 2007

W. Page Pitt School of Journalism and Mass Communication, Marshall University

ACADEMIC EXPERIENCE

Assistant professor, Fall 2013-present

Department of Journalism and Strategic Media, University of Memphis

Teaching Assistant, Fall 2010-Spring 2013

School of Journalism and Mass Communications, University of South Carolina

Teaching Assistant, Fall 2008-Spring 2010

W. Page Pitt School of Journalism and Mass Communications, Marshall University

REFEREED JOURNAL PUBLICATIONS

Haught, M.J. & Morris, D. (2018, forthcoming). Hubs for Innovation: Examining the Effects of Consolidated News Design on Quality. *Newspaper Research Journal*.

Morris, D. & **Haught, M.J.** (2018, forthcoming). America's Front Pages: A 30-year update. *Newspaper Research Journal*.

Haught, M.J., Willis, E., Furrow, A., Morris III, D. L., & Freberg, K. (2016). From Tweets to Seats: How Does Social Networking Site Use Affect Commuter University Students' Football Fandom?. *Journal of Issues in Intercollegiate Athletics*, 9, 17-38.

Willis, E., **Haught, M.J.**, & Morris II, D. L. (2016). Up in Vapor: Exploring the Health Messages of E-Cigarette Advertisements. *Health Communication*, 1-9.

Haught, M.J., Wei, R., & Karlis, J. V. (2016). Apps, Apps, and More Apps: Motivations and User Behaviours. *International Journal of Mobile Computing and Multimedia Communications*, 7(1), 1-14.

Haught, M.J. (2014). The 'High Life' at 'Mimi's': Questioning the legality of West Virginia's Ban on Slot Parlor Advertising. *Journal of Media Law and Ethics*, 4(1/2): 70-91.

Haught, M.J., Wei, R., Xuerui, Y., & Zhang, J. (2014). Understanding the Psychology of Mobile Phone Use and Mobile Shopping of the 1990s Cohort in China: A Lifestyle Approach.

International Journal of Online Marketing, 4(3), 68-84.

INVITED TEXTBOOK CHAPTER

Haught, M.J. (2015). Visual communication research. In *Research methods in communication* (3rd ed.) Zhou, S. & Sloan, W.D. (eds.). Northport, Ala.: Vision Press.

Haught, M.J. (2013). Social media: The ultimate in word-of-mouth advertising. In *Creative strategy in advertising* (11th ed.) Drewniansy, B. & Jewler, A.J. (eds.). Boston: Wadsworth.

BOOK REVIEWS

Haught, M.J. (2016). Book Review: Alecia Swasy, *How Journalists Use Twitter: The Changing Landscape of US Newsrooms*. *Newspaper Research Journal*, 37(4): 405-406.

Haught, M.J. (2016). From Jack Johnson to LeBron James: Sports, Media, and the Color Line: By Chris Lamb, ed. Lincoln: University of Nebraska Press. *American Journalism*, 33(4): 482-484.

Haught, M.J. (2016). Book Review: Alain de Botton, *The News: A User's Manual*. *Newspaper Research Journal*, 37(2), 196-197.

Haught, M.J. (2015). John W. Hartman Center for Sales, Advertising, and Marketing History: Created and maintained by the David M. Rubenstein Rare Book and Manuscript Library at Duke University in Durham, North Carolina, <http://library.duke.edu/rubenstein/hartman/>. Reviewed September 2015. *American Journalism*, 32(4), 501-503.

Haught, M.J. (2015). Book Review: Greatly Exaggerated: The Myth of the Death of Newspapers. *Newspaper Research Journal*, 36(2).

Haught, M.J. (2014). Book Review: Visual Communication Theory and Practice. *Visual Communication Quarterly*, 21(2): 120-121.

REFEREED CONFERENCE PAPERS

Haught, M.J. & Willis, E. (2016, August). Taking the J out of the J-School: Motivations and processes of program name change. Presented to Small Programs Interest Group of Association for Education in Journalism and Mass Communication annual conference, Minneapolis, Minnesota. (Top paper award)

Coche, R. & **Haught, M.J.** (2016, March). #GrowingTheGame: Examining the NWHL's use of social media in its inaugural season. Presented at the 2016 IACS Summit on Sport and Communication in Grand Rapids, Michigan.

Haught, M.J. & Morris, D. (2015, August). Hubs for innovation: Examining the effects of consolidated news design on quality. Paper presented to Newspaper and Online News Division of Association for Education in Journalism and Mass Communication annual conference, San Francisco, California.

Haught, M.J. (2015, August). Mascot Nations: Examining university-driven college football

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fan communities. Paper presented to Public Relations Division of Association for Education in Journalism and Mass Communication annual conference, San Francisco, California. (2nd place Scholar-to-Scholar presentation winner).

Haught, M.J., Morris, D. (2015, August). The state of the scholarship: Exploring the theories and methods used in visual communication journals. Paper presented to Visual Communication Division of Association for Education in Journalism and Mass Communication annual conference, San Francisco, California.

Willis, E, **Haught, M.J.**, & Morris, D. (2015, August). Up in vapor: Exploring the health messages of e-cigarette advertisements. Paper presented to Communicating Science, Health, Environment, and Risk Division of Association for Education in Journalism and Mass Communication annual conference, San Francisco, California.

Morris, D. & **Haught, M.J.** (2014, August). America's front pages: A 30 year update. Paper presented to Newspaper and Online News Division of Association for Education in Journalism and Mass Communication annual conference, Montréal, Canada. (ACES Award for Excellence in Editing Research).

Wei, R., **Haught, M.J.**, Xuerui, Y., & Zhang, J. (2013, June). Understanding the psychology of mobile phone use and mobile shopping of the Millennial Generation in China: A lifestyle approach. Paper presented to Communication and Technology Division of International Communication Association annual conference, London, United Kingdom.

Haught, M.J. (2012, August). The 'High Life' at 'Mimi's': West Virginia's Wrongful Ban of Limited Video Lottery Advertising. Paper presented to Law Division of Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois. (Best Scholar-to-Scholar presentation winner).

Haught, M.J. & Karlis, J. (2012, August). Multimedia journalism fever: An examination of the spread of adoption of digital reporting techniques. Paper presented to Newspaper and Electronic News Division of Association for Education in Journalism and Mass Communication annual conference, Chicago, Illinois.

Wei, R., Karlis, J. & **Haught, M.J.** (2012, May). Apps, Apps, and More Apps: A Uses and Gratification Study of App Use. Paper presented to Communication and Technology Division of International Communication Association annual conference, Phoenix, Arizona.

Haught, M.J. (2011, October). The Gazette Ladies: A comparison of the colonial newspapers of Mary Crouch and Ann Timothy. Paper presented as Research in Progress at American Journalism Historians Association annual conference, Kansas City, Missouri.

Haught, M.J. (2011, August). Sic Juvat Transcendere Liberi: How Newspapers Built the Case for West Virginia Statehood. Paper presented to History Division of Association for Education in Journalism and Mass Communication annual conference, St. Louis, Missouri.

Jin Yang

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(Home) 901-754-9938; (Fax) 901-678-4287;
(Office) 901-678-5148
(email) jinyang@memphis.edu

Education

Ph.D., Mass Communication & Media Arts, Southern Illinois University at Carbondale, IL (August, 1999-August, 2004)
M.A., Communication, Pittsburg State University, Pittsburg, KS (1998-1999)
Graduation Certificate (Master Level), Linguistics, Dalian Maritime University, Dalian, P. R. China (1986-1988)
B.A., English Literature, Shanxi University, Taiyuan, P. R. China (1982-1986)

Teaching Experiences

The University of Memphis, Memphis, TN, Aug. 2009—present
Associate Professor, Department of Journalism

The University of Memphis, Memphis, TN, Aug, 2003—2009
Assistant Professor, Department of Journalism

Memphis Chinese Language School at Riverdale, Jan. 2008-2010
Part-time Chinese Instructor

Defense Language Institute, Monterey, CA, Jan. 6—Apr. 7, 2003
Assistant Professor, Asian School I Chinese Department B2

Southern Illinois University at Carbondale, IL, 1999—2002
Graduate Assistant, School of Journalism,

Pittsburg State University, K.S, 1995, 1998-1999
Graduate Assistant, Department of Communication

Dalian Maritime University, Dalian, China, 1988—1995, 1996-1997
Associate Professor, Assistant Professor, Lecturer, Department of Foreign Languages

Professional Experiences

Editor, *The Bridge* (*The Memphis PC User Group Newsletter*)
2006 to present.

Editor, *Thanksgiving Special* (*Grace Chinese Christian Church of Greater Memphis Newsletter*)

2014 to present.

Online Content Producer and Designer, *The Commercial Appeal*
June-July, 2005.

Editor-in-chief, Memphis Chinese Times, U.S., April 2004 – April 2006 (Concurrent with University of Memphis appointment)

Bilingual Broadcaster and Reporter, *China Radio International*
Dalian Special Service, China, 1995-1997
(Concurrent with the university appointment)
Host two bilingual programs (Chinese and English): *From Here to the World*, *The Buildup of the Modern City*

Reporter/Staff Writer, Campus Newspaper *Collegio*, Pittsburg State University, 1998-1999

Public Relations Information Assistant, U.S. 1998-1999
Pittsburg State University Public Relations Office

Public Relations Office Intern, N.I. I. (USA), Inc., 1999

Research and Publications

Refereed Publications

Arant, David & Yang, Jin (2016). Chapter 9: How News Media Shaped the Memphis City Schools Charter Surrender and Shelby County Schools Consolidation Debate. Book chapter in John Amis and Paul Wright (eds). *The Dynamics of School District Consolidation: Race, Economics & the Politics of Educational Change*, University of Tennessee Press.

Yang, Jin & David Arant (2016). How American and Chinese Journalism Students Prioritize Values: A Comparative Approach. *Journalism & Mass Communication Educator*, Vol. 71, No. 2, 1-14.

Yang, Jin, Rachelle Pavelko & Sandra H. Utt (2015). College Students Use Videos More than Photo Slideshows. *Newspaper Research Journal*, Vol. 36, No. 2, Spring 2015.

Yang, Jin & David Arant (2014). The Roles and Ethics of Journalism: How Chinese students and American Students Perceive Them Similarly and Differently. *Journalism & Mass Communication Educator*, Vol. 69, No. 1, Spring 2014.

Yang, Jin (2014). Social Media's Potential to Facilitate Dialogic Learning. Chapter 68 in the Encyclopedia of Education and Technology in a Changing Society. Publisher: IGI Global.

Jin Yang (2011). Focus on Problems May Have Affected Public Confidence in Saddam Hussein's Trial. **Newspaper Research Journal**, 23(4), Fall of 2011.

Padmini Patwardhan, Jin Yang & Hemant Patwardhan (2011): Understanding Media Satisfaction: Development and Validation of an Affect-Based Scale, **Atlantic Journal of Communication**, 19:3, 169-188

Yang, Jin (Oct.-Dec., 2010). Faculty Adopters of Podcasting: Satisfaction, University Support and Belief in Podcasting. **The International Journal of Information Communication and Technology Education** (Editor: Lawrence A. Tomei, Robert Morris University) Issue 24, Vol.6, No. 4.

Yang, Jin (Spring/Summer, 2009). The Role of New Media Tools in Young Adults' Engagement. **The Journal of New Communications Research** (Dr. Dean Kruckeberg, JNCR Editorial Review Committee), Vol. IV, No. 1.

Yang, Jin (2009). One War, Three Pictures: A Cross Country Analysis of the 2003 Iraq War. **Journal of Global Mass Communication** (Editor: Thomas Hanitzsch, University of Zurich, Switzerland), Vol. 2, No. ½.

Yang, Jin (Summer, 2008). U.S and Chinese Newspaper Frame Iraq War Differently. **Newspaper Research Journal**, Vol. 29, No. 3.

Yang, Jin (2008). Book Review on Judy Polumbaum & Xiong Fei's China Ink: The Changing Face of Chinese Journalism. **Newspaper Research Journal**, Vol., 29, No. 2.

Yang, Jin (2007-2008). Internet Dependency Relations and Internet News Exposure, **The Journal of New Communications Research**. Vol. 2, No. 2.

Yang, Jin (2007). Framing the NATO Air Strikes on Kosovo Across Countries: Comparison of Chinese and U.S. Newspaper Coverage. In Roberto Franzosi ed. Content Analysis, Four Volume Set, Los Angeles: Sage Publication. (Reference Book, SAGE Benchmarks in Social Research Methods series)

Robert D. Byrd Jr., Ph.D.

3616 Watauga Avenue • Memphis, TN • (901) 258-5965

rdbyrd@memphis.edu • www.robertdbyrd.com • Twitter @rdbyrd80

Education

Ph.D. Mass Communication, The University of Southern Mississippi, December 2014

“The (Not So) New Normal: A Queer Critique of LGBT Characters and Themes in Primetime Network Television Situational Comedies.”

Advisor: Dr. Christopher Campbell

M.A. Communication, University of South Alabama, May 2011

“When The Pretending’ Stopped? AIDS Coverage In New Orleans’ Mainstream, Gay And Alternative Presses From 1981-1991”

Advisor: Dr. Vanessa Murphree

Received the University of South Alabama Top Thesis Award for 2011

B.A. Communication, Mississippi State University, May 2002

Teaching experience

University of Memphis Department of Journalism and Strategic Media

Assistant professor (Fall 2015-present)

- JOUR 3900 Visual Media
- JOUR 4998 Multimedia News Lab (journalism major capstone)
- JOUR 4802 Drone Journalism
- JOUR 7350 Advanced Multimedia Journalism (graduate)
- Advise 20 journalism undergraduates

The University of Southern Mississippi School of Mass Communication and Journalism

Visiting Instructor (Fall 2014-Spring 2015)

- MCJ 102 Introduction to Media Writing
- MCJ 300 Multimedia Storytelling
- MCJ 303 Investigative Strategies for Journalists
- MCJ 301 Feature Writing
- Advising 48 broadcast journalism undergraduates

Graduate Teaching Assistant (Fall 2011-Summer 2014)

- Instructor of record, MCJ 102 Introduction to Media Writing
- Instructor of record, MCJ 200 Introduction to Digital Media Production
- Teaching assistant, MCJ 200 Introduction to Digital Media Production

University of South Alabama

- Department of Continuing Education, Computer Applications Instructor. Courses consist of instruction in Microsoft Office 2007 and 2010 applications (Spring 2011 – Spring 2014)
- Graduate Assistant, Online Public Speaking, Department of Communication, University of South Alabama (Summer 2010 – Fall 2010)
- Graduate Assistant, Public Speaking, Department of Communication, University of South Alabama (Spring 2009 – Spring 2010)

Professional experience

Journalism professional

- Editor, *The Covington News* and *Alcovy Magazine*, Covington, Georgia (January 2008 – September 2008)
- General Manager, For both *The Amory Advertiser* and *Aberdeen Examiner*, Amory, Mississippi and Aberdeen, Mississippi, respectively (October 2005 – January 2008)
- Assistant Sports Editor, *The Meridian Star*, Meridian, Miss. (July 2005 – October 2005)
- Sports Editor/News Reporter, *The North Jefferson News*, Gardendale, Alabama (December 2003 – July 2005)
- Sports Writer, *The Amory Advertiser*, Amory, Mississippi (October 2002 – June 2003)

Publications

Book chapters

Byrd, R. D., Janoske, M., & Chaney, A. (2017) From Orange Juice to the Ballot Box: Media Coverage of Anita Bryant's Rise and Fall in the Early Religious-right Movement. In K.K. Strunk (Ed.), *Queering the Deep South: Research on Queer Studies and LGBTQ Lives in the U.S. Southeast*. Charlotte, N.C.: Information Age Publishing.

Byrd, R. D. (2016) Race and Sexuality: Whitewashing Representation. In C. P. Campbell (Ed.), *The Routledge Companion to Media and Race*. New York: Routledge.

Non-peer reviewed

Byrd Jr., Robert D. (2013). Don't Be a Tool . . . Dress Like a Guy: Denotative and Connotative Readings of Old Navy's Süpar Tool Advertisement, *Synergy* 4 (1), 73-80.

Conference Presentations

National Conferences

Byrd, R. D. "Privileged gay man: The intersection of race, gender and sexuality in network television sit coms." Presented at the annual Association for Education in Journalism and Mass Communication (AEJMC) Annual Conference (Entertainment Studies Interest Group) in Minneapolis, Minnesota August 2016.

Byrd, R. D. "Good Gay, Bad Queer: Heteronormative Shaming and Homonormative Love in Network Television Situational Comedies." Presented at the Association for Education in Journalism and Mass Communication (AEJMC) Annual Conference (Cultural and Critical Studies Division) in San Francisco August 2015.

Byrd, R. D. "Rich and Fabulous: The Marginalizing Power of Television Situational Comedies and the Contrived Gay Market." To be presented at the AEJMC Annual Conference (Entertainment Studies Interest Group) in San Francisco, August 2015.

Byrd, R. D. "We Knew Them as People': Local Media Coverage and the National Commemoration of the New Orleans Up Stairs Lounge Fire Victims Since 1973." Presented at the 2013 American Journalism Historians Association's annual convention in New Orleans, LA September 2013.

Byrd, R. D. "Creating A Narrative Of (Im)Possibility: Outsports.com's Declaration of a Gay-friendly Sports World." Presented at the AEJMC Annual Conference (Gay, Lesbian, Bisexual and Transgendered Interest Group) in Washington, D.C. August 2013.

Sipocz, Daniel & Byrd, R. D. "Did #NBCFail? Twitter and User-Generated Critiques of 2012 Olympic Coverage in a Post-Broadcast World." Presented at the AEJMC Annual Conference (Graduate Student Interest Group) in Washington, D.C. August 2013. **Third place paper award for interest group.**

Byrd, R. D. "Queer As A Football Bat: Hegemonic Gayness And Homophobic Narrative In *Out* Magazine's 'Sports Issue.'" Presented at the AEJMC Annual Conference (Cultural and Critical Studies Division) in Chicago, Illinois August 2012. **Top poster award for division.**

Byrd, R. D. "From Outsider To Martyr: *The Advocate's* Coverage Of Harvey Milk From 1977 To 1979." Accepted for presentation at the AEJMC National Conference (History Division) in St. Louis, Missouri, August 10, 2011.

Regional/State Conferences

Byrd, R. D., Hollingsworth, J. & Warnick, J. "Responding To The Enemy: Identity Construction And Selective Exposure In Huffington Post's Blogs And Reader's Comments." Presented at the Southern States Communication Association Annual Conference (Mass Communication Division) in Louisville, Kentucky on April 11, 2013.

Byrd, R. D. "Just Another 'Snark' Piece? Outsports.com's Queering Of Tim Tebow Through The Scope Of A Homophobic 'Gaydar.'" Presented at the Alabama Communication Association annual convention in Mobile, Alabama, July 28, 2012. **Top graduate student paper.**

Byrd, R. D. "From Outsider To Martyr: *The Advocate's* Coverage Of Harvey Milk From 1977 To 1979." Presented at the AEJMC Southeastern Colloquium in Columbia, South Carolina, March 18, 2011. **Top student paper in history division.**

Panel Presentations

Byrd, R. D.; Murphree, Vanessa M. & Perry, Pam: Two Sides of the Same Coin: The Historical Synergy Between Public Relations and the Press. Presented at the AJHA annual conference in St. Petersburg, Florida, October 2016.

Ruoxu Wang

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<http://www.personal.psu.edu/rxw274>

701.205.7512

209 Ikenberry Hall, University Park, PA, 16802

EDUCATION

The Pennsylvania State University, University Park, PA Expected 5/2017

PhD in Mass Communications (ABD)

Working Dissertation Title: *News reading on smartphones: The effects of mood and modality interactivity on news reading experience*

Advisor: Dr. Michel M. Haigh

Committee: Dr. Fuyuan Shen, Dr. Mary Beth Oliver, and Dr. James P. Dillard

GPA: 3.84/4.0

North Dakota State University, Fargo, ND

5/2013

M.S. in Mass Communication

Thesis Title: *Connecting with instructors on Facebook: Why and why not?*

Advisor: Dr. Nan Yu

Committee: Dr. Carrie Anne Platt, Dr. Elizabeth Crawford, and Dr. Juan Liu

GPA: 4.0/4.0

North Dakota State University, Fargo, ND

12/2010

B.A. in Journalism, Broadcasting & Mass Communication Technology (Cum Laude)

Minor in Advertising

GPA: 3.69/4.0

AREAS OF RESEARCH

Communication and Technology

Media Effects and Persuasion

Strategic Communication

Media Psychology

Public Relations/Advertising

Human Computer Interaction

AREAS OF TEACHING

Communication and Technology

Advertising Creative Strategies

Public Relations/Advertising

Quantitative Data Analysis

Communication Research Methods

Communication Theory

PUBLICATIONS

Wang, R., Yang, F., Zheng, S., & Sundar, S. S. (forthcoming). Why do we pin? New gratifications explain unique activities in Pinterest. *Social Media + Society*

Ott, H., **Wang, R.**, & Bortree, D. S. (forthcoming). Communicating sustainability online: An examination of corporate, nonprofit, and university websites. *Mass Communication and Society*

Wu, M., Huang, Y., Li, R., Bortree, D. S., Yang, F., Xiao, A., & **Wang, R.** (forthcoming). A tale of two sources in native advertising: Evaluating the effects of source credibility and priming on trust and perceived deception. *American Behavioral Scientist* (Also included in *Proceedings of the 19th annual International Public Relations Research Conference*)

Wang, R., & Huang, Y. (forthcoming). Placing native ads on social media: Examining the

relationship between social media characteristics and effectiveness of native advertising. *Proceedings of the 19th annual International Public Relations Research Conference*

REFEREED CONFERENCE PRESENTATIONS

Wang, R., Kim, J., Xiao, A., & Jung, Y. (2016, August). *Networked narratives on Humans of New York: A content analysis on social media engagement*. Paper accepted for presentation at the 98th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), Minneapolis, MN.

[Co-first author] Anghelcev, G., **Wang, R.**, Huang, Y., & Sar, S. (2016, August). *Beyond gains and losses to compliance and non-compliance: The impact of message framing, need for cognition and mood on consumer responses to organic food advertising*. Paper accepted for presentation at the 98th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), Minneapolis, MN.

Bortree, D. S., Xiao, A., Yang, F., **Wang, R.**, Wu, M., Huang, Y., & Li, R. (2016, August). *Credibility and deception in native advertising: Examining awareness, persuasion, and source credibility in sponsored content*. Paper accepted for presentation at the 98th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), Minneapolis, MN. **[TOP 4th PAPER in Public Relations Division]**

Wang, R., Yang, F., & Haigh, M. M. (2016, June). *Let me take a selfie: Exploring the psychological effects of posting and viewing selfies and groupies on social media*. Paper presented at the 66th annual conference of the International Communication Association (ICA), Fukuoka, Japan.

Oliver, M. B., Ferchaud, A., Kim, K., **Wang, R.**, Yang, F., Waddell, F., & Chen, T. W. (2016, June). *When we are the creators: Implications of user generation of inspiring media messages*. Panel presented at the 66th annual conference of the International Communication Association (ICA), Fukuoka, Japan.

Yu, N., Littlefield, R., Farrell, L., & **Wang, R.** (2016, April). *It's not preventable yet you are responsible: Risk and attribution assessment of 2012 West Nile outbreak*. Paper presented at Broadcast Education Association Annual Meeting (BEA), Las Vegas, NV. (also presented at Central States Communication Association, Minneapolis, MN, 2014)

Wang, R., & Huang, Y. (2016, March). *Placing native ads on social media: Examining the relationship between social media characteristics and effectiveness of native advertising*. Paper presented at the 19th annual International Public Relations Research Conference (IPRRC), Miami, FL.

Wu, M., Huang, Y., Li, R., Bortree, D. S., Yang, F., Xiao, A., & **Wang, R.** (2016, March). *A tale of two sources in native advertising: Evaluating the effects of source credibility and priming on trust and perceived deception*. Paper presented at the 19th annual International Public Relations Research Conference (IPRRC), Miami, FL.
[BRIGHAM YOUNG UNIVERSITY TOP ETHICS PAPER AWARD]

Ott, H., **Wang, R.**, & Bortree, D. S. (2015, August). *Communicating sustainability: An examination of corporate, nonprofit, and university websites*. Paper presented at the

97th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), San Francisco, CA.

Wang, R. & Sundar, S. S. (2015, August). *How does parallax scrolling influence user experience? A test of time (theory of interactive media effects)*. Paper presented at the 97th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), San Francisco, CA.

Wang, R. (2015, August). *Toward a theory of modality interactivity and online consumer behavior*. Paper presented at the 97th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), San Francisco, CA.

Li, R., **Wang, R.**, Chen, T. W., Law, Y. L., & Sundar, S. S. (2015, May). *Are we more impulsive on smartphones? A comparison of impulse buying on smartphones and laptops*. Paper presented at the 65th annual conference of the International Communication Association (ICA), San Juan, Puerto Rico.

Starke, E., **Wang, R.**, & Zheng, X. (2015, May) *Bridging student organizations and sponsors together: Design recommendations for a student engagement app*. Project presented at the 2015 Spring Design Show Case, Penn State Learning Factory, University Park, PA.

Wang, R., Yang, F., Zheng, S., & Sundar, S. S. (2014, August). *Why do we pin? New gratifications explain unique activities in Pinterest*. Paper presented at the 96th annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), Montreal, Canada. (also presented at the 29th Annual Graduate Exhibition, Penn State University, 2014)

Wang, R. & Yu, N. (2014, May). *Friending instructors or not? Student-instructor's social interaction on cyberspace*. Paper presented at the 64th annual conference of the International Communication Association (ICA), Seattle, WA. (also presented at Ties that Bind: Research Methods in the Social and Behavioral Science, North Dakota State University, 2013)

Wang, R. (2012, March). *Applying limited capacity model of motivated mediated message processing*. Paper presented at Ties that Bind: Research Methods in the Social and Behavioral Science, Fargo, ND.

MANUSCRIPTS UNDER REVIEW

Wang, R., Yang, F., & Haigh, M. M. Let me take a selfie: Exploring the psychological effects of posting and viewing selfies/groupies on social media. *R & R Telematics and Informatics*

Wang, R., & Huang, Y. Placing native ads on social media: Examining the relationship between social media characteristics and effectiveness of native advertising. *Journal of Interactive Advertising*

Wang, R., & Yang, F. Selfie exposure on social media: How do posting and viewing selfies and groupies influence psychological well-being? *Journal of Media Psychology*

Wang, R., Kim, J., Xiao, A., & Jung, Y. Networked narratives on Humans of New York: A content analysis on social media engagement. *Computers in Human Behavior*

Appendix F: JRSM Portfolio

PORTFOLIO RUBRIC

Score for the PRESENCE of these five items (0-1):

	Absent 0	Present 1
Work from courses and/or professional activity Stories, blogs, logos, photos, videos, ads, press releases, etc.		
A current résumé A standard résumé as a PDF and/or a html webpage.		
A personal profile About Me section with basic personal facts.		
Contact information/ means of contact Email, phone number, and/or contact form.		
Social media Links to Facebook, Twitter, LinkedIn and/or other sites		

Score for the QUALITY of these five items (0-1):

	None 0	Poor 1	Weak 2	Average 3	Good 4	Superb 5
Quality of work						
Design of site						
Use of personal brand						
Currency of content						
Overall professionalism						

4.2. Ph.D. in Counselor Education and Supervision (Conversion from Ed.D. to Ph.D.)

Letter of Notification

Program name, degree designation and CIP code

Sponsoring Institution: The University of Memphis

Degree Designation:

Before: Ed.D. In Counseling & Personnel Services

After: Ph.D. in Counselor Education and Supervision

CIP:

08.13.1102.00

Proposed Implementation date:

Fall semester 2018 Ph.D. in Counselor Education and Supervision

For terminations, date phase-out period will end: Spring semester 2021 termination of Ed.D. In Counseling & Personnel Services

Concentration(s):

None

Academic Program Liaison (APL) name and contact information:

Jasbir Dhaliwal

FedEx Institute of Technology Building, Suite 303

Memphis, TN 38152

901.678.4212

jdhaliwl@memphis.edu

Purpose and Nature of the Program:

The mission statement of the University of Memphis highlights the need to provide "high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship". Additionally, the university's Values Statement expresses that the University of Memphis celebrates "Interdisciplinary collaboration, artistic expression, and research as vehicles for leveraging our resources, solving problems, and multiplying our accomplishments".

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee
The departmental objective of the Department of Counseling, Educational Psychology & Research (CEPR) is "to prepare advanced educational leaders to be both **sophisticated practitioners and researchers**. The graduate degrees within the department will qualify students as university and college teachers, counselors, psychologists, program evaluators, and **researchers in educational and counseling environments**, as well as provide them with the skills necessary to fill a variety of roles in other settings in which knowledge of human development, learning and cognition, research and evaluation methods are essential".

The current Ed.D. Program in Counseling & Personnel Services is "designed to prepare advanced professional practitioners in counseling, counselor supervision, and counselor education". To this point in time the emphasis of the current program has been on "practice." Our new mission statement reflects our attempt to move away from a practitioner model and to a teaching, supervision, and research paradigm. With changing accreditation standards and a sweeping cultural shift in the counseling field towards the practitioner-scientist model, the advanced practitioner model upon which the current program is based is becoming nonviable for doctoral level education in the 21st century. The Ed.D. Degree within the counseling profession is increasingly associated with an outdated educational system, which emphasizes the importance of creating advanced practitioners while failing to adequately prepare its students to meet contemporary employment demands by focusing less strongly on preparing strong researchers and counselor educators.

The proposed modification of the Ed.D. in Counseling & Personnel Services to create a Ph.D. in Counselor Education and Supervision specifically addresses the missions of both the University and the Department of CEPR, as well as following the trends of the counseling profession in general, by transitioning towards a greater emphasis on research and scholarship in the doctoral program. The proposed degree also offers the CEPR department an opportunity to strengthen the University of Memphis by participating in interdisciplinary collaboration with the Department of Leadership in order to more fully comply with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 accreditation standards, which focus on the importance of teaching leadership in doctoral counseling programs. This proposed program modification is being suggested with several goals in mind:

1. Provide a doctoral program in counselor education for urban part-time graduate students that is accessible, academically sound, nationally accredited, reasonable in price, and efficient in time to graduation.
2. Provide a doctoral program in counselor education for minority graduate students that is accessible, academically sound, nationally accredited, reasonable in price and efficient in time to graduation.
3. Provide a distance doctoral program that is geographically accessible, pedagogically sound, nationally accredited, that is also reasonable in price and efficient in time to graduation for students residing in the rural Third Grand Division of Tennessee.

4. Develop an academically sound and rigorous CACREP accredited doctoral program that combines blended, internet, and distance learning formats to meet the needs of non-traditional students.
5. Assist the university to become a Tier One research institution through national recruiting of top quality students interested in working with cutting edge research teams in school, rehabilitation, and clinical mental health counseling.
6. Evolve as a program to meet contemporary employment demands for counseling educators and supervisors who can produce high quality scholarly research and program evaluation.

Alignment with State Master Plan:

The Ph.D. in Counselor Education and Supervision addresses two of the three primary targets for the Master Plan for Post-Secondary Tennessee 2015-2025: Adult Learners and Low-Income Students. The majority of our present-day Ed.D. students come from working class backgrounds. Presently, of our Ed.D. students, 30% are African American and Hispanic and 80% are part time. Their many financial, occupational, and family responsibilities preclude them from traditional, full-time doctoral programs. This is the same student pool from which we expect many of our Ph.D. students to come. That is especially true of two or of our target populations- inner city African Americans and rural residents in the Third Grand Division that find it logistically impossible to come to Memphis. Increasing access for these underserved populations also speaks to the Access and Success programs of THEC by offering more hybrid, online, and distance learning classes for all of the potential students, plus having a site base with on-site professors at Lambuth in Jackson for rural Third Grand Division students.

As stated in The Master Plan for Post-Secondary Tennessee 2015-2025, making social science degrees viable as work force degrees is a goal. Movement to the Ph.D. is particularly critical to the Tennessee Workforce due to new licensing requirements set forth by the Tennessee Health Related Boards on becoming an approved supervisor for professional counselor seeking licensure. This degree will meet "real world of work" requirements. At present, there is a fairly severe shortage of Licensed Professional Counselors with approved supervisor status both in the Memphis urban area and in rural West Tennessee. For example, there is only one licensed professional counselor in private practice in Shelby County who is eligible to do supervision for master's students certifying for Licensed Professional Counselor status. The Ph.D. in Counselor Education and Supervision is specifically targeted to that problem and will provide the skill set to meet State Health Related Board standards for supervision credentials. It will also give graduates the tools to move into positions of leadership and supervision in health service institutions and educational settings, and that will be particularly true in rural West Tennessee.

Feasibility study:

Student interest for the proposed academic program

A survey was conducted to determine the level of interest in doctoral counselor education and supervision programs was conducted with all of the Master's degree students in the Counseling program in January of 2016. A total of (N = 29) master's degree students in clinical mental health, school, and rehabilitation counseling returned the questionnaire. Fifty-eight percent (N=17) of the respondents indicated that they were interested in pursuing a Ph.D. as opposed to 5 (17%) who expressed interest in an Ed.D.

These results reflect a better than three to one preference for the Ph.D. in counselor education as opposed to the existing Ed.D. Program. Their level of interest was measured on a 1-5 Likert-type rating scale, with 1 being of little interest and 5 being a great deal of interest. The average rating was 4.35. Currently we have 24 doctoral students in the Ed.D. Program that would be eligible for the degree conversion. All 24 students indicated their preference for a Ph.D. and their Likert scale ratings for the change were all fives.

Local and regional need/demand for the proposed academic program

There is local employment demand for counselor educators and supervisors (See letter from West Tennessee Counseling Association President, Skip Ruzicka, Exhibit D-Letters of Support, 2016). Currently, in the Third Grand Division of Tennessee there are 2,457 counselors. By 2020 it is anticipated that there will be 2865 counselors, an increase of 409 counselors or 17%. In the State of Tennessee there are currently 6,968 counselors. By 2020 it is anticipated that there will be 7,351 counselors, an increase of 383 or 5%. Regionally (Tennessee, Arkansas, and Mississippi) there are currently 19,650 counselors with an anticipated increase to 20,937 counselors by 2020, an increase of 1,287 or 7% (Bureau of Labor Statistics, 2016).

Regionally, in 2014, there were reportedly 600 post-secondary educators, including counselor educators, employed in the Memphis Metropolitan area, 1830 in the state of Tennessee, 780 in the state of Arkansas, and 490 in Mississippi (Bureau of Labor Statistics, downloaded January 29, 2016). Employment of post-secondary educators in the region is expected to grow faster than the national average (Bureau of Labor Statistics, 2016).

Only The University of Memphis has a nationally accredited doctoral program in counselor education and supervision within the Third Grand Division of Tennessee. Substantial employment growth is projected for both practicing counselors and counselor educators and supervisors. Growth in the employment of new counselors in the Third Grand Division of Tennessee (excluding Shelby) alone is expected to increase by 29% (Bureau of Labor Statistics, 2016). This leads us to believe there are numerous agencies, mental health centers, and school district personnel that would be interested in accessing a doctoral program that does not require long commutes. Regionally, we are already drawing commuter students from Arkansas because there is not an equivalent degree granting doctoral program in the eastern portion of that state. Use of the Jackson distance-

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee learning center along with blended, internet, and weekend courses would provide students in a large rural geographical area reasonable access to our program that could conceivably include northeastern Arkansas and the boot heel of Missouri.

For over twenty years we offered a Master's degree program in counseling at the Lambuth campus in Jackson. Our average enrollment rate during that time was approximately 40 to 50 full and part time Master's degree students. We believe this population is an untapped pool of potential doctoral students who currently do not have easy access to a nationally accredited counselor education program. We have contacted Dr. Niles Reddick, Vice President at the Lambuth campus regarding our proposal. He is extremely supportive of the proposal (see attached Appendix A, 2016). Dr. Reddick has access to and regular meetings with the school counselors, principals, and superintendents of the Third Grand Division. He is amenable and offered to grant us access to this potential applicant population for assessment of interest and recruitment. We also have contacts with the Carl Perkins Center of Jackson, TN. The Carl Perkins Center is the largest provider of child and family counseling services in the rural Third Grand Division. They have a large number of human service workers who hold a master's degree, but lack access to a doctoral program in counseling. The Carl Perkins Center has also expressed interest in our program. Our department has a long history of working with the Center and we believe this would be another fertile field of potential students who currently do not have easy access to an accredited doctoral program.

A survey conducted through the Lambuth center in December 2016 solicited degree of interest in a Ph.D. program based in Jackson. Forty-one responses were garnered (See Appendix C). Questions were posed on level of interest, time slots for delivery of classes, and types of class delivery. Over 56% of respondents indicated a moderate to high level of interest in the Ph.D. program. A follow up on-site interest session was held in December 2016 at the Lambuth. Twenty-five potential students attended that weeknight meeting and expressed a high interest in seeing the Ph.D. program installed on the Lambuth campus (6.0 average on a 7 point Likert scale - 1 being low and 7 being high interest). Those same surveys polled potential students on class delivery system and optimal times. Those summaries indicate that while there is a wide choice of optimal time, rural students predominately prefer development of a cohort and on-site delivery at Lambuth, distance learning/ hybrid classes that have at least some direct professor contact, and some compact week-end courses. All of these options are doable according to Niles Reddick, Vice Provost, Lambuth. We also have conducted a survey of students in West Tennessee which supports our proposed change almost unilaterally. (See Appendix B).

While we have not conducted surveys in Mississippi and Arkansas border counties, advent of tuition friendly border counties and individual queries we receive lead us to believe that there is a viable population of doctoral students in those counties as well. We are much closer geographically to neighboring Desoto County than Ole Miss, and that is the third most populous county in Mississippi. Indeed, we currently have

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee students who work and live in Mississippi and Arkansas in our Ed.D. program because of its easier geographical access than programs in their home state.

National need/demand for the proposed academic program

Bureau of Labor Statistics (BLS) data (U.S. Bureau of Labor, 2016) estimate that there are approximately 660,000 counselors of various disciplines that fall within our academic domain (school, marriage and family, substance abuse, rehabilitation and mental health are currently employed in the United States). The BLS projects that through 2022 that 788,000 persons will be employed in these occupations, an increase of almost 20 per cent (U.S. Bureau of Labor Statistics, 2016). In 2014, there were 59,980 post-secondary counselor educators in the United States (U.S. Bureau of Labor Statistics, 2016). The national demand for post-secondary counselor education faculty is expected to grow 13%, faster than the average for all occupations between the years 2014-2024 (Bureau of Labor Statistics, downloaded January 29, 2016).

The anticipated increase in both the number of, and demand for counselors in the coming years provide evidence that there will be a growing need for counselor educators to train and supervise these future graduate students.

Future sustainable need/demand for the proposed academic program

As evidenced in letters from employers of increased need, preference for proposed degree, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the program, if approved.

Please refer to letters from professional associations and clinical mental health agencies supporting the conversion from an Ed.D. to a Ph.D. program in Counselor Education and Supervision (Appendix D). It should be readily apparent that the proposed Ph.D. program is not designed to meet an acute, local labor shortage. However, it has two equally important goals. First, it will provide individuals who are already in the field as practitioners, the opportunity to become highly skilled leaders who are knowledgeable in evidence based research and supervision and enable them to move into management positions that are critically important to our local mental health industry. Second, it should attract national, academically exceptional students to work with our nationally known faculty on research teams. One of our academic units, the Rehabilitation Counseling program is recognized as one of the top twenty in the United States by U.S. News and World Report: (<https://www.usnews.com/best-graduate-schools/top-health-schools/rehabilitation-counseling-rankings>). To keep that designation and continue the University of Memphis's move to become a nationally known research institution the degree change from an Ed.D. to a Ph.D is critical to attracting such students.

Our current Ed.D. curriculum is becoming increasingly difficult to meet new 2016 accreditation standards that are shifting from a practitioner to supervisory, teaching, and research base. CACREP

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee accreditation standards are evolving to meet the needs of the profession, and it is necessary for this program to do so as well by transitioning towards a greater emphasis on research and scholarship in the doctoral program. Maintaining CACREP accreditation is paramount to our sustainability as an academic program and is becoming pervasive across the country. As an example, the state of Ohio has passed legislation which stipulates that in order to obtain a license to practice counseling in the state, counselors must have graduated from a CACREP accredited program (H.B. 232, 130th General Assembly). Kentucky, New Hampshire, and North Carolina have all recently introduced similar legislation, and the state counseling boards of Virginia and Delaware have both adopted rules requiring a CACREP degree for licensure. Indeed, a major legislative mandate from the parent professional organization, the American Counseling Association, and CACREP is portability of licensing (see Appendix D CACREP Position Statement on Licensure Portability for Professional Counselors). As such, it is critical that we are in line with the new 2016 standards.

As of the 2016 CACREP accreditation standards, graduate counseling programs are prohibited from hiring new faculty as "core faculty" members unless they graduated from a counselor education program (as opposed to a counseling psychology program or other similar program) unless they meet specific criteria in order to meet the grandfather clause. This standard makes it even more vital to maintain CACREP accreditation for the doctoral program at the University of Memphis. To that end, part of the goal of the Ph.D. in counselor education and supervision is to provide employment at the national level with high quality counselor educators with high quality research and super vision skills.

Locally, there, is continuing need for quality health care providers with supervisory capability and research skills to monitor quality control and evidence based practice. Perhaps as important, the research efforts our department carries out with local institutions such as such as the Shelby County Correctional Center and the Exchange club call for research teams that have doctoral students as team leaders with excellent research skills as "feet-on-the ground" at those institutions. (See Appendix E)

Program Costs/Revenues

Operating Cost Estimates

Since the Department of Counseling, Educational Psychology, and Research is transitioning students out of the Ed.D. into the Ph.D., the proposed Ph.D. will utilize existing faculty and departmental resources at no extra cost if the program exists ONLY on the Memphis campus. One faculty member will need to be assigned to the revised COUN 8512 Teaching in Counselor Education course that will be offered once a year starting in the fall semester of 2018. However, if we start a program on the Lambuth campus, we will need to have a fulltime faculty member assigned there to meet accreditation standards, coordinate the program, and do outreach and recruitment. As a result, our proposed budget reflects the addition of an additional faculty member. It should be noted that there are currently two faculty lines open on the Lambuth campus. If one of these were to become available to our department, there would be no additional cost to the university since that line is

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee already budgeted to Lambuth. If that line is not available, then we will need to budget for one assistant professor position at the Lambuth campus. Current assistant professor starting salary in our department ranges between \$57,000 and \$59,000.

Currently we have approximately four dedicated assistantships for our doctoral students within the department. There are several other assistantships in student personnel services available to our students across campus. While there are no guarantees, faculty focus on research and potential grants should heavily subsidize new assistantships that may be needed to attract full time, out-of-state students.

Fig. 1 THEC Financial Estimate Form

	Year 1	Year 2	Year 3	Year 4
I. Expenditures				
A. One-time expenditures				
New/renovated Space				
Equipment				
Library				
Consultants				
Travel				
Other				
Sub-total One-time	\$0	\$0	\$0	\$0

B. Recurring Expenditures				
Personnel				
Administration				
Salary				
Benefits				
Sub-total				
* Faculty				
Salary	\$57,000	\$57,000	\$57,500	\$58,000
Benefits	20,748	20,748	20,930	21,112
Sub-total Faculty	77,748	77,748	78,430	79,112
Support Staff (new		\$0	\$0	\$0
Staff				
Operating				
* Travel	1500	1500	1500	1500
Printing				
Equipment				
Other				
Sub-total Operating				
Total Recurring				
Total Expenditures (A + B) *	\$57,000	\$57,000	\$57,500	\$58,000
II. Revenue	117,376	\$132,048	73,360	88,032
Tuition and Fees based on part time only at \$3668 @ 6 semester hours x 16 students first year, 18 students second year, 10 students third year. And then 12 students in the fourth year. Four to six full time students are not included in this figure due to our inability to determine whether they would				

be paying full tuition or have assistantships in other units.				
The foregoing figure includes a Lambuth cohort of 6-part time students per year				
Institutional Reallocations				
Federal Grants				
Private Grants or Gifts				
Other*				
Total Revenues				

*Expenditure estimates for salary assumes two things. First, that we are present on the Lambuth campus. Second, that the presently vacant faculty lines are filled and no longer available. Travel is included for commuting purposes between Jackson and Memphis as part of program administration and recruitment and public relations efforts in West Tennessee by the Lambuth professor

Since the Ph.D. will replace the Ed.D. additional resources will not be required and revenue is expected to increase as there will be more students. We do not anticipate any additional costs for over-the air distance learning classes, since we already have a distance-learning classroom in our building and the university has budgeted money to remodel our clinical practice facility.

Existing programs

Regional Data

In Tennessee, there are three CACREP accredited doctoral programs. Only the University of Memphis is an Ed. D. The other two programs in Tennessee, Treva Nazarene in Nashville, and the University of Tennessee in Knoxville are both Ph.D. programs. The doctoral programs in counselor education and supervision in surrounding states include The University of Mississippi, Mississippi State, and the University of Arkansas at Fayetteville. Only the University of Mississippi is within close proximity, less than 100 miles from us. If one considers contiguous states, here are the number of doctoral programs in counseling:

State	# of Doctoral Programs	Ph.D.	Ed.D.
Tennessee	3	2	Only The University of Memphis
Arkansas	1	1	0
Mississippi	2	2	0

National Data

Presently there are 76 accredited CACREP doctoral programs nationwide. There are 6 programs that only offer an Ed.D., including ours. There are 6 additional programs that offer both Ph.D. and Ed.D. Approximately 7% of the CACREP accredited programs are Ed.D. only and 7% are Ed.D. and Ph.D. When the University of Memphis is compared to its peer academic institutions two institutions, Georgia State University (2016) and the University of South Carolina (2016) both offer Ph.D.'s in Counselor Education. Our proposed curriculum will closely parallel their curricula. The University of Cincinnati (2016) is the only other major peer university in the country to continue to offer the Ed.D. and its course configuration is similar to our current generic practice curriculum.

It would appear that other Ed.D. only counseling programs face the same dilemma as we do. In a recent market viability report conducted by Education Advisory Board (EAB; a division of the Advisory Board Company, Royall, and Royall & Company, 2017), an analysis of statewide and nationwide employer demand and program design was performed using a combination of qualitative interviews with administrators of peer programs and quantitative data analytics. The results of the EAB's investigation into the market viability of sustaining an Ed.D. program in Counseling indicated that national employer demand for counseling professionals increased 25 percent over the last three years.

However, EAB's poll of universities offering only the Ed.D. found that Ed.D. programs experience significantly less student and employer interest than Ph.D. programs in counseling, even when the programs' curricula were virtually indistinguishable. The profiled institutions EAB examined planned to either close their Ed.D. programs or switch to offering Ph.D. programs in the immediate future. Administrators report closing their counselor education Ed.D. programs due to low student demand and limited job prospects for graduates. Contacts cite the relatively limited research training of Ed.D. graduates compared to Ph.D. graduates as a prominent factor in low student and employer demand for Ed.D. programs. Program supervisors queried by EAB believe employers may value a Ph.D. more because they possess greater familiarity with the Ph.D. as a degree and the Ed.D. has less academic rigor.

Curriculum

An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer.

Program Requirements

Include the minimum number of SCH overall, required curriculum (course prefix and number, title, SCH) and any special requirements including theses, internships.

The proposed degree requires completion of 60 hours beyond the Master's degree that is earned from a CACREP accredited institution or the equivalent, which is distributed as follows:

Course Prefix and Number	Course Title	SCH
Major Field Core Requirements: 9 hours		
COUN 8501	Seminar in Counselor Education	3 hours
COUN 8831	Advanced Group Processes for Counselors	3 hours
COUN 8841	Advanced Counseling Theories and Techniques	3 hours
Multicultural/Diversity/ Social Justice Issues Counseling: 3 Hours (One of the following)		
CPSY 8798	Social Justice	3 hours
COUN 8700	Spiritual Issues in Counseling	3 hours
COUN 8751	Gender Issues in Counseling	3 hours
COUN 8752	Counseling Gay, Lesbian, and Bisexual Clients	3 hours
COUN 8820	Mental Health Issues in Military and Veteran Populations	3 hours
Supervision and Teaching: 6 hours		
COUN 8510	Counselor Supervision	3 hours
COUN 8512	Teaching Counselor Education	3 hours
Post Masters Research/Statistics Course Requirements: 18 hours		
EDPR8541	Statistics I	3 hours
EDPR 8542	Statistics II	3 hours

EDPR 8561	Intro to Qualitative Research	3 hours
EDPR 8511	Measurement and Evaluation	3 hours
COUN 8502	Counseling Research Residency Seminar	3 hours
CPSY 8203	Seminar in Counseling Psych/Counseling Research	3 hours
Practicum/Internship: 9 hours		
COUN 8511	Practicum in Counseling	3 hours
COUN 8530	Doctoral Internship in Counseling	6 hours
Electives: 6 hours		
Guided electives congruent with student's field of research and selected with approval of student's major professor. May be taken inside or outside the College of Education.		6 hours
Other Courses: 9 hours		
COUN 9000	Doctoral Dissertation	9 hours

Special Requirements

Practicum/Internship Requirements

The 2016 CACREP doctoral standards have changed from the 2009 counselor practitioner model to a counselor educator, researcher and supervision model. In order to ensure compatibility with the accreditation standards of the field, the program has adopted the 2016 requirements laid out by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as the basic requirements for students enrolled in practicum/internship courses.

The requirements for the practicum will not be substantially different from the current requirements of the former Ed.D. program. To ascertain counseling competency, all doctoral students are required to complete a 150-hour practicum in a clinical setting which will validate their counseling skills. The Internship will change substantially, and that change is currently in progress to meet the 2016 CACREP standards. Where formerly internships were clinically based in the practitioner Ed.D., they will now cover the five core areas emphasized by CACREP: research, teaching, supervision, advocacy /social justice and professional service.

Practicum

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 150 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.
2. During the doctoral student's practicum, field supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When the counselor education program faculty provides individual/triadic supervision, practicum courses should not exceed a 1:6 faculty: student ratio per CACREP accreditation standards.
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty: student ratio as per CACREP accreditation standards.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

Internship

7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
8. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. In addition, if the internship has teaching or research components involved in it the student may expect to spend additional supervision time with the faculty member tasked with supervising the teaching/research.
9. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member. The group supervision is

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee tailored to cover the specific CACREP core areas identified by the students to be emphasized within their internship experience (i.e. research, teaching, supervision, advocacy/social justice, and professional service). Exploration of the various styles of learning and how to effectively reach students with different learning styles may be incorporated into the supervision experience of students emphasizing teaching in their internship experience, while students emphasizing supervision will have the opportunity to consult with the internship group over difficult situations in their supervision of master's level practicum or internship students. Due to the increased importance of research to the curriculum as we evolve to comply more fully with current CACREP accreditation standards, many doctoral students are choosing to focus on research as one of the core CACREP areas to emphasize in their internship experience. Students who choose research as one of their primary internship areas have the opportunity to consult with their peers and the counselor education faculty member leading the course over issues related to research design, assessment instrument creation, Institutional Review Board policies and human research subjects' issues, and obtain feedback and guidance as they develop and execute the plan for their research. Due to the small size of these internship courses (presently averaging 3-4 doctoral students per semester), the group supervision experience for the internship course is highly customizable.

Residency Requirements

The purpose of the residency is to provide doctoral students with significant time for sustained participation with peers and faculty members in scholarly/ creative activities. Residency is expected to be a vehicle for socialization into the shared community of professional life. Expected outcomes include the acquisition of skills of inquiry, development of research techniques, and the incorporation of professional values.

The residency requires continuous enrollment in conjunction with the planning and completion of a Scholarly Research Project. This project must lead to a paper submitted to a refereed journal or accepted for presentation at a peer-reviewed conference. Prior to beginning the residence time period, the Program of Studies must be approved and submitted to the Director of Graduate Programs.

During the residency period, students are also expected to develop a Residency Leadership Plan, emphasizing the role of leadership in the profession and improving our compliance with CACREP accreditation standards and recommendations to train doctoral students who will be leaders in the field. Students must choose three of the five CACREP core areas of emphasis in their Residency Leadership Plans: research, teaching, supervision, advocacy/social justice, and professional service

Furthermore, students are required to meet certain enrollment criteria during the residency period. Students must complete one of the following continuous enrollment options:

Plan A = 9 hrs/semester for 2 consecutive semesters

Plan B = 6 hrs/semester for 3 consecutive semesters

Plan C = consecutive enrollment for 9 hrs first summer, 3 hrs fall, 3 hrs spring, and 9 hrs second summer.

If the Lambuth campus becomes part of the program, we believe it is important to integrate that student body with the Memphis cohort while still keeping an individual identity. We believe this is particularly important in regard to residency where in Lambuth students feel an integral part of the program and are not “out there in the boonies” to fend for themselves and are perceived as second-class citizens. To that end, we plan to pair Lambuth and Memphis students in support groups and “buddy systems.” It is our plan to hold Skype and distance learning access to service and research project updates that would be occurring at both ends of the pipeline. Experience with Ed.D. students who are in geographically distance locations taught us that it is critically important to keep them involved and feel shared ownership in their program and completion of their residency project which is a critical component in moving forward to the dissertation stage.

Portfolio Requirement

Doctoral students are required to keep a portfolio of their academic activities. While there are specific course activities that are included in the portfolio (see Appendix F), because of the idiosyncratic nature of a doctoral program, each student may have a variety of evidence based documents in their portfolio that cover the three broad areas of research, teaching, supervision and service. These portfolios indicate how well students are meeting their declared leadership goals. Portfolios are evaluated and reviewed with their chairperson each spring semester while in residence on a set of leadership rubrics to ascertain whether students are meeting their declared objectives and goals. (see Appendix G).

Comprehensive Examination

The doctoral comprehensive examination assesses the student’s mastery of the body of knowledge requisite for the discipline and the student’s ability to synthesize and apply that knowledge to issues and problems. When a doctoral student has completed all course requirements or is enrolled in the last course(s) on the student’s Program of Studies, exclusive of the dissertation, and has completed residency including the Scholarly Research Project, the candidate must pass a comprehensive written and oral examination. The examination must consist of both written and oral portions and is conducted by the student’s Program Advisory Committee.

Formerly, the written comprehensive exams were clinically, theory-into-practice based. However, starting in spring 2017, students taking the doctoral comprehensive will experience a new, research-based

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee format. This format will require a more intensive grasp of research design and implementation, complete with recent references upon which to base written responses to the core knowledge areas of group and individual therapy, supervision, and consultation/teaching. Further, students will be given a take-home research problem and will be given 72 hours to construct a working research design for the problem which will include a literature review as to need and support, treatment methods, hypotheses/research questions, quantitative/qualitative analyses, research design and assessment techniques. Written exams are based on rubrics (see Appendix H) that cover the depth of content knowledge, reasoning ability, and writing and topic organization. The take-home research question is based on a 100 point, 70 points to pass scale that covers the major components of a counseling research problem (See Appendix H). The follow-up oral exam will specifically address any deficiencies identified in the written portion of the comprehensive exam. The total exam is 12 hours of credit with each of the four content areas worth 1.5 hours and the research question worth 6 hours. Students must pass at least 70 percent of hours attempted which translates into a minimum of 8.5 hours “pass” credit. It should be clear that the exam is heavily weighted towards the research component and a student who does poorly on this portion of the exam would fail the written component and be required to remediate it or any other failed parts in the oral exam. Failure in both the written and oral exam would cause the student to be stipulated for remediation and could range from retaking courses, writing papers pertinent to the failed content, or being required to redo the exam.

Dissertation Requirements

Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision. The dissertation must represent a significant scholarly effort that culminates in an original contribution to the field of inquiry. It should reflect the candidate's ability to conduct independent research and interpret in a logical manner the facts and phenomena revealed by the research.

We are also transitioning how the dissertation is constructed. At this time students may still choose to follow the traditional five chapter, background/need, literature review, methods, results, and discussion format. However, in our effort to move students toward a more publication friendly research base, they may choose to follow a journal article format. For their final product and defense, they will be required to have a print ready journal article targeted to a specific refereed professional journal available for review by the committee that will act as an editorial board in regard to both written critique and verbal questions.

Current Courses and Existing Programs

List current courses and existing institutional programs which will give strength to the proposed program.

The courses from the Ed.D. Program in Counseling & Personnel Services will comprise the bulk of the proposed courses in the Ph.D. in Counselor Education and Supervision program. However, these courses will transition from a largely practitioner based format to a much greater emphasis on the research and evidence basis that forms their conceptual and practice foundations. The areas of the following curriculum list shaded in (color) are courses that are already required for the Ed.D. in Counseling & Personnel Services. The courses shaded in grey are existing courses in our graduate catalog, which will be adopted in the new program of studies for the proposed Ph.D. in Counselor Education and Supervision in order to meet the 2016 CACREP doctoral standards. The courses shaded in (yellow) are courses in the existing Ed.D. program of studies, which will be modified to meet the 2016 CACREP accreditation criteria.

Course Prefix and Number	Course Title	SCH
Major Field Core Requirements: 9 hours		
*COUN 8501	Seminar in Counselor Education	3 hours
*COUN 8831	Advanced Group Processes for Counselors	3 hours
*COUN 8841	Advanced Counseling Theories and Techniques	3 hours
Multicultural/Diversity/ Social Justice Issues Counseling: 3 Hours (One of the following)		
CPSY 8798	Social Justice	3 hours
*COUN 8700	Spiritual Issues in Counseling	3 hours
*COUN 8751	Gender Issues in Counseling	3 hours
COUN 8752	Counseling Gay, Lesbian, and Bisexual Clients	3 hours
*COUN 8820	Mental Health Issues in Military and Veteran Populations	3 hours
Supervision and Teaching: 6 hours		
*COUN 8510	Counselor Supervision	3 hours
*COUN 8512	Teaching Counselor Education	3 hours

Post Masters Research/Statistics Course Requirements: 18 hours		
#EDPR8541	Statistics I	3 hours
#EDPR 8542	Statistics II	3 hours
#EDPR 8561	Intro to Qualitative Research	3 hours
*EDPR 8511	Measurement and Evaluation	3 hours
*COUN 8502	Counseling Research Residency Seminar	3 hours
*CPSY 8203	Seminar in Counseling Psych/Counseling Research	3 hours
Practicum/Internship: 9 hours		
*COUN 8511	Practicum in Counseling	3 hours
*COUN 8530	Doctoral Internship in Counseling	6 hours
Electives: 6 hours		
Guided elective congruent with student's field of research and selected with approval of student's major professor. May be taken inside or outside the College of Education.		6 hours
Other Courses: 9 hours		
COUN 9000	Doctoral Dissertation	9 hours

- * distance learning/hybrid courses
- # can be taken online or in class

New Courses Needed

List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

No new courses will be needed. The current 8512 course Teaching Counselor education, which is presently a student teaching course done in a graduate counseling class under the supervision of a professor, will become a pedagogy course focusing on philosophy of teaching, teaching models, service to diverse populations, and curriculum development. The current COUN 8501 course, which is currently split into a 1 hour first semester articulation to the doctorate and a 2-hour teaching /consultation/ leadership course in the

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee second semester will merge into one three-hour course that will focus on program articulation, basic introduction to starting research, consultation, leadership, and social justice issues. Student teaching in graduate courses will be moved to the internship course.

New/Revised course catalog descriptions

COUN 8501 - Doctoral Seminar in Counseling

Professional seminar designed for the beginning doctoral student in counseling; focusing on the development of a professional identity as a leader in counseling; discussion of critical philosophical issues, research, new directions in theories and techniques; current theory and practice of mental health consultation; issues in counselor education and practice.

COUN 8512 - Teaching Counselor Education

Methods of instruction in counselor education. Topics and responsibilities include curriculum and syllabus construction, clinical critique, lecture development and delivery, building and evaluating course assessment tools, and other pedagogical activities to develop graduate teaching abilities in counselor education. Includes supervised teaching of graduate students in a counseling course under professor supervision and critique.

COUN 8530 - Doctoral Internship in Counseling

Supervised experience in which the doctoral candidate designs an experience tying in three of the five following areas: professional counseling skills, research, consultation/ supervision, teaching or program development under the umbrella of leadership as a counselor educator. The internship plan must be approved by the student's Chair as well as the internship coordinator. Part-time will consist of 300 hours per semester over two semesters and fulltime is 600 hours in one semester.

COUN 8820 - Mental Health Issues in Military and Veteran Populations

The purpose of this course is to provide an overview of the mental health issues common among U.S. military service members, the unique presentations of these issues, and current approaches to treatment. This course will provide students with an overview of military culture and organization as it relates to mental health issues, self-care, and use mental health services. The course will cover the signature injuries and concerns of military and veteran populations that result from military life and combat exposure. Topics to be covered include anxiety, depression, moral injuries, resilience, post-traumatic stress disorder, trauma-informed assessment and intervention, suicide risk and prevention, substance misuse, and reintegration post-

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee deployment and post-service. Treatments to be covered include prolonged exposure therapy, psychological first aid, forgiveness therapy, and other military- and veteran-specific modalities.

Distance Learning

Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

We have a distance-learning classroom in our building, Ball Hall, and access to the Lambuth campus distance learning classroom. All of the asterisked courses above will use distance learning/hybrid instructional formats. Our goal is to make this program user friendly for citizens throughout the Third Grand Division and keep them off the road as much as possible. In that regard, we envision a great deal of supervision for field experiences and research to be conducted electronically or onsite at Lambuth with minimal travel to Memphis.

Course Syllabi

Please refer to Appendix J, course syllabi.

Academic Standards

The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

Admission

A. Program Prerequisites

A master's degree in counseling that meets CACREP or CORE standards for core knowledge and skills. Students with a master's degree in counseling or other human service fields that does not contain all core areas can be considered for admission, but will be required to complete additional coursework prior to enrolling in doctoral level courses.

B. Program Admission

1. Applicants must apply to the Graduate School and to the program. The Doctor of Philosophy degree in Counselor Education and Supervision is a limited access program; not all eligible candidates are admitted. To be considered for admission, applicants must:

1. provide official undergraduate and graduate transcripts of all academic work completed,
2. submit a Graduate Record Exam (GRE) basic score including verbal and quantitative reasoning and analytical writing scores,

3. complete a program admission application including appropriate goals essay and a summary of research activities and work-related experiences,
 4. provide three letters of academic and/or professional reference which include ability to engage in independent research activities,
 5. undergo an interview with the faculty, and submit an extemporaneous writing sample,
 6. If English is a second language show ability to read, write, and speak English through TOEFL IBT test scores, writing samples and interview.
2. The program selections committee selects students after all application materials and the personal interview are completed. Deadline for the completion of all admissions requirements is March 1 for the fall semester. Students are admitted one time per year and must begin their coursework during the fall semester.
3. All students must maintain a cumulative grade point average of 3.0 and make no less than a B- or S in all required core-counseling courses.

Retention

Students must maintain a minimum of a 3.0 g.p.a. in their graduate work. They are subject to yearly review by their faculty chair on their leadership plan goals and how effectively they are meeting them. Failure to meet satisfactory progress on the leadership goals may result in referral to the faculty retention committee to modify the plan and proposed remediation activities. Because our academic discipline turns out students who are licensed professional health service providers, adherence to the highest standards of professional ethical and legal conduct is paramount as well as is mental and physical self-care. Students' inability to meet these high standards may result in referral to the faculty retention committee as outlined in the student handbook.

Graduation standards

Students must complete 60 hours of graduate coursework as described in the graduate catalogue, pass a written and oral comprehensive exam, and defend a dissertation that is an original piece of research

Diversity

Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

Our Ed.D. program has consistently attracted minority students and has been lauded by our national accrediting agency for our emphasis on diversity. Presently our Ed.D. students may be categorized racially as 7

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee African American, 17 Caucasian, and 1 Latino and by gender as 8 males and 16 females. Age ranges from 24 to 62. Approximately 80 Percent of our students have fulltime employment and approximately 20 percent are full time students. We are adamant about making the new Ph.D. program available to students who can only participate on a part time basis due to family and occupational commitments. That is particularly relevant for single parents, adult learners, and minority students who do not have the economic wherewithal or free time to engage in a doctorate fulltime. The Ph.D. program with its emphasis upon easier accessibility through instructional technology and condensed course work should make it much more convenient and feasible for these students to gain access and matriculate through the program. Further, our plan to reach out into the Third Grand Division should afford the opportunity to rural students who previously did not have access to enroll in a state accredited doctoral program.

Program Enrollment and Graduates

Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

Based on surveys of interest among current doctoral students, we expect that all currently enrolled Ed.D. students (N=22) not yet writing a dissertation will transition into the Ph.D. program, producing a substantial number of students in our first-year projections. If students writing a dissertation have the required courses, they will also transition into the Ph.D. program. Because we are an urban university that targets working adults, as previously stated, we will continue to accept part time students. Our current graduate faculty staff (N=7) has the capacity to take on two students a year (one full and one part time) and meet CACREP accreditation doctoral load standards.

After our third year as a Ph.D. program we should be able to graduate four full time students and 2-3-part time students per year. Graduation rates for years 4 and 5 include the last of our currently enrolled Ed.D. students. Currently our part-time Ed.D. students average 5.6 years to completion and our full-time students average 3.6 years to completion. If this conservative figure holds, then the steady production of six to seven students per year graduating should be a reasonable goal. Since the required hours are equivalent in both the Ed.D. and the proposed Ph.D. program, we do not anticipate any increase in the average time to completion. To the contrary, the addition of online and distance learning courses may allow the students' course load to be increased to 12 hours per semester for full time students and 9 hours per semester for part time students. While perhaps optimistic, increasing the number of credit hours taken per semester should decrease the average completion time to 5.25 semesters for full time students and 7 semesters for part time students (excluding any summer work). We would envision the full-time count and graduation rate to become fairly stable after year five at year five projections.

Fig. 2 Projected Enrollment and Graduates

Year	Full-time Count	Part-time Count	Total year Count	FTE	Graduates
1	3	16	19	11	5
2	7	18	25	18	5
3	11	10	21	17	7
4	12	12	24	22	8
5	12	7	39	24	8
6	12	7	39	24	8
7	12	7	39	24	8

Administrative Structure

Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Ph.D. in Counselor Education will be domiciled in the Counseling, Educational Psychology, and Research Department. Overall responsibility for the program rests with the chair of CEPR Dr. Steven West and coordinator of the counseling program, Dr. Pam Cogdal. Dr. Richard James, professor, and Dr. Steve Zanskas, Associate Professor are the co-coordinators who are responsible for day-to-day operation of the doctoral program. Both Dr. James and Dr. Zanskas have extensive research experience through grants and publication of articles and books in the field. Dr. James has chaired 41 Ed.D. counseling and Ph.D. counseling psychology dissertations to completion in his 40 years of teaching in higher education. Overall governance then rests with the faculty of the counselor education unit.

Faculty Resources

Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

In the current Counseling Program, we have a faculty to student ratio of 1:5; one faculty member with full graduate faculty status for five doctoral students. In addition we have three faculty who have associate graduate faculty status who are able to serve on committees.

Current Faculty in alphabetical order

Michele Brasfield, Ed.D., graduated from the University of Memphis in 2016 in Counseling and Personnel Services (CACREP approved).

Pamela Cogdal, Ph.D., LCP, HSP graduated from Southern Illinois University's Counselor Education & Supervision program (CACREP approved) in 1989. Currently Dr. Cogdal is the Director of Counseling Programs and Coordinator of Practicum & Internship in the Department of Counseling Educational psychology & Research at the University of Memphis. Dr. Cogdal is also an Associate Clinical Professor in the Counseling program.

Dr. Cogdal has worked at the University of Memphis since 1988. She has taught in both the counseling and counseling psychology programs since 1989 and served as the Coordinator for Psychological Assessment in the Center for Rehabilitation and Employment Research (2002 – 2004). Dr. Cogdal is a licensed psychologist and previous to her academic post, Dr. Cogdal served for nine years as the Director and chief psychologist for the Center for Student Development (now the Counseling Center) which is an APA accredited training psychology program at the University of Memphis.

Dr. Cogdal currently pursues research in the areas of career and work-life balance, trauma, practice outcomes, and suicide prevention. During her career Dr. Cogdal has contributed to over 90 national presentations and has published in areas related to career, counselor training, diversity, needs assessments, women's issues, resilience and coping. Pam was the Co-director of a SAMHSA suicide prevention grant (Memphis STEPS 2006 - 2014) which totaled \$500,000 and has served on editorial boards for referred journals and as a consultant for university and community agencies throughout the Mid-South.

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Recently Dr. Cogdal was voted the Counselor Educator of the year (2015) for both the West Tennessee Counseling Association and the Tennessee School Counseling Association. She also serves as the faculty advisor to the Kappa Zeta Chapter of Chi Sigma Iota.

Melissa Fickling, Ph.D. Melissa Fickling is an Assistant Professor who completed her Ph.D. in Counseling and Counselor Education in 2015 at the University of North Carolina (CACREP approved). Her publishing record consists of four articles, an additional two manuscripts under review, a recently published book chapter, and 18 state, regional, and national conference presentations. Dr. Fickling is a member of the editorial review board for the Journal of College Counseling and is an active member of the NCDA-ACES Commission. Dr. Fickling has received several small research grants (\$250-\$2000) and was given the UNCG School of Education Graduate Research Scholar Award. She recently completed the NCDA Leadership Academy and was recognized as an ACES Emerging Leaders Fellow

Dr. Fickling's research is focused on the intersections of work, mental health, and meaning among adults. She is especially interested in the lived experiences of long-term unemployed and underemployed adults. Another line of research involves understanding and improving counselor advocacy competence. To this end she hopes to gain a better understanding of social justice movements such as labor activism in order to highlight implications for both counselors and clients.

In addition to her years of clinical experience in community, higher education, and private practice settings, Dr. Fickling served as a consultant with a regional degree completion initiative in North Carolina for adult college students and is continuing her work in this area through research into the college completion process for adult students. Dr. Fickling is energized by research which aims to bridge theory and practice by continuing a line of practitioner focused research. She plans to conduct career counseling outcome, intervention, and process research to create evidence base for holistic approaches to counseling for work and career. In addition, she has conducted research in clinical supervision. Other topic areas of interest include grief & loss, aging, gender, spirituality, and mindfulness. In addition to her interest in client career development, she has presented numerous times on counselor career development and values mentoring future counselor educators. She will soon be transitioning to be the Chapter Faculty Advisor for the Kappa Zeta chapter of Chi Sigma Iota. Finally, her work and mental health research team is starting in spring 2016.

Leigh Falls Holman, Ph.D., received her Ph.D. in Counselor Education from Sam Houston State University (CACREP approved) and is a new Assistant Professor. She is an LPC-MHSP, RPTS, NCC, AMCHA Diplomate and CMHC in Trauma Counseling, Substance Abuse and Co-Occurring Disorders, and Child and Adolescent Counseling is an assistant professor with full graduate faculty status of the Clinical Mental Health Program at

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee the University of Memphis. Dr. Holman has 20 years' clinical experience with children and adults in forensic settings and has taught masters' and doctoral counselor education students for 8 years. She serves on the Tennessee Foster Care Review Board, an administrative appointment by the Tennessee Supreme Court which oversees care for foster children who have aged-out of the system. Dr. Holman worked extensively with trauma, addictions, and offending populations clinically; has published and presented on these topics; and is currently involved in engaged research projects with community partners on crisis, trauma, addictions, and offending population. Dr. Holman is the president of the International Association of Addiction and Offender Counselors, a division of the American Counseling Association, and in 2013 was recognized as their Outstanding Counseling Professional due to her contributions to the field. She previously served on the editorial boards of the Journal of Addiction and Offender Counseling, Counseling and Values, the Journal of Mental Health Counseling (JMHC), and as an editorial research assistant to Richard Watts, Anthony Onwuegbusie, and John Slate and was production editor of Research in the Schools. Dr. Holman currently serves as the Associate Editor of Theory and Practice for JMHC.

She has 64 peer-reviewed presentations, 9 peer-reviewed journal articles, 8 solicited book chapters, and 8 non-peer reviewed contributions to mental health publications such as the American Mental health Counseling Association Advocate magazine, the American School Counseling Association School Counselor magazine, and the American Counseling Association's Counseling Today magazine. She co-leads the Crisis Research Team with Dr. Richard James, which oversees multiple engaged research projects developed by teams of masters and doctoral students working with community partners. Currently, she leads research teams investigating the efficacy of Canine Assisted Therapy with female prisoners for reducing mental health symptoms, increasing self-esteem and self-efficacy, and reducing recidivism post-release; the efficacy of the ARRAY manualized treatment program with female prisoners for reducing mental health symptoms and reducing recidivism post-release; the efficacy of treatment and impact on recidivism of a unique semi-structured trauma-informed treatment program the team is developing for Veterans with PTSD and Domestic Violence Behaviors and their families; and the program efficacy and impact on mental health outcomes of a semi-structured trauma-informed intervention program with incarcerated female addicts. Dr. Holman is also working with a literacy professor and doctoral student on a qualitative analysis of therapeutic impact of a literacy book club on homeless female addicts' ability to conceptualize mental health issues. Having a background in school counseling, she is working with a former student and counselor educator in Texas on one qualitative and two quantitative studies examining potential predictor variables and personal and organizational impacts of school counselor job stress and burnout. Finally, she is working on a study of self-care as related to rates of vicarious trauma, stress, and burnout among counseling interns.

Richard James, Ph.D., received his Ph.D. in Counseling Psychology (APA approved) from Indiana State University in 1977. He is a National Board-Certified Counselor and a National Board-Certified School Counselor. He is a Licensed Professional Counselor and a Licensed Psychologist with health service provider and supervisor endorsements. He is the current coordinator of the doctoral program at the University of Memphis. He is a Crader Professor of Education at The University of Memphis and was given a life time achievement award by his undergraduate institution, Eastern Illinois University in 2016. He has been a school counselor for seven years and a project director of a Title III ESEA innovative education grant for socially maladjusted and emotionally disturbed children in Mattoon, Illinois and has worked extensively with the Memphis City school system generating numerous cooperative programs with that system in his 40 years with the university. He has been awarded over 750 thousand dollars in federal grants. He is internationally known for his work in crisis intervention through his crisis intervention textbook, *Crisis Intervention Strategies*, and his work in developing the nationally replicated Memphis police crisis intervention team model for dealing with the mentally ill. His *Crisis Interventions Strategies* book (Brooks/Cole Wadsworth) is in 8th edition and is used in over 150 colleges and universities. It has sold over 100,000 copies and has been translated into Korean and Chinese. Along with the original coauthor, Dr. Burl Gilliland, he developed a systematic crisis intervention-counseling model that has become one of the prototypes for crisis intervention. His development of an ecosystemic crisis intervention theory with Dr. Gilliland and Dr. Pan Cogdal has served as the launching pad for a variety of ecosystemic crisis approaches now being generated in the field.

His other major book, *Theories and Strategies in Counseling and Psychotherapy* (Allyn and Bacon), has sold over 70 thousand copies and has been designated as a reference text in theories of counseling for students taking the National Certified Counselor board exams. He has co-authored *This is Not a Fire Drill: Crisis Intervention and Prevention on College Campuses*, (2010, John Wiley) which made the Chronicle of Higher Education's book review and selection column. He has written numerous invited book chapters and articles in refereed journals and presented over 50 papers at national conventions.

Dr. James was one of the founding members of the Memphis Police Department Crisis Intervention team program to defuse and escalate emotionally disturbed and mentally ill people. One of his doctoral student's evidence based outcome research dissertation on the CIT program help lay the groundwork for its wide spread dissemination among police departments all over the county and the world. Three of his doctoral students have conducted reliability and validity studies on these instruments for their dissertations.

He has chaired 41 doctoral students to completion. Seven of those students were Ph.D. students in Counseling Psychology and the remainder were Ed.D.'s in the Counselor Education program. The variety of

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their dissertations has ranged from qualitative studies to mixed designs to quasi- and true experimental designs. He has served as a committee member on at least thirty more committees in his own department and with students across the college.

Daniel C. Lustig, Ph.D., received his Ph.D. in rehabilitation counseling psychology in 1995 (CORE approved) from the University of Wisconsin. He is the Director of the Center for Rehabilitation and Employment Research and holds the rank of professor. He teaches Assessment in Counseling, Medical and Psychosocial Aspects of Rehabilitation, Vocational Development and Occupational Information, Psychiatric Rehabilitation, and Practicum and Internship. Since 1995 his scholarly activities have been directed towards research in the areas of career decision-making, family adjustment, health care usage and policy, and professional counseling issues. He has published over 50 articles in national professional journals and presented at over 25 national conferences. He is past Editor of the Journal of Rehabilitation and currently is an editorial reviewer for the Rehabilitation Counseling Bulletin, the Journal of Rehabilitation, and Rehabilitation Education. He has secured over ten million dollars in state and federal grants including Federal grants with the Rehabilitation Services Administration and grants with the State of Tennessee Division of Rehabilitation Services. He has received the following National awards: (a) 2002 American Rehabilitation Counseling Association Research Award – Second Place, (b) 2003 American Rehabilitation Counseling Association Research Award – Second Place, and (c) 2004 Rehabilitation Services Administration Commissioner's Award. He has been a Certified Rehabilitation Counselor since 1989 and is a member of the American Counseling Association and the National Rehabilitation Association.

Eraina Schauss, Ph.D., received her doctorate in Counselor Education and Supervision from George Washington University (CACREP approved) and earned Master's Degrees from both Cambridge University and the London School of Economics and Political Science and a Bachelor's Degree from Boston College. LPC-MHSP, NCC is a new Assistant Professor and Program Coordinator for the Clinical Mental Health Counseling Program at the University of Memphis. Dr. Schauss' areas of expertise are in child, cognitive, behavioral emotional and neurodevelopment, evidence based clinical interventions, clinical supervision and family systems counseling. She instructs the following courses: Clinical Mental Health Counseling, Counseling Interventions, Practicum and Internship Supervision. Dr. Schauss is a primary investigator on the longitudinal Conditions Affecting Neurocognitive Development and Learning in Early Childhood in partnership with the University of Tennessee's Department of Preventive Medicine exploring child social, emotional and behavioral development for children under the age of 4. In addition to her work with CANDLE, Dr. Schauss currently is a

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee faculty supervisor on a study examining the mediating role between mindfulness and perceived stress. Dr. Schauss serves as a clinical development consultant and staff trainer for the Memphis-based Universal Parenting Places developing neuroscience based counseling interventions to combat exposure to adverse childhood experiences. She also is currently involved in research examining the use of mindfulness in clinical supervision. She is a member of the American Counseling Association, the International Association for Marriage and Family Counselors, the American Association for Behavioral and Social Sciences and the Association for Counselor Educators and Supervisors. She has 10 years of clinical experience in the areas of family and clinical mental health counseling interventions and is a dually licensed professional counselor and mental health service provider in the State of Tennessee.

Steven West, Ph.D. earned his Ph.D. from Texas Tech . He is a Certified Rehabilitation Counselor who conducts research in two main areas: (1) substance use and misuse among persons with disabilities (PWDs), and (2) military and veteran mental health. With regard to the first area, he has ongoing research considering treatment access for PWDs and the impact access barriers have on care acquisition. He initially was among the first to document the presence of access barriers preventing care and subsequently, along with colleagues at Virginia Commonwealth University, he pioneered the self-report assessment of the impact of access barriers on PWD access to substance abuse treatment. He also conducts research on mental health issues among active duty service members and veterans related to combat deployments. He has directed over 60 million dollars in federal grants in these research areas.

Steve Zanskas, Ph.D., earned his Ph.D. in Rehabilitation Counselor Education from Michigan State University. He is a Certified Rehabilitation Counselor (CRC) and an LPC (Michigan & Wisconsin). Dr. Zanskas is an Associate Professor at the University of Memphis, Coordinator of the Rehabilitation Counseling Program and Co-Coordinator of the doctoral program. He is a Crader Professor of Education at The University of Memphis. Dr. Zanskas' current teaching responsibilities include principles and techniques of rehabilitation counseling, assessment techniques in counseling, case management, legal and ethical issues in counseling, practicum/internship supervision, research design, and teaching in counselor education. He was a 2013 nominee for the "Teacher of The Year" award by The University of Memphis Alumni Association and was elected a College of Education Earl Crader Professor of Education in 2017. In addition to his teaching responsibilities, Dr. Zanskas is the Principal Investigator responsible for the administration of RSA Long Term Training Grants at the University of Memphis totaling \$2.5 million. Dr. Zanskas is also the Co-Principal Investigator for a Technical Assistance and Training Grant for the Tennessee Department of Human Services totaling \$1 million. Dr. Zanskas has conducted research and published in the areas of rehabilitation

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee consultation, professional issues, leadership and training in rehabilitation counseling, counselor environments, assessment, trauma rehabilitation and psychosocial issues of disability. He has authored 21 journal articles and 7 book chapters. He has presented 33 papers at national or regional conferences since 2005. Dr. Zanskas earned second place in the 2011 American Rehabilitation Counseling Association Research Award competition. Dr. Zanskas has held Allied Health Staff privileges in the Trauma Surgery Department at The Elvis Presley Regional Trauma Center at Regional One Hospital in Memphis since 2009. Dr. Zanskas is the current President-Elect of the Rehabilitation Counselor and Educators Association (RCEA), the President of the Tennessee Rehabilitation Counselors Association, the Human Rights Committee Chair for the Tennessee Counseling Association, the Ethics Committee Chair for the Commission on Rehabilitation Counselor Certification until 2020, and the American Rehabilitation Counseling Association's membership webpage membership manager. He has served as an Executive Committee Member, Board Member -At-Large, and President-Elect of the Volunteer State Rehabilitation Association, is the Past-President of the Michigan Rehabilitation Association, Michigan Rehabilitation Counseling Association, the Wisconsin Rehabilitation Counseling Association, and the State of Wisconsin's Examining Board for Social Workers, Marriage and Family Therapists, and Professional Counselors. He currently serves on the editorial boards for the Rehabilitation Counselor and Educators Association, the Vocational Evaluation and Work Adjustment Association, the Journal of Applied Rehabilitation Counseling, the Rehabilitation Counseling Bulletin, and Rehabilitation Research Education & Policy. In 2009, Dr. Zanskas served as the Program Co-Chair for the 16th Annual Conference of the National Association of Multicultural Rehabilitation Concerns and Program Chair for the 7th Annual VSRA Conference.

Current Faculty

List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three-page vita for each faculty member listed including relevant related activities for the past five years. Listed in descending order of participation in the doctoral program.

Richard James, Professor, Ph.D. Counselor Education 90% full graduate

Steve Zanskas, Associate Professor, Ph.D., Counselor Education 50% full graduate

Daniel Lustig, Professor, Ph.D. Counselor Education 30% full graduate

Leigh Holman, Assistant Professor, Ph.D., Counselor Education 30% full graduate

Melissa Fickling, Assistant Professor, Ph.D., Counselor Education 30% associate graduate

Eraina Schauss, Assistant Professor, Ph.D., Counselor Education 30% associate graduate

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee
Michele Brasfield, Assistant Professor, Ph.D., Counselor Education 20% associate graduate
Pam Cogdal, Clinical Director, Ph.D., Counselor Education 30% affiliate graduate
Steve West, Professor and department chair, Ph.D., 10% full graduate

While the short summary vitas of the foregoing faculty (see Appendix J) provide an overview of their scholarly activities they do not illuminate the specific research activities they are engaging in, nor the extent to which student research teams they are steering are involved in those activities. Presently there are six research teams operating under our faculty. Those teams are conducting research in the following areas:

1. Effects of group treatment on prisoners with mental illness.
2. Evaluation of training on crisis intervention team police officers
3. Evaluation of training of peer support in the U.S. border patrol.
4. Development and evaluation of crisis intervention for U.S. Army Surgical support teams.
5. Intervention with surgical recovery victims of traumatic injury at the Elvis Presley regional trauma unit
6. Suicide prevention on college campuses
7. Mindfulness

Anticipated Faculty

Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

One new faculty member housed at Lambuth in Jackson. A tenure track Assistant/Associate professor with a research track record or the potential to conduct research independently and guide doctoral student research. A search would be initiated within a year of program approval. Another tenure track professor in school counseling in place of resigned faculty member as of spring 2017 of which there is a reserved faculty line at no additional cost.

Library and Information Technology Resources

Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high-quality program which meets recognized standards for study at a particular level or in a particular field.

MISSION STATEMENT of the University of Memphis: The University Libraries is a leader in managing and providing access to information services and resources that support teaching, learning, and research for the University of Memphis community.

Collaboration: The University Libraries partners with the departments and colleges to provide resources and services to support the academic programs of the University. We join with other academic communities and

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee libraries throughout Memphis, Tennessee, the Mid-South region, and the nation to enhance access to information resources beyond the University Campus. Innovation. The University Libraries identifies, investigates, evaluates, and implements new and emerging methods for obtaining appropriate resources and providing relevant services to meet known and/or anticipated user needs. It has been completely responsive to our specific requests for reference materials. Its online access to search engines is excellent and provides student access to all the major reference bases in the human service field. It is also a Federal Document depository with access to the all-major public government databases. Following are the university of Memphis libraries goals

GOALS 2013 - 2018 1.

.To accomplish the overall mission of the University Libraries, resources and energy will be focused on achieving the following goals:

1. Build, preserve, and support collections that meet the needs of present and future users.
2. Develop, explore, and implement new information technologies and resources.
3. Develop and implement strategies that maximize the effectiveness of the integrated library system (ILS).
4. Develop, promote, and deliver instructional services and resources to meet changing user needs.
5. Invest in Libraries' personnel to enhance their abilities to provide library services and resources.
6. Collaborate with other units of the University, the urban community, the professional community, the region, or the nation to improve access to information resources.
7. Create and implement marketing and development plans that will enhance the visibility, enhance the image, and expand the resource base of the University Libraries.

Library and Information Technology Acquisitions Needed

Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.

As indicated above the library is at present meeting our needs and has historically done so. While we do not anticipate any shortcomings in this area, the library staff has always been open to consultation with our needs and we do not anticipate any changes. The Lambuth campus library has access to all of the main libraries resources and is available to students there.

Support Resources

Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

Evidence of willingness to partner

Include government, education, health and business entities.

Please refer to Appendix K.

Other Support Currently Available

Include support staff, university and non-university assistance.

As we are essentially transposing one already existing doctoral program into another, we have now and in the foreseeable future adequate support staff and outside links with hospitals, government institutions, professional organizations, charitable institutions and clinics that provide clinical field experiences and research opportunities .

Other Support Needed

List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).

As we are essentially transposing one already existing doctoral program into another, we have now and in the foreseeable future adequate support staff. Critical to the new Ph. D. will be available research sites. Currently we have memoranda of agreement with the Shelby County Correctional Center, Memphis Police department and the Exchange Club of Memphis for field placement and training and research. We will need to expand research sites as we move the Ph.D. forward.

Facilities and Equipment

Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

While not specifically targeted to the proposed Ph.D. program , our counseling laboratory needs to be updated. It passed muster in our last CACREP accreditation visit, but normal wear and tear and outmoded electronic equipment necessitates some extensive work. Estimated cost to upgrade to

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee modern technological standards is \$80,000, which is in the department's requested budget for the coming year and has been approved by the university. There is also currently underway discussion about the department of starting a walk-in clinic that would provide counseling services to an array of clients with disabling conditions. We are presently working on a grant with the State Department of Corrections, which would start that process. Our department is currently nationally known for rehabilitation counseling program and we currently have an operational rehabilitation assessment center funded by the state Department of Vocational Rehabilitation that would integrate well with the proposed clinic. Initial estimates are for a start-up cost of \$130,000. Funds could come from the college of education foundation fund, private donors, and alumni. A grant proposal has been submitted to the State Department of Corrections as a funding source in employing the clinic for post release follow-up with prisoners with disabling mental and physical conditions.

Existing Facilities and Equipment

Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

As previously indicated our counseling laboratory is in need of renovation. We do not need any additional facilities or equipment either on the main campus or at Lambuth. Dr. Reddick the Vice Provost at Lambuth is extremely support of our endeavor and has assured us that there is office and classroom space and support staff available for the program there.

Additional Facilities and Equipment Required or Anticipated

Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).

No additional facilities or equipment are required. All facilities and equipment are currently budgeted. The CEPR Department and College of Education 's planner does not foresee any additional requirements other than normal operating costs over the next seven years.

Marketing and Recruitment Plan

A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher

Local

While not very sophisticated, word-of-mouth is one of our best in-house and community recruitment tools. Master's degree students on our research teams work hand-in-hand with doctoral students and faculty in applied research. As such, the research becomes alive, interesting, and viable as opposed to dry, abstract, boring, and a daunting task. As masters students move up through research teams they become bigger partners to the point of presenting and writing about the research they are helping do which adds immeasurably to their competence and confidence in handling research and indeed entering into a doctoral program.

Metropolitan Memphis has a large array of school, community, and mental health service providers. We have ongoing relationships with many agencies through memorandum of agreement for field placement and research activities. These activities provide excellent living examples of what our doctoral students are doing and what our research agendas are. Thus, staff in these agencies are exposed to our research efforts, see the outcomes we generate that can help make their agencies and institutions more effective and reduce their qualms about entering a doctoral program that is heavily research based.

At the university level, the graduate recruitment fair is an excellent vehicle that allows undergraduate students to move us from "best-kept-secret" to a viable career option. Thus, those students will enter a master's program in one of our four concentrations, which become nurseries for the doctoral program. Both within Shelby County and the rest of the Third Grand Division, our most effective professional recruiting venues are the West and the Martha Polk (Jackson area) chapters of the Tennessee Counseling Association. These chapters are the primary professional vehicle for counseling and are primary communication links between our program and master's level service providers. Both of these chapters have internet links to their membership and can provide us with recruitment platforms through their monthly meetings and the annual West Tennessee Drive-in Conference. Our heavy involvement in the Tennessee Counseling Association gives us face-to-face opportunities to recruit doctoral students from other state universities that do not have doctoral programs.

National/International

It should be readily apparent from faculty vitas that we are heavily involved with membership, presentation at conferences, and elected positions that we are heavily involved with major human service providers in the counseling field that include: The American Counseling Association, the American School Counselor Association, the American Mental Health Counselors Association, the National Rehabilitation Association, the National Commission on Correctional Health Care, Crisis Intervention Team International to

Doctoral Counselor Education Need Survey: University of Memphis/West Tennessee
name a few. Our linkages with other professionals in these organizations and the students they bring can serve as an excellent recruiting ground.

Media

We plan to produce a video of our doctoral students engaged in the field research they are conducting. As an example, the crisis research team advertises our program wearing their crisis research team t-shirts while presenting at conferences about equine and canine therapy, role playing during the training of Border Patrol Peer Support Teams, the Forward Surgical Unit staff and training crisis intervention team police officers. These are all high visibility, exciting, real world training and research opportunities that we already do and have a great deal of appeal to students interested in the action oriented research.

Appendix A: Letter from Vice Provost, Lambuth

Feb. 5. 2016 3:20PM

No. 6884 P. 2



705 Lambuth Boulevard
Jackson, TN 38301

Office: 731.427.4725
Fax: 731.425.1916

www.memphis.edu/lambuth

Dr. Richard James
Counseling, Educational Psychology and Research
College of Education, Ball Hall 105D
University of Memphis
Memphis, TN 38152

February 5, 2016

Dear Dr. James,

It was nice to talk with you by phone this morning and learn of the possible conversion of the Ed.D. to a Ph.D. in Counseling within the Counseling, Educational Psychology, and Research department.

To offer the doctoral program at the UofM-Lambuth campus will not only assist us in achieving enrollment goals, but will offer school counselors, and others, in West Tennessee an opportunity to achieve an even greater goal in their professional work lives. As I mentioned, school counseling professionals hold periodic meetings at UofM-Lambuth as do their principals and superintendents/directors.

Please know that you and faculty in your department have my full support for your transition as well as using the UofM-Lambuth campus facilities to offer the doctoral program.

If I can answer any questions, or offer any additional support, please let me know. UofM-Lambuth faculty and staff are extremely excited to have another doctoral program added to our campus offerings in fall 2016. I imagine prospective students will be happy to learn of this opportunity as well.

Sincerely,

Niles Reddick, Ph.D.
Vice Provost, University of Memphis-Lambuth
731-425-1937

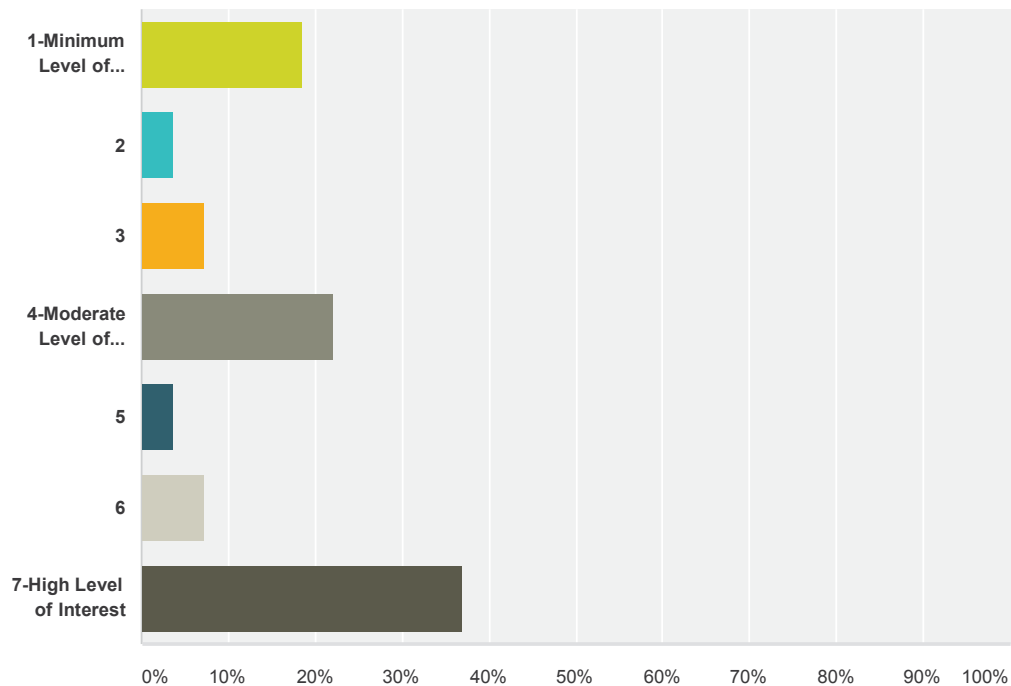
Appendix B

West Tennessee and Lambuth Surveys of Interest in a Ph.D. in Counselor Education

West Tennessee Survey

Q1 I would be interested and committed to entering and completing a nationally accredited (CACREP) doctoral program in Counselor Education.

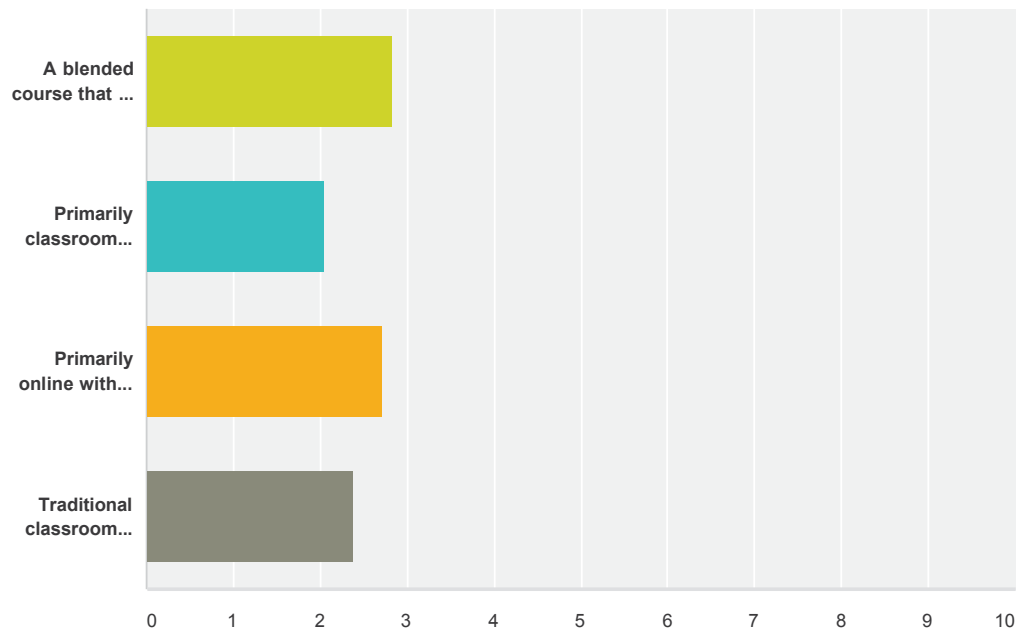
Answered: 27 Skipped: 0



Answer Choices	Responses	
1-Minimum Level of Interest	18.52%	5
2	3.70%	1
3	7.41%	2
4-Moderate Level of Interest	22.22%	6
5	3.70%	1
6	7.41%	2
7-High Level of Interest	37.04%	10
Total		27

Q2 I prefer the following instructional format:

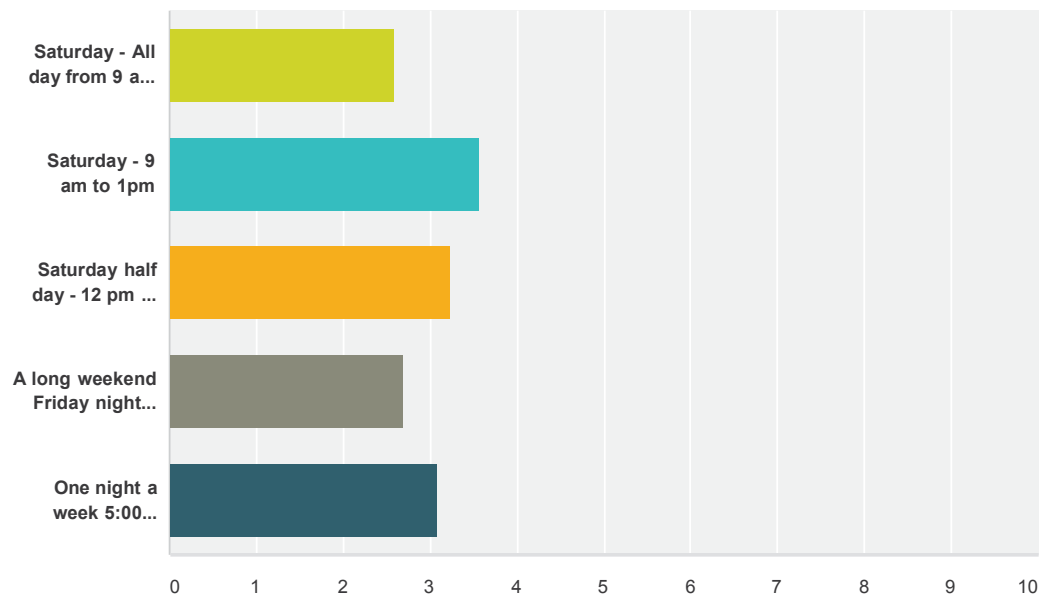
Answered: 27 Skipped: 0



	1	2	3	4	Total	Score
A blended course that is primarily online but involves some face to face instruction.	26.09% 6	39.13% 9	26.09% 6	8.70% 2	23	2.83
Primarily classroom instruction in a classroom via distance learning with a professor located at another site.	4.35% 1	21.74% 5	47.83% 11	26.09% 6	23	2.04
Primarily online with occasional Skype, text or e-mail conferences with my professor.	32.00% 8	32.00% 8	12.00% 3	24.00% 6	25	2.72
Traditional classroom instruction with the professor face-to-face with you.	37.50% 9	8.33% 2	8.33% 2	45.83% 11	24	2.38

Q3 The most convenient time for me to attend class would be:

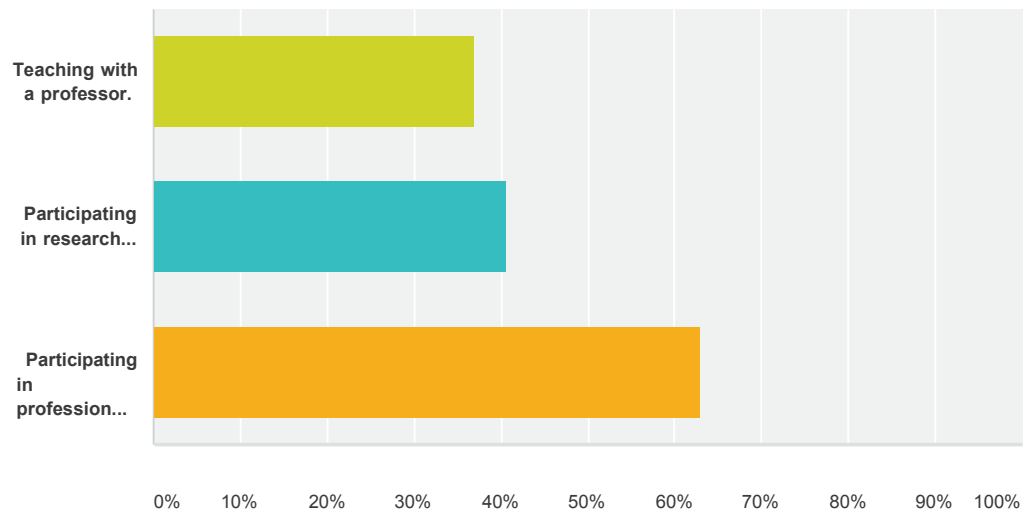
Answered: 27 Skipped: 0



	1	2	3	4	5	Total	Score
Saturday - All day from 9 am to 5 pm	8.33% 2	20.83% 5	16.67% 4	29.17% 7	25.00% 6	24	2.58
Saturday - 9 am to 1pm	26.09% 6	34.78% 8	13.04% 3	21.74% 5	4.35% 1	23	3.57
Saturday half day - 12 pm - 4 pm	9.09% 2	22.73% 5	54.55% 12	9.09% 2	4.55% 1	22	3.23
A long weekend Friday night – Sunday afternoon	26.09% 6	13.04% 3	4.35% 1	17.39% 4	39.13% 9	23	2.70
One night a week 5:00 p.m.-8:00 p.m.	37.50% 9	4.17% 1	12.50% 3	20.83% 5	25.00% 6	24	3.08

Q4 Field experiences (internships) can be clinically based in this program or involve research, service, and teaching experiences. Please indicate your primary areas of interest:

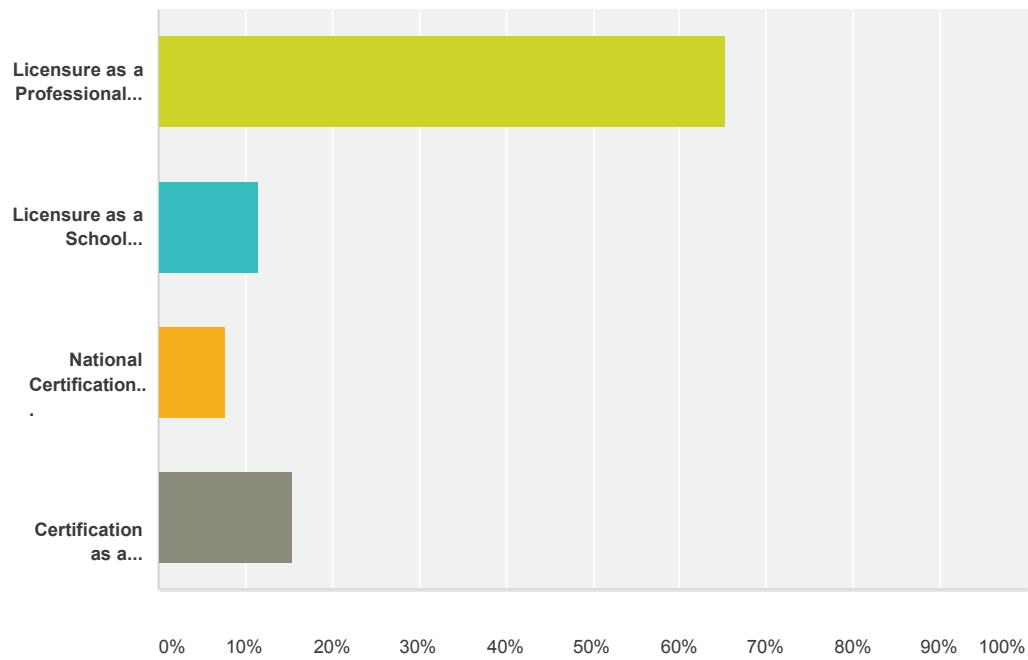
Answered: 27 Skipped: 0



Answer Choices	Responses
Teaching with a professor.	37.04% 10
Participating in research with a professor or as part of a research team.	40.74% 11
Participating in professional service such as (TCA,ACA ACES ASCA), university (curriculum, supervision, accreditation) or community (organizing, outreach, volunteer, coordinating).	62.96% 17
Total Respondents: 27	

Q5 The program has the potential for your area of interest (or cognate) to lead to certification or licensure in another area. How interested would you be earning:

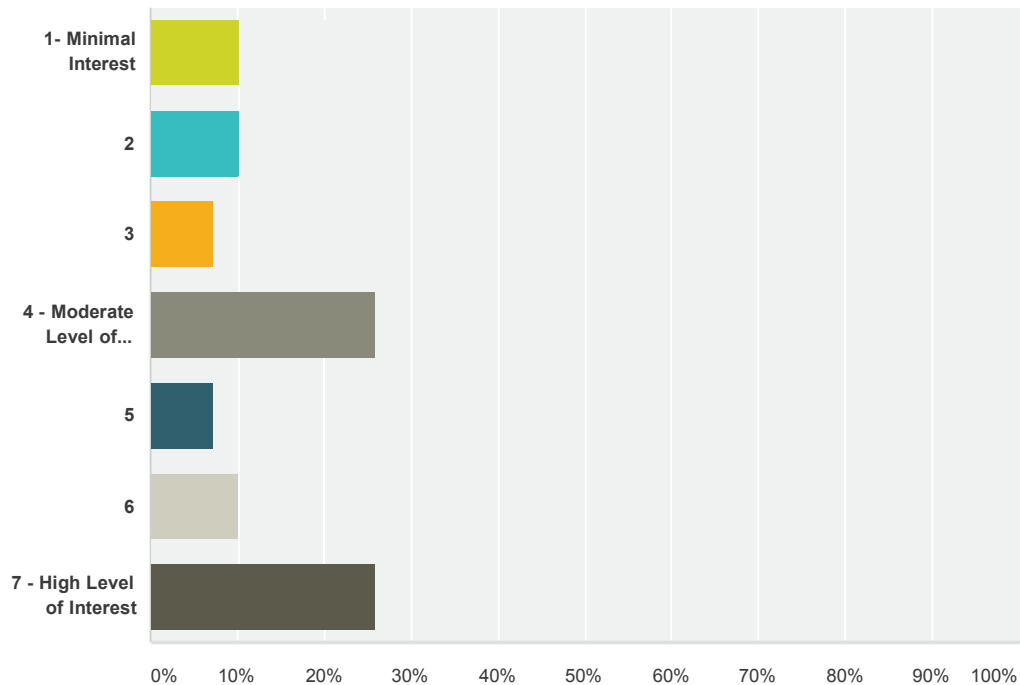
Answered: 26 Skipped: 1



Answer Choices	Responses	
Licensure as a Professional Counselor (LPC) or LPC-MHSP	65.38%	17
Licensure as a School Counselor	11.54%	3
National Certification as a Rehabilitation Counselor	7.69%	2
Certification as a College/Career Counselor	15.38%	4
Total		26

Q6 I would be interested in attending an informational meeting to learn more about this program:

Answered: 27 Skipped: 0



Answer Choices	Responses
1- Minimal Interest	11.11% 3
2	11.11% 3
3	7.41% 2
4 - Moderate Level of Interest	25.93% 7
5	7.41% 2
6	11.11% 3
7 - High Level of Interest	25.93% 7
Total	27

Q7 I am currently a counselor working in the following area of counseling:

Answered: 27 Skipped: 0

Answer Choices	Responses	
K-12 School Counselor	48.15%	13
Mental Health	25.93%	7
Rehabilitation Counselor	3.70%	1
Substance Abuse	0.00%	0
Pastoral Counselor	0.00%	0
Social Worker	3.70%	1
Nurse	0.00%	0
Other	18.52%	5
Total		27

Appendix C: Doctoral Counselor Education Need Survey: University of Memphis/Lambuth Campus

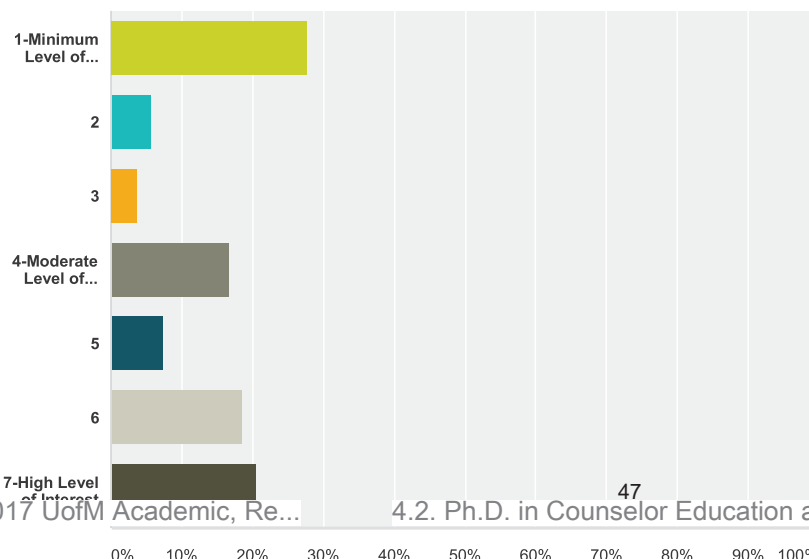
Question Data Individual
Summaries Trends Responses

[Tweet](#)

Q1

I would be interested and committed to entering and completing a nationally accredited (CACREP) doctoral program in Counselor Education.

Answered: 54 Skipped: 0



54 responses

149 days (9/2/2016 - now)

1 view

Inspired to create your own survey?

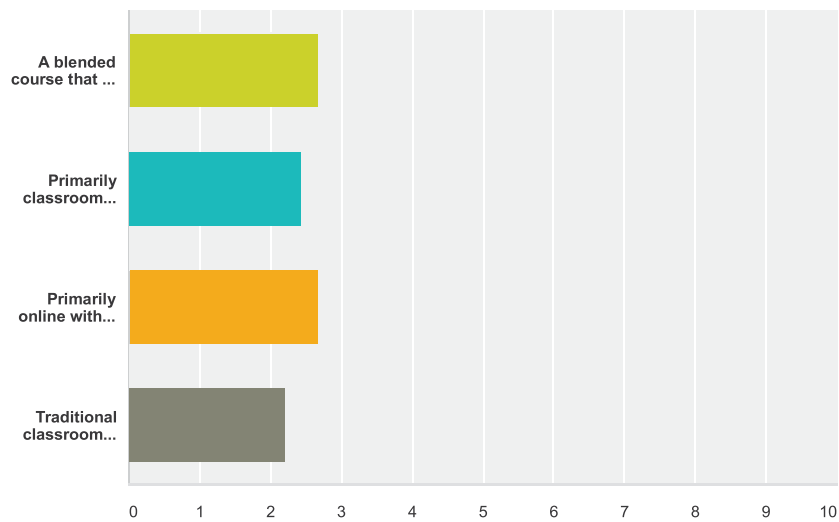
[Get Started](#)

Answer Choices	Responses	
1-Minimum Level of Interest	27.78%	15
2	5.56%	3
3	3.70%	2
4-Moderate Level of Interest	16.67%	9
5	7.41%	4
6	18.52%	10
7-High Level of Interest	20.37%	11

Q2

I prefer the following instructional format:

Answered: 53 Skipped: 1

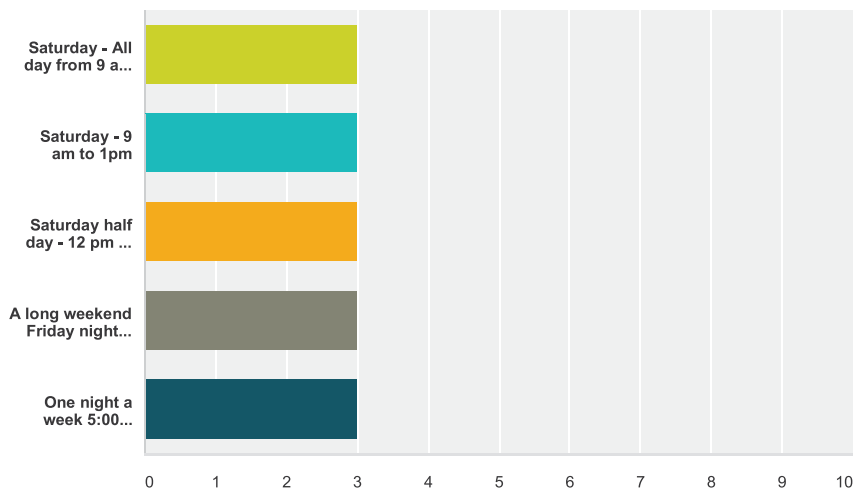


	1	2	3	4	Total	Score
A blended course that is primarily online but involves some face to face instruction.	31.25%	25.00%	18.75%	25.00%		
Primarily classroom instruction in a classroom via distance learning with a professor located at another site.	11.36%	34.09%	43.18%	11.36%		
Primarily online with occasional Skype, text or e-mail conferences with my professor.	34.00%	24.00%	22.00%	20.00%		
Traditional classroom instruction with the professor face-to-face with you.	26.53%	12.24%	18.37%	42.86%		

Q3

The most convenient time for me to attend class would be:

Answered: 53 Skipped: 1

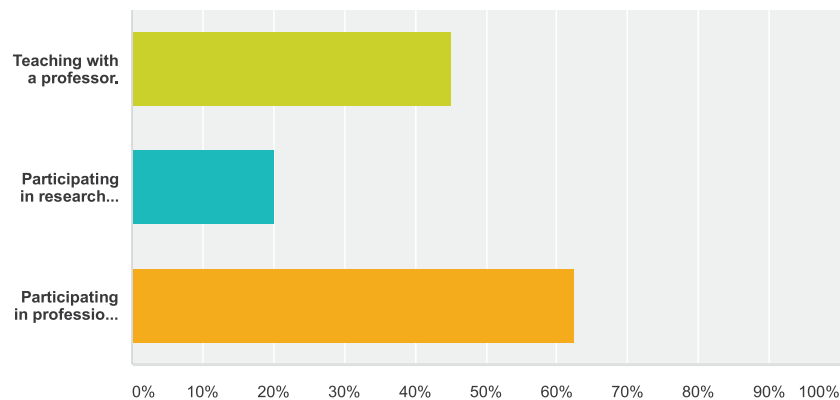


	1	2	3	4	5	Total	Score
Saturday - All day from 9 am to 5 pm	18.60% 8	18.60% 8	20.93% 9	32.56% 14	9.30% 4	43	3.05
Saturday - 9 am to 1pm	17.02% 8	29.79% 14	14.89% 7	17.02% 8	21.28% 10	47	3.04
Saturday half day - 12 pm - 4 pm	11.63%	20.93%	39.53%	23.26%	4.65%		
A long weekend Friday night – Sunday afternoon	34.09%	15.91%	2.27%	13.64%	34.09%		
One night a week 5:00 p.m.-8:00 p.m.	26.92%	11.54%	23.08%	11.54%	26.92%		

Q4

Field experiences (internships) can be clinically based in this program or involve research, service, and teaching experiences. Please indicate your primary areas of interest:

Answered: 40 Skipped: 14



Answer Choices	Responses
Teaching with a professor.	45.00% 18
Participating in research with a professor or as part of a research team.	20.00% 8

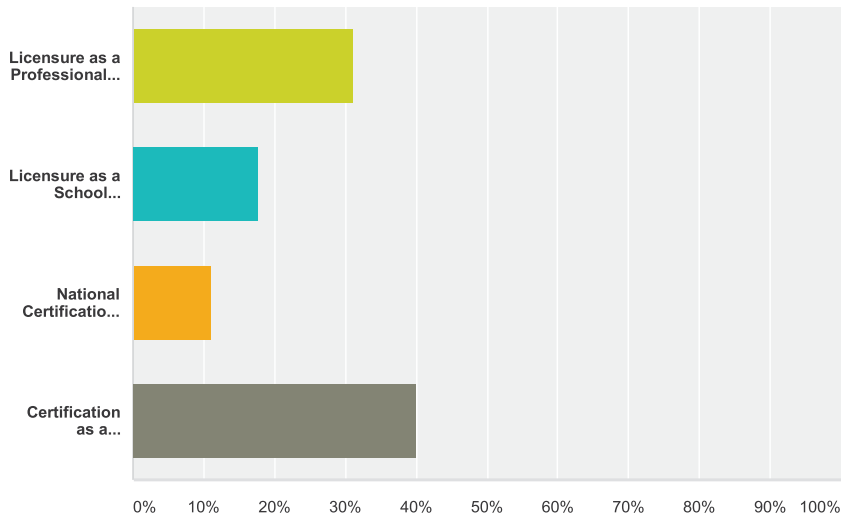
Participating in professional service such as (TCA,ACA ACES ASCA), university (curriculum, supervision, accreditation) or community (organizing, outreach, volunteer, coordinating).	62.50% 25

Total Respondents: 40

Q5

The program has the potential for your area of interest (or cognate) to lead to certification or licensure in another area. How interested would you be earning:

Answered: 45 Skipped: 9



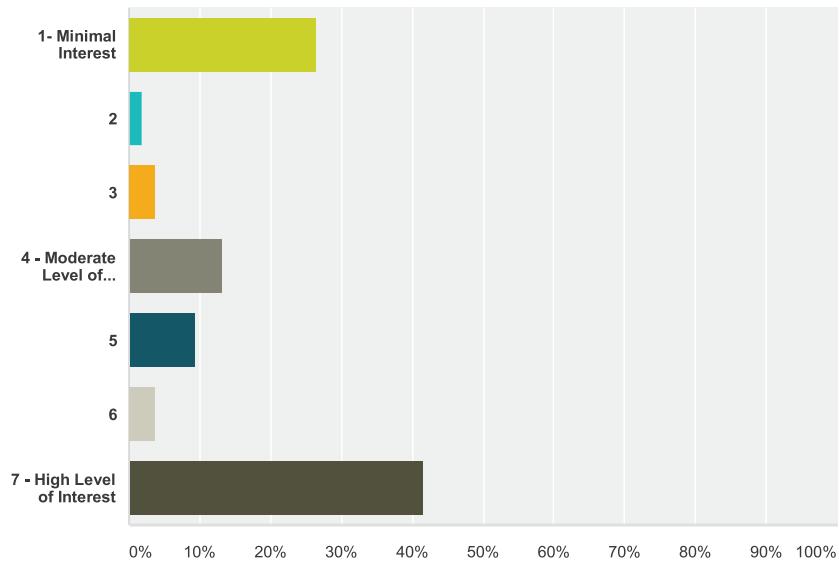
Answer Choices	Responses	
Licensure as a Professional Counselor (LPC) or LPC-MHSP	31.11%	14
Licensure as a School Counselor	17.78%	8
National Certification as a Rehabilitation Counselor	11.11%	5
Certification as a College/Career Counselor	40.00%	18
Total		45

[Comments](#) (10)

Q6

I would be interested in attending an informational meeting in Jackson to learn more about this program:

Answered: 53 Skipped: 1

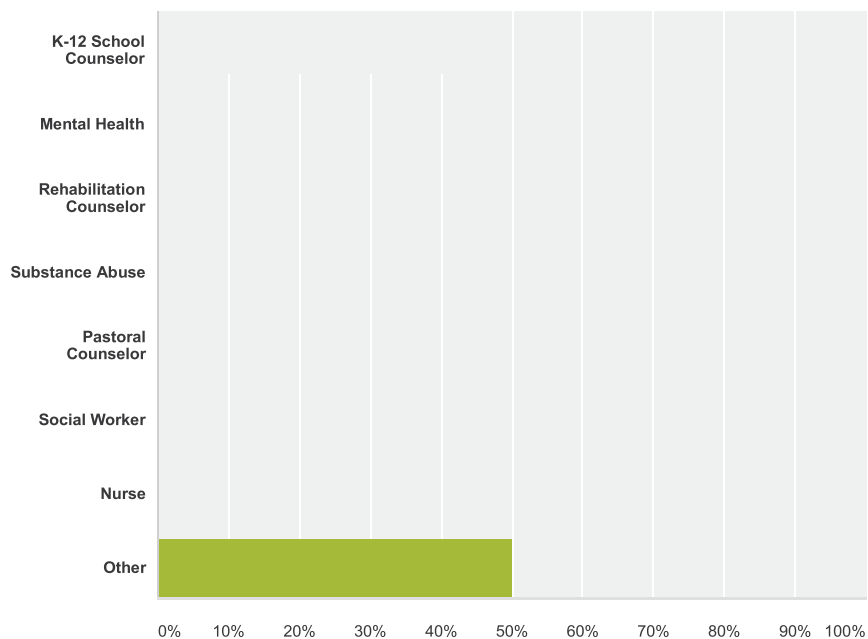


Answer Choices	Responses	
1- Minimal Interest	26.42%	14
2	1.89%	1
3	3.77%	2
4 - Moderate Level of Interest	13.21%	7
5	9.43%	5
6	3.77%	2
7 - High Level of Interest	41.51%	22
Total		53

Q7

I am currently a counselor working in the following area of counseling:

Answered: 50 Skipped: 4



Total	Answer Choices	Responses	
	K-12 School Counselor	42.00%	21
	Mental Health	2.00%	1
	Rehabilitation Counselor	6.00%	3
	Substance Abuse	0.00%	0
	Pastoral Counselor	0.00%	0
	Social Worker	0.00%	0
	Nurse	0.00%	0
	Other	50.00%	25
		50	

Appendix D- Letters of Support





EXCHANGE CLUB

Carl Perkins Center ^{r the p n} _{r ch' d u}

It is with much anticipation and excitement that we, the Exchange Club-Carl Perkins Center for the Prevention of Child Abuse, write this letter in support of converting the Ed.D in counseling and personnel services to a Ph.D in Counselor Education and Supervision. We understand that these changes are critical to meeting the mandated national accreditation criteria.

The last thirty-one years the Center has supported the University of Memphis and its student body. The Center has had many intern students that have done their internships with our organization. Some of those individuals went on to become full time employees of the Center. These changes will now give all of our employees an opportunity to obtain not only advanced supervision and leadership skills training, but they will have access to an accredited Ph.D program which is not currently easily available to human service workers in rural West Tennessee.

We are encouraged and supportive of these changes. If you have any questions or need any other information, please do not hesitate to call or email me.

May 10, 2017

fo rve tion
o al ab se

P.O. Box 447 • 213 Cheyenne Drive • Jackson, TN 38302-0447 • *ph* 731.668 4000 • *fx* 731.668 4093
www.carlperkinscenter.org

Respectfully,

Pam Nash, MS
President/CEO
Exchange Club-Carl Perkins Center

Exhibit A. 2009 Letter from Dry . Carol Bobby Executive Director of CACREP

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA)

October 1, 2009

Dr. Nancy Nishimura
Department of Counseling, Educational Psychology and Research
College of Education
University of Memphis
Memphis, TN 38152

Dear Nancy:

I am writing to respond to your recent inquiry regarding the potential value of switching your current Ed.D. degree to a Ph.D. degree. While CACREP continues to accredit doctoral programs offering either or both degrees, I have noticed a trend over the past several years for CACREP accredited programs to change their degree requirements from the Ed.D. to the Ph.D.

To provide you with evidence of this trend, I decided to compare data on the degrees offered by CACREP accredited doctoral programs from ten years ago to today. Here is what I found. In 1999, CACREP accredited a total of 39 doctoral programs. Of this 39, there were 14 doctoral programs offering both degrees, 16 that offered only the Ph.D, and 9 that offered only the Ed.D. degree. In other words, in 1999, 59% of the CACREP accredited doctoral programs offered the Ed.D. degree option. Today, in 2009, we have 54 accredited doctoral programs. Only 10 of the 54 offers both degrees, while 40 offer only the Ph.D. and 4 offers only the Ed.D. degree. With only 14 programs offering the Ed.D. option, this represents only 26% of our accredited doctoral programs as compared to the higher 59% from ten years ago. It is also interesting to note that of all the current applications being processed in the CACREP office this fall, only 3 of the 14 program applicants that include doctoral programs are offering the Ed.D. degree.

There are probably a couple of reasons why this is occurring. First, prospective doctoral students view the Ph.D. degree as more prestigious and more marketable. The second reason, however, has to do with changes in doctoral level counselor education programs. Over the last two standards revision processes, the CACREP Board has supported a greater emphasis on research and scholarship in its accredited programs. This is very evident in the 2009 Standards. It is my belief that this focus will continue, since the Board is committed to insuring that counselor educators are the preferred hire for core faculty positions in CACREP accredited programs.

Based on this information, it appears to me that your doctoral program may want to consider offering a PhD degree that can specialize in one or more of CACREP's entry-level program areas (e.g., Clinical Mental Health Counseling or School Counseling). It would, of course, be important that the program also incorporate a strong research base relevant to the development of new knowledge and scholarship that can be used by counselor educators and supervisors.

I hope that I have responded to your inquiry in a manner that is useful to discussions being held with regard to doctoral degree offerings.

Sincerely,

Carol L. Bobby
President and CEO

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org

February 11, 2016

Dr. Pamela A. Cogdal
Department of Counseling, Educational Psychology
and Research
College of Education
University of Memphis
Memphis, Tennessee 38152

Dear Dr. Cogdal:

I am writing in response to your inquiry regarding degree requirements in relation to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards for doctoral programs. The designation for doctoral programs in the CACREP Standards is Counselor Education and Supervision (CES). CACREP currently accredits 68 CES programs across the United States. Of these, 58 CES programs, including the CES program at the University of Memphis, are housed in public institutions of higher education. The degree breakdown among these CES programs is as follows: 40 (78.4%) offer solely the Doctor of Philosophy (Ph.D.) degree; 6 (11.8%) offer solely the Doctor of Education (Ed.D.) degree; and 5 (9.8%) offer both the Ph.D. and Ed.D. degree options. Thus, a combined total of 45 (88.2%) institutions offer the Ph.D. option and a combined total of 11 (21.6%) institutions offer the Ed.D. option.

CACREP will accredit both degree options and evaluates both degree options in relation to the same set of accreditation standards. In the 2016 CACREP Standards, which formally go into effect July 1, 2016, the following representative standards and/or statements pertaining to the nature and emphases of CES programs are included:

- CES A.2 Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.



June 22, 2017

To whom it may concern:

Youth Villages employs thousands of counselors and social workers nationwide and locally in the Memphis and surrounding areas. As a nonprofit organization, Youth Villages seeks to hire helping professionals, who are committed to growth and development, as well as, have strong character and integrity.

As Youth Villages expands its campuses and programs both locally and nationwide to meet the growing needs, more doctorate level staff will be needed. Because of our emerging needs, Youth Villages supports the doctorate programs that are a part of the helping professional's field.

As a whole, the field we serve more readily recognizes a Ph.D. over an Ed.D. due to many factors. We find the Ed.D. is phasing out for fields other than education. With fewer Ed.D. programs and graduates, the degree is not as widely recognized or valued as the Ph.D. programs. Moreover, many CACREP programs have converted to PhD programs further decreasing professionals with this type of credential.

The Ph.D. credential is associated with preparing graduates to conduct, interpret, and assist with research-based endeavors when compared to doctoral level non-Ph.D. credentialing. Due to the growing needs related to the area of research in the counseling profession, primarily related to client outcomes and clinician evidenced based practice fidelity, a PhD program aligns our current and projected future needs for doctorate-level staff.

Because of these factors, Youth Villages expresses its support for the University of Memphis's counseling doctoral program to change from an Ed.D. to a Ph.D. program.

Sincerely,

A handwritten signature in blue ink that reads "Tim Goldsmith, Ph.D.".

Tim Goldsmith, Ph.D.

Chief Clinical Officer

Youth Villages



Mark H. Luttrell, Jr.
Mayor



William J. Gupton, Jr.
Director

Shelby County Government

May 19, 2017

Tennessee Higher Education Commission
404 James Robertson Pkwy, Suite 1900
Nashville, TN 37219

RE: Support of University of Memphis' move to a Ph.D. in Counselor Education and Supervision

This letter is in support of the Department of Counseling, Educational Psychology, and Research in their endeavor to convert from an Ed.D. to a Ph.D. in Counselor Education and Supervision. We have a close working relationship with the department both in terms of service and research. To that end we utilize both students and faculty in creating innovative intervention practices with inmates.

In short, we need high quality doctoral students with advanced research and clinical skills working with us on these projects and support the counseling departments' effort in making that happen.

Sincerely,

William J. Gupton, Jr.

Director – Division of Corrections



**COMPASS
INTERVENTION CENTER**

7900 Lowrance Road • Memphis, Tennessee 38125
888-266-7279 • P. 901-758-2002 • F. 901-758-2156
www.compassinterventioncenter.net

Kimberly Jones
Director of Admissions
7900 Lowrance Road
Memphis, TN 38125

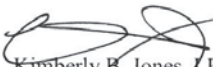
Dr. Richard James
The University of Memphis
Ball Hall
3798 Walker Avenue
Memphis, TN 38152

July 6, 2017

Dear Dr. Richard James:

I am writing to express my recommendation and support for the Counseling Education program to transition from EdD to a PhD. Those both in academia and clinical roles are more likely to recognize or give more credence to a PhD, as it is indicative of a skill set and knowledge base that is clinical and research based. Furthermore, PhD will provide the appropriate acknowledgement of the significant research component that is indicative of the University of Memphis's Counseling Education EdD program. Additionally, PhD is becoming the standard for CACREP programs nationally and it is imperative that those matriculating through the Counseling Education program be afforded the academic and professional opportunities commensurate with their research and academic achievements. Once again, I strongly support the faculty and students of the Counseling Education program in their efforts to move from EdD to PhD.

Sincerely,

 **LPC MHSP**
Kimberly B. Jones, LPC-MHSP
Director of Admissions
Compass Intervention Center
Phone: 901-758-2002 X114
Fax: 901-751-6672

POINTING YOU IN THE RIGHT DIRECTION

Date: 2/6/2016

Pamela A. Cogdal, Ph.D., L.C.P.H.S.P.

Associate Clinical Professor, Director of Counseling Program, Clinical Coordinator of Practicum & Internship
Department of Counseling, Educational Psychology & Research
The University of Memphis
100B Ball Hall
Memphis, TN 38152

Dear Dr. Cogdal:

On behalf of over 200 members of the West Tennessee Counseling Association, comprised of counselors across a number of disciplines, I am writing in strong support of your application for conversion of the Ed.D. to a Ph.D. Counselor Education & Supervision program.

Clearly over the past several years there has been a trend for CACREP accredited programs (the gold standard) to modify their degree requirements from an Ed.D. degree to the Ph.D. This is evidenced in the fact that there are currently 68 CACREP doctoral programs nationwide. Of these programs, only 12% are Ed.D. and approximately half of the 12% represent online programs. Unfortunately, despite an extremely robust, CACREP accredited Counselor Education & Supervision program, The University of Memphis falls into this minority.

As a leader in the counseling community, I have serious concerns that not offering a Ph.D. program at our most important center for regional counselor development may be negatively affecting both our professional members and the university. In regards to our professional members, all counseling settings are demanding increased accountability, outcome based research, and documentation of effective services. Potential employers, particularly behavioral health organizations, clearly associate Ph.D. job candidates as possessing stronger research and analytical skills. This may in turn put candidates possessing the Ed.D. at a competitive disadvantage in both the hiring process and in future promotional considerations.

Competition for top applicants to doctoral level programs is fierce. Prospective doctoral students view the Ph.D. degree as both more prestigious and marketable. For the University of Memphis to consistently compete for these top candidates, it is important to provide the programs candidates are seeking.

A Ph.D. degree that is more research intensive, focusing on the preparation of counselor educators and supervisors, is a program that would fill a critical gap in the community. We strongly support your application of conversion and will help in any way we can.

Sincerely,

Joseph V. Ruzicka

President, West Tennessee Counseling Association

Appendix E
Doctoral Program Portfolio

Student	Advisor		
Course Number & Title	Product	Criteria	Completed
8501 Doctoral Seminar I	Written summary of the counselor competency self-analysis	Conference on competency strengths and weaknesses and Goal setting with instructor and advisor	
	Abstract of the proposed residency project. Leadership residency proposal	Verbal and written faculty feedback	
C 8501 Doctoral Seminar II	Lesson Plan	Teaching rubric completed by the course instructor and doctoral seminar instructor. Rating scale by teacher and students	
	Faculty evaluation of counseling supervision tapes	Professor feedback through individual and group supervision	
	Theoretical perspective as supervisor	Supervisor's toolbox evaluation rubric	
	Reflective paper regarding the student's racial identity development/social locations	Written rubric	
	Action Plans for self-development	Review of plan by professor	
	Group presentation	Written rubric	
	Research paper regarding a counseling theory	Written rubric	
	Faculty evaluation of class presentation	Written rubric	
	Ethical issues research paper or outline of the ethical issues presentation	Written rubric	
	Group ethical analysis paper	Written rubric	
COUN 8510 Teaching Coun Ed	Lesson plans, practice teaching	Rubrics & videotaped evaluation of teaching.	
CPSY Doctoral Research Seminar	Draft of the first three chapters of the dissertation	Instructor evaluation and feed back)	

	or article short form with annotated bibliography		
	Written case conceptualization, diagnosis, and treatment plan. Counseling audio/videotapes	Written rubric	
	Time logs	Site supervisor mid-term and final evaluation forms	
	Time logs	Site supervisor mid-term and final evaluation forms	
	Written case conceptualization, diagnosis, and treatment plan. Counseling audio/videotapes	(written rubric)	
	Instructor and peer group counseling proficiency evaluation document	In class peer rating scale. Videotape critique by instructor	
	Group conceptualization & treatment plan	Written feedback rubric	
	Group activity module	Student & Instructor rating form	

Appendix F
Doctoral Program Portfolio

Student	Advisor		
Course Number & Title	Product	Criteria	Completed
Coun 8501 Doctoral Seminar I	Written summary of the counselor competency self-analysis	Conference on competency strengths and weaknesses and Goal setting with instructor and advisor	
	Abstract of the proposed residency project. Leadership residency proposal	Verbal and written faculty feedback	
Coun 8501 Doctoral Seminar II	Lesson Plan	Teaching rubric completed by the course instructor and doctoral seminar instructor. Rating scale by teacher and students	
	Faculty evaluation of counseling supervision tapes	Professor feed back through individual and group supervision	
	Theoretical perspective as supervisor	Supervisor's toolbox evaluation rubric	
	Reflective paper regarding the student's racial identity development/social locations	Written rubric	
	Action Plans for self-development	Review of plan by professor	
	Group presentation	Written rubric	
	Research paper regarding a counseling theory	Written rubric	
	Faculty evaluation of class presentation	Written rubric	
	Ethical issues research paper or outline of the ethical issues presentation	Written rubric	
	Group ethical analysis paper	Written rubric	
COUN 8510 Teaching Coun Ed	Lesson plans, practice teaching	Rubrics, videotaped eval. Of teaching	

CPSY Doctoral Research Seminar	Draft of the first three chapters of the dissertation or article short form with annotated bibliography	instructor evaluation and feed back)	
	Written case conceptualization, diagnosis, and treatment plan. Counseling audio/videotapes	Written rubric	
	Time logs	Site supervisor mid-term and final evaluation forms	
	Time logs	Site supervisor mid-term and final evaluation forms	
	Written case conceptualization, diagnosis, and treatment plan. Counseling audio/videotapes	(written rubric)	
	Instructor and peer group counseling proficiency evaluation document	In class peer rating scale. Videotape critique by instructor	
	Group conceptualization & treatment plan	Written feedback rubric	
	Group activity module	Student & Instructor rating form	

Appendix G-Leadership Planning Sheet and Rubrics

ATTACH THIS LEADERSHIP PLAN AS PART OF YOUR RESIDENCY TO THE COLLEGE RESIDENCY PLAN. YOU MUST CHOOSE AT LIST ONE AREA OF ENDEAVOR, BUT MAY CHOOSE MORE WITH YOU CHAIRPERSON'S CONSENT.

_____ TEACHING _____ COMMUNITY /PROFESSIONAL SERVICE/SOCIAL
ADVOCACY _____ RESEARCH

PERIOD OF ENDEAVOR (MAY EXTEND BEYOND RESIDENCY PLAN) DATE OF
START-UP _____ DATE OF COMPLETION _____

FACULTY MENTOR _____

BRIEFLY DESCRIBE YOUR LEADERSHIP PLAN

[illegible]

STUDENT / START DATE

CHAIRPERSON SIGNATURE/

Start DATE 8/06/17

Robert XXXXX

Finish/DATE 5/08/18

Leadership Rubrics

Specialization area: Research_x__ Teaching_x__ Service__x__

Research

- 1= Little or no evidence shown of movement toward completion of residency project/dissertation proposal. No involvement in research team, independent work, or cooperative research with major professor.
- 2= Initial attempts at residency project /dissertation proposal are made. but difficulty experienced in completing the project. cursory research involvement with a research team or major professor and little evidence of independent research.
- 3= Residency project /dissertation proposal is underway with adequate progress. Satisfactory involvement with research team, independent study, or cooperation with major professor on research projects.
- 4= Residency project/dissertation proposal is completed and submitted for acceptance/ approval. Professional presentation or paper submitted for publication resulting from independent work, research team or cooperation with major professor .
- 5= Completed Residency project, research team, cooperative research with major professor or independent work accepted for refereed professional conference or publication.

Teaching

- 1= Failure to meet criteria as specified in standard course syllabus in Coun 8512- Teaching Counselor Education . (See attached generic syllabus for Cooun 8512 Student ratings are below average. Supervising professor's recommendations to remediate teaching to improve instruction are not followed.
- 2= Teaching is minimally effective. Meets basic requirements as specified in standard course syllabus in Coun 8512- Teaching Counselor Education, but minimal evidence of curriculum innovation or response to student needs. Student ratings are low average. Continuous remediation work on teaching needed with little implementation of professional critique.
- 3= Teaching is satisfactory. Meets requirements as specified in standard course syllabus in Coun 8512- Teaching Counselor Education. Responds to professional critique and changes teaching accordingly to improve instruction. Innovation and positive interaction with students apparent. Student ratings are average.

4= Teaching is good. Exceeds requirements as specified in standard course syllabus in Coun 8512- Teaching Counselor Education by use of innovative techniques and proactive interaction with students needs and concerns. Responds to professional critique and changes teaching accordingly to improve instruction. Student ratings are above average.

5= Teaching is excellent. Works with professor to create innovative curriculum changes that are cutting edge pedagogy. Responds to professional critique and changes teaching accordingly to improve instruction. Proactive interaction with student needs and concerns. Student ratings are high.

Service

1= Little or no evidence of professional or community service. Does not join or participate in professional organizations or activities. No involvement in community outreach service activities or social advocacy issues.

2= Minimal evidence of professional or community service. Joins professional organizations but little involvement in professional activities. Little involvement in community outreach service activities or social advocacy issues.

3= Satisfactory evidence of professional or community service. Takes active role in professional organization activities through office holding and committee activities. Engages in community outreach services or social advocacy issues.

4= Good evidence of professional or community service. Takes active role in professional organization activities through lead office holding and committee chair activities. Engages in community outreach services or social advocacy issues that are note worthy for time and effort.

5= Excellent evidence of professional or community service. Takes active role in professional organization activities at state and national level through office holding and committee activities. Engages in community outreach services or social advocacy issues that are commended by external professionals.

Overall Quality of Leadership Characteristics

1= Below average(2) rating in professed area of leadership. Average to below in other two areas.

2= Average(3) rating in professed area of leadership with below average ratings in other two areas.

3= Average (3) rating in professed area of leadership with average ratings in other two areas.

4= Above average (4) rating in professed area of leadership with average ratings in other two areas.

5= Excellent Average (4+) rating in professed area of leadership with average ratings or above in other two areas.

Appendix H
Evaluation Form Advanced Graduate Comprehensive Examination
Counselor Education Doctorate

Student (enter code number):

Date: April 21 ,2017

Question topic (enter question topic):

Evaluation 1	2	3	4	5
Criteria	Inadequate	below average	average	above average superior

Check if Written exam	_____	Oral exam	_____	
criteria	Failure	stipulation	minimal pass	pass superior pass

Content assessment

Relevance	1	2	3	4	5
Scope	1	2	3	4	5
accuracy,	1	2	3	4	5
supporting evidence	1	2	3	4	5
over all content	1	2	3	4	5

Writing ability

Grammar	1	2	3	4	5
(agreement, punctuation, tense, case, fragments, run-ons ,syntax)					
Spelling	1	2	3	4	5
Diction (word choice, slang, trite expression)	1	2	3	4	5

Organization(introduction, topic sentence, logical and linear progression of thought/ argument, redundancy, paragraph composure, summary sentences)

1

2

3

4

5

Comments (If overall content is rated 1 or 2 state clearly reasons for failure to meet criteria)

Evaluating professor name_____

date_____

According to college criteria you are evaluating on both content and writing. If either is lacking that may result in failure or stipulation. However good writing does not prevail over lack of content, so lack of content overrides writing ability.

Criteria 1= Failure. Little or no references to support argument. Thesis is disjointed and content is clearly incorrect. Or Writing is unacceptable. Grammar, diction, spelling and organizational problems throughout.

Criteria 2= Stipulate. Some evidence and references to support argument. Thesis has gaps in logic and content may have errors. Or Writing is minimally acceptable with grammar, diction, spelling, and organizational problems.

Criteria 3= Minimal pass. Evidence and references to support argument is present but not extensive. Thesis has generally good logic and content is accurate an fairly representative of the problem . Or Writing is acceptable with few grammar, diction, spelling, and organizational problems.

Criteria4= Pass. Good evidence and references to support argument. Thesis has good logic and content is accurate and on target to the problem. Or Writing is acceptable and concise , generally on target and insightful with minimal grammar, diction, spelling, and organizational problems.

Criteria 5= Superior. Excellent evidence and references to support argument. Thesis is well integrated, logical and content is extensive and expansive . Or, writing is succinct, targeted and profound with no grammar, diction, spelling, and organizational problems.

Appendix I Faculty Vitas

FACULTY VITAS

DANIEL C. LUSTIG, PROFESSOR
Counseling, Educational Psychology and Research
The University of Memphis

EDUCATION

Ph.D. 1995 Rehabilitation Psychology (not CACREP)
University of Wisconsin - Madison

M.A. 1984 Rehabilitation Counseling Psychology
University of Wisconsin - Madison

M.S.W. 1979 Social Work

University of Michigan - Ann Arbor

B.A. 1975 Political Science - University of Wisconsin - Madison

PROFESSIONAL EXPERIENCE

1999 - present *Assistant, Associate, Professor, Department of Counseling, Educational Psychology, and Research. The University of Memphis.*

2000 - present Director, Center for Rehabilitation and Employment Research, The University of Memphis

1995-1999 *Assistant Professor. Department of Rehabilitation and Special Education. Auburn University.*

1996-present	<i>Vocational Expert.</i> Social Security Administration.
1986-1992	Lead Vocational Evaluator/Career Counselor. <i>Milwaukee Center for Independence</i> Milwaukee, Wisconsin and Career development Center, Nebraska
1984-1985	<i>Vocational Rehabilitation Specialist</i> Veterans Administration, Milwaukee, Wisconsin

CERTIFICATIONS - Certified Rehabilitation Counselor # 6513 (since April 1989)

Publications

Journal Articles - 53 Refereed publications since 1996. Recent publications are included.

- Lustig, D. (2005). The adjustment process for individuals with spinal cord injury: The impact of perceived pre-morbid sense of coherence. *Rehabilitation Counseling Bulletin*, 48, 146 – 156.
- Strauser, D., Lustig, D., Cogdal, P., & Uruk, A. (2005). Trauma symptoms: Relationship with career thoughts, vocational identity, and developmental work personality. *Career Development Quarterly*, 54, 346 - 360.
- Strauser, D.R., Lustig, D., & Uruk, A.C. (2006). Examining the moderating effect of disability status on the relationship between PTSD symptomatology and select career variables. *Rehabilitation Counseling Bulletin*, 49, 90 – 101.
- Strauser, D., Lustig, D., & Uruk, A. (2007). Differences in self-reported trauma symptomatology between individuals with and without disability: An exploratory analysis. *Rehabilitation Counseling Bulletin*, 50, 216 - 225.
- Lustig, D., & Strauser, D. (2008). The impact of sense of coherence on career thoughts for individuals with disabilities. *Rehabilitation Counseling Bulletin*. 51, 139 – 147.
- Lustig, D., & Strauser, D. (2007). The causal relationship between chronic poverty and disability. *Rehabilitation Counseling Bulletin*, 50, 194 - 202.

- Lustig, D., & Strauser, D. (2009). Rehabilitation counseling graduate students' preferences for employment: Agreement between actual and perceived job tasks of state-federal vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 52, 179 – 188.
- Lustig, D., & Strauser, D. (2008). The relationship between degree type, certification status, and years of employment and the amount of time spent on specific rehabilitation counseling tasks in state-federal vocational rehabilitation. *Rehabilitation Counseling Bulletin*, 52, 28 - 34.
- Strauser, D., Lustig, D., & Urok, A. (2008). Psychological well-being: Relationship with work personality, vocational identity, and career thoughts. *The Journal of Psychology: Interdisciplinary and Applied*, 142, 21 – 35.
- Lustig, D., & Strauser, D. (2010). Health Benefits for Vocational Rehabilitation Consumers: Comparison of Access Rates With Workers in the General Population. *Rehabilitation Counseling Bulletin*, 53, 87 – 95.
- Lustig, D., & Strauser, D. (2010). Comparing health benefits offer rates for individuals with disabilities to workers in the general population: The impact of race and gender. *Journal of Rehabilitation*, 76, 46 – 51.
- Strauser, D., Lustig, D., Chan, F., & O'Sullivan, D. (2010). Working alliance and vocational outcomes for cancer survivors: An initial analysis. *International Journal of Rehabilitation Research*, 33, 271 – 274.
- Strauser, D., Zanskas, S., & Lustig, D., (2011). Career readiness and individuals with disabilities. *Rehabilitation Research, Policy and Education*, 25, 173 – 179.
- Zanskas, S., Lustig, D., & Ishitani, T. (2011). Perceived barriers to employment success: Are there differences between European American and African American VR consumers? *Rehabilitation Research, Policy & Education*, 127 - 134.
- Lustig, D., Zanskas, S. & Strauser, D. (2012). The relationship between psychological distress and career thoughts. *Journal of Rehabilitation*, 78 (4), 3 - 10
- Lustig, D., & Zanskas, S. (2013). The relationship between work values and psychological problems for individuals with disabilities. *Rehabilitation Research, Policy and Education*, 27, 261 – 270.

Lustig, D., & Zanskas, S (2014). A comparison of work value preferences of individuals with disabilities and individuals without disabilities. *Rehabilitation Research, Policy and Education*.

Neely-Barnes, S.L., Zanskas, S., Lustig, D., Duerr, R., Zhao, M. (2016). Falling through the cracks: Caregivers' experiences with choice of providers. *Rehabilitation Education: Research, policy, & education*, 30, 338-352.

Lustig, D., Xu, J., & Strauser, D. (in press) The influence of family of origin relationships on career thoughts. *Journal of Career Development*.

Awards

2002 American Rehabilitation Counseling Association Research Award – Second Place. Awarded to Daniel C. Lustig, David R. Strauser, N. Dewaine Rice, & Tom F. Rucker for The Relationship between Working Alliance and Rehabilitation Outcomes in *Rehabilitation Counseling Bulletin*.

2003 American Rehabilitation Counseling Association Research Award – Second Place. Awarded to Daniel C. Lustig, David R. Strauser, & Chandra Donnell for Quality employment outcomes: Benefits for individuals with disabilities in *Rehabilitation Counseling Bulletin*.

Grant Funding

Principal Investigator. Rehabilitation Long-Term Training Grant - Rehabilitation Counseling 2000 – 2009 and Co-Principal Investigator. 2010 – 2019. USDOE Rehabilitation Services Administration \$3,400,000.

Director, Center for Rehabilitation and Employment Research, 2001 – present. Tennessee Division of Rehabilitation Services. \$7,780,000

Richard K James, Ph.D., Professor

DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
Ph.D.	Counseling Psych	Indiana State Uni.	1974
MS Ed.	School Counseling	Eastern Illinois University	1966
BS Ed	English	Eastern Illinois University	1964

PROFESSIONAL CREDENTIALS

Licensed Psychologist – State of Tennessee

Licensed Professional Counselor – Mental Health Services Provider – State of Tennessee

National Certified Counselor (NCC) – National Board of Certified Counselors

National Certified School Counselor – National Board of Certified School Counselors

Licensed School Counselor – State of Illinois

Licensed School Administrator – State of Illinois

EXPERIENCE

RANK / POSITION	DEPT. / DIVISION	INSTITUTION / COMPANY / ORGANIZATION	PERIOD
Professor	CEPR	Univ. Of Memphis	1977-2015
Title III coordinator	Comm Unit Sch Dist #2	Mattoon, Ill	1973-1976

School Counselor	Jefferson Jr. HS.	Mattoon, Ill	1966-1972

HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Lifetime Achievement award	Eastern Illinois University	2015
College service award		
Meritorious service award	US Military Processing command	2007
Meritorious Service award	Memphis Police Dept.	2007,
Meritorious Service award	Memphis Police Dept.	2010,
Smith ,Nephew Richards Humanitarian Finalist		2002
Earl Crader award	College of Education	1994

PUBLICATIONS

- Myer ,R.A. & James, R.K. (2017). *U.S. Border Patrol advanced crisis intervention manual for peer support*. El Paso, TX: CIPS Inc.
- James, R.K. & Gilliland. (2016). *Crisis intervention strategies (8th ed.)*. Belmont, CA: Brooks-Cole.
- James, R.K. & Gilliland. (2013). *Crisis intervention strategies (7th ed.)*. Belmont, CA: Brooks-Cole/Cengage.
- Myrrha., James., & Moulton, P. (2011). *This is not a fire drill Human made crises on college campuses*. New York: John Wiley
- Meyer, R.A., James, R.K., Mouton., Cordial., & Allen's (2008). *Triage assessment for students in learning environments*. Pittsburg, PA: Crisis Intervention & Prevention Solutions.
- James, R. K., Myrrha. & Moore. (2006). *Triage Assessment Checklist for Law Enforcement (TACKLE) training manual and CD-ROM*. Pittsburg, PA: Crisis Intervention & Prevention Solutions.
- James, R. K., (2008). *Crisis intervention strategies*. (6th ed.) Belmont, CA: Brooks-Cole /Wadsworth.
- James, R. K., (2008). *Crisis intervention in action DVD*. Belmont, CA: Brooks-Cole /Wadsworth.
- James, R. K., & Gilliland, B. E. (2005). *Crisis intervention strategies*. (5th ed.) Belmont, CA: Brooks-Cole /Wadsworth.
- Myer ,R. A., & James, R. K. (2005). *CD-ROM and workbook for crisis intervention strategies*. Belmont, CA: Brooks-Cole /Wadsworth

James, R. K., & Gilliland, B.E. (2003). *Theories and strategies of counseling and psychotherapy* (5th end). Needham Heights, MA: Allyn & Bacon.

Refereed journal publications (include book chapters):

- Coaxer., Skiros, M., Lenz. ,James., Packard, C. (In press). An examination of dosage level in The ARRAY model. *Journal of Addictions and Offender Counseling*
- James, R. (2016) Crisis intervention. *Encyclopedia of Clinical Psychology*. Washington, DC: American Psychological Association.
- Cox,R., Lenz,S., & James,R. (2015). An N=1 pilot study of a group counseling program for mentally ill incarcerates: The ARRAY model. *Journal of Counseling and Development*,77,210-220. ,
- Myer,R.A., Lewis, S., & James, R.K. (2013). The introduction of the TASK Model for crisis intervention. *Journal of Mental Health Counseling*.54, 120-156.
- James,R. K., & Crews,W (2013). System consultation: Working with a metropolitan police department. In M. Dougherty (Ed.). *Consultation and collaboration in school and community settings*.(6th ed.). Brooks-Cole/Cengage
- Logan,J., Myer,R.A., James,R.K. , & Moulton,P. (2011). How to TACKLE an excessive force complaint. *National Journal of Criminal Justice*. 7(1), 13-18.
- James, R.K., Logan,J., & Davis, S. (2011). Including school resource officers in school –based crisis intervention: Strengthening student support. *School Psychology International*, 32(2) 210-245.
- Moulton,P., Myer,R.K., & James,R.K. (2010). Conflict negotiation: Is control the goal. *National Journal of Criminal Justice*, 11,44-66
- James, R., & Crews, W. (2008). Systems consultation: Working with a metropolitan police department. In M. Dougherty (Ed). *Psychological consultation and collaboration in school and community settings* (pp.85-107) Belmont, CA: Brooks-Cole.
- James,R. K., & Myer. A. (2006). *Encyclopedia of Counseling: Personal and Emotional Counseling: Crisis Counseling*. New York: Sage.
- James, R., Addy, C., Crews, W. (2005). Systems consultation: Working with a metropolitan police department. In M. Dougherty (Ed). *Psychological consultation and collaboration in school and community settings* (pp. 92-114). Belmont, CA: Brooks-Cole.
- James, R. & Crawford, R. (2003). Profiling the estranged violent juvenile offender. *Tennessee Counseling Association Journal*. 11, 44-56.
- James, R. (2003). Vicarious traumatization. *Tennessee Counseling Association Journal* 11,13-27.

Refereed and invited conference publications:

James, R. (2016, August) . Training a forward surgical unit in crisis intervention strategies. *American Psychological Association Convention, Denver, CO*.

James,R. K., Cox, R., & Clement. (July, 2017). Analysis of a pre-released group treatment program for mentally ill offenders. Lavages, NV

James,R. K., Gupton,W., Clement,B., & Packard,C. & Clement,B. (July, 2017). Making a bicultural marriage work: Joining a correctional facility with a research university. *National Commission on Correctional Mental Health Care*. Las Vegas, NV

- James, R. Duckett,K., Kirchberg,T., Strohmer, D. (2016,August) . Evaluation of CIT training practicum skills. *American Psychological Association Convention*, Denver, CO.
- James, R. Duckett,K., Kirchberg,T., Strohmer, D. (2016,August) . Training an army Forward Surgical Unit In crisis intervention skills. *American Psychological Association Convention*, Denver, CO.
- Nobbman,K., James,R. & Cochran,S. (2016, April). Social Locations. *Crisis Intervention Team International Convention*. Chicago, IL.
- Metz,L. Elmo,F. & James,R. (2016,April) Social justice, incarceration, mental illness. Where is the profession? *James Woodall Conference*. Greenville, MS.
- James, R.K (2012, February). Assessing college students for potential violence. *Western Kentucky University Conference on College Violence*. Bowling Green, Kentucky.
- Myer, R.A., & James, R.K. (2011,October) To infuse or not to infuse? That is the question: Meeting new CACREP standards in crisis intervention and trauma therapy. *American Counselor Education and Supervision Conference*, Nashville, TN.
- James,R.K., Bradford, C., & Lancaster, R.K. (2011,October). College ready? Training school counselors to ensure college readiness for all. *American Counselor Education and Supervision Conference*, Nashville, TN
- Lancaster., Pickens., & James, R.K. (2011,October). The advantages of project based learning for promoting real world learning opportunities in counselor education programs. *American Counselor Education and Supervision Conference*, Nashville, TN
- Myer, R.A.,& James,R. (2011,March). Crying wolf : Threat assessment on campuses. *American Counseling Association Conference*, New Orleans
- James, R.K ., Kirchberg,T., Cochran, S. & DuPont, R. (2008, August). Building verbal de-escalation skills in CIT training. Paper presented at the 3rd Annual CIT convention, Memphis, TN.

Steven L. West Ph.D. Professor

Education

Ph.D., Human Development (Specialization in the Development of Drug Abuse and Addiction; Minor in Risk Taking), Texas Tech University (August, 2000)

M. S., Rehabilitation Counseling (Emphasis in Alcohol and Drug Abuse Treatment), University of Tennessee (December, 1994)

B. A., Psychology, University of Tennessee (May, 1992)

Certification

Certified Rehabilitation Counselor (CRC # C042605)

Academic History

8/2016 - Present	Professor and Chair, Department of Counseling, Educational Psychology and Research, University of Memphis
5/2010 – 7/2016	Associate Director, Virginia Commonwealth University, Center for Rehabilitation Science and Engineering
5/2010 – 7/2016	Associate Professor (with tenure), Virginia Commonwealth University, Department of Physical Medicine and Rehabilitation
5/2007 - 5/2010	Associate Professor (with tenure), Virginia Commonwealth University, Department of Rehabilitation Counseling.
8/2001 - 5/2007	Assistant Professor, Virginia Commonwealth University, Department of Rehabilitation Counseling

Funded Grants and Contracts

1. **West, S.L.** (P.I.). (April 2012 - September 2014). Examining the feasibility of using targeted canvassing to study the experiences of veterans with disabilities in accessing drug abuse care. Virginia Commonwealth University, A.D. Williams Research Fund. Direct costs \$75,000.
2. **West, S.L.** (P.I.) (October, 2008 - September, 2012). A national assessment of the rates and correlates of alcohol and other drug use by college students with disabilities. Direct costs \$462,656. National Institute on Disability and Rehabilitation Research (#H133G080123).
3. **West, S. L.** (P.I.) (January, 2005 - January, 2006). Substance abuse treatment needs of persons with neuro-trauma type disabilities. Direct costs \$35,000. Commonwealth Bertram Initiative (#05-0008).

4. **West, S. L.** (PI) (March, 2011, March, 2013). Accessibility of VA Addictions Treatment Facilities for Paralyzed Veterans. Paralyzed Veterans of America (Awarded but not funded due to budgetary constraints at PVA).
5. **West, S.L.** (Director of Mid - Atlantic Hub, and Director of Internal Grant Program) (October, 2013 - September, 2018). Chronic Effects of Bertram Consortium [David X. Cifu, M.D., PI]. Direct Costs: \$62,000,000. Funded, U.S. Department of Defense and U.S. Department of Veterans Affairs (PT120517).
6. **West, S.L.** (Research Associate) (October, 2006 - September, 2011). DBTAC Coordination, Outreach, and Research Center [Brian T. McMahon, Ph.D., PI]. Direct costs \$4,249,785. Funded, National Institute on Disability and Rehabilitation Research (H133A060087).
7. **West, S.L.** (Research Associate) (September, 2009 - August, 2011). Intelligent PTSD Classification and Treatment-Augmentation Technology. [David X. Cifu, M.D., PI]. Direct costs \$490,567. Funded, Dept of Defense - CDMRP, TATRC/USAMRMC
8. **West, S.L.** (Director of Research) (May, 2009 - September, 2012). Hyperbaric Oxygen Therapy (HBO2T) for Post-Concussive Symptoms (PCS) after mild Traumatic Brain Injury (MTBI): A Randomized, Double-Blinded, Sham-Controlled, Variable Dose, Prospective Trial [David Cifu, M.D., PI]. Direct costs \$1,938,470. Funded, Defense Advanced Research Projects Agency (DARPA BAA 08-22).

Publications

Peer Reviewed Journal Publications

1. **West, S.L.**, Graham, C.W., & Temple, P. (In-Press). Rates and correlates of binge
2. McMahon, M.C., McMahon, B.T., **West, S.L.**, Conway, J.P., & Lemieux, M. (2017). Actual vs. perceived workplace discrimination involving charging parties with learning disabilities. *Journal of Vocational Rehabilitation*, 46, 203-208.
3. McMahon, B.T., McMahon, M.C., **West, S. L.**, Conway, J.P., & Lemieux, M. (2017). The nature of allegations of workplace discrimination for Americans with learning disabilities. *Journal of Vocational Rehabilitation*, 46, 31-37.
4. McMahon, M.C., McMahon, B.T., **West, S.L.**, & Conway, J.P. (2016). Workplace discrimination and learning disabilities in America: Characteristics of the charging parties and employers. 45, 295-300.
5. Cifu, D.X., Diaz-Arrastia, R., Williams, R.R., Carne, W., West, S.L., McDougal, M., & Dixon, K. (2015). The VA/DoD Chronic Effects of Neurotrauma Consortium: An overview at Year 1. *Federal Practitioner*, August 2015, 70-74.
6. Cifu, D.X., Hart, B.B., **West, S.L.**, Walker, W.C., Carne, W. (2014). The effect of hyperbaric oxygen on persistent postconcussion symptoms. *Journal of Head Trauma Rehabilitation*, 29, 11-20.
7. Cifu, D.X., Walker, W.C., **West, S.L.**, Hart, B.B., Franke, L.M., Sima, A., Graham, C.W., & Carne, W. (2014). Hyperbaric oxygen for blast-related postconcussion syndrome: Three-month outcomes. *Annals of Neurology*, 75, 277-286.

8. Hurley, J. E., Monasterio, E. A., McMahon, B. T., & **West, S. L.** (2012). Merit determinants of ADA Title I allegations filed by persons with mental illness. *Journal of Vocational Rehabilitation*, 36, 171-185.
9. Scherer, M., Worthington, E. L., Hook, J. N., Campana, K. L., **West, S. L.**, & Gartner, A. L. (2012). Forgiveness and cohesion in familial perceptions of alcohol misuse. *Journal of Counseling and Development*, 90, 160-168.
10. **West, S. L.** (2011). Substance use among persons with traumatic brain injury: A Review. *Neurorehabilitation*, 29 (1), 1-8.
11. **West, S. L.**, Graham, C. W., & Cifu, D. X. (2009). Prevalence of persons with disabilities in substance abuse treatment in the U.S. *Alcoholism Treatment Quarterly*, 27, 242-252.
12. **West, S. L.**, Graham, C. W., & Cifu, D. X. (2009). Rates of substance abuse treatment denials to persons with physical disabilities due to accessibility concerns. *Alcoholism Treatment Quarterly*, 27, 305-316.
13. **West, S. L.**, Graham, C. W., & Cifu, D. X. (2009). Rates of persons with disabilities in addictions treatment in Canada. *Alcoholism Treatment Quarterly*, 27, 253-264.
14. **West, S. L.**, Graham, C. W., & Cifu, D. X. (2009). Physical and programmatic accessibility of British substance abuse treatment centers. *Alcoholism Treatment Quarterly*, 27, 294-304.
15. **West, S. L.**, Luck, R. S., Capps, C. F., Cifu, D. X., Graham, C. W., & Hurley, J. E. (2009). Substance abuse screening and intervention by rehabilitation physicians. *Alcoholism Treatment Quarterly*, 27, 280-293.
16. **West, S. L.**, Graham, C. W., & Cifu, D. X. (2009). Rates and correlates of substance abuse treatment denials for people with disabilities in the United Kingdom. *Alcoholism Treatment Quarterly*, 27, 317-328.
17. **West, S. L.** (2008). The utilization of vocational rehabilitation services in substance abuse treatment facilities in the U.S. *Journal of Vocational Rehabilitation*, 29, 71-75.
18. **West, S. L.**, Rumrill, P. D., Roessler, R. T., McMahon, B. T., Hurley, J. E., Carlson, L., & Chan, F. (2008). ADA Title I allegations related to reasonable accommodations: Characteristics of charging parties. *Rehabilitation Professional*, 16, 195-208.
19. **West, S. L.**, Roessler, R., Rumrill, P. D., McMahon, B.T., Hurley, J. E., Carlson, L., & Chan, F. (2008). Employer characteristics and reasonable accommodation discrimination against people with disabilities under the ADA. *Rehabilitation Professional*, 16, 209-220.
20. McMahon, B. T., Roessler, R., Rumrill, P. D., Hurley, J. E., **West, S. L.**, Chan, F., & Carlson, L. (2008). Hiring discrimination against people with disabilities under the ADA: Characteristics of charging parties. *Journal of Occupational Rehabilitation*, 18, 122-132.
21. McMahon, B. T., Rumrill, P. D., Roessler, R., Hurley, J. E., **West, S. L.**, Chan, F., & Carlson, L. (2008). Hiring discrimination against people with disabilities under the ADA: Characteristics of employers. *Journal of Occupational Rehabilitation*, 18, 112-121.
22. McMahon, B. T., Hurley, J. E., **West, S. L.**, Chan, F., Roessler, R., & Rumrill, P. D. (2008). A comparison of EEOC closures involving hiring vs. other prevalent

Stephen A. Zanskas, Ph.D., C.R.C., Associate Professor

Ph.D. Michigan State University, East Lansing, MI 2007.
Rehabilitation Counselor Education.
M.S. University of Wisconsin - Milwaukee, Milwaukee, WI 1979.
Rehabilitation Counseling.
B. S. University of Wisconsin - Milwaukee, Milwaukee, WI 1979.
Rehabilitation Counseling.

Professional Work Experience

9/2013-Present Associate Professor, Rehabilitation Counseling Concentration Coordinator & Co-Coordinator Ed.D Counseling Program. Counseling, Educational Psychology and Research, The University of Memphis. Principal investigator and program coordinator for the OSERS-RSA Rehabilitation Counseling Long Term Training Grant.

2007-9/2013 Assistant Professor & Rehabilitation Counseling Concentration Coordinator. Counseling, Educational Psychology and Research, The University of Memphis. Principal investigator and program coordinator for the OSERS-RSA Rehabilitation Counseling Long Term Training Grant.

Publications

Zanskas, S., Myer, R., & James, R. (2017). Legal and ethical issues on crisis of trauma. In *Crisis Intervention Strategies*. R. K. James (Ed.) (pp.518-545). Monterey, CA: Brooks-Cole Cengage.

Zanskas, S. A. (In press). Stewardship, the accreditation merger, and opportunities for growth. *Journal of Applied Rehabilitation Counseling*.

Zarzaur, B., Bell, T., & Zanskas, S. (2017). Resiliency and quality of life trajectories after injury. *Journal of Trauma and Acute Care Surgery*, 82(5), 939-945.
doi: 10.1097/TA.0000000000001415

Chen R. K., Zanskas, S. A., Kuo, Hung-Jen (2016). Factors influencing the decisions of women small business owners on hiring people with disabilities. *Journal of Disability Studies*, 2(1), 3-10.

- Elswick, S., Casey, L. B., Zanskas, S., Black, T., & Schnell, R. (2016). Effective data collection modalities utilized in monitoring the good behavior game: Technology based data collection versus hand-collected data. *Computers in Human Behavior*. 54, 158-169. [doi:10.1016/j.chb.2015.07.059](https://doi.org/10.1016/j.chb.2015.07.059)
- Neely-Barnes, S., Zanskas, S., Lustig, D., Duerr, R., & Zhao, M. (2016). Falling through the cracks: Caregivers' experiences with a choice of providers. *Rehabilitation Research, Education, & Policy*. 30, 338-352. doi.org/10.1891/2168-6653.30.4.1
- Neely-Barnes, S., Zanskas, S., Delavega, M. E., Krecek-Evans, T. (2014). Parenting with a disability and child mental health: A propensity score analysis. *Journal of Social Work in Disability & Rehabilitation*. 13, 226-246. doi: 10.1177/0034355213502677.
- Lustig, D., & Zanskas, S. (2014). A comparison of work value preferences of individuals with disabilities and individuals without disabilities. *Rehabilitation Research, Policy and Education*. 28(2), 111-120. doi: 10.1891/2168-6653.28.2.111.
- Kuo, H. J., Vaughn, M., Zanskas, S., & Chen, R. K. (2014). Scholarly productivity in Rehabilitation Counseling: Top Institutional and Individual Contributors from 2000 to 2009. *Rehabilitation Counseling Bulletin*. 57(2), 116-123. doi:10.1177/0034355213498776
- Zanskas, S., Phillips, B., & Tansey, T. (2014). Doctoral dissertation research in rehabilitation counseling: 2011. *Rehabilitation Counseling Bulletin*, 57(4), 238-245. doi: 10.1177/0034355213502677.
- Lustig, D., & Zanskas, S. A. (2013). The relationship between work values and psychological problems for individuals with disabilities. *Rehabilitation Research, Policy, and Education*, 27(4), 261-270.
- Lustig, D., Zanskas, S. & Strauser, D. (2012). The relationship between psychological distress and career thoughts. *The Journal of Rehabilitation*, 78(4), 3-10.
- Tansey, T., Phillips, B., & Zanskas, S. (2012). Doctoral dissertation research in rehabilitation counseling: 2008-2010. *Rehabilitation Counseling Bulletin*, 55(4), 232-252.
- Tansey, T., Zanskas, S., & Phillips, B. (2012). Doctoral dissertation research in rehabilitation counseling: 2005-2007. *Rehabilitation Counseling Bulletin*, 55(2), 103-125.
- Casey, L., Zanskas, S., Parra, G., Cogdal, P., & Powell, K. (2012). Symptoms of posttraumatic stress in parents following a child's diagnosis of an autism spectrum disorder.

Research in Autism Spectrum Disorders, 6(1), 1186-1193.

Zanskas, S., Lustig, D., Ishitani, T. (2011). Perceived barriers to employment success: Are there differences between Caucasian and African American VR consumers? *Rehabilitation Research, Policy, and Education*, 25(3&4), 127-134.

Zanskas, S. A., & Strohmer, D. J. (2011). The work environment of the private-for-profit rehabilitation counselor. *Journal of Rehabilitation*, 77(4), 13-22.

Zanskas, S. A., & Strohmer, D. J. (2011). The state-federal rehabilitation counselor work environment. *Journal of Applied Rehabilitation Counseling*, 42(3), 3-11.

Strauser, D., Zanskas, S., & Lustig, D. (2011). Career readiness and individuals with disabilities. *Rehabilitation Research, Policy, and Education*, 25(3&4), 173-180.

Zanskas, S. A., & Strohmer, D. J. (2010). Rehabilitation counselor work environment: Examining congruence with prototypic counselor work personality. *Rehabilitation Counseling Bulletin*, 53(3), 143-152.

Tarvydas, V. M., Leahy, M. J., & Zanskas, S. A. (2009). Judgment deferred: Reappraisal of rehabilitation counseling movement toward licensure parity. [Special Issue] *Journal of Applied Rehabilitation Counseling and the Rehabilitation Counseling Bulletin* 52(2), 85-94.

Zanskas, S. A. & Leahy, M.J. (2008). The importance of consultation content and instructional proficiency of faculty in rehabilitation counselor education. *Rehabilitation Education*, 22(1), 59-72.

Zanskas, S. A. & Leahy, M. J. (2007). Preparing rehabilitation counselors for private sector practice within a CORE accredited generalist educational model. *Rehabilitation Education*, 21(3), 205-214.

Leahy, M.J., Matrone, K.F., & Zanskas, S.A. (2007). Leadership and management training in rehabilitation: A brief review of RRCEP and NIDRR initiatives. *Journal of Rehabilitation Administration*, 31(1), 33-40.

Zanskas, S. A. & Coduti, W. (2006). Eugenics, euthanasia, and physician assisted suicide: An overview for rehabilitation professionals. *The Journal of Rehabilitation*, 72(1), 27-34.

Grant Funding

Principal Investigator. Rehabilitation Long-Term Training Grant -
Rehabilitation Counseling CFDA 84.129B, Budget Period

10/1/2007 - 9/30/2019. USDOE Rehabilitation Services Administration
for \$2,409,814.

Co-PI HRSA Integrated Behavioral Health Grant. In award determination status. \$1.9
Million.

MELISSA J. FICKLING, PhD, NCC, ACS ,Assistant Professor

EDUCATION

The University of North Carolina at Greensboro Ph.D. in Counseling and Counselor Education

Roosevelt University Master of Arts in Community Counseling

University of North Texas Bachelor of Arts in Social Science, emphasis in Psychology
Minor in Counseling

CURRENT ACADEMIC APPOINTMENT

University of Memphis, Memphis, TN *Assistant Professor, Clinical Mental Health Counseling, Tenure-Track Department of Counseling, Educational Psychology, & Research College of Education*

WRITING/PUBLICATIONS Peer-Reviewed Journal Articles

Fickling, M. J., Borders, L.D., Mobley, A. K., & Wester, K. L. (in press). Most and least helpful events in three supervision modalities. *Counselor Education and Supervision*

Fickling, M. J. (2016). An exploration of career counselors' perspectives on advocacy. *The Professional Counselor*, 6, 174-188. doi:10.15241/mf.6.2.174

Fickling, M. J., & Gonzalez, L. M. (2016). Linking multicultural counseling and social justice through advocacy. *Journal of Counselor Leadership and Advocacy*. doi:10.1080/2326716X.2015.1124814

Borders, L. D., Wester, K. L., Fickling, M. J., & Adamson, N. A. (2015). Dissertations in CACREP-accredited counseling doctoral programs: An initial investigation. *The Journal of Counselor Preparation and Supervision*, 7(3). doi:10.7729/73.1102

Borders, L. D., Wester, K. L., Fickling, M. J., & Adamson, N. A. (2014). Research training in CACREP-accredited doctoral programs. *Counselor Education and Supervision*, 53, 145- 160. doi:10.1002/j.1556-6978.2014.00054.x

Wupperman, P., Fickling, M., Klemanski, D. H., Berking, M., & Whitman, J. B. (2013). Borderline personality features and harmful dysregulated behavior: The mediational effect of mindfulness. *Journal of Clinical Psychology*, 69, 903-911. doi:10.1002/jclp.21969

Manuscripts under Review

Gonzalez, L. M., **Fickling, M. J.**, Gray, C. N., Ong, I., & Waalkes, P. (manuscript under review). Learning to advocate: Evaluating a new course. *Journal of Multicultural Education*.

Fickling, M. J., Lancaster, C., & Neal, A. V. (manuscript under review). Social justice in

career services: Perspectives from career center directors. *Career Development Quarterly*.

Fickling, M. J., & Tangen, J. L. (manuscript under review). A journey toward feminist supervision: A dual autoethnographic inquiry. *The Journal of Counselor Preparation and Supervision*.

Magazine Articles Cooper, Y., Chan, C., & **Fickling, M. J.** (2016). *Diversity as a cornerstone for changing career*

development systems (Focus article). Career Developments Magazine (5000 readers).

RESEARCH TEAMS

College and Career Transitions Research Team 2016 – present *Co-leader with Dr. Chloe Lancaster*

☑ Current projects include college-going discourses among school counselors, adult college graduates' experiences of completing the degree after stopping out, and an analysis of the effectiveness of academic coaching interventions for at-risk college students

PROFESSIONAL PRESENTATIONS

Givens, S., & **Fickling, M. J.** (2017, February). *Applying Advocacy and Social Justice to Career Development Services*. Education session at the National Career Development Association Career Practitioner Institute. Memphis, TN.

Fickling 2

Coleman, M., & **Fickling, M. J.** (2016, November). *Activism and meaning in life: Important career concepts for all counselors*. Education session. Tennessee Counseling Association annual conference, Murfreesboro, TN.

Fickling, M. J., & Schauss, E. (2016, October). *Teaching resilience as a key career competence: Unemployment, underemployment, and mental health*. Education session. Southern Association for Counselor Education & Supervision annual conference, New Orleans.

Fickling, M. J., & Lancaster, C. L. (2016, October). *Discourse analysis: Innovative research method for counseling & counselor education*. Roundtable session. Southern Association for Counselor Education & Supervision annual conference, New Orleans, LA.

Fickling, M. J., & Capstick, M. K. (2016, June). *Creative approaches to career counseling supervision: Addressing work in school, community, and college settings*. Education session at Tennessee Career Development Association annual conference, Spring Hill, TN.

Fickling, M. J., Capstick, M. K., & Lancaster, C. L. (2016, June). *Facilitating Healthy Transitions: An Update on Theory and Practice*. Education session at West Tennessee Counseling Association annual conference, Memphis, TN.

Fickling, M. J. (2016, May). *Career Counselors' Perspectives on Advocacy Behaviors*. Roundtable presentation at the Society for Vocational Psychology conference, Tallahassee, FL.

Fickling, M. J. (2015, October). *Q methodology: A mixed method for studying subjectivity*. Presentation at the Association for Counselor Education and Supervision conference, Philadelphia, PA.

PROFESSIONAL AFFILIATIONS & SERVICE

American Counseling Association National Career Development Association Association for Counselor Education & Supervision Chi Sigma Iota

Edwin L. Herr Fellow, 2016-2017

Tennessee Counseling Association

Ethics Chair, 2016-2018

West Tennessee Counseling Association

Legislative Chair, 2016-2017

Tennessee Association for Counselor Education & Supervision

President Elect-Elect, 2016-2017

Tennessee Career Development Association

President-Elect, 2016-2017

Journal of College Counseling

Member, Editorial Review Board

2007 – present 2007 – present 2010 – present 2013 – present

2015 – present 2015 – present 2015 – present 2015 – present 2015 – present

Leigh Falls Holman, Ph.D. Assistant Professor

EDUCATION

Ph.D.	2009	Counselor Education and Supervision Sam Houston State University
Ed.S.	2003	School Counseling The University of Memphis
M.A.	1997	Professional Counseling Georgia School of Professional Psychology
B.A.	1991	Journalism: Major: Public Relations; Minor: Philosophy Memphis State University, now The University of Memphis

LICENSURE & CERTIFICATION (Current)

- Tennessee Licensed Professional Counselor-Mental Health Service Provider Supervisor, 1664
- Tennessee Licensed School Counselor, exp. 2020
- National Certified Counselor, 51427
- Registered Play Therapy Supervisor, S-1127
- Theraplay Level 2 Certification
- AutPlay Certified Autism Play Therapy Certification
- AMHCA Diplomate and Clinical Mental Health Specialist, Child and Adolescent Counseling
- AMHCA Diplomate and Clinical Mental Health Specialist, Trauma Counseling
- AMHCA Diplomate and Clinical Mental Health Specialist, Substance Abuse & Co-Occurring Disorders
- American Red Cross Disaster Mental Health Worker Certification
- FEMA Emergency Management Training

ACADEMIC EXPERIENCE

- **University of Memphis**, Assistant Professor, August 2014-current
- **Walden University**, Contributing Faculty Member, Oct. 2012-Aug. 2014
- **Argosy University**, Dallas Campus, Assistant Professor, Training Director & CACREP Coordinator June 2009-Aug. 2014
- **Texas Women's University**, Instructor II ABD, Aug. 2008-Aug. 2009
- **Sam Houston State University**, Doctoral Fellow May 2007-August 2008; Teaching Assistant June 2006-Aug. 2008; Contracted Clinical Supervisor Aug. 2007-Aug. 2008

CLINICAL EXPERIENCE

- **First Lotus Counseling, PLLC**, Executive Director
- **Private Practice** (South Carolina, Tennessee, and Texas)
- **Kingwood Pines Hospital**, PRN Counselor Addiction, Child & Adolescent, & Psychotic Units
- **Humble ISD**, High School Counselor
- **Shelby County Schools**, Elementary and Middle School Counselor

- **Lakeside Behavioral Healthcare**, PRN Addiction, Dual Diagnosis, In-Patient, PHP, IOP, Adult MH, Geriatric, and Psychotic Units; Consulted on child and adolescent periodically.
- **Liberty Healthcare**, Joliet & Sherridan Correctional Facilities, Sex Offender Treatment Provider
- **Family Service Center of Galveston County**, Program Director Juvenile Sex Offender Treatment & Sexual Abuse Victims Treatment
- **DePelchin Children's Center**, Home-Based Therapist for At-Risk Youth
- **Highland Institute for Behavioral Change**, Sex Offender Treatment Provider
- **McIntosh Train Community Service Board**, Counselor
- **GRN Community Service Board**, Behavioral Aide
- **United Methodist Children's Home**, Residential Counselor

CURRENT RESEARCH PROJECTS

- The Impact of Canine Assisted Therapy on Level of Mental Health Symptomology among Incarcerated Individuals
- The Impact of the Seeking Safety Group Intervention on Level of Mental Health Symptomology among Incarcerated Individuals
- Program Consultation & Evaluation of a Domestic Violence Assessment Center
- Program Consultation & Evaluation of a Domestic Violence Victim's Program
- Program Evaluation of Deaf Education and Awareness with CIT Law Enforcement Officers
- Program Consultation & Evaluation for Mental Health/Veterans/Drug Court Sober House Referrals
- Program Development Consultation & Evaluation for Veterans Court IPV/PTSD Program

COMPLETED RESEARCH PROJECTS

- Army Flight Surgical Team Crisis Intervention Training with Dr. Richard James and the CEPR Crisis Research Team
- Animal Assisted Therapy with Incarcerated Women with Dr. Schiro-Geist, Dr. MacKay, and Shelly Wilkerson (MA CMHC student)
- ARRAY Program interventions to reduce recidivism among incarcerated women with Robert Cox (EdD student), Rebecca Pierce (MA student), Rebecca Clement (MA student), and Dr. Richard James
- Mentalizing and Book Club as a therapeutic support in addiction counseling among homeless women with Dr. Laurie MacGillvray (Literacy Professor), and Wesam Salem (doctoral student, literacy)
- Process Addictions Research on Counselor Self-Efficacy with a national team.
- School Counselor Burnout Quantitative & Qualitative Research Projects

PUBLICATIONS

- 8 national and international peer-reviewed journal publications
- 4 submitted journal manuscripts
- 8 peer reviewed book contributions
- 2 solicited book contributions

- 9 professional magazine article contributions

PRESENTATIONS

- 27 national and international juried presentations
- 12 regional juried presentations
- 12 state juried presentations
- 23 local presentations

DISSERTATION/THESIS/RESIDENCY PROJECT/COMMITTEE WORK

- Current students: Mike Skirius, Paul Dunaway, Shelly Wilkerson, Jennifer Drabowicz
- Barrett, L. (2015-16). Dissertation Chair.

GRANTS (PI/co-PI)

- Finalist, Strengthening Communities Grant, Veteran's Court/PTSD/IPV Program (18,500)
- Chi Sigma Ioata Excellence in Research Grant (600.00)
- Texas Counseling Association Educational Endowment Grant (300.00)
- Sam Houston State University Grant (200.00)
- 2 Humble ISD Innovation for Education Grants (250.00 and 1,075.80)
- Texas Criminal Justice Policy Council Grant (200,000 annually for 5 years)

CURRENT LEADERSHIP POSITIONS

- American Counseling Association, Governing Council
- International Association of Addiction & Offender Counseling, Past-President & Board Member
- Journal of Mental Health Counseling, Associate Editor of Theory & Practice

Tennessee Foster Care Extension Review Board and Foster Care Rev

ERAINA SCHAUSS, Ph.D., LPC-MHSP, ACS, NCC

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516-376-1416, eschauiss@memphis.edu

EDUCATION

The George Washington University, Washington, D.C.

Doctor of Philosophy, Counselor Education and Supervision, 2011 (3.9/4.0)

CACREP ACCREDITED PROGRAM

- Recipient of 3-year Graduate Fellowship Award, Columbian Women's Scholarship & Sarah Waters Scholarship.
- Appointed Adjunct Professor and Clinical Training Supervisor for the Masters Program in Counseling at GW from 2007-2009.

Cambridge University, Cambridge, England

Master of Philosophy, Criminological Research, 2004

The London School of Economics and Political Science, London, England

Master of Science, Criminology (with honors), 2003

Boston College, Chestnut Hill, MA

Bachelor of Arts, History (cum laude), 2002

EXTERNAL FUNDING

Memphis Research Consortium, 2017-2020

Primary Investigator awarded \$927,000 over three years to examine epigenetic change as a result of neurofeedback interventions for trauma exposed children aged 12-17. Manage a multidisciplinary team of research scientists from the University of Tennessee Department of Genetics, Genomics and Informatics and Pediatrics, and the University of Memphis Departments of Public Health, Criminology and Clinical Mental Health Counseling.

EXPERIENCE

The University of Memphis, Memphis, TN

Assistant Professor, Coordinator of the Clinical Mental Health Counseling Program 2015-current

- Serve as Clinical Mental Health Program Coordinator.
- Instruct graduate level courses on the Diagnostic and Statistical Manual for Mental Disorders Version 5, Clinical Interventions and Treatment Planning.
- Serve as a faculty advisor.
- Clinical Supervisor
- Conduct recruitment efforts for the Clinical Mental Health Master's Program
- Develop Mindfulness, Resilience and Wellbeing Research Team with Masters and Doctoral Students
- Develop Gatekeeping Protocol for Masters and Doctoral Programs

The University of Memphis, Memphis, TN

Visiting Assistant Professor, 2014-2015

- Instruct graduate level courses in the areas of diagnosis and treatment planning based on the DSM-5, Clinical Interventions, Practicum and Internship. Serve as a university clinical supervisor instructing students in both practicum and internship clinical training courses.

The Universal Parenting Places, Memphis, TN

Clinical Training and Curriculum Development Consultant, 2015-current

- Develop a clinical intervention protocol including Neuroscience and Brain Integration interventions in combination with, Attachment, Family Systems, Mindfulness, Acceptance and Commitment Therapies, entitled “Relational ACE Framework Therapy” (RAFT) for staff training at the Universal Parenting Places. Conduct staff training in this methodology.

The University of Tennessee Department of Preventive Medicine, Memphis, TN

CANDLE INVESTIGATOR, 2013-present

- Work as a primary investigator on the CONDITIONS AFFECTING NEUROCOGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD longitudinal research study examining predictors of child, social, emotional and behavioral development.

The Urban Child Institute, Memphis, TN

Post-Doctoral Research Fellow, 2011-2013

- Serve as investigator working in partnership with researchers at the University of Tennessee’s Department of Preventive Medicine on the CANDLE (Conditions Affecting Neurocognitive Development & Learning in Early Childhood) research study examining the association between parental stress, anxiety and depression as predictors of child behavioral and emotional development.
- Served as principal investigator of a \$400,000 Methodist Healthcare Foundation grant examining early childhood literacy practices and cognitive development in impoverished rural communities of the Mississippi Delta region and urban deprived areas of Memphis, TN. Responsible for organizing evidence-based research study focused on improving the well-being of children and families in these communities into formats designed to increase comprehension, retention and concentration.
- Developed, validated and administered assessments used to analyze data and produce concrete recommendations that spoke to the effectiveness of early childhood home literacy practices in these communities.
- Served as coordinator of the University of Tennessee Community Pediatric Rotation Program affiliated with the Urban Child Institute. Coordinated and developed a curriculum and training program for third year Pediatric Residents at the University of Tennessee’s Medical School.

PRESENTATIONS

Schauss, E. (2017). *Counseling for Resilience 101*: West Tennessee Counseling Association Conference, Memphis, TN.

Schauss, E. (2017). Keynote Speaker: *Adverse Childhood Experiences and Attachment: What’s The Significance*: Building Stronger Brains Conference, Memphis, TN.

Schauss, E. (2017). Keynote Speaker: *Adverse Childhood Experiences: What Science Tells Us and How to Foster Resilience*. Building Stronger Brains Conference, Memphis, TN.

Chan, C. Brown, M., **Schauss, E.** Semsler, Q. (2017). “*Applying Ambiguous Loss to LGBTQ+ Persons in Coming-Out Processes and Transitions.*” American Counseling Association, San Francisco, CA.

Michelle Welch Brasfield, Ed. D. Assistant Professor

BIOGRAPHICAL DATA

Education

- Doctor of Education in Counseling, The University of Memphis, August 2015
Dissertation: Wellness as a mitigating factor against burnout for public school teachers
- Master of Science in School Counseling, The University of Memphis, August 2000
- Teacher Certification (1-8), Rhodes College, December 1995
- Bachelor of Arts in Psychology, Rhodes College, May 1995

Licensure

- Licensed Professional School Counselor (PreK-12), State of Tennessee, Active Since 2007
- Licensed Elementary School Teacher (1-8), State of Tennessee, Active Since 2000

University Teaching Work Experience

- Visiting Assistant Professor, The University of Memphis, August 2016-July 2017
- Adjunct Instructor, The University of Memphis, August 2015-May 2016

Counseling, Research, and Service Experience

- Group Debriefing Counselor, Haywood County Child Protective Investigative Team, 2017
- Human Potential Lab Facilitator, The University of Memphis, 2011, 2012, 2013, & 2016
- Individual Debriefing Counselor for West Tennessee Forensic Interviewers Residency Project, The University of Memphis, Exchange-Club Carl Perkins Center of Brownsville, 2012-2013
- Trauma-Focused Cognitive Behavioral Counselor Practicum, The University of Memphis, Exchange-Club Carl Perkins Center of Brownsville, 2012
- Family Support Counselor Internship, The University of Memphis, Exchange-Club Carl Perkins Center of Brownsville, 2000
- Research Internship, Rhodes College, Wilder Youth Development Center, 1995
- Instruction and Research Professors' Assistant, Rhodes College, 1993-1995

Advanced Training

- Safe Zone Certification, The University of Memphis, 2017
- International Bullying Prevention Association Conference, Tennessee Department of Education, 2013
- Collaborative Institutional Training Initiative, The University of Memphis, 2013

- Trauma-Focused Cognitive Behavioral Therapy, The Medical University of South Carolina, 2012
- Darkness to Light Stewards of Children, Abuse Prevention Program, Exchange-Club Carl Perkins Center of Jackson, 2000 & 2012
- Sexual Assault and the Bystander Effect, Tennessee Coalition Against Domestic and Sexual Violence, 2011
- Responsible Conduct in Research, The University of Memphis, 2010
- Critical Incident Training, Memphis Police Department, The University of Memphis, 2010
- Positive Behavior Support and Inclusion Conference, Middle Tennessee State University, 2010
- Tennessee School Counselor Association Conference, Tennessee Counseling Association, 2007
- Working Successfully with Difficult and Disruptive Students, Education Consultants, 2004

SCHOLARSHIP

Publications

Lancaster, C., Lenz, A., Brasfield, M. W., Bailey, L., & Williams, M. C. (2017). Evaluation of a school counselor-led creativity intervention group: An opportunity for school counselor leadership and advocacy. *Journal of Counselor Leadership and Advocacy*. <http://dx.doi.org/10.1080/2326716X.2016.1278412>

Brasfield, M. W., Lancaster, C., James, R., K., Xu, X. J., Meredith, C. (in submission). Wellness as a mitigating factor against teacher burnout.

Manuscripts in Progress

School counselors as interventionists for teacher wellness: Helping the helping professional: Preventing burnout, vicarious traumatization, and compassion fatigue

Presentations

Brasfield, M. W., & Lancaster, C. School Counselor Implementation of a Wellness Program for Teachers. (Submitted to present at West Tennessee Counseling Association Conference in June 2017.)

Brasfield, M. W. (2016). Providing Support to Students: A Review of Maslow's Hierarchy of Needs and Community Resources. Presented to Brownsville Rotary Club.

Brasfield, M. W., Nobbman, K., & James, R. (2013). Helping the Helping Professional: Recognizing and Dealing with Stress, Burnout, Vicarious Traumatization, and Compassion Fatigue. Presented at West Tennessee Counseling Association.

Lancaster, C., & Brasfield, M. W. (2012). The Effects of Creativity Training on Student Achievement. Presented at West Tennessee Counseling Association.

PROFESSIONAL SERVICE

Membership

- American School Counselor Association
 - o Tennessee School Counselor Association
- Tennessee Counseling Association
 - o West Tennessee Counseling Association
 - o Martha Polk Counseling Association
 - o Tennessee Association for Counselor Education and Supervision
- Chi Sigma Iota, Kappa Zeta Chapter

Pamela A. Cogdal, Ph.D., H.S.P., L.C.P., A.C.S. Clinical Coordinator
100 B Ball Hall
University of Memphis

EDUCATION:

Southern Illinois University – Carbondale Ph.D. Counselor Education (CACREP) 1989
Northern Illinois University – Counseling Center Pre-Doctoral Internship 1987-88 (APA)
Southern Illinois University – Carbondale M.A. Sociology 1983
Southern Illinois University – Carbondale B.A. Sociology 1981

CURRENT POSITION:

University of Memphis. Director of Counseling Programs & Associate Clinical Professor of Counseling/ Coordinator of Practicum & Internships, Counseling Educational Psychology & Research Department- The College of Education 2006- Present.

PROFESSIONAL ORGANIZATIONS/CERTIFICATIONS/LICENSURE:

Licensed Health Service Provider/Psychologist (#1424) Tennessee 1990- Present
Approved Clinical Supervisor 2016- Present
Certified Crisis Intervention Trainer 2000- Present
Certified MBTI Trainer – 1990- Present

American Counseling Association Member 1992- 2005, 2010 – 2012 2016- Present
Tennessee Counseling Association Member 2002 – Present
Tennessee Association for Counselor Education & Supervision
West Tennessee Counseling Association Member and Executive Board Officer 2010- Present

Tennessee Psychological Association – Member & Continuing Education Conference Program Reviewer 2010 – Present

Chi Sigma Iota Member 1986-Present & Faculty Advisor for University of Memphis Kappa Zeta Chapter, University of Memphis 2014-Present

PROFESSIONAL CONFERENCE PRESENTATIONS Past 5 Years Summary:

Lancaster, C., **Cogdal, P.**, & Casey, L. (2017). School Counseling and ABA: A Blended Approach. American Counseling Association Conference & Expo, San Francisco, CA March.

Drabowicz, J., Capstick, K., Bolding, K., & **Cogdal, P.** (2016). On the mental health of graduate students. Southern Association of Counselor Education & Supervision, New Orleans.

Cogdal, P. & Rice, D. (2016). Creative Clinical Interventions in Counseling. West Tennessee Counseling Association Annual Conference, Memphis, Tennessee.

- Brown, J., Pitre, L., Woodfield, A. & **Cogdal, P.** (2016). Unpacking Your Baggage in Counseling: Creative Tips & Tools for Recovery Work. Woodall Conference, Delta State University, Cleveland, MS.
- Harrison, D. & **Cogdal, P.** (2016). Navigating Pain with New Techniques: DBT to the Rescue. West Tennessee Counseling Association. Memphis. Tennessee
- Cogdal, P.** & Rice, D. (2015). Treating Post Traumatic Stress Disorder (PTSD) with Hypnotherapy. West Tennessee Counseling Association Annual Conference, Memphis, Tennessee.
- Cox, R. & **Cogdal, P.** (2015). Innovative Models for Training Counselor Supervisors. Association for Counselor Education & Supervision Conference in Philadelphia, PA.
- Harrison, D. & **Cogdal, P.** (2015). Developing Tools for Opioid Assessment to Make Informed Treatment Decisions. The Assessment and Research in Counseling Conference. Memphis. Tennessee.
- Cox, R. & **Cogdal, P.** (2015). The Ethics of Supervision: Using a Competency Based Approach. West Tennessee Counseling Association Annual Conference, Memphis, Tennessee.
- Etheridge, M., Pitre, L., Trigg, T., & **Cogdal, P.** (2015). How to Shake it Off: Burnout Prevention for Helping Professionals. West Tennessee Counseling Association Annual Conference, Memphis, TN.
- Harrison, D. & **Cogdal, P.** (2015). Informed DBT Interventions Using a Group Model. West Tennessee Counseling Association Annual Conference, Memphis, Tennessee.
- Cogdal, P.** & Rice, D. (2015). Treating Post Traumatic Stress Disorder (PTSD) with a Visual-Kinesthetic (V-K) Dissociation Technique. Woodall Conference, Delta State University.
- Cogdal, P.** & Rice, D. (2014). DSM 5 : Challenges and Changes. Woodall Conference, Delta State University.
- Cogdal, P.** & Blake, N. (2012). Adult students: Stressed, Sandwiched and Surviving. West Tennessee Counseling Association Annual Conference, Memphis.
- Cogdal, P.** & Okwumabua, T. (2011) A Collaborative Approach to Suicide Prevention on College Campuses. Tennessee Counseling Association 53rd Annual Conference, Memphis
- Okwumabua, T. & **Cogdal, P.** (2011). Tools and Strategies to Prevent Suicide on a College Campus. Tennessee Suicide Prevention Network Annual Conference, Nashville.

PUBLICATIONS - Summary of Most Recent

Okwumabua,T., **Cogdal, P.**, Okwumabua, O. (2017 In Press). College Students' Perceived Knowledge and Confidence in Suicide Interventions. *Prevention and Health Promotion: Research, Social Action, Practice and Training, Winter Edition.*

Okwumabua, T., **Cogdal, P.** Anderson, M., & Hunter, B. (2013). Memphis STEPS (Suicide Training, Education and Prevention Training) Facilitators Manual.

Casey,L., Zanskas, S., Parra, G., **Cogdal,P.**, & Powell,K. (2012). Parental symptoms of posttraumatic stress following a child's diagnosis of autism spectrum disorder: A pilot study. Vol (6). p1186-1193 *Research in Autism Spectrum Disorders.*

McDevitt-Murphy,M.,Casey,L., & **Cogdal,P.** (2011). Helping Individuals Heal from Rape Connected to Conflict and War. In E. Martz (Ed.) *War Induced Trauma.*

Uruk, A., Bridges, S., & **Cogdal, P.** (2005). Changes in family composition: Coping and coherence in a college population. Vol 20(2)p. 53-62.*The Journal of College Student Psychotherapy.*

GRANTS AND AWARDS:

Counselor Educator of the Year (2015) West Tennessee Counseling Association

Counselor Educator of the Year (2015) Tennessee Association of School Counselors

**2006 – 2013 Co-Director, Substance Abuse & Mental Health Services
Administration (SAMHSA) Grant- Suicide
Prevention on College Campuses,
\$500,000.**

**2010-2011 The President's Leadership Award: Outstanding Campus
Programming- "Feeling Blue Day", The University of Memphis**

2009 The Governor's Award of Excellence (TN): Suicide Prevention/STEPS

Appendix J
Proposed Ph.D. Course Syllabi
Major Field Core Requirement 9 hours

Coun 8501-Doctoral Seminar-Articulation to Counselor Education

Fall-2016 Dr. Dick James

Doctoral Seminar in counseling. Professional seminar designed for the beginning doctoral student in counseling; focusing on the development of a professional identity as a leader in counseling; discussion of critical philosophical issues, research, new directions in theories and techniques ; issues in counselor education and practice. (CACREP IIA- Leadership)

Objectives are:

1. to create a professional community of counselor education scholars (CACREP B-4 research
- .2. to facilitated the beginning doctoral counselor education student in development of a cohesive, articulated, and integrated plan of study (CACREP B-5 Leadership)
3. to facilitate discussion of key current issues and future trends in the field of counseling CACREP B-5k-leadership current issues)
4. to articulate doctoral students into the professional leadership roles of counselor educators, supervisors, and practitioners (CACREP B-5 Leadership)
- .5. to begin to develop a research agenda and understand the logistics, tactics, and strategies of using different research designs. (CACREP 4 research design)
6. to understand the legal and ethical issues of human subject matter research(CACREP 4l- Research Ethics)

Methods and activities:

1. Lecture, reading, and discussion on topics assigned.
2. Evaluation of areas of counseling competence.
3. Review and completion of a preliminary course of study and residency plan.
4. Construction of an abstract for the residency project.

Evaluation and basis for grade assignment:

Grading is A, B, C, D, and F. A "plus" grade of A may be assigned if all assignments are completed on time and in an exemplary manner. No other plus /minus grades are given. To obtain an A you must do all of the following written assignments and submit them on time. To obtain a B you must do four of the following and submit them on time. To obtain a C you must do three of the following and submit them on time. To obtain a D you must do two of the following and submit it on time. To obtain a F you must do one of the following or not submit any of them on time.

1. Completion of a program of studies and residency plan.
2. Completion of residency project abstract a la APA.
3. Participation in seminar through discussion and topic presentation.
4. Written summary of counselor competency self-assessment.
5. Complete Internal Review Board Human Subjects Matter tutorial.
6. Join Chi sigma Iota and local (WTCA), state (TCA) , national (ASCA and / or ACA)
7. Start Leadership plan for teaching, service research components

Supportive texts and materials:

1. Readings from current ACA journals
2. Barreto, A. (2012). Counseling for training leaders and leadership development: A commentary. *The Professional Counselor*, 2 (3), 226-234.

2. Appropriate dissertations from our graduated doctoral students.
3. University of Memphis Graduate catalog and doctoral program of studies guide book.
4. Current APA style book.
5. Engles, D. W., & Minton, C. A (Eds.). (2009). The professional counselor: Competencies, performance guidelines and assessment. Alexandria, VA: ACA.

6

Calendar of activities

Aug 23- Introduction and course overview. Assign: Contact two professors in counselor education and bring back two pieces of personal information about them by September 27.

Aug 30. The professional counselor's evolving historical development. (CACREP 5 Leadership a-k)

Sept 6-The professional counselor's evolving historical development. The professional counselor-current and future directions. (CACREP 5 Leadership a-k)

. Assign: Read CACREP standards (CACREP 5d-knowledge of standards)

Sept 13- The professional counselor- preparation. Discuss standards and counselor educator role and function Assign: Do professional competency checklist from Engles & Dameron.(CACREP 1- Counseling; 2 Supervision; 3 Teaching; 4 Research and scholarship; CACREP 5- Leadership a-k,5d-knowledge of standards)

Sept 20- The professional counselor-philosophy. Assign: Written reflective summary of personal strengths and weaknesses as a professional counselor from Engles & Minton

Sept 27- Discussion of personal competencies. Hand in summary. Assign: Prepare course of studies sheet.(CACREP 5c-leadership in counselor ed programs)

Oct 4- Discussion of course of studies. Assign: Course of studies program and residency plan due in two weeks initialed by advisor . One page or less abstract detailing proposed residency study duplicated for the rest of the class(CACREP B-4 research and scholarship).

Oct 18- Human subjects research issues and other pitfalls (CACREP B-4 Ethics)

. Assign: Hand in brief one page abstract of research proposal. Find human subjects web site and download and bring to class human subject matter forms.

Oct 25- Course of studies and residency plan are due. Starting the research plan- design considerations: experimental versus quasi-experimental designs. Quantitative versus qualitative designs. Very large arrays versus small n's and single subject designs

This discussion will continue for the next five class sessions. You should be prepared to have your presentation ready at the assigned time(CACREP B4- a, research designs; b, univariate and multivariate designs; c-qualitative designs, d- emergent models)

Nov 1- Starting the research plan-individual presentations.

Nov 8- Starting the research plan individual presentations .Certification of professional memberships due next time. if ineligible for Chi Sigma Iota at this time indicate by advisor note.

Nov 15- Starting the research plan individual presentations.

Nov 22- APA search engine assignment . Assign: Complete IRB tutorial due next time.

Nov 29- Printout of completion of IRB tutorial due. Starting the research plan-individual presentations. Assign: Residency plan abstract proposal due next time

Dec 6- Abstract of residency proposal due. Feedback on proposal

Doctoral Seminar Coun 8501 Part2
Spring 2016 Dr. Richard James

The doctoral student:

1. will demonstrate understanding of seminar subjects and issues by engaging in classroom quizzes, debate, discussion, and critique of fellow students. Class participation may earn a maximum of 70 pts at 5 pts per session.
2. will demonstrate ability to formulate and carry out a lesson plan for a graduate level counseling class by generating a video tape, teacher rating and critique and completed lesson plan. The teaching module is 50 pts and the lesson plan is 50 pts.
3. will identify an area/s of leadership in research, teaching, and/or service develop initial components of a career portfolio by inclusion of specific items such as video tapes, lesson plans, and other personal/professional data from this course that begin to demonstrate leadership in these areas.. The portfolio is 50 pts.
4. will understand the basic components of consultation by class discussion and presentation of two chapters on consultation out of Dougherty's book. The teaching module is 50 pts and the lesson plan is 50 pts.
5. will become aware of the contemporary issues in the profession by leading a seminar discussion on a pertinent professional issue. Articles or other pertinent information will be delivered one week prior to the student's exposition. The presentation is worth 50 pts.
6. will demonstrate the ability to analyze, synthesize and prescribe a solution for a consultation problem. 100pts
7. will demonstrate ability to learn and comprehend consultation material. Weekly quizzes over material. 70 pts

Make-up policy: Because the class is highly experiential due to demonstrations, , no make-ups are allowed to obtain participation points. Any test make-up or completion of late assignments must be approved by the professor.

Grading policy:
grades

total points available are 540

A=85%= 460

B=70%= 380

C=60%= 325

D=50%=270

F= 269 or below

Attendance policy: The classroom format is largely experiential. It is not possible to make up the experiences of observing the modeling, demonstration, and discussion and feedback done in class. Attendance is mandatory.

Course Objectives:

Upon completion of this course you should:

1. gain experience in preparing a graduate level lesson plan and teaching graduate level counseling students.
2. know how to present a research paper to a professional audience.
3. have a broader understanding of the current critical professional issues that impact the profession.

4. the beginning of a professional leader portfolio .
5. understand the consultant role of a doctoral level counseling professional.

texts: Dougherty, M. A. (2013). *Psychological consultation and collaboration (6th ed.)*. Belmont, CA: Wadsworth.

Dougherty, M. A (2013). *Psychological consultation and collaboration: A casebook 6th ed.*. Belmont, CA: Wadsworth.

Maxwell, John (2002). *Leadership 101*. Nashville, TN: Thomas Nelson.

Chang,C.Y., Barrio-Minotn,C. A., Dixon, A.L., Myers. J.E., & Sweeney, T.(2011). *Professional counseling excellence through leadership and advocacy*. New York: Routledge.

Short Bibliography

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (1998). Psychological consultation: Introduction to theory and practice (4th ed.). Boston: Allyn & Bacon.

Blocher, D. H. (1987). The professional counselor. New York: MacMillan Publishing.

Burgess, D. G., & Dedmond, R. M. (Eds.). (1994). *Quality leadership and the professional school counselor*. Alexandria, VA: American Counseling Association.

Supplemental Readings

American Counseling Association. Counseling Today. Alexandria Va: Author.

American School Counseling Association. ASCA Counselor. Alexandria,VA; Author

American School Counseling Association. The Professional School Counselor. Alexandria,VA; Author

American Counseling Association. The Journal of Counseling and Development. Alexandria,VA: Author.

American Counseling Association. Counselor Education and Supervision. Alexandria,VA: Author.

Calendar of Activities

Jan 27-Introductions , overview of class. Discuss area and professor to shadow and teach lecture and discussion on assembling a portfolio. Discussion and construction of a lesson plan. Assign: Contact professor and course and topical area to teach in.

Feb 3- turn in professor and content area for approval for teaching. lecture and discussion on teaching methods. Assign: Review contemporary professional newspapers and journals and pick a contemporary professional issue for presentation. Pick two chapters from Dougherty and casebook)

Feb 10-Turn in contemporary professional issue and chapters in Dougherty. lecture and discussion on overview of consultation. Assign: Chapter 1, Dougherty. Case book support

Feb 17- Lecture and discussion on Chapter 1. James, Assign: Chapter 2, Dougherty. Casebook support

Feb 24-Lecture and discussion on Chapter 2, James, Assign: Chapter 3 &4.

Mar 3- Lecture and discussion on chapter 3 _____,4_____ Assign: Chapter 5&6 and case book support.

Mar 10-Spring break

Mar 17-Lecture and discussion on Chapter 5, _____, 6,_____. Assign: Chapter,7 & 8 Dougherty.

Mar 24-Lecture and discussion on Chapter 7, _____, 8_____ Assign: Chapter 9 &10 Dougherty and casebook support.

Mar 31- Lecture and discussion on Chapter 9, _____, 10, _____ Assign: Chapter 11 & 12 and casebook support. Dougherty.

April 7- -Lecture and discussion on Chapter 11, _____, 12 _____ Assign: Exam on consultation.

Apr 14 Exam

Apr 21- Contemporary Leadership issues in research 1, _____, 2, _____

Apr 28- Contemporary Leadership issues in teaching 3, _____, 4, _____

Apr 5- Contemporary Leadership issues in service issues 5, _____,

Portfolios due.

May 2-teaching review of all students. Bring selected videotape vignettes

Lesson Plan Development: A good lesson plan should have the following components in it.

Objectives: What do you want people to learn. State behaviorally with concrete, specific identifiers.

1. Students will be able to understand the difference between consultation and collaboration activities of a professional counselor.

Methods: Tell how you are going to get at the objective by indicating the techniques and components you will use. Also indicate the time component necessary for completion of each method

1. Assign reading from Dougherty, M. A. (2008). Psychological consultation and collaboration (5thed.). Belmont,CA: Wadsworth. (1 hr. outside class)

2. Assign reading from April 2000, Counseling Today article on Consultation by Kopernick. (15 minutes outside class)

3. Lecture discussion on Dougherty chapter on overview of consultation and collaboration. (30 minutes)

4. Use Kopernick article as a lead to a role play to demonstrate differences between a consultant, a collaborator and both simultaneously (10 minutes)..

5. Role play of Euthanasia Mental Health Clinic staff on burnout. Hand out five staff positions with descriptors to students and assign two other students as consultant and collaborator. videotape. (30 minutes)

6. Process videotape. (45 minutes).

Outcome goals and measures: What will happen as a result of you doing this? How will you know it happened? You need to provide a concrete measure with a criterion level for mastery.

1. Two item definition quiz on collaborator and consultant. Both items correctly defined. (5 minutes)

2. Demonstration in role play of a minimum of two consultant or collaborator behaviors for each participant. Two behaviors seen on videotape. (20 minutes).

Portfolio

A professional counselor portfolio is a collection of experienced -based materials and reflective information that demonstrates various dimensions of the counselor's work, philosophy, abilities, and professional attitudes and dispositions. The goal is to persuasively demonstrate how diverse activities and insights have contributed to the professional counselor's development. In terms of professional development and evaluation, students will be required to hand in a portfolio, the contents of which will include, but are not limited to

I. Concise statement of professional goals over the next five years. Methodology and timelines to meet said goals

a. timelines for 1,2,3, 4, and 5 years.

b. Criteria for meeting goals.

II. Summary of your beliefs as they relate to counseling.

- a. Your definition of counseling, client, and counselor.
- b. Counseling theory basis of your belief system.
- c. areas of strength and concern.
- d. Professional organization memberships and activities.
- e. summary vita (2 pages max).
- III. Summary of personal contributions to the profession.
- IV . Continuing education and professional development activities.
 - a. professional development activities
 - b. Sources.
- V. Requirements for practicing in professional role and timelines for meeting requirements.
 - a. licenses
 - b. certifications.
- VI. Skill/content mastery
 - a. reproductions or representations of activities, ie. videotapes, audiotapes, powerpoint presentations.
 - b. Papers, projects, publications, university graduate forum, research competition.
 - c. Evidence related to specific area of focus in counseling such as course tests, evaluations, critiques.

VII. Networking- Index of professionals you know/ will need to know.

VIII. other relevant issues not discussed elsewhere.

Professional issues. You will pick a professional issue that will be approved by me. You will present this professional issue in class in a concise, creative manner and will then be queried by the class on your knowledge and ability to respond.

Class participation. You are doctoral students. I expect you to have an informed opinion on a variety of issues that has nothing to do with sex, football, or politics, but has everything to do with the profession. Mere attendance in class is an expectation. If you are to earn points you must possess a high level of astuteness , intelligence, creativity, foresight, insight, hind sight, and no short sight.

Teaching. There are two teaching components. The first will be in the class wherein you will pick two of the chapters from the consultation book and teach it. You will be videotaped. You and I both will critique that teaching and then we will meet together to discuss it. Expect me to be very critical of your teaching. Don't take it personally, most of you have never taught a day in your life. This will be a character building experience from one who has taught everybody from elementary kids to convicts and who has had consistently high teaching marks his entire life and also won awards for teaching (not personality disposition). Learn from my experience and profit by it. The second will come after that and will be from a professor who will be willing to take you on. The professor will rate your teaching and your lesson plan and turn that critique and grade into me. You will also critique yourself and we will watch selected vignettes from your teaching where you did really well, and where you could use some help.

You will need to make arrangements for the cam corder if you don't have one of your own. You will also need to purchase two high quality videotapes.

If you need to contact me my home phone is 380-5069 and my work phone is 678-4495. Or email at school rjames@Memphis.edu or at home Duckhearse@earthlink.net. the home address is for doctoral students only. Donot give out to other students. You should make an appointment to see me as a lot of times I have meetings and service obligations intrude on my office hours.

Coun 8831-Advanced Groups
Fall 2016-Richard James

Advanced Groups- Theory and practice of group counseling as applied to diverse populations. Examination and practice of a variety of group procedures using role plays and active groups. Development, implementation, and evaluation of innovative counseling formats and leadership of those formats. Basic understanding of group dynamics and processes are required for entry into the course.

Objectives for the class are to:

1. Gain exposure to and understand a variety of group formats and their reasons for being. *CACREP II C 1 group work*
2. Learn strategies for dealing with difficult group clients. *CACREP II C 1 group work CACREP II C 1 group work*
3. Gain exposure to, and try out new theories and techniques of group processes. *CACREP II C 1 theories, group work, CACREP IV G 1, theories, G3 theories research base*
4. Understand the relationship between groups and how diversity issues affect their progress *CACREP IV I 3 multicultural issues*
5. As a class, develop a positive, growth promoting group experience for undergraduate counseling students and implement it. *CACREP IV E 4 evaluation IV F, 1 research questions, IV F 2, create research designs, IV F 6 create evaluation*
6. Gain and refine group leadership skills *CACREP IC4 leadership*
7. Design a group facilitator instrument to measure group outcome effectiveness *CACREP IV E 4 evaluation IV F, 1 research questions, IV F 2, create research designs, IV F 6 create evaluation.*
8. Understand ethical dilemmas involved in various types of group work. *CACREP IV G 1, ethics*

Required Text

Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th ed.) New York: Basic books.

Recommended : Ohlsen M., & Horne, A. & Lawe, C. (1987). *Group counseling*

Supportive texts

Erford, B. T. (2011). *Group work: Processes and applications*. Upper Saddle River, NJ: Pearson.

Gladding, S. (1995). *Group work: A continuing specialty* (2nd ed.). Englewood Cliff, NJ: Prentice-Hall.

Jacobs, E.E., Masson, R.L., Harvill, R.L., Schimmel, C.J. (2009). *Group counseling: Strategies and skills*. Belmont, CA: Cengage-Brooks-Cole.

Ohlsen, M. Horne, A., & Lawe, C. (1987) *Group counseling*. New York: Harcourt. *(These can be found in the library and can be helpful in putting your group together. These are classic, basic group books and are chock full of information that still has current applicability).*

Schedule of activities

Aug 25 Introductions and overview of course activities. Lecture/demo client selection, what counseling groups are/are not. Intake interview for group admission demo. Development time for

growth group. Assign: Decide what group theory you will use. Work on HPL. Read chapter 8, Selection of clients; Chapter 9, Composition

Sept 1- Lecture/discussion on Who gets in. Development time for growth group, Assign: work on growth group. Read Chapter 10 Creation of the group; Chapter 11 in the Beginning

Sept 8- Lecture /discussion creation of and starting a group. Role play demonstration of group start-up Dr. James. Development time for growth group. Assign: Chapter 16 ancestors and cousins

Sept 15- - Lecture on psychoeducational, encounter, marathon, T-groups, Sensitivity groups. Development time for growth group. Assign: Chapter 4, Therapeutic Factors; Chapter 5, the Therapist, Basic Tasks

Sept 22-. Lecture/discussion on the group leader.. Development time for growth group. Assign: Chapter 6, Working in the here-and-now; Chapter 7, Transference and Transparency

Sept 29- Lecture /Discussion on resistance Assign: Chapter 12, The Advanced Group, Chapter 13 Problem group members

Oct 6- Lecture,/discussion on resistance. Development time for growth group. Assign: ASGW ethical standards

Oct 13- Fall break . . If you work hard to this date.

Oct 20. Lecture /discussion ethical treatment of group members,. Assign: : Leader Theory 1 _____

Oct 27. Theory 1 .. Lecture /discussion small group dynamics, reciprocal phenomenon, countertransference, resistance ,_. Assign: : Completed format and protocols due for growth group, Theory 2 _____

Nov 3.. Critique Theory 1. Theory 2. Protocol for growth group due.. Discussion and dry run Assign: Theory 3 _____

Nov 7: Saturday undergraduate growth group will run on this day. Most probably time frame will be 9:00-1:00

Nov 11. Critique Theory 2. Theory 3 Assign: Theory 4 _____

Nov 18, Critique theory 3, Theory 4 Assign: theory 5, 6 _____,

Nov 25 Critique 4, theory 5 Assign: theory 5,6

Dec 2 Theory 5, critique Theory 5 Discussion of student role plays. Assign: exam

Dec 9- Doctoral Comprehensive type exam on theory and practice of group psychotherapy

Grading criteria

Growth group product =	100 pts.
Theory group leader=	100 pts
class participation 5pts per class=	70 pts.
Exam=	100 pts.

Total= 370 pts A=85% or 315; B=70%or 260; C=60%, or 242; D=50%, or 185; F=49%or below 185

Important notes

1. This is a highly experiential class. You will be functioning every night as group members and group leaders. Participation points are not automatic for attending. You must be involved to obtain points. You will be given roles to play in the group. You will be expected to play them to the best of your theatrical ability.
2. I am going to lecture on transference/countertransference, reciprocal phenomenon, and resistance as they operate in groups and particularly as they AFFECT and EFFECT you as a group leader. To that end, at times what I say and do may be uncomfortable for you as I ask you to examine the skeletons that rattle in your therapeutic closet. I would ask you to bear with me as we do this. My purpose here is to make you aware and sensitive of the things clients say and do that sets off negative reactions in you and armor plate you against tough, resistant clients. It is not to belittle or demean you as persons. You also may experience negative feelings as the group leader as you deal with the difficult customers I have developed. As doctoral students, I expect you to come to grips with these issues and deal with them as we process material in class. If you feel you have been maligned, ridiculed, or otherwise put at risk, please come talk with me. The whole idea is to get this "stuff" out in the open so it doesn't eat you up when you're doing groups.
3. As group leader you may choose what theoretical modality you will use. We'll draw numbers to see who gets first choice. You will be responsible for turning in a lesson plan to me complete with objectives, exercises, and outcomes. You will make a handout of bullet points that specifically emphasize what are the primary components of your counseling GROUP modality. You will be videotaped and have a debriefing session with me to review your video. Your grade will be based on your ability to move the group and facilitate it using the theoretical base. The rubrics are on my web site. You may expect to have problems arise, because each group member will be playing a difficult client from time to time. You will not necessarily know who or what the difficulty is. The idea here is to make this group as realistic as possible.
4. You will develop a plan for a four hour growth group exercise to be conducted with the undergraduate counseling classes. This is the real deal. Many of these students are older and have been academically delayed due to a variety of issues including physical and psychological disabilities, substance abuse, and other social issues that hinder their

academic progress. Thus, many of them do not have a lot of self-esteem and/or positive self-concept. We are going to endeavor to change that. This group activity has historically been an excellent motivator for these students. I will be minimally involved in this endeavor other than to review materials or act as consultant. You may expect to experience typical group stages of norming, storming etc. as you develop the group experience. Your grade will be based on the students evaluation of the total experience (50 pts) and as to how facilitative you are as the leader (50 pts).

5. You will take a final exam that closely models the group component of the doctoral comprehensive exam. You will be given questions that can cover group leadership, theory, dynamics, process, ethics, and/or cultural issues that impact groups. You will be graded on your ability to write a coherent, logical and syntactically erudite essay. The expectation is that you will support your contentions with research, theory, and evidence based techniques. Grading will be based on the current college doctoral comprehensive criteria.

Advanced Counseling Theories & Techniques COUN 7841/8841

Course Description:

This course will mostly have a seminar/discussion group format. Discussions will be based on material from the texts, outside reading assignments, and relevant issues that arise in lectures. The discussion portions of the course place primary responsibility on each student to be interactive with the instructor and peers, to critically read and reflect upon assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one's knowledge and one's beliefs.

Prerequisites: Doctoral level major in Counseling Psychology or Counselor Education and Permission of Instructor; a Masters level course in Theories.

Methods of Instruction: This course will primarily be run as a seminar. Thus, the emphasis will be on reading and discussion, with supplemental information provided by the professor and GA in class. Students will be expected to come to class prepared to discuss information and ideas presented in the assigned readings and to integrate supplemental information offered by the instructor into that discussion. An attempt will also be made in these discussions to translate theories and ideas into practical application in counseling situations. Because the primary tool that the counselor brings to the counseling relationship is herself/himself, students will also be encouraged to examine their own experiences and attitudes with respect to topics covered, to the extent that they feel able and willing to do this. Students will not be expected to share information beyond what feels comfortable, but will be encouraged to explore topics from a *personally involved* perspective.

Course Objectives:

1. To provide an analysis of major counseling and psychotherapy theories. (CACREP B1,counseling , a scholarly examination of theories)
2. To convey an understanding of the philosophical assumptions underlying ones theoretical approach (CACREP B1,counseling , a, scholarly examination of theories)
3. To provide methods for critical examination and comparison of psychotherapy theories. (CACREP B1,counseling , a, scholarly examination of theories; b, integration of theories)
4. To examine issues of cultural diversity in relation to counseling and psychotherapy theories. (CACREP B1,counseling , a, scholarly examination of theories; f , cultural relevance)
5. To examine ways of integrating and synthesizing various counseling theories and techniques. (CACREP B1,counseling , a scholarly examination of theories; b, integration of theories)
6. To increase one's awareness of and skill in making connections between various schools of counseling and psychotherapy theories. (CACREP B1,counseling , a scholarly examination of theories; b, integration of theories)

7. To learn more about one's own thoughts, philosophy, belief systems, intuitions, behaviors and counseling techniques as well as articulate one's own theoretical framework. (CACREP B1,counseling , a scholarly examination of theories)
8. To practice techniques and interventions of counseling and psychotherapy theories. (CACREP B1,counseling , a scholarly examination of theories; d evidenced based theories)
9. To critically examine newer, emerging or less well-known systems of counseling and psychotherapy(CACREP B1,counseling , a, scholarly examination of theories; c, conceptualizations from multiple perspectives; d evidenced based theories)
10. To become familiar with the research regarding the process and outcomes of psychotherapy. CACREP B1,counseling , a scholarly examination of theories; d evidenced based theories
11. To enjoy and be challenged by the company of one another as we examine together the infinitely intriguing ways that humans have come up with to explain other humans' behaviors and practices.

REQUIRED TEXTS:

- Nagel, T. (1987). *What does it all mean?: A very short introduction to philosophy*. New York, NY: Oxford University Press.
- Messer, S. B., & Gurman, A. S. (2011). *Essential Psychotherapies* (3rd ed.). New York, NY: Guilford.

RECOMMENDED SUPPLEMENTARY TEXTS:

- Corey, G. (2005). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Brooks/Cole.
- Corsini, R. J., & Wedding, D. (2005). *Current psychotherapies* (7th ed.). Belmont, CA: Brooks/Cole.
- Day, S. X. (2004). *Theory and design in counseling and psychotherapy*. Boston, MA: Houghton Mifflin Company.
- Frew, J., & Spiegler, M. D. (2008). *Contemporary psychotherapies for a diverse world*. Boston, MA: Houghton Mifflin Company.
- Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy* (6th ed.): A multicultural perspective. NY: Pearson Education.
- Lambert, M. J. (2004). *Bergin and Garfield's handbook of psychotherapy and behavior Change* (5th ed.) NY: John Wiley & Sons, Inc.
- Murdock, N. L. (2004). *Theories of counseling and psychotherapy: A case approach*. Upper Saddle River, NJ: Pearson Education.
- Norcross, J.C., & Goldfried, M.R. (Eds.), (1992). *Handbook of psychotherapy integration*. New York: Basic Books.
- Prochaska, J.O., & Norcross, J.C. (2002). *Systems of psychotherapy: A transtheoretical analysis* (5th ed.). Pacific Grove, CA: Brooks/Cole.

REQUIRED READINGS:

Adler, A. (1964). *Social interest: A challenge to mankind*. New York: G. P. Putnam's Sons. (Chapters 6, 7, 9, 10)

Resolution on the Recognition of Psychotherapy Effectiveness – Approved August 2012
<http://www.apa.org/about/policy/resolution-psychotherapy.aspx>

Blackledge, J. T., & Barnes-Holmes, D. (2009). Core processes in acceptance & commitment therapy. In J. Blackledge, J. Ciarrochi, & F. Deane (Eds.), *Acceptance and commitment therapy: Contemporary theory, research, and practice* (pp. 41-58). Bowen Hills, Australia: Australian Academic Press.

Bohart, A. C., O'Hara, M., & Leitner, L. M. (1998). Empirically violated treatments: Disenfranchisement of humanistic and other psychotherapies. *Psychotherapy Research*, 8, 141-157.

Bridges, S. K., & Raskin, J. D., (2008). Constructivist psychotherapy in the real world. In J. D. Raskin & S. K. Bridges (Eds.), *Studies in Meaning 3*. New York: Pace University Press.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: HarperCollins Publishers. (Happiness Revisited).

Cushman, P. (1992). Psychotherapy to 1992: A historically situated interpretation. In D. K. Freedheim, H. J. Freudenberger, J. W. Kessler, S. B. Messer, D. R. Peterson, H. H. Strupp, & P. L. Wachtel (Eds.), *History of psychotherapy* (pp. 21-64). Washington, D.C.: American Psychological Association.

Ecker, B. (2008). Unlocking the emotional brain. *Psychotherapy Networker*. 43-47, 60.

Elgin, D. (2002). On simplicity and humanity's future. *The Sun*, 4- 10.

Frank, J. (1993). *Persuasion and healing: A comparative study of psychotherapy*. Baltimore: The Johns Hopkins University Press. (Chapters 1 & 2)

Franklin, C. (1998). Distinctions between social constructionism and cognitive constructivism: Practice applications. *Constructivism in Practice*. New York: International, Inc.

Freud, S. (1959). *Sigmund Freud: Group psychology and the analysis of the ego* (pp. 54-61). N.Y.: W. W. Norton.

Gergen, K. (1985). The social constructionist movement in modern psychology. *American Psychologist*, 40, 266-275.

Greenberg, L. (2004). Emotion-focused therapy. *Clinical Psychology & Psychotherapy*, 11(1), 3-16. doi:10.1002/cpp.388.

Hare-Mustin, R. T. (1998). Discourse in the mirrored room: A postmodern analysis of therapy. In M. Gergen & S. N. Davis (Eds.), *Toward a New Psychology of Gender* (553-574) New York: Routledge..

- Horney, K. (1966). *Our inner conflicts*. New York: Norton. (Chapters 2-5).
- Kiselica, M., & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling & Development*, 79(4), 387-397.
- Kohut, H. (1979). "The two analyses of Mr Z." *The International Journal of Psychoanalysis* 60, no. 1: 3-27.
- Kohut, H., & Wolf, E. S. (1978). The Disorders of the Self and their Treatment: An Outline. *Int. J. Psycho-Anal.*, 59:413-425.
- Lambert, M. J., & Ogles, B. M. (2004). The efficacy and effectiveness of psychotherapy. In M. J. Lambert (Ed.), *Bergin and Bergin Garfield's Handbook of psychotherapy and behavior change* (5th Ed.). New York: John Wiley & Sons, Inc.
- Levitt, H. M., Butler, M., & Hill, T. (2006). What clients find helpful in therapy: Developing principles for facilitating moment-to-moment change. *Journal of Counseling Psychology*, 53, 314-324.
- Messer, S. B., & Wampold, B. E. (2002). Let's face facts: Common factors are more potent than specific therapy ingredients. *Clinical Psychology: Science and Practice*, 9, 1, 21-25.
- Miller, W., & Rose, G. (2009). Toward a theory of motivational interviewing. *American Psychologist*, 64(6), 527-537. doi:10.1037/a0016830.
- Perry, S., Cooper, A., & Michels, R. (1987). The psychodynamic formulation: Its purpose, structure, and clinical application. *American Journal of Psychiatry*, 144, 43-550.
- Ritzer, G. (2002). The Enchanted kingdom: On the disappearance of an authentic American culture. *The Sun*, 4-13.
- Wampold, B., Goodheart, C., & Levant, R. (2007). Clarification and elaboration on evidence-based practice in psychology. *American Psychologist*, 62(6), 616-618. doi:10.1037/0003-066X62.6.616.
- Wampold, B. (2007). Psychotherapy: The humanistic (and effective) treatment. *American Psychologist*, 62(8), 857-873. doi:10.1037/0003-066X.62.8.857
- Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin*, 130, 631-663.
- Yalom, I.D. (1980). *Existential psychotherapy*. New York: Basic Books. (Chapters 5, 10).

Course Requirements: Assignments, Exams, and Grading Criteria

Grades will be determined by the quality of all written work submitted, class participation, and presentations. It is expected that students will be present during this course. The course depends on active student participation; after one absence, your grade may be adversely impacted. If a

student misses 3 or more class sessions, the student will not pass the course without special arrangements with the professor. Because this course is conducted in a seminar/discussion format, it will be process-oriented and experiential in nature. In order to best facilitate your learning process as well as that of your peers, it will be vital to contribute to discussions, demonstrate knowledge of the readings, and engage in, as well as listen to, facilitated examinations of relevant issues.

Grades will be determined in the following manner:

1. Participation and Discussion: (100)

Everyone is expected to read all assignments, and we are all responsible for the quality of the class discussion. The professor reserves the right to administer multiple choice quizzes if more incentive for reading is required by the students.

- You will need to *allocate considerable time* for reading and *for reflecting deeply*.
- Always be prepared with **questions, comments, & reactions** raised by the reading.
- In contributing to the discussion, focus on what you find interesting, cumbersome, or unclear. These elements provide a starting point for meaningful discussion that will help us gain understanding of concepts in a way that facilitates application.
- In reading, strive to *understand each theorist's meaning and rationale*
- Strive for in-depth, comprehensive understanding of theory, especially its application to therapeutic material
- Recognize how lay/pop psychology theories have been embedded with traditional psychological theories and how these impact our clients.

2. My Philosophy Paper and Brief Presentation: (100)

In this paper the student will discuss their philosophical views and present them to the class. These views must include ontology, cosmology, epistemology and justice. The paper will have separate headings for all four topics. See Appendix A for more information and guidelines. Students will also provide a brief oral presentation to the class on their philosophy to help with the verbal articulation of internal beliefs.

3. Research Paper: 8841 Only (150)

- Each student registered at the doctoral level (8841) is expected to write a 15 page paper (including references). The paper is to be typed, double-spaced, and organized according to APA guidelines.
- This paper is to be a comprehensive but parsimonious literature review and critique of a contemporary theory/approach which you will be assigned in the first class and will be presenting on (See Demonstrations/Lab on Class Calendar). Additionally the newer theory should be compared and contrasted with a more established/traditional theory on a research topic you are interested in. Hopefully (and most likely), the topic can be related in some way to your current research/interest areas and will be something you can build upon in the future. Please be sure to run your chosen topic by the instructor.

- In addition to your unique topical considerations, include in your paper: What theory (or theories) is this therapy rooted in? What are the major points that distinguish it from its therapeutic roots? In what ways does this therapy extend traditional theories?

4. **Demonstration: Contemporary Theories/Approaches. (100)**

- Each student will prepare a 40-minute total multi-media presentation of his/her topic (assigned on the first day of class), which includes a **brief** review (20 mins or less) and demonstration of clinical techniques and/or process, which is central to your theory. It is essential that information supplemental to the readings be provided. In addition, students will **prepare handouts** (no more than 5 pages) for all class members. The purpose is for each student to come away with a good sense of the topic you present and handouts will aid this process. *Note: Giving interesting and engaging presentations is a professional skill that must be mastered. Points will be deducted for simply reading powerpoint slides, reading the presentation verbatim, or for making no effort to creatively engage the audience.*
- Additionally, in the second portion of the presentation, each presenter will **teach** the class a **significant technique or intervention** that will be used by all students in the lab portion of the class. The **presenters** will demonstrate the technique (e.g., roleplay, show videotape, audio) and then teach the class how to practice or integrate the technique when they head to the lab portion of the class.
- For the 2nd portion, begin with sharing with the class the important and relevant theoretical principles and concepts relating to the techniques/theory you plan to demonstrate in the role play/video (no more than **5 minutes**). In other words, you should say—"You should be looking for X, Y, Z..." Provide each class member with a copy of the **handout** on the technique or process. Then carefully cover the steps or goals of the exercise to the class before breaking up for lab

The process of the 2nd Portion:

1. Decide on a particular technique or intervention that you find useful and you would like to share with your colleagues (be sure that it is not one covered in beginning counseling courses).
2. Pair up with colleague and determine what will be covered for the demonstration.
3. Pass description of significant technique or intervention.
4. Class demonstration:
 - 5 Minutes: Summarize and describe significant technique or skill
 - 5 Minutes: Demonstrate the significant technique/intervention/skill
 - 10 Minutes: Educate colleagues on the significant technique/skill/roleplay and guide them through the process of practicing it.

5. **Lab – Practice Sessions and Conceptualization Write-ups (100)**

- You will participate in practice therapy sessions and keep an **ongoing log** of your theoretically based reactions and client conceptualization from the particular theory presented that week. These logs will be e-mailed/uploaded twice during the semester.
- During the course of the semester, you will be assigned "clients" for whom you will be the therapist. You will meet with each of your clients during class for the purpose of practicing

one of the contemporary theories. Individual therapy sessions will run approximately 20 to 25 minutes during class.

- During the course, you will also be a "client" for your classmates. The presenting problem may be a "real" non catastrophic issue for you or an issue created for the practice session, but do not talk with your therapist about the verity of the scenario you are presenting. Because the therapist will not know if the concern is an actual concern or not, confidentiality related to client issues **is mandatory**. Under **no circumstances** will a "therapist" discuss client information with anyone other than the instructors.
- **Use the following outline** for your write up and conceptualization critique of each theory (2 pages max per experience):
 - What do you appreciate about this theory? What role does it play in your understanding of human behavior? Is it congruent with your own theory—why or why not? What are its weaknesses?
 - In what ways did you adequately or effectively illustrate the technique/skill/intervention? In what ways was your practice session successful or not?
 - How do you (or would an adherent of the particular theoretical orientation) conceptualize your client from the theoretical perspective being illustrated
 - Because you were also a client, what was your experience of being a client in this particular theoretical illustration

6. Your Personal Theoretical Orientation Paper (100)

This paper is to be used to express your personal theory of counseling and psychotherapy and how your theoretical stance "fits" your personality. In this paper you may include such information as the philosophical assumptions, relevance to your ideas on the nature of people and what you do in counseling. This is the paper you would refer to in order to answer predictable interview questions such as: "What is your theoretical orientation? Could you tell me about your personal approach to psychotherapy? Given scenario x, provide a case conceptualization for this client." Students will also provide a brief oral presentation to the class on their theoretical orientation.

7. Final Exam (100).

The final exam will be essay in nature and will take the format of a written comprehensive exam (two hours). It will be comprehensive and will provide students with the opportunity to synthesize the material from the entire course.

Doctoral Grading Scale

A	=	727-750	C+	=	615-637
A-	=	705-726	C	=	592-614
B+	=	683-704	C-	=	570-591
B	=	660-682	D+	=	548-569
B-	=	638-659	D	=	526-547
			F	=	525 or less

Course Outline:

Schedule of Topics & Reading Assignments

- August 25: Introductions, Distribution of Syllabus, Course Requirements
General Framework, Definitions, Philosophy
- September 1: No Class – Personal Philosophy Paper Reading and Writing – Professor
available for consultation during class time.
- September 8: General Issues, Psychotherapy Effectiveness, Conceptualization (CACREP
B1,counseling , a scholarly examination of theories; b, integration of theories; c,
conceptualization).*Reading Assignment Due:* Cushman, Nagel (full text); Resolution on the
Recognition of Psychotherapy Effectiveness – Approved August 2012
In class presentation preparation time
Due: Personal Philosophy Paper Due – e-mail to Dr. Bridges by 5:30 pm
- September 15: Psychotherapy Effectiveness Concluded (CACREP B1,counseling , a
scholarly examination of theories; b, integration of theories, c, conceptualization)

Psychoanalytic & Psychodynamic Theories
Reading Assignment Due: M&G, Chapter 2; Wampold; Wampold, Goodhart
and Levant; Bohart; Levitt
Presentation: Personal Philosophy
Demonstration/Lab: Personal Theory
- September 22: Psychoanalytic & Psychodynamic Theories, Cont., (CACREP
B1,counseling , a scholarly examination of theories; b, integration of theories)
The Ego Analysts, Object Relations, Relational
Reading Assignment Due: Freud, S. (1965); Perry et al, 1987; Horney,
Chapters 2-5 (1966); Kohut & Wolf; Kohut
**Demonstration/Lab: Accelerated Experiential Dynamic Psychotherapy
(AEDP)**
- September 29: Adler & Jung (CACREP B1,counseling , a scholarly examination of theories; b,
integration of theories)

Reading Assignment Due: M&G, Chapter 3; Adler (1964)
Demonstration/Lab: Internal Family Systems (IFS)
- October 6: Person-Centered Therapy & Gestalt (CACREP B1,counseling , a scholarly
examination of theories; b, integration of theories)

Reading Assignment Due: M&G, Chapter 7; Miller & Rose
E-mail/upload ongoing session log by October 15th.
Demonstration/Lab: Motivational Interviewing (MI)

October 13: Fall Break

1. October 20: Gestalt & Existential Therapy(CACREP B1,counseling , a scholarly examination of theories; b, integration of theories)

Reading Assignment Due: M&G, Chapter 8
Elgin; Yalom, Chapters 5, 10; Greenburg

**Demonstration/Lab: Emotion Focused Therapy (EFT) & Hakomi
Experiential Psychotherapy**

October 27: Behavior Therapy & Cognitive-Behavioral Theories(CACREP
B1,counseling , a scholarly examination of theories; b, integration of theories)

Reading Assignment Due: M&G, Chapter 4; Blackledge & Barnes-Holmes; Interview with Ritzer
Demonstration/Lab: Acceptance and Commitment Therapy (ACT)

November 3: Cognitive-Behavioral Theories, Cont., (CACREP B1,counseling , a
scholarly examination of theories; b, integration of theories)

Reading Assignment Due: M&G, Chapter 5 & 6; Csikszentmihalyi
Demonstration/Lab: Dialectical Behavioral Therapy (DBT)

.November 10: Social Constructionism and Cognitive Constructivism(CACREP
B1,counseling , a scholarly examination of theories; b, integration of theories)

Reading Assignment Due: Bridges & Raskin, 2008; Gergen, 1992; Franklin, 1998; Ecker, 2008; Ecker
& Hulley, 2008

Demonstration/Lab: Coherence Therapy

November 17: Gender and Culturally Sensitive Therapies (CACREP B1,counseling , a
scholarly examination of theories; b, integration of theories; c, conceptualization; f, culturally
relevant)

Reading Assignment Due: M&G, Chapter 9; Hare-Mustin; Kiselica & Robinson

E-mail/upload ongoing session log by November 26th.

**Demonstration/Lab: Eye Movement Desensitization and Reprocessing
(EMDR)**

November 24: Brief, Integrative and Eclectic Theories (CACREP B1,counseling , a scholarly
examination of theories; b, integration of theories)

Reading Assignment Due: M&G, Chapter 11 & 12

Frank; Messer & Wampold **Demonstration/Lab: Personal Theory Revised (or not)
Due: Personal Theoretical Orientation Paper Due**

December 1: Case conceptualization Skills and Practice; Client issues(CACREP B1,counseling , a
scholarly examination of theories; b, integration of theories; c, conceptualization)

Final Research Paper Due

December 8: **Final Exam**

Multicultural , Diversity, Social Justice Issues in Counseling 3 hours

COUN 7/8798: Social Justice in Counseling and Counseling Psychology I: Applications to Community Contexts

Course Description:

This course gives an introduction to social justice issues in counseling and counseling psychology with implications for training, research, and practice. Topics include historical background of social justice in counseling and counseling psychology; ethics and politics in social justice; models of prevention, collaboration, and consultation; an introduction to various marginalized groups; and practical application of this knowledge to social justice project in the community.

Prerequisites: Admission to the doctoral programs in Counseling Psychology or Counseling or permission by the instructor.

Course Objectives:

Upon successful completion of the course, students should:

10. Have an increased knowledge base on social justice as it relates to counseling and counseling psychology research, training, and clinical practice.
11. Have increased knowledge and understanding of diversity within a local context.
12. Know foundational aspects of how to engage in needs assessments, resource development, program planning, and program evaluation community projects.
13. Have developed their outreach and consultation skills by engaging in a community project.
14. Be able to articulate how to transfer skills developed during the course to other contexts where they will work as counselors or psychologists.
15. Understand some of the challenges to research, practice, and consultation related to sociocultural barriers and constraints.
16. Have increased ethical decision-making and understanding in engagement with social justice issues in a local context.

Methods and Activities:

The course will include lecture, seminar discussion of readings and materials, peer feedback and support, national and local guest lecturers, and the presentation of research products via technology. In addition, the latter part of the semester will consist of field experience carrying out a social justice project.

Required Text(s):

Toporek, R., Gerstein, L. H., Fouad, N. A, Roysircar, G., & Israel, T. (Eds.). (2005). *The Handbook of Social Justice in Counseling Psychology*. Thousand Oaks, CA: Sage Publications.

Pipher, M. P. (2003). *The Middle of Everywhere: Helping Refugees Enter the American Community*. Harvest: Orlando, FL.

Other Required Readings.

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training Counseling Psychologists as Social Justice Agents: Feminist and Multicultural Principles in Action. *The Counseling Psychologist*, 32, 793-837.

Kiselica, M. S. (2004). When Duty Calls: The Implications of Social Justice Work for Policy, Education, and Practice in the Mental Health Professions. *The Counseling Psychologist*, 32, 838-854.

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development*, 87, 269-275.

Roysircar, G. (2009). The big picture of advocacy: Counselor, heal society and thyself. *Journal of Counseling & Development*, 87, 288-294.

Smith, L. (2008). Positioning classism within counseling psychology's social justice agenda. *The Counseling Psychologist*, 36, 895-924.

Speight, S. L. & Vera, E. M. (2004). A social justice agenda: Ready or not? *The Counseling Psychologist*, 32, 109-118.

Steele, J. M. (2008). Preparing counselors to advocate for social justice: A liberation model. *Counselor Education and Supervision*, 48, 74-85.

*****The instructor reserves the right to add additional readings as deemed necessary in the interests of enhancing student knowledge and counseling professionalism*****

Course Expectation:

All students will be required to:

1. Maintain attendance unless permission from instructor is obtained regarding absences (prior to absence). 50 points will be deducted for each absence that exceeds three hours of absence during the semester.
2. Be responsible for all reading assignments. The instructor reserves the right to insert random quizzes if this is deemed necessary.
3. Complete all assignments described within this syllabus within the specified timeframes. All written work is due at the beginning of class (5.00 p.m. or 9 a.m.) on the date assigned. Work turned in within 24 hours will have 10% points deducted. Work turned in between 24 hours late and a week after the due date will have 25% deducted. No work will be accepted after that.

Evaluation

Four Reading Reactions (100 points)

You will turn in a short reaction related to the course readings and materials (four pages maximum). Without summarizing the readings, provide a reaction to the materials integrating the information and your reaction to it.

Three Class/Community Journals (45 points)

Following each class weekend, you will turn in a short journal related to what we talked about in class and how you are seeing the topics we are covering outside the classroom (two pages maximum).

Personal Social Justice Essay (50 points)

Each student will write a 5 page essay about the ways in which his/her life has been affected by social justice. This essay is self-reflective in nature and requires no library research. The essay should include a discussion of the ways in which your experience of your power, voice, freedom and visibility (or lack thereof) has shaped you as an individual and is likely to influence you as a counselor. Self-disclosure of an intensely personal nature *is not expected*. The goal of this activity is to stimulate awareness of the ways in which mental health workers themselves are products of a social environment with power-structures and inequality and to encourage thinking about the ways in which that might influence one's approach to counseling, advocacy, and consultation. The goal is not to expose anyone's inner self. This essay is due at the beginning of class on

September 28.

8000 Level: Literature Review of a Social Justice Issue (100 points)

All 8000 level students will turn in a 6-8 page literature review on a chosen marginalized group or social justice issue. The topic of this paper is due the second weekend we meet. The paper is due the last time we meet.

Presentation of a Social Justice Issue (100 points)

Student will work in groups to pick a marginalized group/social justice topic to present to the class. The 90 minute long presentations should include, but are not limited to:

- A description of the marginalized group, their needs and situation nationally and locally (data driven)
- Historical background of the group/issue
- What has been done, if anything, by counselors or counseling psychologist in this area before and what has been learned from this (data driven)
- What has been done, if anything, by others
- Future directions and opportunities for counselors and psychologists to get involved (please consider vocational, clinical, educational, and advocacy interventions).
- How you see yourself possibly getting involved in your future career.

Possible topics include: (we will assign these the second day of class)

- Teenage pregnancies
- Victims of Violent Crimes
- Children in the Foster care or Adoption System
- Incarcerated Youth
- Human Trafficking and Modern Day Slavery
- Homelessness

- Gangs
- High School or Middle School Drop Outs
- Victims or Perpetrators of Domestic Violence
- The Medically Underserved
- People with Disabilities (pick a specific group)

Participation in the Class Social Justice Project Including (Total 150 points)

- Completing a part of the project (i.e. locating local and national resources, complete a part of the needs assessment, etc.) 100 points
- Turn in a written critique of your role in the task. 50 points

Grades are based on the following scale:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
Below 60%	= F

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may

be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct

CALENDAR FALL 2013

- 13 September Introduction/Overview/Picking Topics/Choosing the Class Project
- 14 September Definitions, History, and Philosophy of Social Justice in Counseling and Counseling Psychology.
Focus on Consultation
Read: Handbook Chapters 2,
Due: Presentation Topic
8000 Level Topic of Research Paper
Read: Handbook 1, 11, Kiselica (2004), Speight & Vera (2004)
- 27 September Incorporating Social Justice in Mental Health Professionals' Training Programs
An intro to Refugees and our project
Sample Presentation
Read: Handbook 4, Goodman et al. (2004), Steele (2008).
Pipher: Through Chapter 5
Due: Reading Reaction 1 (Pick 5 Readings, not Pipher).
Topic of Literature Review for 8000 Level
- 28 September Micro and Macro Level Interventions
Focus on Advocacy
Working Across Divides: SES, Race, Religion, etc.
Incorporating Social Justice in Individual Practice
Read: Handbook 32, 33, Ratts and Hutchins (2009), Roysircar (2009).
Due: Journal 1
Personal Essay
Breakdown of responsibilities for class project
- 8 November Ethics in Social Justice Practice, Research, Consultation, and Advocacy
Focus on Prevention
Our Roots in Vocational Social Justice Issues
Handbook Chapters 2, 6, 7, 18, 19, 21
Rest of Pipher
Due: Reading Reaction 2 (On Pipher)
Reading Reaction 3 (5 not on Pipher)
- 9 November Social Justice Models: Working with Marginalized Communities
Handbook Chapters 11, 12, 15, Smith (2008).
Begin Presentations
Work on Class Project
Due: Journal 2

22 November Social Justice Models: Empowering Marginalized Communities and Health Care
Models of Social Justice
Handbook 13, 16, 22, 25
Due: Reading Reaction 4 (3 from class plus incorporate 2 Readings from your own
presentation)
Begin Presentations

23 November Presentations. Go over Class project. Summarize Class
Toporek et al. (2005), 18, 19, 20
1-2 Readings for Presentation

Due: Journal 3, Evaluation of own contribution to Project, 8000 Level Lit. Review.
Outline of class project plan (individual – i.e. how are you going to approach your topic).

Gender Issues in Counseling Course Description

The purpose of this course is to give a survey of issues that may arise when counseling women. To understand women, we must also explore men and how women's position in society is affected by patriarchal societies. Through readings, guest lectures, group presentations, media, and relevant experiential exercises, students in this course will develop awareness and knowledge of issues that women face that may lead them in to counseling. Students will also practice counseling skills relevant to counseling women.

Course Structure

This course will consist of discussions about readings, guest lectures, group presentations, media, and relevant experiential exercises. This course is conducted as a seminar in which both students and instructor share responsibility for the learning experiences that occur within this course.

Required Texts

Required readings will be drawn from a variety of professional journals, books, and relevant websites. The instructor will provide course readings. Otherwise they can be found online through University of Memphis Libraries. (<http://www.memphis.edu/libraries/>).

Course Objectives:

Students will gain an understanding of:

1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; [CACREP:II.2.a]
2. Theories and models of multicultural counseling practice, cultural identity development, social justice and advocacy; [CACREP:II.2.b]
3. a Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [CACREP:II.2.c]
4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others; [CACREP:D.2.d]
5. The effects of power and privilege for counselors and clients; [CACREP:II.2.e]
6. Help-seeking behaviors of diverse clients; [CACREP:II.2.f]
7. The impact of spiritual beliefs on clients' and counselors' worldviews [CACREP:II.2.g]
8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [CACREP:II.2.h]

Teaching Philosophy

I view my teaching role as a facilitator of knowledge as opposed to the source of knowledge. I believe that learning consists of much more than memorizing facts. Often the best knowledge acquired about psychology is not from textbooks or lectures, but from interactions with other students. As a result, we will use the life experiences and the diversity of students in the class itself to learn about gender issues in counseling. I will give only brief lectures myself, but instead rely heavily on in-class discussion, learning activities, guest lectures, media, and student presentations.

Course Requirements

1. ALL written assignments will be typed AND PRINTED utilizing the most current APA style manual (double spaced, 1" margins, 12 point Time Roman font) unless otherwise specified. Emailed assignments will not be accepted unless the instructor has specifically asked for a copy of the assignment via email.
2. Grammar, punctuation, and spelling counts on all written work. Knowing how to express your ideas clearly and professionally is important since the quality of your thought is often judged by how well you express it. I will deduct points for incorrect spelling and grammar so please proofread your work carefully.

3. Due to the experiential nature of the course, class attendance is mandatory. More than one absence will result in a lowered grade by one letter grade for each absence.
4. Assignments are due at the beginning of class (by 9:00 am). Assignments turned in late (1 day or less) will receive a 10% point reduction. Assignments turned in between 2-3 days late will receive a 25% point reduction. Assignments turned in more than 3 days late will not be accepted. Late assignments and assignments turned in outside of class are to be taken to the CEPR office (Ball Hall 100) for a time and date stamp, then turned in to the instructor's mailbox in room 101. Any assignment that is not officially timed and dated will be subject to the maximum penalty.
5. Due to the fact that self- exploration/expression is promoted in this course, students are expected to respect diverse viewpoints expressed by classmates. The inability to do so will be reflected in class participation points.
6. Turn off cell phones during class. If you find you must use your cell phone (for calls and/or texting) during the class because of an emergency, excuse yourself from the room and step into the hallway. Don't forget!!!!
7. Although students are welcome to use laptops or tablets to take notes during class, no electronic devices should be used for non-class related tasks during class. This includes, but is not limited to, checking email, shopping, checking sports scores or Facebook, participating in fantasy football drafts, and surfing the internet for anything more interesting than class – including online dating. “Unplugging” the world outside in order to fully participate in the class is essential to your professionalism and unprofessional behavior in this area will affect your participation grade. You may also be asked to leave class for the day and be counted as absent.
8. Likewise, during class, students should not be reading hard copy papers, books, journals, or magazines unrelated to this class or be using pen and paper to work on things such as assignments for another class, shopping lists, birthday cards for grandma, or their research projects. This unprofessionalism will result in similar penalties as point seven above.

Assignments

Reflection Papers (100 points, see schedule below for due dates).

You will write 10 reflection papers over the course of the semester. You will be required to briefly present your reflection paper in class, and hand in a 2-3 page hardcopy APA style reflection paper discussing the readings. You should address:

1. At least two points/ideas/topics from *two* different readings that you found interesting and the reasons why.
2. How these points/ideas/topics related to your own experiences, whether personally or through your work with clients.

3. How you will use these points/ideas/topics to inform future work with clients/research.
4. How you will use these points/ideas/topics to minimize processes of intentional and unintentional oppression and discrimination. [CACREP:II.2.a; CACREP:II.2.b; CACREP:D.2.d; CACREP:II.2.f; CACREP:II.2.g]

Leading Discussion (100 points)

You will choose one reading for the week where you will lead a discussion based on that reading for one class. For the selected reading, you will prepare a one-page handout with a summary of the reading and a few provocative questions for class discussion. You can also be creative and conduct an in-class exercise or show a brief video to illustrate major themes in the reading. **Please note:** No video can be longer than 10 minutes. In class, you will have a total of 45-60 minutes briefly to summarize the reading, highlight some points you find particularly interesting, and engage the class in discussion or exercises. I will grade this assignment based on your level of preparation, quality of handout, and effort to engage your student colleagues. [CACREP: D.2.d; CACREP: II.2.h]

Gender Development Self-Analysis Paper (50 Points; due September 13)

You will write a 4-5 page paper reflecting on your development as gendered individuals. This self-analysis should incorporate themes and information from class and demonstrate that you have critically examined your own development as a gendered individual. This is not a research paper. Although you are required to write about your life experiences in this paper, the level of depth and openness that you choose in sharing these experiences is based on your discretion. You must incorporate and reference assigned readings on gender development, identity, and stereotypes. You must also discuss the ways in which gender development influences your personal counseling theory and practice. [CACREP: II.2.a]

“Wearing” Another Gender Paper (50-points; due October 18)

You will choose an approved gendered behavior to enact in public. Please email the instructor for approval by **October 4, 2016**. You will write a 4-5 page paper reflecting on this experience. You should include:

1. A description of the behavior and where it was performed.
2. What feelings and thoughts did the behavior evoke in yourself?
3. How did other respond to the behavior?
4. What did you learn from the experience? [CACREP:II.2.a; CACREP:D.2.d]

Final Paper and Individual Presentation (100 points; 25 points)

At the beginning of the semester, you will select an approved film (see Appendix A for some suggestions) with a female protagonist or antagonist. **Characters from films need to be approved by August 30.** You will watch the film and “play” this role as a client throughout the semester in your role plays with other students. For your client role, you need to select a character that is racially different to yourself AND that possesses one other diversity dimension different from yourself (e.g., social class, sexual orientation, disability status, religious affiliation).

To introduce the class to your client role this semester, you will present this character to the class in 10-15 minutes. **Presentations will occur on September 6 and 13.** This presentation should include a description of the client using the first three sections of the case conceptualization paper format presented in Appendix B (i.e., *Identifying Data*, *Presenting Problem*, and *Family/Social Background/ History*). You may show a video clip, but it must be no longer than five minutes. Please provide a handout with this information to all your classmates and myself, the instructor, to keep.

At the end of the semester, for your final assignment, you will write a 7-10 page APA style case conceptualization paper such that you might write if this person (from the film who you role played this semester) were to present to you in counseling. Please see Appendix B for guidelines on writing your case conceptualization. Please use at least two scholarly citations in your paper. You will also present your case conceptualization to the class using a PowerPoint presentation. The presentation should be between 25 and 30 minutes long. The PowerPoint must be emailed me 72-hours in advance and you must email your classmates at least two scholarly articles for them to read relevant to your presentation at least one week in advance of your presentation. [CACREP:II.2.a; CACREP:II.2.b; CACREP:II.2.c; CACREP:II.2.e; CACREP:II.2.h]

Class Participation (75 points)

Much of the learning in this class will come from group discussions. For each class, you should be prepared to contribute your reactions to that day's readings during group discussion. You are expected to take your class participation seriously. This includes completing all of the readings for each class, being engaged in class discussions, being respectful and attentive toward your colleagues in class, participating in role plays and class activities, and generally being well prepared for class. Participation grades are inherently more subjective than other grades for this class, so if you are in doubt about your level of participation, feel free to discuss your concerns with me.

Grading:

Grade	Total Points	Percentage
A	450 – 500	90% - 100%
B	400 – 449	80% - 89.99%
C	350 – 399	70% - 79.99%
D	300 – 349	60% - 69.99%
F	Below 300	Below 60%

Tentative Course Schedule

This schedule is a *tentative* list of topics, so actual topics, readings, and activities may change according to the rate we progress through the material and other factors. You will be informed of any changes in the schedule in class.

Date	Topics and Readings
8.23.16	Topic: Syllabus Review and Introductions ***Sign-up to be Discussion Lead*** ***Sign up for Character Presentations***
8.30.16	Topic: Gender and Theoretical Considerations Discussion Lead: ***Deadline to Select a Film*** Reflection Paper 1 Due Readings: Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. <i>Psychology of Women Quarterly</i>, 30, 15-24. doi:10.1111/j.1471-6402.2006.00258.x Bruns, C. M. (2011). Feminism and feminist therapy across generations. <i>Women & Therapy</i>, 34, 19-37. doi:10.1080/02703149.2011.532436 Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. <i>Psychology of Women Quarterly</i>, 21, 173-206. doi:10.1111/j.1471-6402.1997.tb00108.x Whalen, M., Fowler-Lese, K. P., Barber, J. S., Williams, E. N., Judge, A. B., Nilsson, J. E., & Shibazaki, K. (2004). Counseling practice with feminist-multicultural perspectives. <i>Journal of Multicultural Counseling And Development</i>, 32, 379-389.
9.6.16	Topic: Gender Development and Socialization, Sexism and Stereotypes Discussion Lead: Character Presentation 1: Character Presentation 2: Character Presentation 3:

	Character Presentation 4: Character Presentation 5: Reflection Paper 2 Due Readings: Flynn, M. A., Craig, C. M., Anderson, C. N., & Holody, K. J. (2016). Objectification in popular music lyrics: An examination of gender and genre differences. <i>Sex Roles</i>, 75, 164-176. doi:10.1007/s11199-016-0592-3 Gerrard, N. (1991). Racism and sexism, together, in counselling: Three women of colour tell their stories. <i>Canadian Journal of Counselling</i>, 25, 555-566. Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype threat. <i>Annual Review of Psychology</i>, 67, 415-437. doi:10.1146/annurev-psych-073115-103235 Stevens-Watkins, D., Perry, B., Pullen, E., Jewell, J., & Oser, C. B. (2014). Examining the associations of racism, sexism, and stressful life events on psychological distress among African-American women. <i>Cultural Diversity And Ethnic Minority Psychology</i>, 20, 561-569. doi:10.1037/a0036700
9.13.16	Topic: Intersectionality: Women and Social Class Discussion Lead: Character Presentation 6: Character Presentation 7: Character Presentation 8: Character Presentation 9: Character Presentation 10: Character Presentation 11: Gender Development Self-Analysis Paper Due Readings: Lott, B., & Bullock, H. (2010). Social class and women's lives. <i>Psychology of Women Quarterly</i>, 34, 421-424. doi:10.1111/j.1471-6402.2010.01587.x Porter, C. P., & James, T. D. (2016). Race, gender, and class distinctions among aging middle class Black and White women: Implications for

	feminist interventions. <i>Women & Therapy</i>, 39(1-2), 35-55. doi:10.1080/02703149.2016.1116311 Power, C. A., Cole, E. R., & Fredrickson, B. L. (2011). Poor women and the expression of shame and anger: The price of breaking social class feeling rules. <i>Feminism & Psychology</i>, 21, 179-197. doi:10.1177/0959353510384125
9.20.16	Topic: Intersectionality: Women and Race Discussion Lead: Reflection Paper 3 Due Readings: Anyikwa, V. A. (2015). The intersections of race and gender in help-seeking strategies among a battered sample of low-income African American women. <i>Journal of Human Behavior In The Social Environment</i>, 25, 948-959. doi:10.1080/10911359.2015.1047075 Constantine, M. G., Greer, T. M., & Kindaichi, M. M. (2003). Theoretical and cultural considerations in counseling women of color. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 40-52). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n4 Sanchez-Hucles, J. V., & Davis, D. D. (2010). Women and women of color in leadership: Complexity, identity, and intersectionality. <i>American Psychologist</i>, 65, 171-181. doi:10.1037/a0017459 Settles, I. H., Pratt-Hyatt, J. S., & Buchanan, N. T. (2008). Through the lens of race: Black and white women's perceptions of womanhood. <i>Psychology of Women Quarterly</i>, 32, 454-468. doi:10.1111/j.1471-6402.2008.00458.x
9.27.16	Topic: Women, Power, and Relationships Discussion Lead: Reflection Paper 4 Due Readings: Helfrich, C. A., Fujiura, G. T., & Rutkowski-Kmitta, V. (2008). Mental health disorders and functioning of women in domestic violence shelters.

	<i>Journal of Interpersonal Violence</i>, 23, 437-453. doi:10.1177/0886260507312942 Jones, L. S. (2003). Power and women in the counseling relationship. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 31-38). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n3 Koehn, C. V. (2007). Women's Perceptions of Power and Control in Sexual Abuse Counseling. <i>Journal of Child Sexual Abuse: Research, Treatment, & Program Innovations For Victims, Survivors, & Offenders</i>, 16, 37-60. doi:10.1300/J070v16n01_03 Porter, N. (2015). The butterfly dilemma: Asian women, Whiteness, and heterosexual relationships. <i>Women & Therapy</i>, 38, 207-219. doi:10.1080/02703149.2015.1059182 The Power and Control Wheel: http://www.ncdsv.org/images/powercontrolwheelnoshading.pdf
10.4.16	Topic: Women and Sexuality, Women and Mothering (Emily leading) Discussion Lead: ***"Wearing" Another Gender Behavior Approval Deadline*** Reflection Paper 5 Due Readings: Christian, L. M., Glaser, R., Porte, K., & Iams, J. D. (2013). Stress-induced inflammatory responses in women: Effects of race and pregnancy. <i>Psychosomatic Medicine</i>, 75, 658-669. doi:10.1097/PSY.0b013e31829bbc89 Henderson, A., Harmon, S., & Newman, H. (2016). The price mothers pay, even when they are not buying it: Mental health consequences of idealized motherhood. <i>Sex Roles</i>, 74, 512-526. doi:10.1007/s11199-015-0534-5 Reynolds, A. L. (2003). Counseling issues for lesbian and bisexual women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 53-73). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n5 Stern, M., & Bitsko, M. J. (2003). Pregnancy, childbirth, and postpartum outcomes: Selected issues and implications for counseling intervention. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.),

	<i>Handbook of counseling women</i> (pp. 256-265). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n17 Trice-Black, S., & Foster, V. A. (2011). Sexuality of women with young children: A feminist model of mental health counseling. <i>Journal of Mental Health Counseling</i>, 33, 95-111. doi:10.17744/mehc.33.2.p1ht7pt2533n3g2r
10.11.16	No Class: Fall Break
10.18.16	Topic: Women and Health, Women and Aging Discussion Lead: “Wearing” Another Gender Paper Due Readings: Abdou, C. M., & Fingerhut, A. W. (2014). Stereotype threat among Black and White women in health care settings. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 20, 316-323. doi:10.1037/a0036946 Altmaier, E. M., Fraley, S. S., Homaifar, B. Y., Maloney, R., Rasheed, S., & Rippentrop, A. E. (2003). Health counseling: Assessment and intervention. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.) , <i>Handbook of counseling women</i> (pp. 323-344). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n21 Resnick, J. L. (1979). Women and aging. <i>The Counseling Psychologist</i>, 8, 29-30. doi:10.1177/001100007900800120
10.25.16	Topic: Women and Disability, Women and Body Image Discussion Lead: Reflection Paper 7 Due Readings: Capodilupo, C. M., & Kim, S. (2014). Gender and race matter: The importance of considering intersections in Black women’s body image. <i>Journal of Counseling Psychology</i>, 61, 37-49. doi:10.1037/a0034597 Martin, T. P. (2003). Counseling women with disabilities. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.) , <i>Handbook of counseling women</i>

	(pp. 74-85). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n6 Nosek, M. A., & Hughes, R. B. (2003). Psychosocial issues of women with physical disabilities: The continuing gender debate. <i>Rehabilitation Counseling Bulletin</i>, 46, 224-233. doi:10.1177/003435520304600403 Sharp, E. A., & Keyton, K. (2016). Caught in a bad romance? The negative effect of normative dating and marital ideologies on women's bodies. <i>Sex Roles</i>, 75, 15-27. doi:10.1007/s11199-016-0610-5
11.1.16	Topic: Women and Work, Women and Religion Discussion Lead: Guest Speaker: Dr. Melissa Fickling (Women and Work) Reflection Paper 8 Due Readings: Banchefsky, S., Westfall, J., Park, B., & Judd, C. M. (2016). But you don't look like a scientist!: Women scientists with feminine appearance are deemed less likely to be scientists. <i>Sex Roles</i>, 75, 95-109. doi:10.1007/s11199-016-0586-1 Cook-Masaud, C., & Wiggins, M. I. (2011). Counseling Muslim women: Navigating cultural and religious challenges. <i>Counseling and Values</i>, 55, 247-256. doi:10.1002/j.2161-007X.2011.tb00035.x Cundiff, J. L., & Vescio, T. K. (2016). Gender stereotypes influence how people explain gender disparities in the workplace. <i>Sex Roles</i>, 75, 126-138. doi:10.1007/s11199-016-0593-2 Evans, K. M., & Herr, E. L. (1991). The influence of racism and sexism in the career development of African American women. <i>Journal of Multicultural Counseling And Development</i>, 19, 130-135. doi:10.1002/j.2161-1912.1991.tb00549.x Fouad, N. A., Helledy, K. I., & Metz, A. J. (2003). Effective strategies for career counseling with women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 131-151). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n10

11.8.16	Topic: Feminist Research Guest Speaker: Dr. Susan Nordstrom (Feminist research) Discussion Lead: Reflection Paper 9 Due Presenter 1: _____ Presenter 2: _____ Readings: Hoshmand, L. T. (2003). Value choices and methodological issues in research with women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.) , <i>Handbook of counseling women</i> (pp. 546-556). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n32 Moradi, B., Mezydlo Subich, L., & Phillips, J. C. (2002). Revisiting feminist identity development theory, research, and practice. <i>The Counseling Psychologist</i>, 30, 6-43. doi:10.1177/0011000002301002 Singh, A. A., Richmond, K., & Burnes, T. R. (2013). Feminist participatory action research with transgender communities: Fostering the practice of ethical and empowering research designs. <i>International Journal of Transgenderism</i>, 14, 93-104. doi:10.1080/15532739.2013.818516 Worell, J. (1996). Opening doors to feminist research. <i>Psychology of Women Quarterly</i>, 20, 469-485. doi:10.1111/j.1471-6402.1996.tb00317.x
11.15.16	Case Conceptualization Presentations Presenter 3: _____ Presenter 4: _____ Presenter 5: _____ Presenter 6: _____
11.22.16	No Class-Thanksgiving Holiday
11.29.16	Case Conceptualization Presentations Presenter 7: _____ Presenter 8: _____ Presenter 9: _____ Presenter 10: _____

	Presenter 11: _____ Reflection Paper 10 Due
12.6.16	Finals Week Case Conceptualization Paper Due*

*Final case conceptualization paper due by email to me (LRMarks@memphis.edu) before 12.6.16 at 5:00PM.

Diversity Statement: The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Department courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Please note that your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard

copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct

Counseling Gay, Lesbian, Bisexual, (& Transgender) Clients (COUN 7752/8752)
Summer Semester 2016

Required Texts:

Bieschke, K. J., Perez, R. M., & Debord, K. A., & (2008). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients*. American Psychological Association: Washington, D.C.

Additional readings provided by the instructor.

Course Description

This course will address current issues related to counseling gay, lesbian, bisexual, and transgendered (GLBT) clients. Issues to be addressed include affirmative counseling/therapy, identity development models, homophobia and heterosexism, family and relationship issues, ethnic minority GLBT individuals, GLBT youth, aging, spirituality, HIV/AIDS, addiction, suicide, career issues, violence and discrimination against GLBT communities, and psychological well-being.

Course Objectives

Upon successful completion of this course, students should be able to:

1. Understand the impact that homophobia and heterosexism have on GLBT and heterosexual individuals.
2. Understand the multifaceted issues facing specific populations of GLBT clients, including women, ethnic minorities, youth, and older adults.
3. Describe and discuss theories of identity development important to understanding GLBT clients.
4. Provide affirmative counseling/therapy with GLBT populations, including appropriate interventions and techniques.
5. Identify and access local and national resources available to assist in work with GLBT clients.

Methods and Activities

This course will be primarily run as a seminar. Thus, the emphasis will be on discussing the readings and LGBT issues in the news and modern media as well as on supplemental information provided by the instructor in class. Students will be expected to come to class prepared to discuss information and ideas presented in the assigned readings and to integrate supplemental information offered by the instructor into the discussion. An attempt will be made in these discussions to translate information into practical application in counseling situations. Because the primary tool that the counselor brings to the counseling relationship is herself or himself, students

will also be encouraged to examine their own attitudes and experiences with respect to topics covered to the extent that they feel able and willing to do this. Students will not be expected to share information about them beyond what feels comfortable, but will be encouraged to explore topics from a personally involved rather than a personally removed perspective.

Discussion will occasionally be supplemented with experiential activities designed to increase awareness, thought, and confidence in working with bisexual, lesbian, transgender and gay clients. Students will be assigned a number of out of class activities, both didactic and experiential, designed to further stimulate awareness and thinking around the issues presented in class. Finally, the students will regularly engage in counseling an LGBT “client” in the classroom. This will allow the students to gain experience actually counseling an LGBT client and be able to try on some of the at times challenging issues facing the clients as well as the therapists, including coming out to self, the role of religion, cultural considerations, and privilege.

Evaluation

Participation (100)

Active participation of all students is an integral component to the success and value of this class for everybody. Therefore, all students are expected to attend class, to do the assigned reading prior to class, and to contribute to class activities and discussion. Participation is worth up to a maximum of 100 points toward the final grade. Please note that attendance is necessary but not sufficient to earn the maximum number of points--i.e., participation means active involvement as well as presence. 30 points will be deducted from the participation grade for any and all absences **after one permitted absence**. If a student misses two or more classes they will not receive a passing grade. Please note that being more than fifteen minutes late or leaving more than fifteen minutes early constitutes an absence.

Discussion of Assigned Readings (100)

This class usually uses Reaction Papers to: 1. Show students are reading and learning from the readings. 2. Give the instructor insight into how the class and individuals are reacting to the materials. Due to the low number of students in this particular class, the instructor is hoping class discussion will suffice to fulfill this requirement. These discussions will focus on integrating the readings, class materials, and current LGBT issues in the media and to talk about the students' own reactions to it. The instructor reserves the right to change this requirement back to reaction papers if the class discussion is not sufficient. In that case you will turn in a short written assignment **(Reaction Papers)** related to the course readings and material (two pages maximum) at the beginning of each class. Without summarizing the readings, provide a reaction to the materials integrating the information and your reaction to it.

Class Presentation (100)

Each student will give a one hour presentation on an issue within the LGBT community that they themselves have a particular interest in. These presentations should fit into one of the following categories: health, discrimination, families, religion, or youth and children. Examples of past presentations include LGBT issues in the schools, intimate partner violence, substance abuse,

and LGBT issues for immigrants and international students. Please include information about why your topic is important to discuss, give an overview of the current situation (from a counseling perspective), and include counseling implications.

Interview (100)

This project will be interactive in nature, based on theoretical knowledge gleaned from the course applied to an interview with a gay, lesbian, bisexual, or transgender individual. This interview will involve an integration of material on family and/or coming out issues. A paper consisting of a one page interview protocol with interview questions included (cleared with instructor prior to interview), and a brief five page interview summary including how the interview impacted you and relevant counseling implications (at least one page!) will be required (total no more than six pages). Please interview an individual from a group with whom you are less familiar.

Autobiographical Essay (50 points)

A five-page autobiographical essay on the ways in which one has experienced GLBT issues in her or his own life is required. This is to be self-reflective in nature and requires no library research or citation of sources (although if other sources are used they must be cited). The essay should include a mix of references to key experiences and a reflection about the ways in which those experiences have shaped you as an individual and are likely to influence you as a counselor. Self-disclosure of an intensely personal nature **is not expected**. The essay may include early exposure to homophobia or heterosexism, an occasion when one first realized that there was more than one sexual identity, first encounters with “out” bisexuals, gays, or lesbians, or other issues. The goal of this activity is to stimulate awareness of the ways in which counselors themselves are products of a social environment that equates heterosexuality with normal and all other sexual and gender identities as “others”, and to encourage thinking about the ways these may influence one’s approach to counseling. A final goal of the essay will be to identify an area within GLBT counseling issues that one feels the need for further growth or exploration. These essays will only be read by the instructor.

Film Reaction Paper (50 points)

Students are to choose a film or video (from a list provided by the instructor) in which the main theme addresses issues relevant to GLBT issues and write a reaction paper. This reaction paper should be no more than five pages in length, excluding title page, abstract, and references (if applicable). The first section is to offer a personal reaction to seeing the film/video, i.e., what impact did this experience have on you? What, if anything, did you learn from it? The second section is to address the implications for counseling/therapy with GLBT clients. What experience do you think the respective characters could have with therapy? What are the therapeutic issues? How would you approach working with one particular character? Please note that the two sections should be balanced with respect to length. I am more interested in your personal reaction and the implications for counseling/therapy than a summary of the film. The reaction paper is to be written according to the guidelines set forth in the *APA Publication Manual, 5th Edition*.

Out of Class Activity (100)

The purpose of this activity is to give students an opportunity to experience some aspect of the GLBT community first hand and to reflect on the experience. Students are to attend a GLBT event to learn what it has to offer GLBT clients. This is to be an experience in which you are an active participant (not a passive observer) in some aspect of community life. General examples might include support group meeting, worship service, social activity. You are to find this opportunity on your own (much as a GLBT client would have to do). The instructor will not offer suggestions, but can be consulted once you have learned of an opportunity to see if it would be appropriate for this assignment. After participating in the activity, you are to write a 5 page reaction paper. This paper should describe the activity, including why you chose it and how you found it, discuss how the activity may be of value for GLBT individuals and if/when you might use such an activity as a referral for GLBT clients. Finally, discuss your personal and professional reactions to the experience. If a student identifies as GLBT, she or he must participate in an activity of a group she or he is not directly affiliated with. The paper is to be written according to the guidelines set forth in the *APA Publication Manual, 5th Edition*. The out-of class activity will be worth up to a maximum of 100 points toward the final grade.

COUN 8752 ONLY (100)

Those students registered for COUN 8752 will do a research paper on a particular GLBT issue. To be determined with the instructor.

Your final grade is based on the following scale:

7751:		8751:	
525-550	A	625-650	A
500-524	A-	600-624	A-
475-499	B+	575-599	B+
450-474	B	550-574	B
425-449	B-	525-549	B-
400-424	C+	500-524	C+
375-399	C	475-499	C
350-374	C-	450-474	C-
325-349	D+	425-449	D+
300-324	D	400-424	D
275-299	D-	375-399	D-
Below 275	F	Below 375	F

Course Outline

Date	Topic	Assignment
7/7	Introduction to Course & GLBT Issues. Definitions. Homophobia.	
7/9 1, 2, 3	Identity Development Gay and Lesbian Clients; Coming Out Models. Families of Origin. Topic of Your Presentation	Bieschke Intro,
7/14	Identity Development Bisexual Clients	Bieschke 4, 5, 6

Transgender 101
Families of Choice.
Autobiographical Essay Due

7/16	Family of Origin GLB Affirmative Counseling Reparative/Conversion Therapy Student Presentation 1	Bieschke 7, 8, 9
7/21	T Affirmative Counseling, Vocational Issues, Experiences in Therapy. Discrimination. Student Presentation 2 Film Paper Due (but if you are presenting, you have until 7/23)	Bieschke 10, 11,12
7/23	Couples and Relationships GLBT Parenting Gay Marriage Domestic Violence Student Presentation 3	Bieschke 15
7/28	Religion and Spirituality Mental Health Consequences of Hate Crimes; Internalized Homophobia Out-of-Class Paper Due	Bieschke 13, 16
7/30	No meeting – Class-time is open so you have time to conduct your interview	
8/4	International GLBT Issues Wrap-Up and Conclusions 8752 Papers Due	
8/6	Interview Write-Up Due via email!!!!	

About Work Turned in Late:

All written work is due IN PRINT at the beginning of class (12.00 p.m.) on the date assigned. Work turned in within 24 hours of the due date will have 10 points deducted; work turned in after 24 hours but within one week of the due date/time will have 20 points deducted. No work will be accepted after 12.00 p.m. one week beyond the due date/time.

Appealing a Grade:

Grading: You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be changed. Please provide a clear justification for your appeal and the instructor will give it full consideration. Final grades are not debatable. If you have

extenuating circumstances, or feel you have been graded unfairly on an assignment, see me before the end of the semester.

DIVERSITY STATEMENT

The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

According to our professional Code of Ethics, this department strongly believes that it is important to immediately address insensitive and inappropriate behavior in a forthright, respectful and professional manner. If you believe you have been the recipient of discriminatory behavior from students, faculty, or staff due to gender, race, disability, sexual orientation, age or cultural group, you have several choices of action. Although you are not required to report the incident (s) you have the following options:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person engaging in the inappropriate behavior.
2. Or, you may consult/inform a faculty member, the department chairperson, or Michelle Banks (678-2713), the Affirmative Action Officer on campus.
3. You may speak to the Assistant Dean of Students in the Office of Judicial Affairs.

It is essential that you speak to someone you feel comfortable with so that your concerns can be handled fairly and promptly. In all complaints of discrimination, including sexual harassment, the Affirmative Action Office will be consulted.

If any student enrolled in this class has, or thinks she or he has a disability that interferes with performance, you are encouraged for academic reasons to make this known to the instructor. You may discuss your situation on a confidential basis with the instructor or Ms. Donna Sparger, Students Disability Services Director (678-2880). If a student has a condition that may affect his or her ability to exit from the premises in case of emergency, you are urged, for safety reasons, to notify any of the above-named persons.

Plagiarism

Plagiarism is a serious violation of the Code of Student Conduct. It is defined in the

1994-1995 Student Handbook as the "use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement" (p. 9). To prevent plagiarizing someone else's work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person's exact words. Paraphrasing is summarizing a passage or taking the idea of the sentences and constructing a new sentence in your own words. The original sentence must be substantially altered by you for it to be your work. Citing the source is still necessary because you took the idea from the source.

Plagiarism is academic misconduct and may result in a failing grade on the assignment or in the course. Sanctions that may be imposed include a failing course grade as well as disciplinary actions such as fines, probation, loss of privileges, and University suspension or expulsion (see pages 9-16 of the 1994-1995 Student manual).

COUNS 7820/8820: Mental Health Issues in Military and Veteran Populations
Department of Counseling, Educational Psychology and Research
University of Memphis
Spring 2017

Instructor

Steven L. West, Ph.D., CRC

Ball Hall 100A

slwest@memphis.edu

901-678-4472

Office Hours: Monday 10am-12pm and by appointment

Course Description:

The purpose of this course is to provide an overview of the mental health issues common among U.S. military service members, the unique presentations of these issues, and current approaches to treatment. This course will provide students with an overview of military culture and organization as it relates to mental health issues, self-care, and use mental health services. The course will cover the signature injuries and concerns of military and veteran populations that result from military life and combat exposure. Topics to be covered include anxiety, depression, moral injuries, resilience, post-traumatic stress disorder, trauma-informed assessment and intervention, suicide risk and prevention, substance misuse, and reintegration post-deployment and post-service. Treatments to be covered include prolonged exposure therapy, psychological first aid, forgiveness therapy, and other military- and veteran-specific modalities.

Three primary instructional methods will be used in class: (1) Critical discussion and interaction of the instructor and students; (2) Didactic presentation by the instructor; and (3) Student reflection. These primary methods will be supplemented with panels and guest speakers, presentation of student experiences/exercises, and analysis of lay and media portrayals relative to actual military experiences and lifestyles.

Required Textbooks:

1. Schading, B., Shading, R., & Holeman, V. (2006). *A civilian's guide to the U.S. Military: A comprehensive reference to the customs, language and structure of the armed forces*. New York: F+W Media.
2. Freeman, S. M., Moore, B. A., & Freeman, A. (Eds.). (2009). *Living and surviving in harm's way: A psychological treatment Handbook for pre- and post-deployment of military personnel*. New York, NY: Routledge.
3. Ruzek, J. I., Schnurr, P. P., Vasterling, J. J., & Friedman, M. J. (Eds.). (2011). *Caring for veterans with deployment-related stress disorders*. Washington, DC: American Psychological Association.

Required Course Readings:

As detailed in this syllabus, there are numerous required journal article reading assignments. Each of these are available online via the University of Memphis Library. It is the student's responsibility to locate these items online and read them as assigned.

Recommended Textbooks:

In addition to the required textbooks and associated readings, students interested in gaining additional insights and understanding of the course topics are advised to read the following texts:

1. Figley, C. R., & Nash, W. P. (2007). *Combat stress injury: Theory, research, and management*. New York, NY: Routledge.
2. Hall, L. K. (2008). *Counseling military families: What mental health professionals need to know*. New York, NY: Routledge.

Attendance and Participation:

Full attendance at all scheduled seminars, for the duration of the class, is required. If you have schedule conflicts, or if you have planned an absence for any of the classes, you should find a different course to fulfill your program requirement.

This course is a seminar and active participation from everyone is required. As an integral aspect of this seminar you will be required to choose dates during which you will lead a seminar discussion on different occasions. This will consist of preparing remarks and critiques on a particular week's readings, followed by two-three questions to discuss in seminar. Remember the purpose is to move us along in our understanding of the topics covered in class and that your leading the seminar is not to be merely a lecture presentation on the topic – be prepared to discuss the readings and apply them to work as a counselor.

I expect that you will participate in class with thoughtful questions and contributions. We all exercise different levels of participation with which we are comfortable. However, I

expect you to be aware of these and to challenge yourselves to either further liberate or restrain your participation as appropriate. Your final grade will be based on your participation throughout the entire course, including leading seminars as well as weekly seminar discussions. All students will be assessed on the quality of their contributions to class participation, their ability to critically read and understand course materials, and their capacity to translate their understandings to the practice of counseling in the real world.

To this end, participation and engagement will constitute 100 points of your final grade. The 100-point participation mark will be based on your work in the context of the seminar. This work includes but is not limited to:

- Coming to class with thoughtful questions about the assigned readings
- Leading the seminar presentations you are assigned
- Offering resources and ideas related to your colleagues' projects and professional development
- Making a short presentation on your research during the last three weeks of class

For people who are uncomfortable with, or disadvantaged by, presenting your ideas in a group, I am happy to accept short written reflections based on in-class discussions and guest lectures.

Assignments, Tests, and Evaluation

Assignments for those registered in 7820

1. Seminar Presentation: As noted above, all students will be required to lead one seminar discussion on topics periodically through the class. Each student will lead one such discussion. The discussion should be interactive and not rely solely on the presentation of material. Presentations will consist of preparing a summary of the week's readings, including comments relating the readings to the work of counseling and the overall themes of the week. A presentation should be approximately 15 to 25 minutes, followed by questions and discussion with the class for at least 1 hour.
2. Reflection Papers: Each student will complete a two reflection papers throughout the class. These reflection papers will be 7 to 10 pages of double spaced text in length and completed in APA style. Each paper should synthesize the materials on a given weekly topic, and outline the implications of the material on clinical work with military and veteran populations. Composition, spelling and grammar will be taken into account in the grading of your assignments. Be sure to paginate your assignments. All assignments must be properly documented and have proper citation form.
3. Research Paper: Each student will complete a comprehensive paper to be completed by the 10th week of class. These papers will consist of a literature review and analysis of a topic on military/veteran mental health as approved by the instructor. The paper must be written in APA style. This paper will be at least 15 pages in length not including cover page, references, or any included tables/charts. Research paper topics must be approved by the 4th week of class.

4. Two tests will be required of all students; these are detailed below.

Assignments for those registered 8820

All students registered in the 8820 section of this course will be required to complete two additional assignments as follows:

1. Seminar Presentation: In addition to the seminar presentation noted above, all students registered in the 8xxx section of this course will be required to lead two additional seminars discussion on topics periodically through the class (for a total of three such presentations). The discussion should be interactive and not rely solely on the presentation of material. Presentations will consist of preparing a summary of the week's readings, including comments relating the readings to the work of counseling and the overall themes of the week. A presentation should be approximately 15 to 25 minutes, followed by questions and discussion with the class for at least 1 hour.
2. Reflection Papers: In addition to the two reflection papers required for 7xxx students, 8xxx students will be required to complete two additional reflection papers (for a total of 4). As with the two required for 7xxx students, these reflection papers will be 7 to 10 pages of double spaced text in length and completed in APA style. Each paper should synthesize the materials on a given weekly topic, and outline the implications of the material on clinical work with military and veteran populations. Composition, spelling and grammar will be taken into account in the grading of your assignments. Be sure to paginate your assignments. All assignments must be properly documented and have proper citation form.
3. Research Paper: Each student will complete a comprehensive paper to be completed by the 10th week of class. These papers will consist of a literature review and analysis of a topic on military/veteran mental health as approved by the instructor. The paper must be written in APA style. This paper will be at least 20 pages in length not including cover page, references, or any included tables/charts. Research paper topics must be approved by the 4th week of class.
4. Two tests will be required of all students; these are detailed below.

Tests

Two tests will be given in this course. The tests will be given on the dates noted on this syllabus. Each test will be worth 100 points toward the cumulative final grade for the course. The tests will be based on course readings and presentations.

Grading

Grading for those registered in the 7xxx section of this course will follow the scale below based on the total number of points available for all assignments, tests, and participation.

Attendance/Participation:	50 points
Seminar Leadership:	100 points
Reflection Papers:	100 points
Tests:	200 points
Final Paper:	150 points

Total 600 points

90% - 100% = A	540 - 600 points
80% - 89% = B	480 - 539 points
70% - 79% = C	420 - 479 points
60% - 69% = D	360 - 419 points
59% and below = F	Below 360 points

Grading for those registered in the 8xxx section of this course will follow the scale below based on the total number of points available for all assignments, tests, and participation.

Attendance/Participation:	50 points
Seminar Leadership:	300 points
Reflection Papers:	200 points
Tests:	200 points
<u>Final Paper:</u>	<u>250 points</u>
Total	1,000 points

90% - 100% = A	900 - 1,000 points
80% - 89% = B	800 - 939 points
70% - 79% = C	700 - 790 points
60% - 69% = D	600 - 690 points
59% and below = F	Below 590 points

Late assignments are understandable at times - however in fairness to students who turn their work in on time, **late assignments will result in reduced points**. There will be a 20% deduction in points for each day assignments are turned in late (including weekend days). **Assignments that are more than 3 days late will not be accepted without prior arrangement. If for some reason you have an emergency on the date of your presentation, your information must be e-mailed to the course instructor to avoid receiving zero points for the assignment.**

Learning is the responsibility of the students enrolled in this course. Academic success is highly unlikely if readings are not completed prior to class meetings.

Americans with Disabilities Act:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. The

Office of Disability Resources for Students website is <http://www.memphis.edu/drs/> and they may be reached by phone at 901-678-2880 V/TTY.

Written Assignments and Academic Misconduct:

All work submitted must be the student's original work and conform to the style guidelines of the *American Psychological Association* (APA). This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism and academic integrity. Any cases of plagiarism or academic dishonesty discovered by the instructor will be reported. Plagiarism or the submission of work which you did not write, will receive a zero and may lead to formal charges of academic dishonesty, depending on the nature and extent of plagiarism. Consequences for lapses in academic integrity are stringent. Review the University of Memphis Code of Student Rights and Responsibilities for details (<http://www.memphis.edu/studentconduct/code.php>).

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.

Course Schedule

Weeks 1/2: Introduction to Military Culture and Military Health Systems

Topics Covered:

- Military lifestyles and culture (e.g., readiness, morale)
- Military communities
- Military families, spouses, significant others
- Military Health Systems / Veteran Healthcare / VA Healthcare
- Organization of the military

Required Readings:

Freeman/Moore/Freeman Chapters 1, 3

Schading/Shading/Holeman Chapter 1

Recommended Readings:

Hall/Wensch Chapters 2, 3, and 4

Guest Speakers:

TBN Active Duty Service Member (Likely someone from ROTC here at UM and/or Major General Bo Temple)

Week 3: Impact of Service on Mental Health – Peacetime

Topics Covered:

- Impact of deployment, separation, reunion on service member mental health, social engagement, personal roles
- Alcohol and other substance use
- Warrior ethos and care seeking
- Life in “the Fortress”

Required Readings:

Freeman/Moore/Freeman Chapter 5

Schading/Shading/Holeman Chapters 2, 3, 4, 5, and 8

Adler, A.B., Cawkill, P., van den Berg, C., Arvers, P., Puente', J., Cuvelier, Y. (2008). International military leaders' survey on Operational Stress. *Military Medicine*, 173, (1), 10-16.

Bray, R., L. Hourani, K. Olmstead, M. Witt, J. Brown, M. Pemberton, M. Marsden, B. Marriott, S. Scheffler, R. Vandermaas-Peeler, B. Weimer, S. Calvin, M. Bradshaw, K. Close, and D. Hayden. 2005 Department of Defense survey of health related behaviors among active duty military personnel: A component of the Defense Lifestyle Assessment Program

(DLAP). Research Triangle Park, N.C.: Research Triangle Institute, 2006.

Britt, T.W., Greene-Shortridge, T.M., & Castro, C.A. (2007). The stigma of mental health problems in the military. *Military Medicine*, 172, 157-161.

Henderson, J.J. (2007). U.S. Army social work care manager program: An initial program analysis. *Military Medicine*, 172 (5), 533-538.

Steelfisher, G.K., Zaslavsky, A.M., & Glendon, R.J. (2008). Health-related impact of deployment extensions on spouses of active duty Army personnel. *Military Medicine*, 173 (3), 221-229.

Recommended Readings:

Hoge, C.W. (2010). *Once a warrior always a warrior*. Guilford, CT: Globe Pequot Press. Chapter 10: Navigation Strategies for Spouses, Partners, and Family Members.
Hall/Wensch Chapter 7

Week 4: Combat-related Mental Health Concerns: Combat Stress, Moral Injury, and Life in a War Zone: Part 1

Topics Covered:

- Preparing for combat deployment
- Effects of long-term hyper arousal
- Combat Stress

Required Readings:

Figley/Nash Chapters 1, 2, 3, 4

Freeman/Moore/Freeman Chapters 2, 5

Maguen, S., Lucenko, B. A., Reger, M. A., Gahm, G. A., Litz, B. T., Seal, K. H., et al. (2010). The impact of reported direct and indirect killing on mental health symptoms in Iraq War veterans. *Journal of Traumatic Stress*, 23, 86-90.

Ogle, A., & Young, J. (2016). USAF special tactics operator combat exposure and psychological stress. *Military Psychology*, 28, 123-133.

Tanielian, T., Jaycox, L.H., Adamson, D.M., & Metscher, K.N. (2008). Signature wounds. In Tanielian, T., & Jaycox, L.H. (Eds.) *Invisible Wounds of War. Psychological and Cognitive Injuries, Their Consequences, and Services to Assist Recovery*. Rand Corporation: Santa Monica, CA.

Week 5: Combat-related Mental Health Concerns: Combat Stress, Moral Injury, and Life in a War Zone: Part 2

Topics Covered:

- Combat Stress Injuries
- Psychological trauma
- Moral injuries: the “subthreshold” disorder

Required Readings:

Figley/Nash Chapters 5, 6, & 8

Currier, J.M., Holland, J.M., & Malott, J. (2014). Moral injury, meaning making, and mental health in returning veterans. *Journal of Clinical Psychology*, 71, 229-240.

Drescher, K.D., Foy, D.W., Kelly, C., Leshner, A., Schutz, K., & Litz, B. (2011). An exploration of the variability and usefulness of the construct of moral injury in war veterans. *Traumatology*, 17, 8-13.

Gray, M.J., Schorr, Y., Nash, W., Lebowitz, L., Amidon, A., Lansing, A., Maglione, M., Lang, A.J., Litz, B.T. (2012). Adaptive disclosure: An open trial of a novel exposure-based intervention for service members with combat-related psychological stress injuries. *Behavior Therapy*, 43, 407-415.

Harris, J.I., Erbes, C.R., Engdahl, B.E., Thuras, P., Murray-Swank, N., Grace, D., Ogden, H., Olson, R.H.A., Winskowski, A.M., Bacon, R., Malec, C., Campion, K., Le, T.V. (2011). The Effectiveness of a Trauma-Focused Spiritually Integrated Intervention for Veterans Exposed to Trauma. *Journal of Clinical Psychology*, 67, 425-438.

Litz, B. T., Stein, N., Delaney, E., Lebowitz, L., Nash, W. T., Silva, C., & Maguen, S. (2009). Moral injury and moral repair in war veterans: A preliminary model and intervention strategy. *Clinical Psychology Review*, 29, 695-706.

Recommended Readings:

Dombo, E.A., Gray, C., & Early, B.P. (2013). The trauma of moral injury: Beyond the battlefield. *Journal of Religion and Spirituality in Social Work: Social Thought*, 32, 197-210.

Gibbons, S.W., Shafer, M., Hickling, E.J., & Ramsey, G. (2013). How do deployed health care providers experience moral injury? *Narrative Inquiry in Bioethics*, 3, 247-259.

Jeschke, E. A. (2012-2013). The Moral Trauma of America's Warriors: Why We Must Treat Combat Posttraumatic Stress Disorder as a Bio-psycho-social-spiritual Phenomenon. *Nova Law Review*, 37, 547-578.

Ritov, G., & Barnett, Z. (2013). The interrelationships between moral attitudes, posttraumatic stress disorder symptoms and mixed lateral preference in Israeli reserve combat troops. *International Journal of Social Psychiatry*, 60, 606-612.

Week 6: Adjustment Disorders, Anxiety, Depression, and the Service Member Topics Covered:

- Alcohol and other drug use
- Anxiety
- Depression
- Comorbidities

Required Readings:

Freeman/Moore/Freeman Chapters 6, 10, 12

Adams, R.S., Larson, M.J., Corrigan, J.D., Horgan, C.M., & Williams, T.V. (2012). Frequent binge drinking after combat-acquired traumatic brain injury among active duty military personnel with a past year combat deployment. *Journal of Head Trauma Rehabilitation*, 27, 349-360.

Angkaw, A.C., Haller, M., Pittman, J.O.E., Nunnink, S.E., Norman, S.B., Lemmer, J.A., McLay, R.N., & Baker, D.G. (2015). Alcohol-related consequences mediating PTSD symptoms and mental health-related quality of life in OEF/OIF combat veterans. *Military Medicine*, 180, 670-675.

Ramchand, R., Karney, B.R., Osilla, K.C., Burns, R.M., & Caldarone, L.B. Prevalence of PTSD, depression, and TBI among returning service members. In Tanielian, T., & Jaycox, L.H. (Eds.) *Invisible Wounds of War. Psychological and Cognitive Injuries, Their Consequences, and Services to Assist Recovery*. Rand Corporation: Santa Monica, CA.

Week 7: Post-traumatic Stress Disorder, Self-Harm, and Suicide: Rates and Associations

Topics Covered:

- Issues of assessment of PTSD
- Self-harm
- Suicide

Required Readings:

Freeman/Moore/Freeman Chapters 11, 14

Bryan, C., Gonzales, J., Etienne, N., et al. (2015). Depression mediates the relation of insomnia severity with suicide risk in three clinical samples of U.S. Military personnel. *Depression and Anxiety*, 32, 647-655.

Maguen, S., & Burkman, K. (2013). Combat-related killings: Expanding evidenced-based treatments for PTSD. *Cognitive and Behavioral Practice*, 20, 476-479.

Maguen, S., Luxton, D.D., Skopp, N.A., Gahm, G.A., Reger, M.A., Metzler, T.J., & Marmar, C.R. (2011). Killing in combat, mental health symptoms, and suicidal ideation in Iraq-war veterans. *Journal of Anxiety Disorders*, 25, 563-567.

Paul, L.A., Gros, D.F., Strachan, M., Worsham, G., Foa, E.B., & Acierno, R. (2014). Prolonged exposure for guilt and shame in veterans of Operation Iraqi Freedom. *American Journal of Psychotherapy*, 68, 277-286.

Ribeiro, J., Pease, J., Joiner, T., et al. (2012). Sleep problems outperform depression and hopelessness as cross-sectional and longitudinal

predictors of suicidal ideation and behavior in young adults in the military. *Journal of Affective Disorders*, 136, 743-750.

Selby, E. A., Anestis, M. D., Bender, T. W., Ribeiro, J. D., Nock, M. K., Rudd, M. D., et al. (2010). Overcoming the fear of lethal injury: Evaluating suicidal behavior in the military through the lens of the Interpersonal-Psychological Theory of Suicide. *Clinical Psychology Review*, 30, 298-307.

Shiner, B. (2011). Health Services Use in the Department of Veterans Affairs among Returning Iraq War and Afghan War Veterans with PTSD. *PTSD Research Quarterly: Advancing Science and Promoting Understanding of Traumatic Stress*, 22, 1-10.

Singer, M. (2004). Shame, Guilt, Self-Hatred and Remorse in the Psychotherapy of Vietnam Combat Veterans Who Committed Atrocities. *American Journal of Psychotherapy*, 58, 377-385.

Tran, C.T., Kuhn, E., Walser, R.D., & Drescher, K.D. (2012). The Relationship between Religiosity, PTSD, and Depressive Symptoms in Veterans in PTSD Residential Treatment. *Journal of Psychology and Theology*, 40, 313-322.

Recommended Readings:

Witvliet, C., Phipps, K., Feldman, M., & Beckham, J. (2004).

Posttraumatic mental and physical health correlates of forgiveness and religious coping in military veterans. *Journal of Traumatic Stress*, 17, 269-273.

Worthington, E.L., & Langberg, D. (2012). Religious considerations and self-forgiveness in treating complex trauma and moral injury in present and former soldiers. *Journal of Psychology and Theology*, 40, 274-288.

Week 8: Mid-Term Exam

Week 9: Post-traumatic Stress Disorder, Self-Harm, and Suicide: Assessment and Treatment

Topics Covered:

- Treatment issues and techniques

Required Readings:

Figley/Nash Chapters 8, 9, 10, 11

Ruzek/Schnurr/Vasterling/Friedman chapters 3, 5

Forbes, D., Phelps, A.J., McHugh, A.F., Debenham, P., Honwood, M., & Creamer, M. (2003). Imagery rehearsal in the treatment of posttraumatic nightmares in Australian veterans with chronic combat-related PTSD: 12-month follow-up data. *Journal of Traumatic Stress*, 16, 509-513.

Keenan, M.J., Lumley, V.A., & Schneider, R.B. (2014). A group therapy approach to treating combat posttraumatic stress disorder:

Interpersonal reconnection through letter writing. *Psychotherapy*, 51, 546-554.

Litz, B. T. (2014). Clinical Heuristics and Strategies for Service Members and Veterans with War-Related PTSD. *Psychoanalytic Psychology*, 31(2), 192-205.

Steenkamp, M.M., & Litz, B.T. (2013). Psychotherapy for military-related posttraumatic stress disorder: Review of the evidence. *Clinical Psychology Review*, 33, 45-53.

Week 10: Impact of Physical Injuries on Service Member Mental Health

Topics Covered:

- Bodily harm and mental wellbeing
- Traumatic Brain Injuries (TBI)
- Blast wave injuries
- Vestibular function issues

Required Readings:

Ruzek/Schnurr/Vasterling/Friedman chapter 4

Brenner, L.A., Ivens, B.J., Schwab, K., Warden, D., Nelson, L.A., Jaffee, M., Terrio, H. (2010). Traumatic brain injury, posttraumatic stress disorder, and postconcussive symptom reporting among troops returning from Iraq. *Journal of Head Trauma Rehabilitation*, 25, 307-312.

Brenner, L.A., Vanderploeg, R.D., & Terrio, H. (2009). Assessment and diagnosis of mild traumatic brain injury, posttraumatic stress disorder, and other polytrauma conditions: Burden of adversity hypothesis. *Rehabilitation Psychology*, 54, 239-246.

Christensen, J., Ipsen, T., Doherty, P., & Langberg, H. (2016). Physical and social factors determining quality of life for veterans with lower-limb amputation(s): A systematic review. *Disability and Rehabilitation: An International, Multidisciplinary Journal*, 38, 2345-2353.

Fischer, H. (2010). U.S. military casualty statistics: Operation New Dawn, Operation Iraqi Freedom, and Operation Enduring Freedom. *Congressional Research Service* 7-5700.

Grieger, T.A., Cozza, S.J., Ursano, R.J., Hoge, C., Martinez, P.E., Engel, C.C., & Wain, H.J. (2006). Posttraumatic stress disorder and depression in battle-injured soldiers. *American Journal of Psychiatry*, 163, 1777-1783.

Jones, E., Fear, N.T., Wessely, S. (2007). Shell shock and mild traumatic brain injury: A historical review. *American Journal of Psychiatry*, 164, 1641-1645.

Military TBI Task Force. (2008). Official position of the Military TBI Task Force on the role of neuropsychology and rehabilitation psychology in the evaluation, management, and research of military

veterans with traumatic brain injury. *The Clinical Neuropsychologist*, 22, 10-26.

Polusny, M.A., Kehle, S.M., Nelson, N.W., Erbes, C.R., Arbisi, P.A., Thuras, P. (2011). Longitudinal effects of mild traumatic brain injury and posttraumatic stress disorder comorbidity on postdeployment outcomes in National Guard soldiers deployed to Iraq. *Archives of General Psychiatry*, 68, 79-89.

Recommended Readings:

Cernak, I., Noble-Haeusslein, L.J. (2010). Traumatic brain injury: An overview of pathobiology with emphasis on military populations. *Journal of Cerebral Blood Flow and Metabolism*, 30, 255-266.

Elder, G.A., & Cristian, A. (2009). Blast-related mild traumatic brain

injury: Mechanisms of injury and impact on clinical care. *Mount Sinai Journal of Medicine*, 76, 111-118.

Week 11: Return to the Home Front

Topics Covered:

- Sleep disturbances
- Anger and anger management
- Impact of combat exposure on marital relations
- Impact of combat exposure on parenting

Required Readings:

Freeman/Moore/Freeman Chapter 12, 13

Ruzek/Schnurr/Vasterling/Friedman chapter 2

Germain, A., Richardson, R., Buysse, D., et al. (2014). Treatment for insomnia in combat-exposed OEF/OIF/OND military veterans: Preliminary randomized controlled trial. *Behaviour Research and Therapy*, 61, 78-88.

Hoge, C.W., Auchterlonie, J.L., & Milliken, C.S. (2006). Mental health problems, use of mental health services, and attrition from military service after returning from deployment to Iraq or Afghanistan.

Journal of the American Medical Association, 295, 1023-1032.

Killgore, W. D. S., Cotting, D. I., Thomas, J. L., Cox, A. L., McGurk, D., Vo, A. H., et al. (2008). Post-combat invincibility: Violent combat experiences are associated with increased risk-taking propensity following deployment. *Journal of Psychiatric Research*, 42, 1112-1121.

Mysliwiec, V., McGraw, L., Pierce, R., Smith, P., Trapp, B., & Roth, B. (2013). Sleep disorders and associated medical comorbidities in active duty military personnel. *Sleep: Journal of Sleep And Sleep Disorders Research*, 36, 167-174.

Seal, K.H., Bertenthal, D., Miner, C.R., Sen, S., & Marmar, C. (2007).

Bringing the war back home: Mental health disorders among 103,788 US veterans returning from Iraq and Afghanistan seen at Department

of Veterans Affairs facilities. *Archives of Internal Medicine*, 167, 476–482.

Smith, R., Chun, R., Michael, R., & Schneider, B. (2013). Operation BRAVE Families: A preventive approach to lessening the impact of war on military families through preclinical engagement. *Military Medicine*, 178, 174-179.

Taylor, M., Hilton, S., Campbell, J., Beckerley, S., Shobe, K., & Drummond, S. (2014). Prevalence and mental health correlates of sleep disruption among military members serving in a combat zone. *Military Medicine*, 179, 744-751.

Recommended Readings:

Hotopf, M., Hull, L., Fear, N.T., Browne, T., Horn, O., Iversen, A., Jones, M., Murphy, D., Bland, D., Earnshaw, M., Greenberg, N., Hughes, J.H., Tate, A.R., Dandeker, C., Rona, R., & Wessely, S. (2006). The health of UK military personnel who deployed to the 2003 Iraq war: A cohort study. *Lancet*, 367, 1731–1741.

Vasterling, J. J., Proctor, S.P., Amoroso, P., Kane, R., Heeren, T., & White, R.F. (2006). Neuropsychological outcomes of Army personnel following deployment to the Iraq war. *Journal of the American Medical Association*, 296, 519–529.

Week 12: Military Treatment Systems

Topics Covered:

- Military mental health services
- Military fitness and return to duty
- “Fix ‘em or street ‘em” and treatment seeking

Required Readings:

Atizado, A. Witness testimony at Hearing: Polytrauma Center care and the traumatic brain injury (TBI) patient: How seamless is the transition between the U.S. Department of Veterans Affairs and the Department of Defense and are needs being met? Subcommittee on Health, the House Committee on Veterans Affairs, 110th Congress. Washington, D.C.: House of Representatives, March 15, 2007.

Burnam, M.A., Meredith, L.S., Helmus, T.C., Burns, R.M., Cox, R.A., D’Amico, E., Martin, L.T., Vaiana, M.E., Williams, K.M., & Yochelson, M.R. (2008). Systems of care: Challenges and opportunities to improve access to high-quality care. In Tanielian, T., & Jaycox, L.H. (Eds.) *Invisible Wounds of War. Psychological and Cognitive Injuries, Their Consequences, and Services to Assist Recovery*. Rand Corporation: Santa Monica, CA.

Copeland, L., Zeber, J., Lawrence, V., et al. (2011). Transition from military to VHA care: Psychiatric health services for Iraq/Afghanistan combat-wounded. *Journal of Affective Disorders*, 130, 226-230.

Coppola, M., Satterwhite, R., Fulton, L., Shanderson, L., & Pasupathy, R. (2012). Military health system efficiency: A review of history and recommendations for the future. *Military Medicine*, 177, 686-692.

Glover, W., Plmanabhan, J., Rhodes, D., & Nightingale, D. (2015). Architecting the future U.S. military psychological health enterprise via policy and procedure analysis. *Military Medicine*, 180, 898-909.

Owen, R., & Wanzer, L. (2014). Compassion fatigue in military healthcare teams. *Archives of Psychiatric Nursing*, 28, 2-9.

Tanielian, T., Woldetsadik, M., Engel, C., et al. (2016). Barriers to engaging service members in mental health care within the U.S. Military health system. *Psychiatric Services*, 67, 718-727.

Recommended Readings:

Ritchie, E. (2014). Military health care system and the U.S. Department of Veterans Affairs: An overview. Care of military service members, veterans, and their families. Arlington, VA: American Psychiatric Publishing, Inc.

Week 13: Assessing the complex psychosocial needs of Veterans.

Topics Covered:

- Issues of assessment of PTSD in Veterans
- Building on strengths, post-traumatic growth
- Co-occurring affective and anxiety disorders
- Co-occurring substance use disorders
- Co-occurring mTBI
- Neurobiology of post trauma reactions
- Assessing and managing suicidal ideation
- Assessing and managing anger, aggression and violence
- Co-occurring MST

Required Readings:

Ruzek/Schnurr/Vasterling/Friedman chapters 9, 11, 12

Beckham, J. C., Feldman, M. E., & Kirby, A. C. (1998). Atrocities exposure in Vietnam combat veterans with chronic posttraumatic stress disorder: Relationship to combat exposure, symptom severity, guilt, and interpersonal violence. *Journal of Traumatic Stress*, 11, 777-785.

Hendin, H., & Haas, A. P. (1991). Suicide and guilt as manifestations of PTSD in Vietnam combat veterans. *American Journal of Psychiatry*, 148, 586-591.

Karney, B.R., Ramchand, R., Osilla, K.C., Caldarone, L.B., & Burns, R.M. (2008). Predicting the immediate and long-term consequences of post-traumatic stress disorder, depression, and traumatic brain injury in veterans of Operation Enduring Freedom and

Operation Iraqi Freedom. In Tanielian, T., & Jaycox, L.H. (Eds.) *Invisible Wounds of War. Psychological and Cognitive Injuries, Their Consequences, and Services to Assist Recovery*. Rand Corporation: Santa Monica, CA.

Rosenheck, R.A., & Fontana, A.F. (2007). Recent trends in VA treatment of post-traumatic stress disorder and other mental health disorders. *Health Affairs*, 26, 1720–1727.

Week 14: Impact of Military Service on the Mental Health of Dependents

Topics Covered:

- Impact of the deployment cycle on child development and mental health
- Masculinity, service, and sexual health
- Separation and divorce

Required Readings:

Freeman/Moore/Freeman Chapters 15, 16

Ruzek/Schnurr/Vasterling/Friedman chapters 7, 8

Beardslee, W., Klosinski, L., Lester, P., et al. (2013). Dissemination of family-centered prevention for military and veteran families: Adaptations and adoption within community and military systems of care. *Clinical Child and Family Psychology Review*, 16, 394-409.

Cameron, R., Mona, L., Lemos, L., et al. (2011). Sexuality among wounded veterans of Operation Enduring Freedom (OEF), Operation Iraqi Freedom (OIF), and Operation New Dawn (OND): Implications for rehabilitation psychologists. *Rehabilitation Psychology*, 56, 289-301.

Satcher, D., Tepper, M., Thrasher, C., & Rachel, S. (2012). Breaking the silence: Supporting intimate relationships for our wounded troops and their partners: A call to action. *International Journal of Sexual Health*, 24, 6-13.

Sories, F., Maier, C., Beer, A., & Thomas, V. (2015). Addressing the needs of military children through family-based play therapy. *Contemporary Family Therapy: An International Journal*, 37, 209-220.

Week 15: Final Exam

Supervision and Teaching 6 hours

Counselor Supervision COUN 8510

Fall 2015

Counseling Educational Psychology and Research

The University of Memphis
Pamela A. Cogdal, Ph.D, LCP, HSP
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Wednesdays 230 pm – 530 pm Room 124

Course Description

Critical analysis of theories of counselor supervision, techniques associated with theories, assessment of supervision models, and survey of research on counseling supervision issues. Through readings, discussion, supervision, metasupervision, and the cumulative synthesis paper, students will learn about the theory and practice of effective counselor supervision.

In addition, the seminar will explore the development of leadership among doctoral level counselor educators/supervisors. The course will include an overview of four primary topics related to leadership including: (1) discussions of leadership theory and research (including leader types and supervisory styles), (2) a focus on how leadership is learned including strategies for developing leadership and mentoring new counseling professionals, (3) multicultural dimensions of leadership development for diverse students, and (4) the current trends in counselor education and leadership.

The student will also become familiar with training and service delivery issues associated with professional supervision. The course is conducted as a seminar-practicum and attempts to maximize (a) live input from other “supervisors” (your classmates), guest supervisors and the instructor, as well as (b) discussion based on assigned readings and (c) papers.

Prerequisites

Doctoral standing in Counseling, and appropriate program approval. Participants must have successfully completed a doctoral course practicum.

Objectives: (*CACREP Competencies)

1	To develop a systematic understanding of the purposes, conceptual models, methods, and limitations of counseling supervision.	*II C-3
2	To develop thinking and conceptual skills related to counselor supervision as well as professional leadership as a teacher/educator, including evaluation of self and supervisees	*II -C-6 IV-C
3	To learn practical skills in supervision and professional counselor leadership through the practice of supervision with masters-level counselors-in-training	*IV-B-1

4	To begin to develop a personal style of supervision and review of one's approach to leadership as a counselor educator.	*IV-A-1
5	To learn ethics and decision-making related to counselor supervision and leadership positions	*IV- A
6	To enhance students' awareness of and competencies with multicultural and gender issues in supervision.	*IV-A

Student Learning Outcomes

1)	Students will be able to demonstrate knowledge of leadership and supervision theories and models by examining benefits, strengths, and limitations of each through class discussion & teaching presentations	Sec II - C
2)	Students will demonstrate through experiential learning and videotaping – models of leadership and supervisor development in action.	Sec II - C- 6 IV - B
3)	Students will demonstrate an understanding of course material by presenting on readings, leading class discussions, and evaluating supervisor experiences during the course as well as in a final synthesis paper	Sec IV - C
4)	Students will display an increased understanding of leadership roles in the counseling profession and identify their own interests in professional leadership/supervisory roles through assessment, evaluation and class discussions	Sec IV- A IV-B

Course Format

Extensive readings pertaining to counselor supervision are required. Considerable class time will be devoted to **discussion of these readings**—both the primary texts and additional readings. Each student will present and **teach one class session** based on a chapter of the text as well as one additional reading. The **practice of masters student supervision** and peer supervision will also be central to the course. Each doctoral student will be responsible for initiating, developing, and terminating a supervisory relationship with one or more masters-level students in a counseling practicum or internship. Masters-level practicum students will be required to audio tape record their counseling sessions with clients. Doctoral supervisors, will utilize these recordings to evaluate the skills of supervisees and assist them in developing counseling skills.

Each supervision session will be videotaped, and segments of these tapes will be played back in the supervision course. In this manner, each supervisor-in-training will receive feedback that will increase his/her understanding of skills in supervision. Additional knowledge and skill will be developed vicariously, via watching and giving feedback in regard to tapes of other students.

Taping procedures, meta-supervision with your professor and other procedures delineated above will need to be explained to your students. You as a supervisor must also ensure that your supervisee explains these supervisory procedures to his/her clients.

Instructional Strategies Used:

- Lecture
- Video and audio tapes
- Role Play
- Class Discussion
- Speakers
- Research Review Activity
- Peer Supervision/Consultation

Required Text:

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of Clinical Supervision* (5th Edition). Merrill Counseling.

Recommended:

Fall, M., & Sutton, J. M. (2004) *Clinical supervision: A handbook for practitioners*. Allyn and Bacon, Boston, MA

Other Readings as Assigned (*bibliography below*)

Course Requirements

17. Weekly class attendance and class participation. Attendance is mandatory and absences must be documented. All assignments must be handed in on time or the grade drops one letter per day.

18. Commentary on readings: You must complete all assigned readings. Summaries of and commentaries on readings must be submitted each week in the form of topical questions.

These will be typed out.

19. Videotaped weekly supervision sessions with assigned counselor(s)-in-training

20. Administrative tasks associated with supervision (i.e., site visit and exit visit with counselor's on-site supervisors, collection of CEPR Dept. required materials from the counselors, scheduling counseling rooms and equipment, determination of counselor-in-training scores).

21. Practicum course grade input (in conjunction with supervision course instructor).

22. Written records of the doctoral supervisor's supervision/log. No identifying names.
23. Leading/facilitating/teaching one seminar class discussion on a text chapter and one on a selected counselor supervision article. Choose any article from the reading list attached to the syllabus. You may also choose a supervision-related article that does not appear on the reading list. If you do so, check with me first to ensure that the article is suitable.
24. Presentation of supervision sessions (videotaped) in class.
25. Examination. This will consist of a synthesis paper that is the culminating and integrative experience of your supervision training. It should describe and synthesize your progression (experientially, developmentally, conceptually, etc.) as a leader/mentor and professional counselor supervisor. This paper should incorporate important aspects of readings, applied to your own experience.

Course Grade

Completion of readings with questions	50
Videotaped weekly supervision sessions & meta-supervision	150
Completion of administrative tasks	50
Maintenance of supervision record/notes etc	25
Class presentation/ Chapter facilitation	125
Presentation of article	100
Synthesis paper	150

Grade Evaluation

A: 580-650 points; B: 510-579 points; C: 440-519 points; D: 370-439 points;
F: below 370 points

Course Overview

Date	Activity	Standard
26 Aug	• Introduction, orientation, and supervisory responsibilities: • Read Chapter 1 for next session (Importance, Scope, and Definition of Clinical Supervision) for next week. Contact your supervisees ASAP. • Review ACA Ethics and CACREP Standards relating to supervision, leadership and clinical practice on Clinical Field Work Forms: http://www.memphis.edu/cepr/coun/clinical-practice.htm	Sec II - A , IV A

Date	Activity	Standard
	https://umdrive.memphis.edu/pcogdal/Public	
	Review the Tool Box in back of the text and take the self- efficacy scale as well as the MBTI, which will be provided by instructor.	
2 Sep	- Demonstration of supervision (**tapes of you and your student) Read Chpt 11 for next class - Chapter 11 : Ethical considerations in supervision	Section IV- A and IV –B
9 Sep Jen presents on ethics	- Demonstration of supervision tapes** - Conceptualizing supervision and study of supervision models - Read Chapter 2: Supervision Models and theories For next session	II-C Doctoral consultation II-C
16 Sep Joe presents on models	- Conceptualizing supervision and supervision models - Read Chpt 3 for next time – Processes & Issues of Triad and Dyad - Demonstration of supervision **	II - C Doctoral consultation IV-J Leadership
23 Sep Kyle presents on Chpt 3	- Read Chapter 5 for next class Multicultural aspects of supervision - Demonstrations**	II-C Consultation
07 Oct Alex presents Chpt 5	- Nature and methods of mentoring, leadership development, administration, and evaluation of supervisees - Read Chpt 6 for next session Organizing Supervisory Experience - Demonstrations**	IV - B IV-J Leadership
	Supervisee mid-term evaluations are due next week.	
14 Oct Katherine presents on Ch 6	** Demonstrations - Read Ch 7 Individual Supervision	IV - A, IV - B
21 Oct Jen Article present	- Read Group Ch 8 – Group supervision - Demonstration of taping** Student Article Presentations begin	IV - B - C

Date	Activity	Standard
28 Oct Alex Article	- View videotaped demonstration of supervision** - Read Live Supervision Ch 9	II-C Doctoral consultation
Nov 4	- View videotaped segments of supervision** & Presentations - Student evaluations - Professional debate on individual versus group supervision	II -C Doctoral consultation
11 Nov Kyle article	- View videotaped segments of supervision** - Student Presentations - guest speaker.	
18 Nov Katherine article	- View videotaped segments of supervision** - Student Presentations. - Issues with professional peer supervision You need to make a final site visit with the onsite supervisor!	II-C Doctoral consultation
25 Nov	OFFFFFFFFF	II - C Doctoral consultation
02 Dec	- Final Synthesis Paper Due - Final taping sessions/ make-ups	
Study Day 3 Dec	Your masters students need to turn in their paperwork for me by Dec 2 unless otherwise noted	
10 Dec	Your Final Paperwork Due	

Please Note: Supplemental Readings May Be Assigned. The following are considered classic articles in supervision and are only suggestions for article presentations.

Adkison-Bradley, C. (2013). Counselor Education and Supervision: The Development of the CACREP Doctoral Standards. *Journal of Counseling & Development*, 91(1), 44-49. doi: 0.1002/j.1556-6676.2013.00069.x

Agnew, T., Vaught, C. C., Getz, H. G., & Fortune, J. (2000). Peer group clinical supervision program fosters confidence and professionalism. *Professional School Counseling*, 4, 6-13.

American Association for Counseling and Development (1990). Standards for counseling supervisors. *Journal of Counseling and Development*, 69, 30-32.

- American Counseling Association (2005). *American Counseling Association code of ethics and standards of practice*. Alexandria, VA: Author.
- Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Alexandria, VA: Author
- Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education and Supervision, 43*, 25-38.
- Baltimore, M. L., & Brown, L. (2004). On-demand interactive clinical supervision training: Using multimedia for building basic skills in supervision. In J. W. Bloom & G. R. Walz (Eds.). *Cybercounseling and cyberlearning: An encore* (pp.259-274). Greensboro, NC: CAPS Press.
- Barreto, A. (2012). Counseling for the training of leaders and leadership development: A commentary. *The Professional Counselor, 2*(3), 226-234.
doi:10.15241/abb.2.3.226
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*(1), 60-68.
- Borders, L. D., Bernard, J. M., Dye, H. A., Fong, M. L., Henderson, P., & Nance, D. W. (1991). Curriculum guide for training counseling supervisors: Rationale, development, and implementation. *Counselor Education and Supervision, 31*, 58-80.
- Borders, L. D. & Usher, C. H. (1992). Post-degree supervision: Existing and preferred practices. *Journal of Counseling and Development, 70*, 594-599.
- Bradley, L.J., Gould, L.J., & Parr, G.D. (2001). Supervision-based integrative models of counselor supervision. In L.J. Bradley & N. Ladany (Eds.), *Counselor supervision principles, process, and practice* (pp. 93-124). Philadelphia, PA: Brunner-Routledge.
- Bradley, L.J. & Ladany, N. (Eds.). (2001). *Counselor supervision principles, process, and practice* (3rd ed.). Philadelphia, PA: Brunner-Routledge.
- Clingerman, T. L., & Bernard, J. M. (2004). An investigation of the use of email as a supplemental modality for clinical supervision. *Counselor Education and Supervision, 44*, 82-96.
- Crutchfield, L. B., & Borders, L. D. (1997). Impact of two clinical peer supervision models on practicing school counselors. *Journal of Counseling and Development, 75*.
Retrieved February 22, 2005 from <http://web30.epnet.com>

- Freeman, B., & McHenry, S. (1996). Clinical supervision of counselors-in-training: A nationwide survey of ideal delivery, goals, and theoretical influences. *Counselor Education and Supervision, 36*, 144-158.
- Getz, H. G. (1999). Assessment of clinical supervisor competencies. *Journal of Counseling and Development, 77*, 491-497.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Belmont, CA Brooks/Cole Thompson Learning.
- Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counselor supervision. *Professional School Counseling, 6*, 55-60.
- Magnuson, S., Norem, K., & Wilcoxon, S. A. (2002). Clinical supervision for licensure: A consumer's guide. *Journal of Humanistic Counseling, Education, and Development*.
- Magnuson, S., Wilcoxon, S. A., & Norem, K. (2000). A profile of lousy supervision: Experienced counselors' perspectives. *Counselor Education and Supervision, 39*, 189-202.
- Matthes, W. A. (1992). Induction of counselors into the profession. *The School Counselor, 39*, 245-250.
- Meany-Walen, K. K., Carnes-Holt, K., Barrio Minton, C. A., Purswell, K., & Pronchenko-Jain, Y. (2013). An Exploration of Counselors' Professional Leadership Development. *Journal of Counseling & Development, 91*(2), 206-215. doi: 10.1002/j.1556-6676.2013.00087.x
- Nelson, M. D., & Johnson, P. (1999). School counselors as supervisors: An integrated approach for supervising school counseling interns. *Counselor Education and Supervision, 39*, 80-100.
- O'Byrne, K., & Rosenberg, J. I. (1998). The practice of supervision: A sociocultural perspective. *Counselor Education and Supervision, 38*, 34-42.
- Page, B. J., Pietrzak, D. R., & Sutton, J. M. (2001). National survey of school counselor supervision. *Counselor Education and Supervision, 41*, 142-150.
- Paradise, L. V., Ceballos, P. T., & Hall, S. (2010). Leadership and Leader Behavior in Counseling: Neglected Skills. *International Journal for the Advancement of Counseling, 32*(1), 46-55. doi: 10.1007/s10447-009-9088-y
- Peace, S. A., & Sprinthall, N. A. (1998). Training school counselors to supervise beginning counselors: Theory, research, and practice. *Professional School Counseling, 1*, 2-8.

Portman, T. A. A. (2002). A qualitative study of early-entrant school counselors. *Professional School Counseling*, 6, 61-69.

Schultz, J. C., Ososkie, J. N., Fried, J. H., Nelson, R. E., & Bardos, A. N. (2002). Clinical supervision in public rehabilitation counseling settings. *Rehabilitation Counseling Bulletin*, 45(4), 213-222.

Studer, J. R. (2005). Supervising counselors-in-training: A guide for field supervisors. *Professional School Counseling*, 8, 353-359.

Link: MBTI Information and leadership:

<http://www.au.af.mil/au/awc/awcgate/dau/youm-a.pdf>

Procedures and Notes

If you have a diagnosed disability or believe that you have a disability that might require accommodation on the part of the instructor, please contact the Office of Students with Disabilities – Director Susan TePaske. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

Adherence to the Academic Honesty Policy:

Students will be expected to abide by the Academic Honesty Policy in regard to plagiarism and academic honesty.

Classroom Etiquette and Leadership Expectations

It is to be expected that the instructor will treat all students with dignity and respect—it is also expected that the students will treat both the instructor and other students with this same respect. In order to more effectively facilitate this respect, I will ask the following things: 1) all pager and cellphones need to **be turned off or on silent vibration** before class unless there is an emergency, 2) no ongoing side conversations, and 3) interactions and feedback should be professional and respectful. **No computers should be used for texting only for notes and I'd prefer you not use them.**

Diversity

The Department of Counseling, Educational Psychology & Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, religion, ability, SES and orientation.

Coun 8512- Methods of Teaching Counselor Education

Coun 8512-Teaching Counselor Education- (3-6 sem hrs.). Methods of instruction in counselor education.. Topics and responsibilities include curriculum and syllabus construction, clinical critique, lecture development and delivery, course assessment, and other pedagogical activities to develop graduate teaching abilities in counselor education. Includes supervised teaching of graduate students in a counseling course

Objectives are:

1. to develop competency in teaching and training graduate level counseling students through a variety of teaching methodologies and instructional technologies. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; e online instruction)
2. to understand how to construct a course syllabus with appropriate, criteria referenced course goals, objectives and methodologies. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; d, instructional design)
3. to be able to construct reliable and content valid course assessment instruments. (CACREP B3 Teaching g, assessment)
4. to be able to evaluate students using objective and subjective performance criteria assessment devices. (CACREP Teaching B3 g, assessment)
5. to be able to provide constructive feedback for student clinical performance (CACREP Teaching B3 g, assessment)
6. to determine and provide academic advising, remedial, and supportive services for student. (CACREP Teaching B3 f, gatekeeping; i,mentoring)
7. to know and implement ethical , legal, and university standards for academic performance and integrity. (CACREP Teaching B3 h, culture and ethical issues)
8. to know and integrate cultural diversity and social justice into instruction(CACREP Teaching B3 h, culture and ethical issues)

Methods and Activities

1. Student will be exposed to a variety of teaching methodologies through lecture discussion including delivery of online courses. Students will be responsible for development of a course syllabus, assignments, lectures, class activities, and grading evaluation, including construction of tests or other rating devices for a content area of their choice.
2. Successive approximation of the student from very close supervision in practice teaching scenarios in class to independence in delivering course content in a graduate counseling course.
3. Video recording and critique of student teaching

Grading

Student teachers must demonstrate the ability to construct a content valid course syllabus with assignments and activities relevant to the course through submission of a lesson plan book complete with objective methods , assignments, and evaluations. The student must construct reliable and content valid assessment devices, administer, score, and deliver feedback on the assessments. Students will also be rated on their teaching ability through both in class and out-of class teaching activities on the teaching l enclosed teaching rubrics. In class ratings by the instructor and peers and out of-class ratings by the professor of the curse taught and students in that course.

Supportive texts and materials

Svinicki,M.D., & McKeachie, W.J. (2014). *McKeachie's teaching tips: Strategies ,research ,and theory for college and university teachers*, 4th ed. Belmont,CA: Wadsworth.

West, J.D., & Butemeyer,DL,Cox,J., & McGlothlin,J.M (Eds.). (2013). *Teaching in counselor education: Engaging students in learning*. Alexandria,VA: American Counseling Association.

Sheperis, C.J. & Davis, R.J. (2016) . *Online counselor education: Agenda for students*. Thousand Oaks, CA: Sage.

Calendar of Activities

Class session 1- Introduction over view of course. Lecture discussion on teaching graduate education roles and responsibilities. Assign: Svinicki & McKeachie, Chapters,1 &2 College Culture, Countdown for course preparation. West- Teaching Counselor Ed. Preface, overview of teaching counselor ed. (CACREP B3 Teaching a, through h overview)

Class session 2-Lecture /discussion on Course preparation, college culture, learning styles, goals and outcomes. Assign: Svinicki & McKeachie, Chapters, 3 &4 Meeting a class for the first time. West- Teaching Counselor Ed. overview of teaching counselor ed. Chapter 2,syllabus preparation (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy; c, models of adult learning; h, culture)

Class session 3- Lecture /discussion on setting classroom activities up,syllabus prep. Turn in preferred class for outside teaching activity and syllabus/course preparation. Assign: Svinicki & McKeachie, Chapters,5&6 Facilitating discussion, How to make lectures effective. West, Chapter 3, preparing lectures that exemplify the ideals of counselor education(CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; d, design)

Class session 4- Lecture /demonstration on class discussion, lecturing, online formats. Assign: Prepare mini-lecture and lesson plan for preferred teaching class. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; e online instruction)

Class session 5- Video record mini-teaching lecture. Assign: Make appointment for individual review of video teaching. Svinicki & McKeachie, Chapters,7 &8 Assessing, Testing and Evaluating, Testing: The details (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; e online instruction)

Class session 6- Lecture and discussion on assessment. Assign: Build representative assessment for one content area preferred teaching course due session 8. Have rough draft of assessment for class discussion session 7. Assign: : Svinicki & McKeachie, Chapters 9 &10,

Written feedback, Assigning grades. Assessment techniques due next time.
(CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; d, evaluation; g, assessment).

Class session7- Assessments due. Group discussion and feedback on individual assessment techniques. Assign: Svinicki & McKeachie, Chapters 11 &12, Motivation , Teaching Culturally diverse students , West, Teaching Counselor Ed. Chapter 12 ,Broaching the subject of race.
(CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; d, evaluation; g, assessment).

Class session 8- Lecture /discussion on motivation and cultural diversity ,learning styles. Providing written and oral feedback. Role plays on conference with low performing students and cultural diverse students. Assign: West,Chapters 5 & 6 Experiential education and out-of class activities. Prepare experiential activity and out of-class simulation . (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; g, assessment; h, culture; I,mentoring).

Class session 9- Lecture and focus group process on experiential and out-of class activity. Assign: Complete experiential and out-of class activity hand in session 11. Assign: West, 8 Using Distance Learning.
(CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; d, evaluation; g, assessment).

Class session 10- Lecture and discussion on intro to technology and Distance Learning. Field trip and orientation to Distance Learning lab. Experiential and out-of class activity due. Assign West, Chapter 8, distance learning. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i,mentoring

Class session 11- Experiential and out-of class activity due. Lecture and discussion on seminar classes, online discussion groups . Assign: West, 8 Using Distance Learning. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i,mentoring)

Class session 12 Field trip and orientation to Distance Learning Lab. Assign: West,Chapter7, Technology, Svinicki, Chapter 17 Technology and Teaching. (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i,mentoring)

Class session 13 – Field trip to technology laboratory. Assign: Sheperis,Chapters 1,7 Intro to online teaching, Interacting with faculty and peers (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i,mentoring

Class session 14- Lecture discussion online counselor education . Assign: Sheperis Chapter 10 On line research, chapter 12, Field experiences. Video recording and course plan due . (CACREP B3

Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i, mentoring

Class session 15- Lecture discussion online counselor education. Review videos of out-side teaching assignments. Hand in complete course plan including syllabus, lesson plans, and assessment devices. Assign: Review and feedback videos and course plans. Assign: West chapter 10 student teacher relationships (CACREP B3 Teaching a, roles and responsibilities; b, pedagogy and teaching methods; c, adult development, d, evaluation; e, online; g, assessment; h, culture; i, mentoring)

Class session 16- Feedback on teaching videos and course plans. Mentoring, advising, gatekeeping issues. (CACREP B3 Teaching a, roles and responsibilities; d, evaluation; e, online; f, screening/gatekeeping g, assessment; h, culture; i, mentoring)

Grading

In class Assessment construction= 25 points

In class experiential activity = 25 points

Course plan =. Includes lesson plans with methods, objectives, assessment techniques and goals. 100 points

Teaching in class= video recording including lesson plan with methods, objective, assessment techniques and goals 50 points

Teaching out-side of class= video recording including lesson plan with methods, objective, assessment techniques and goals 100 points

Grading= 270 points or 90% for A
 240 points or 80% B
 210 points or 70% C
 180 points or 60% D
 179 below or 59% F

Rubrics for teaching. The following rubrics and ratings scales are used to evaluate both in and outside class teaching. Both students and teachers will give feedback and rating

EDPR 7/8541

Instructor: Leigh M. Harrell-Williams, PhD

Statistical Methods Applied to Education I

Office: 300D Ball Hall (Main Campus)

Spring 2017

College of Education Norms

E-mail: Leigh.Williams@memphis.edu (Preferred method of contact)

I take 100% responsibility.

I seek equity of voice.

I am willing to talk about sensitive issues.

I listen for understanding.

Cell: 443-257-4634 (for emergencies; between 9am and 9pm only)

I appreciate the strengths and contributions of others.

Course Description:

I bring positive energy and encouragement to the team.

This course teaches the use and interpretation of statistical methods applied to education; topics include frequency distributions, central tendency, variability, correlations, linear regression, introduction to basic probability, normal distribution, interval estimation, hypothesis testing via t-test and chi-square, and computer utilization in statistical analysis. Prerequisite: EDPR 7521 or 7523 or permission of instructor. This course is intended to introduce students to descriptive statistics, elementary probability, and inferential statistics. The focus of this course is on developing statistical reasoning skills and concepts. Students are also introduced to the use of statistical software to handle the computation.

I commit to the mission of the college.

Expectations Regarding Time Commitment for This Course:

If this section of EDPR 8541 were meeting in-person every week, I would expect that you would spend approximately 9 to 10 hours per week on this course, including the 3 hours we would spend together in class. Some of the time outside of class would be spent preparing for each class meeting by reading the materials and identifying questions for class discussion and some would be for reviewing the material presented in each class, which included information not in the text book. I would also expect that you would spend about 3 hours completing the assignments per week. Since this is an online course, you are still required to do all of those things but they are completed around your own schedule each week based on the course deadlines.

Course Format and Expectations

Course Format: This course is mostly online. You will be expected to attend ONLY 2 sessions in person (Saturday 1/21 & 3/18). All work will be submitted via the eCourseware. **Completion of this course will be deadline-driven so this is not a self-paced course. All assignments and assessments will have specific dates during which they must be completed.** If your

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job, vacation, etc., does not allow for weekly completion of course material, you should not be enrolled in this course.

Communication Expectations: Refer to the guidelines found here regarding communication with the instructor and fellow classmates: <http://www.brighthub.com/education/online-learning/articles/26946.aspx%5C>

Note regarding *cell phone calls* to the instructor: When possible, please email in advance to set up a mutually agreeable time for a phone/Skype/in-person appointment. If your call is regarding an urgent matter (kicked out of course system while taking an exam, notification to cancel existing appointment, etc.), please try to call between the hours of 8:30am to 10:00pm Central Time.

Note regarding *emails* to the instructor: If you send an “email” from within the eCourseware system, the instructor *cannot* just hit “reply” to send a response and must go into the eCourseware system to type and send a reply. Due to this system limitation, please email the instructor using the university email system instead of the eCourseware messaging system.

Lecture Notes and Learning Objectives: Lecture Notes are provided in pdf form. Notes will be posted by topic in modules on eCourseware, along with the learning objectives for each module. You will be responsible for going through the notes on your own. The notes may contain material that is not emphasized in the book, but you are responsible for the material in the text and the notes. Links to supplemental videos will be posted under the learning objectives. You are required to watch any video marked “Required”. The other videos can be used for any topics that you may need more explanation or examples to understand. The videos and lecture notes are not meant to be a substitute for reading the text or notes.

Obtaining Assistance with Course Materials and Using SPSS: The course instructor is available by email, Skype, Google Chat, and phone to assist you with any questions you may have regarding the course content and assignments. **The only bad question is one that you are afraid to ask.** A group discussion board will be created for each chapter so that students may post questions or share resources. Additionally, the course instructor may post any questions that are asked via email, phone or in person on the discussion board with the appropriate reply, while keeping the student’s identity anonymous. Please allow 24 hours for responses by the course instructor, unless otherwise notified. It is anticipated that responses may not take that long, but understand that any posts or emails after 9pm (Central Time) may not receive responses until the next day.

Course Materials and Technology

eCourseware:

This class takes place entirely online. To access the class documents, go to the eCourseware site: <http://elearn.memphis.edu>. You will need to log-in with your UofM user ID and password. For technical assistance, please call the helpdesk at 901-678-8888.

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Textbooks: (BOTH CONTAIN REQUIRED READING)

1) Urdan, Timothy C. (2017). Statistics in Plain English, 4th Edition. ISBN: 978-1-138- 838345
2) Online Statistics Education: A Multimedia Course of Study. Project Leader: David M. Lane, Rice University. (*Available FREE Online*) Multiple versions are available and you are free to choose which format you use (online, PDF, epub for Kindle/Nook, ibook). *I prefer that you use the online version when you can. There are built-in self-check items that you can use to measure your understanding before attempting the homework.* Additionally, there are videos for some of the material for those who like to “hear” the information. Links to the specific sections as well as PDF files will be posted in each week’s e-courseware content area.

Statistical Software:

SPSS (Statistical Package for the Social Sciences) is one of the statistical packages that is widely used in both academia and private industry. You will need access to SPSS in UApps (<https://citrix.memphis.edu/vpn/index.html>). Documentation for accessing software will be posted. Call the helpdesk at 901-678-8888 for technical assistance accessing SPSS in UApps.

An SPSS manual is not required for the course. I will provide the information you need to use SPSS for course assignments via references to Appendix A of the Hinkle text, handouts prepared by the textbook authors (available at <http://wolfweb.unr.edu/homepage/liu/stat/content.htm>), and links to appropriate videos when possible. In addition, the University library has several SPSS manuals available as e-books should you want to use them for a reference. However, if you think that you will, in the future, be involved in research projects requiring extensive data manipulation and analysis, I would recommend that you consider purchasing an SPSS Reference Guide. This will give you examples of all the commands, subcommands, and keywords.

SPSS guides available as e-books through U of M library:

- (1) Davis, C. (2013). SPSS for Applied Sciences: Basic Statistical Testing. Collingwood, Vic: CSIRO PUBLISHING.
- (2) Morgan, G. A. (2004). SPSS for introductory statistics: Use and interpretation. Mahwah, N.J: Lawrence Erlbaum.
- (3) Greasley, P. (2008). Quantitative data analysis using SPSS: An introduction for health & social science. Maidenhead: Open University Press.
- (4) Brace, N., Snelgar, R., & Brace, N. (2000). SPSS for psychologists: A guide to data analysis using SPSS for Windows. Mahwah, N.J: L. Erlbaum Associates.

Calculator: You will need a calculator that can handle square roots and exponents in order to complete some assignments and both exams.

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Email: It is expected that students will check their UofM email and/or the course site at least once every 48 hours for notices regarding the course.

Grading

Grades will be determined by performance on exams, SPSS assignments, discussion posts, an analysis table assignment, and homework assignments.

SPSS Assignments: The purpose of the SPSS assignments and homework is to facilitate your learning and understanding of the statistical methodologies. You have four SPSS assignments due throughout the semester. You may upload your assignments to the dropbox early. The dropbox will not accept late assignments, so be sure you get them in on time. You must upload both your answers to the assignment and your annotated SPSS output to the dropbox to get full credit. Each SPSS assignment is worth 30 points. The written portion of the SPSS assignment must be in paragraph form and follow the examples provided in either the lecture notes or the assignment itself.

Homework Assignments: Almost every module will have a homework assignment. There are two required parts requirements for the homework assignments: (1) submission of answers via the online quiz area (with unlimited attempts to provide immediate feedback about mastery) and (2) Dropbox submission of your final handwritten work for any calculation problems. Both parts must be submitted in order to receive credit for the assignment as a whole. The homework may require you to interpret SPSS output. In most cases, you will not have to use SPSS to complete the homework. The lowest homework grade will be dropped in order to allow for an emergency or another occurrence that may prevent the submission of the homework. Late assignments will not be accepted as solutions will be posted the day after the homework is due.

Discussion Assignments: The first discussion post is the Introduction Assignment. Each week, you will post the following items to that week's discussion board:

- (1) One important thing that you learned this week and why it is important to you/your education/your degree/your job
- (2) One thing that you struggled with this week and/or would like more resources to learn about this topic. Alternatively, you may share if you found and used a resource outside of what was presented in the course and found it to be really helpful.

Analysis Table Assignment: Throughout the semester, you will learn data analysis techniques. As a review for the final exam and for your future reference, you will complete a table where you identify the appropriate type of variables and the purpose of each analysis technique.

Examinations: There are two exams in this course, a mid-term and a final. Both will be administered online with a time limit. Each exam is worth 100 points. You must complete each exam during its specified availability window (see schedule at end of syllabus).

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Point Values for Assignments:

Course grades are based on 500 total possible points for the entire semester.

Assignment

	Number of Points Possible	Percentage of Total Grade
Introduction Assignment	10	2%
Discussion Posts (10 @ 5 pts each)	50	10%
SPSS Assignments (4 @ 30 points each)	120	24%
HW Assignments (11 @ 10 points each; lowest dropped)	100	20%
Analysis Table Assignment	20	4%
Mid-term Exam	100	20%
Final Exam	100	20%

EDPR 7/8542 Statistical Methods Applied to Education II

Instructor: Michael Mackay **Email:** mmmackay@memphis.edu **Office:** Ball Hall
307C **Office Hours:** Wednesday 3pm to 5pm (appointment strongly recommended)

Course Description

This course continues the introduction to the statistical methodologies used in the behavioral sciences. It is assumed that you recently took EDPR7/8541 or the equivalent and have a good understanding of the main statistical concepts. The focus in this course is on the two most common approaches used in educational research: analysis of variance (ANOVA) and multiple regression. This course integrates the analysis of data using these statistical methodologies with the design of research in educational settings. It is important to note that this is not a “plug the numbers into a formula and get the correct answer” course. The emphasis is on developing understanding rather than engaging in mindless computation.

Required Text

Hinkle, D. E., Wiersma, W., and Jurs, S. G. (2003). *Applied Statistics for the Behavioral Sciences* (5th edition). Boston, MA: Houghton Mifflin Company.

Supplemental Texts

SPSS (Statistical Package for the Social Sciences) is one of the statistical packages that have been widely used in both academia and private industries. Some of you may have a chance to use this particular software in your future career. Thus, students in this course will be given assignments to complete using SPSS. The two books listed below are good resources for beginning SPSS users. Both are available online via University of Memphis Library.

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Morgan, G.A., Leech, N. L., Gloeckner, G. W., and Barrett, K. (2005). *SPSS for Introductory Statistics: Use and Interpretation* (2nd edition). Mahwah, N.J: Lawrence Erlbaum.

Brace, N., Kemp, R., and Snelgar, R. (2000). *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*. Mahwah, N.J: Lawrence Erlbaum.

Online Resources and Communication

All course-related materials, including the syllabus, assignments, grades, and lecture slides will be posted on the eCourseware website, <https://elearn.memphis.edu>.

Course announcements and all communication will occur through either your university account (@memphis.edu) or through the eCourseware email system (@elearnmail.memphis.edu). I will not send email to non-university accounts. **Students are responsible for checking both email accounts on a daily basis.** I recommend setting up forwarding of eCourseware emails to your

@memphis.edu account.

Access to the Statistical Package for the Social Sciences (SPSS) is required. This software can be found on any University computer and also can be accessed remotely from personal computers through umApps (<https://citrix.memphis.edu/vpn/index.html>). For any further help with this, please consult the Information Technology Division (ITD) website or contact the help desk at (901) 678-8888.

Expectations

7. **I expect that you have read this syllabus in detail and are familiar with all class requirements.** Please do not email me with questions that are answered in the syllabus (e.g., “How much is our midterm worth?”); I will not respond to such emails.
8. **You are expected to take part in all class meetings and/or online lectures.** This class covers a lot of material in a short period of time, so your participation is crucial in order for you do to well in the course. If you know you will miss a class, please let me know in advance if possible. You are responsible for material covered during your absence.
9. **Laptop and cell phone policy:** For students in traditional classes (vs. online): You are welcome to use your laptop in class to take notes, but please do not surf the web or check email. It is disrespectful to myself and to the students around you. Cellular phones disrupt instruction; please turn them off during class. Please do not send or check text messages during lecture, do so at the breaks.
10. **Final grades you receive are FINAL.** I do not offer additional or bonus assignments so students can increase their grades, nor do I allow students to redo assignments or retake exams.

Grading Scale

EDPR 7/8542

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Michael Mackay

A+ A A-

= 97-100 = 94-96 = 90-93

B+ = 87-89 B = 84-86 B- = 80-83

C+ C C-

= 77-79 = 74-76 = 70-73

D+ D D- F

= 67-69 = 64-66 = 60-63 = below 60

Evaluation Weight Weekly Assignments 50% First Exam: Ch. 14 - 16 25% Second Exam: Ch. 17, 18, 19, 20, 22 25%

Assignments

26. There will be an SPSS assignment given almost every week. I will demonstrate how to complete the assignment at the end of each lecture. o **For students in a traditional class:** Each week, we will go to the PC computer lab to work on the week's assignment for the last hour of the class. The lab portion of each class meeting is mandatory and you must be present for it. I will frequently give mini impromptu lectures during the lab sessions and these will be crucial to your success in this class. Most assignments will be due at the beginning of the next week's class. Please submit your assignments on paper (i.e., please do not email them to me unless you will be absent). I will accept late assignments for up to three days after the deadline, but these assignments will receive an automatic 50% late penalty. After three days, I will not accept any assignments for course credit. If you will be absent from class, you must email me your assignment by the beginning of class time on the day it's due. o **For online and hybrid-course students:** you are expected to find access to a computer with SPSS to complete the assignment on your own time. All assignments will be due via eCourseware's dropbox about a week after an online lecture is posted. I will accept late assignments for up to three days after the deadline, but these assignments will receive an automatic 50% late penalty. These assignments will need to be emailed to me because the dropbox closes at the deadline. After three days, I will not accept any assignments for course credit.
27. You are allowed to work with other class members to complete the assignments, but each student must do their own computations, analyses, and interpretations. Each student must also hand in his or her own assignment and SPSS output. If there are multiple assignments that have the same unusual/unlikely errors, I will treat this as a likely indication of copying and these assignments will receive a score of 0. **Exams**

- There are two exams in the course, in combination worth 50% of your final grade.
- The exams will have a mix of short-answer questions that assess your understanding of the material and longer questions that assess your ability to do computations and interpret SPSS output.

- You will need to have a calculator to complete your exam.
- **For traditional and hybrid class students:**
 - o You are not allowed to use your laptop or cell phone during exams.
 - o Exam tardiness policy: If you arrive after another student has already finished and handed in his or her exam, you will not be allowed to take the exam. EDPR 7/8542 3 Michael Mackay

o Exam bathroom policy: During an exam, only one person at a time can leave to go to the bathroom. Additionally, no student can leave the classroom if another student has already turned in his or her exam and left the classroom.

☐☐ You are welcome to meet with me during office hours to review your completed exams in detail; however, you are not allowed to make copies of your exams, nor do you get to keep your completed exams.

CEPR Diversity Statement

The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

The Department of Counseling, Educational Psychology and Research believes that it is important to immediately address insensitive and/or inappropriate behavior. If you believe that you have been discriminated against by students, faculty, or staff because of your gender, race, disability, sexual orientation, or cultural group, several remedial courses of action are available. Although you are not required to report such incidents, you are encouraged to exercise one of the following options: 1) The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you found to be insensitive or inappropriate. 2) You may speak to a faculty member or to Michelle Banks of the Affirmative Action Office on campus (678-2713). 3) You may speak to the Assistant Dean of Students in the Office of Judicial Affairs.

Special Needs Statement

If you have a special need for assistance (e.g., a learning disability, physical disability), one that may affect your performance in the course, please speak with me immediately. Do not wait until an exam or assignment due date to speak with me. You will also need to schedule an appointment with the *Office of Student Disabilities* to determine ways to maximize your learning opportunities. Visit their website at www.memphis.edu/sds, or contact their staff at 678-2880.

Schedule of Topics

Note: This schedule is tentative and will likely change as the semester progresses.

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Office Hours: Monday, 1-2pm

EDPR 7/8561: Qualitative Methods in Education

Spring 2017

Counseling, Educational Psychology and Research

Wednesdays, 5-8

Ball Hall 301

Course Description

This introductory course provides an overview of qualitative research processes, beginning with epistemology, theoretical perspectives, methodologies, methods, analysis, and representation, as well as current qualitative research trends in education.

Course Objectives

As a learner in this course you will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues related to undertaking qualitative research projects. Specifically, you will:

- Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
- Reflect on your own presuppositions and subjectivities in regard to the educational research processes.
- Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
- Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
- Examine ethical dilemmas and issues related to the research process.
- Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.
- Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.
- Formulate ways to compare and contrast different approaches to human inquiry: positivist, post-positivist, critical, feminist, postmodern, and others. You will be able to identify the origins and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations.
- Analyze the basic assumptions and implications of the identified research traditions and specify the interrelationships among them. What assumptions about reality, knowledge, and value does each tradition entail?

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Required Texts and Materials

- Savin-Baden, M. & Howel Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. New York, NY: Routledge.
- Some readings for the course will be available online through the library's 'Course Reserves' webpage. The password will be emailed to you.

Recommended texts

- Given, L.M. (2016). *100 questions (and answers) about qualitative research*. Thousand Oaks, CA: Sage.
- *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Schwandt, T.A. (2007). *The Sage dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage.

Classroom Setting and Conduct

This is a graduate level course and as such your conduct should reflect accordingly. Much of the success of this course depends on your participation. As a graduate level course, it is expected that students will be prepared and will participate in constructive discussion grounded in the readings.

Rules that Guide Class Discussion: To create an environment that fosters open examination of ideas, you must be well-prepared for class, express yourselves effectively, respect and listen to everyone's ideas, challenge each other to think critically, and correct mistakes or misunderstandings in a positive and encouraging manner. With that in mind, here are some guidelines for class discussion:

1. No question or opinion is "stupid." We must start where we are at, and undoubtedly each person in this room is "at" a different point in their understandings and experience.
2. We will listen to each other with respect. The proper response to comments you do not understand or agree with is to ask the speaker to explain and to probe for deeper understanding.
3. We not only accept, we encourage diverse viewpoints and opinions. Critical thinking comes from examining many different dimensions of any topic. Students are encouraged to raise points and examine positions that they do not agree with, in an attempt to foster a tradition of critical thinking.
4. There is no room for anger when discussing academic ideas and issues. When you feel an emotional response to an issue, step back and examine the values or beliefs inside you that were validated or threatened by someone else's comment. Use those points of emotion as a window to better understand the cultural factors that are embedded deep within yourself.

Rules and Expectations for All Individual Work

Basic Competencies:

- There are basic competencies you are expected to have in order to perform well in Alison Happel-Parkins, Ph.D.; Office: 303A Ball Hall; aahappel@memphis.edu
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this class:
 - o Ability to proofread your assignments before submitting them.
 - o Ability to cite excerpts from academic sources in APA style when making general and/or specific statements that are not entirely your own.

o Ability to communicate problems and difficulties effectively when you do not understand the instruction or expectations about assignments.

Grammar/Readability:

- Proofread your papers! If you have questions before turning in an assignment, please don't hesitate to ask. The writing center (<http://www.memphis.edu/cwc/>) is another great campus resource.

Digital Document Format:

- Assignments must be in Microsoft Word's *.doc or *.docx format.

Style:

- Students should style their papers under APA 6th Edition guidelines. Papers should be well written and adequately referenced. Work should reflect graduate level status.

References:

- All references to scholarly work should be from peer-reviewed journals or published academic books. Wikipedia and other non-academic online references or websites are not acceptable as scholarly works and may not be used in any of your assignments.

Submissions:

- Students must use the Dropbox on eCourseware to submit work. All assignments must be turned in on the due date. No assignments will be accepted by e-mail unless otherwise noted.

Due Date:

- Assignments will be due via the Dropbox on eCourseware by 11:59 p.m.

Late Work:

- No late assignments will be accepted for this class unless arranged with the instructor on a case-by-case basis. If an assignment is accepted late there will be a 1-point reduction per day late (the deduction begins immediately) until it is submitted. Late assignments will not receive written feedback.

Extra Credit:

- There will be no extra credit assignments under any circumstances.

Work Independently:

- All work turned in should be the unique work of that individual. Papers that are discussed with group members still need to be independently written and must be the original work of that person.

Plagiarism:

- Plagiarism is the act of copying someone else's words (or an organization's words) and portraying them as your own original words. Plagiarism or any other form of cheating will result in full point loss on an assignment and potential class failure.

Be sure to properly mark and reference any and all quoted materials used in your work following APA guidelines to avoid plagiarism. Be extra careful to not use excerpts from any non-academic online source such as Wikipedia, and be sure to Alison Happel-Parkins, Ph.D.; Office: 303A Ball Hall; aahappel@memphis.edu

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not confuse quotations of other people's words with your own.

Grading Problems, Complaints, and Errors:

- Any problems associated with your graded work (such as grading errors or

missing graded assignments) must be brought to the instructor's attention within one class period after the graded materials have been returned. Otherwise you will not be able to negotiate an alternate arrangement with the instructor. Therefore, stay on top of things, monitor your work, and make sure that you talk to the instructor immediately if there are problems.

Final Grades:

- End of semester grades are non-negotiable.

Participation is Vital:

- Frequent lack of preparation or frequent failure to contribute to class discussions and activities will be taken into account in determining your final course grade.

Sharing:

- Students will be expected to share written work with others in the class for discussion and feedback.

Plan Ahead:

- This class requires a great deal of time, preparation, reading, and understanding as well as application of critical concepts in research. You will need to stay on top of things in order to perform well in this class. If you find that you are offering multiple excuses for your inability to hand in assignments on time, participate in discussions, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

Disruptive Behavior in Class

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs

(<http://www.memphis.edu/studentconduct/>). Please take a look, in particular, at “Student Code of Rights and Responsibilities,” and “Disruptive Behaviors.” We will expect students to be aware of these guidelines and to conduct themselves accordingly. Students are expected to actively engage with course material, participate in discussion posts, respect the discussion posts of others, contextualize opinions, and complete all written and reading assignments by the designated due dates.

If we find your behavior is disruptive either in class or over email, we will contact you directly to make you aware of the situation. If the situation persists, then based on our discretion, we will take an appropriate form of action such as requesting a meeting with your advisor, department chair, and you, or filing a report of disruptive behavior with the Office of Student Conduct. The important thing to remember is that we are all academic professionals and as such we must treat each other with respect and dignity.

Accommodations for Students with Disabilities

A variety of instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. If you have a special learning need, please let the instructor know. Every effort will be made to accommodate your need.

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Accommodations (such as extended time for exams, readers, scribes, interpreters, van transportation, and study skill improvement) are provided on an individual basis as determined by documented need. It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the

University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. Students with disabilities are encouraged to contact Student Disability Services, 110 Wilder Tower, 901.678.3070, <http://www.memphis.edu/drs/>.

Diversity Welcomed!

Every effort will be made to create a learning environment that is free of bias and favoritism. The instructor and all students in class must respect each student's viewpoint as individual and unique, and treat each student as a valuable, contributing member of the classroom culture. Students are encouraged to express their individual perspectives, ask questions, and give insights in the spirit of free, open, and nonjudgmental discussion. Thoughtful and well-articulated debate and disagreement is welcome. The department of Counseling, Educational Psychology, and Research aspires to create a safe and diversitysensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, race, class, gender, disability, and sexual orientation.

Evaluation of Student Performance

As an instructor we do not give grades; as students, you earn them. To earn an "A" on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A "B" means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a "C" or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A "D" means that the work is poor or flawed. A "F" means that work was not turned in, did not follow directions, or was simply unacceptable. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades.

Academic Integrity

It is not acceptable to take ideas or words of another person and pass them off as one's own. All students are responsible for knowing the rules governing academic conduct (dishonesty, plagiarism, etc...). Any evidence of academic misconduct will be referred to the College judicial system. Cheating, plagiarism and other forms of academic dishonesty Alison Happel-Parkins, Ph.D.; Office: 303A Ball Hall; aahappel@memphis.edu

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will result in disciplinary actions. For more information see the Code at:

<http://libguides.memphis.edu/academicintegrity>

Cheating:

Students will avoid all forms of cheating. Cheating includes but is not limited to giving or receiving answers on assignments and tests or using any materials or aids pertinent to assignments and tests without permission of instructor. Plagiarism would be a serious

form of cheating.

Plagiarism:

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education. For more information, check online sites such as:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Incompletes

Our policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the graduate school calendar. You will receive no communication from either me or the university pertaining to your "I" status. Incompletes that stand after 3 semesters automatically revert to an "F" grade. In the event you cannot fulfill the requirements of the course in cases other than emergencies, you should turn in whatever you have completed and your grade will be based on completed work to date.

All requests for Incompletes must be made in writing 1 week before the last day of classes.

Journals

A list of suggested qualitative journals can be found at:

<https://qualpage.com/QualPage/journals,publishers.html>

Requirements and Grading

All students are required to complete the following assignments with the final grade based on the distribution indicated below:

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Assignments Points Due Date

1. Participation 15 Every week
2. Theory Paper 25 Feb 22 (draft to peer)

March 1 (Dropbox)

3. Final Project 25 April 26

4. Field Series Assignment 35 (total)

Topic & Purpose [2] March 1

Non-Participant

Observation:

Workshop

March 15

Non-Participant

Observation:

Dropbox

[10] March 22

Participant

Observation:

Workshop

March 22

Participant

Observation:

Dropbox

[10] March 29

Interview/Transcript:

Workshop

April 5

Interview/Transcript:

Dropbox

[10] April 12

Final Reflection [3] April 12

Total Points: 100

All assignments that are due via e-courseware DropBox are to be uploaded by 11:59 PM the day that they are due.

Letter grades will be determined as follows:

A 100-94

A- 93-90

B+ 89-87

B 86-84

B- 83-80

C+ 79-77

C 76-74

C- 73-70

D 70-60

F 59.9-below

Writing Assistance

The library has a new writing center to help students with their writing! Follow this link for more information: <http://www.memphis.edu/cwc/>

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Assignments

1. Participation (15 points)

Since this course is reading heavy and discussion-based, it is important for you to come to class prepared to discuss our readings and assignments. Your participation in the course is crucial for the success of the course. Please come to class ready to engage with one another about our readings, and please take the time to write out any questions you have about the readings that we can then address in class.

2. Theory Paper (25 points)

Please choose ONE (1) of the following theoretical perspectives as the focus of your

paper: Phenomenology, Pragmatism, Social Constructionism, Critical Theory, Feminism, Critical Race Theory, or Post-structuralism. It is expected that you will find at least 4 outside books and/or journal articles to add depth to your paper (follow APA referencing expectations). Your paper should be 8-10 pages (5-8 pages 7561 level), double-spaced and will include the following (be sure to refer to class readings and outside—be sure to properly cite all sources):

Please label your paper A-F:

- A. Introduction: Why did you pick this particular theory?
- B. What is theory as understood in qualitative research?
- C. Explain how theory rests upon epistemology and with which epistemology your theory is best aligned.
- D. Give an overview of your theory, including underlying philosophies, key players, development, how it is used in your discipline, and CRITIQUE.
- E. Locate 2 exemplar articles that use your theory and provide an analysis of how the researchers used that particular theory in their studies.
- F. Explain why theory is important to qualitative research and how this theory guides research questions, methodology, methods, and desired uses of research products.

3. Final Project (25 points)

Design a qualitative research project incorporating your portfolio research question (or you can create a different research question). This paper should be 8-10 pages long (7-8 pages 7561 level). You will find at least 4 outside books and/or journal articles to add depth to your paper (follow APA referencing expectations). You will include the following:

- A. The research question and how you developed it
- B. The theory that you think will help you explore this research question.
 - a. Describe the theory and why it is an appropriate fit.
- C. The methodology that will help you address this research question.
 - a. Describe methodology in general.
 - b. Describe your selected methodology in detail (e.g., brief history, key figures, and so on).
 - c. Why it is an appropriate fit? (both for research question, theory, and discipline).

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- D. The methods of data collection and how they will help you learn about what you want to know.
 - a. Site of research
 - b. Participants (sample selection criteria).
 - c. Describe each method of data collection you would use to help you think about your research question AND why you would use each method of data collection.
 - d. What would the process of data collection look like?
 - 1. For example, if you plan to observe a phenomena, how many observations, where will the observations take place, how will you take notes, and so on.

E. The analytical method you think fits your methodology and theory.

a. Describe the analytical method.

b. Why is it an appropriate fit for your study (methodologically and theoretically).

F. Data Representation

a. Which representation (traditional or arts-based) do you think you might use?

b. Describe what the final product might look like.

c. How does your selection align with your data, methodology, and theory?

4. Field Series Assignment (35 points)

There will be a series of opportunities to practice different qualitative data collection methods throughout the semester. You are required to do the following five assignments:

1. Topic and purpose paragraph,

2. One 20-minute non-participant observation,

3. One 1-hour participant observation,

4. One 45-minute interview, and

5. 15 minutes of transcription.

We will discuss the assignments as they approach, and you will get feedback on your data collection through your peer workshops (and from me as I grade them). After each required method is practiced, the product will be discussed with a peer de-briefer during your workshop. You will also have the opportunity to compare your work product with that of your peer de-briefer. You will then turn in the product along with a 1-2 page personal reflection and 1-2 page peer review the following week for instructor feedback. The grade for each product will be based upon thoughtful, thorough completion and not on your skill as a new researcher.

Useful Tips:

- Each data collection should be done at a separate time and you should give yourself at least three hours per collection since you will need time after the collection to expand your field notes.

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- Please begin to think about your research sites and informants immediately. If you can observe and interview in a setting related to your own research interest, that will be of added benefit to you.

- Please note that you cannot miss workshops or you will forfeit points for that section of the assignment

- Be sure to schedule your interview participant early and be sure that you have a back-up participant in case your original one cancels.

- Be sure that you choose a PUBLIC yet private location such as Ball Hall or a public library.

- Schedule enough time after your observations to be sure you are able to immediately unpack your written field notes.

- For free software that helps with transcription (the software allows you to slow down the recording so that you can type while you listen to the interview), please visit <http://www.nch.com.au/scribe/index.html>.

The field series assignment will include the following:

(Must provide underlined components for peer workshop):

1. Section One: Research Question and Description (2 pts)
 - A. Write 1 research question and a paragraph that situates that question
2. Section Two: 20-minute Non-Participant Observation (10 pts)
 - A. Written field notes
 - B. Typed, expanded field notes
 - C. 1-page peer review comments from workshop
 - D. 1-2 page what will you do differently next time
3. Section Three: 1-hour Participant Observation (10 pts)
 - A. 1-page description of location, time, and purpose of observation
 - B. Observation field notes written in the field
 - C. Typed, expanded field notes
 - D. 1-page peer review comments from workshop
 - E. 1-2 page what will you do differently next time
4. Section Four: 45-minute Interview (10 pts)
 - A. 1-page description of location, time, and participant
 - B. Interview guide in semi-structured format discussed in class
 - C. Signed consent form
 - D. Interview notes taken during the interview
 - E. Recording of interview
 - F. 15-minute transcript of interview
 - G. 1-page peer review comments from workshop
 - H. 1-2 page what will you do differently next time
5. Section Five: Brief Reflection (3 pts)
 - A. 2-page reflection on entire series experience: What methods do you like over others and why?; How does each method allow you to “see” something different?; What did you learn about yourself as a researcher?; What did you learn about qualitative research?

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COURSE OUTLINE (Deviations may be necessary)

Week 1: January 18th

Qualitative Research: An introduction

Savin-Baden & Howell Major, Part 1

Week 2: January 25th

Positionality & Theory: Who am I as a researcher?

Savin-Baden & Howell Major, Part 2

Week 3: February 1st

Pragmatism & Phenomenology

Biesta, G.J.J. & Burbules, N.C. (2003). What is pragmatism? Pragmatism and Educational Research (pp. 1-23). New York, NY: Rowman & Littlefield Publishers, Inc. (Available via e-reserves)

Reason, P. (2003). Pragmatist philosophy and action research: Readings and conversation with Richard Rorty. Action Research 1(10), 103-123. (Available online)

Van Manen, M. (2014). Meaning and method. In Phenomenology of Practice: Meaning-

Giving Methods in Phenomenological Research and Writing (pp. 26-71). Walnut Creek, CA: Left Coast Press, Inc. (Available via e-reserves)

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1). Article 4. Retrieved [INSERT DATE] from http://www.ualberta.ca/~iiqm/backissues/3_1/pdf/groenewald.pdf (Available online)

Week 4: February 8th

Social Constructionism & Critical Social Theory

Burr, V. (2003). What is social constructionism? *Social Constructionism* (pp. 1-27). New York, NY: Routledge. (Available via e-reserves)

Kincheloe, J.L. & McLaren, P. (2002). Rethinking critical theory and qualitative research. In Y. Zou & E.T. Trueba (Eds.), *Ethnography and schools: Qualitative Approaches to the Study of Education*. (pp. 87-138). New York City, NY: Rowan and Littlefield. (Available via e-reserves)

Olden, D. (2015). Shifting the lens: Using critical race theory and Latino critical theory to re-examine the history of school desegregation. *Qualitative Inquiry* 21(3), 250-261. (Available through library database).

Alison Happel-Parkins, Ph.D.; Office: 303A Ball Hall; aahappel@memphis.edu

Office Hours: Monday, 1-2pm

Week 5: February 15th

Feminism & Post-Modernism/Structuralism

Bailey, A. & Cuomo, C. (2008). "A feminist turn in philosophy." In *The feminist philosophy reader*. (pp. 1-8). Boston, MA: McGraw Hill. Available online at https://sites.sas.upenn.edu/educationglobal/files/the_feminist_philosophy_reader_-_alison_bailey.pdf

Choose an additional chapter from the Bailey and Cuomo book and be ready to report to the class about it.

St. Pierre, E. A. (2000). Poststructural feminism in education: An overview. *Qualitative Studies in Education*, 13(5), 477-515. (Available through library database)

Martinez, S. (2014). "For our words usually land on deaf ears until we scream": Writing as a liberatory practice. *Qualitative Inquiry* 20(1), 3-14. (Available through library database)

Week 6: February 22nd

Framing the Study

Theory Paper Workshop

Savin-Baden & Howell Major, Part 3

*Draft of Theory Paper Due for In-Class Peer Editing

Week 7: March 1st

Choosing a Research Approach Part I

Savin-Baden & Howell Major, chapters 10, 11, 20, 21

*Theory Paper Due

*Field Series Assignment: Topic and Purpose Paragraph Due

March 6th – 12th: SPRING BREAK

Week 8: March 15th

Choosing a Research Approach Part II

Non-Participant Observation Workshop

Savin-Baden & Howell Major, chapters 12, 13, 22, 25

*Field Series Assignment: Non-Participant Observation Due for Workshop
 Week 9: March 22nd
 Choosing a Research Approach Part III
 Alison Happel-Parkins, Ph.D.; Office: 303A Ball Hall; aahappel@memphis.edu
 Office Hours: Monday, 1-2pm
 Participant Observation Workshop
 Savin-Baden & Howell Major, chapters 14, 15, 23
 *Field Series Assignment: Non-Participant Observation Due to Dropbox
 *Field Series Assignment: Participant Observation Due for Workshop
 Week 10: March 29th
 Choosing a Research Approach Part IV
 Savin-Baden & Howell Major, chapters 16, 17, 18, 24, 26
 **Field Series Assignment: Participant Observation Due to Dropbox
 Week 11: April 5th
 Choosing a Research Approach Part V
 Interview Workshop
 Savin-Baden & Howell Major, chapter 19
 *Field Series Assignment: Interview Due for Workshop
 ** April 12 Class - Working with Data – Please bring data from your Field Series
 Assignment to our meeting!
 Week 12: April 12th
 Working with Data
 Savin-Baden & Howell Major, Part 6
 *Field Series Assignment: Interview Due to Dropbox
 *Field Series Assignment: Final Reflection Due to Dropbox
 Week 13: April 19th
 Writing About Research
 Savin-Baden & Howell Major, Part 7
 Week 14: April 26th
 Your Research Approach
 Final Project Presentations in Class
 *Final Project Due

Week —	Date —	Topic(s) —
1	Jan 20	Course Overview Review of Basic Statistical Concepts from Stats 1
2	Jan 27	Chapter 14 – One-Way ANOVA
3	Feb 3	Chapter 14 – Repeated-Measures ANOVA
4	Feb 10	Chapter 15 – Post-Hoc Analyses
5	Feb 17	Chapter 16 – Two-Way ANOVA
6	Feb 24	Chapter 16 – Interactions and Post-Hoc Analyses in Two-Way ANOVA
7	Mar 2	First Exam (Chapters 14-16)
8	Mar 9	Spring Break, no class meeting
9	Mar 16	Chapters 6/17 – Introduction to Multiple Regression and Review of Bivariate Regression
10	Mar 23	Chapter 18 – Multiple Linear Regression

11	Mar 30	Chapter 18 – Advanced Topics in Multiple Linear Regression
12	Apr 6	Chapter 18 – Advanced Topics in Multiple Linear Regression
13	Apr 13	Chapter 19 – Analysis of Covariance (ANCOVA)
14	Apr 20	Chapter 20 – Other Correlation Coefficients Chapter 22 – Other Nonparametric Tests
15	Apr 27	Left-over material & review for exam
16	May 4	Second Exam (Chapters 17, 18, 19, 20, 22)

EDPR 7/8511: Measurement and Evaluation

Instructor: Michael Mackay, Ph.D. Email: mmmackay@memphis.edu Office: Ball Hall 307C Office Hours: Wednesday 3 to 5pm (appointment strongly recommended)

Course Description

This course will introduce students to the theory of measurement in psychology and education. Topics covered include: test construction, item and test statistics, interpretations and applications of standardized test results, reliability and validity estimation methods, and classical and modern measurement theories. The focus of this course will primarily be on the theory of measurement but we will discuss statistical and psychometric concepts throughout. A basic understanding of statistical methods is assumed.

Required Text

There is no required text for this course. Course materials will come from a variety of sources, including published articles, book chapters, and online sources.

Supplemental Texts

SPSS (Statistical Package for the Social Sciences) is one of the statistical packages widely used in

both academia and private industries. Some of you may have a chance to use this particular software in your future career. Thus, students in this course will be given assignments to complete using SPSS. This software can be found on any University computer and also can be accessed remotely from personal computers throughUMware (<http://umware.memphis.edu>). For any further help with this, please consult the Information Technology Division (ITD) website or contact the help desk at (901) 678-8888.

EDPR 7/8511 1 Michael Mackay

The two books listed below are good resources for beginning SPSS users. Both are available online via University of Memphis library.

Morgan, G.A., Leech, N. L., Gloeckner, G. W., and Barrett, K. (2005). *SPSS for Introductory Statistics: Use and Interpretation*(2nd edition). Mahwah, N.J: Lawrence Erlbaum.

Brace, N., Kemp, R., and Snelgar, R. (2000). *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*. Mahwah, N.J: Lawrence Erlbaum.

Online Resources and Communication

All course-related materials, including the syllabus, assignments, grades, and lecture slides will be posted on the eCourseware website, <https://elearn.memphis.edu>.

Course announcements and all communication will occur through either your university account (@memphis.edu) or through the eCourseware email system (@elearnmail.memphis.edu). I will not send email to non-university accounts. **Students are responsible for checking both email accounts on a daily basis.** I recommend setting up forwarding of eCourseware emails to your @memphis.edu account.

Expectations

11. **I expect that you will read this syllabus in detail and be familiar with all class requirements.** Please do not email me with questions that are answered in the syllabus (e.g., “How much is our exam worth?”); I will not respond to such emails.
12. **You are expected to take part in all class meetings.** This class covers a lot of material in a short period of time, so your participation is crucial in order for you do to well in the course. If you know you will miss a class, please let me know in advance if possible. You are responsible for material covered during your absence.
13. **Laptop and cell phone policy:** You are welcome to use your laptop in class to take notes, but please do not surf the web or check email. It is disrespectful to myself and to the students around you. Cellular phones disrupt instruction; please turn them off during class. Please do not send or check text messages during lecture, do so at the breaks.

14. **Final grades you receive are FINAL.** I do not offer additional or bonus assignments so students can increase their grades, nor do I allow students to redo assignments or exams.

Grading Scale

A+ = 97-100 A = 94-96 A- = 90-93

Evaluation

B+ = 87-89 B = 84-86 B- = 80-83

C+ = 77-79 C = 74-76 C- = 70-73

Weight 30% 15% 25% 25%

5%

D+ D D- F

= 67-69 = 64-66 = 60-63 = below 60

Weekly Article Summaries Article Presentation and Discussion Take-Home Midterm Assignment
Class Project Class Participation

EDPR 7/8511 2

Michael Mackay

Weekly Article Summaries

28. Each week there will be one or two articles or book chapters assigned. These will be posted on eCourseware 6 days before class (i.e., Wednesdays). You will need to read these articles and submit a one-page bullet point summary **per article/chapter** (single spaced) at the beginning of class. Along with the summary, you will also need to identify at least three thought-provoking questions that you will introduce during the class' discussion of the article/chapter.

29. The article summaries will be graded on the following 5-point scale:

o 0 = No article summary submitted o 1 = The summary offers too little detail and indicates that not enough time was

devoted to reading the article. Discussion questions are missing or there are fewer than

three. o 2 = The summary is short, not detailed enough, and/or the discussion questions do not

show that the student has contemplated the material. o 3 = The summary has enough detail to show that the student has read the material. The

research questions are interesting, but do not show a deeper-level contemplation of the

reading that makes links to other readings or issues discussed in the course. o 4 = Thorough and detailed summary that is easy to read and contains insightful discussion questions that show the student understands the material and has contemplated how the material relates to other readings or issues discussed in the

course. I will not accept late article summaries. The goal of the summaries is to ensure that you do

the assigned readings before class and can contribute to class discussion.

Article Presentation and Discussion

- Each student will lead the discussion of one assigned article. This will involve about a 15- minute PowerPoint presentation in which you summarize the article, followed by about a 15- minute class discussion in which you introduce questions to the class and lead the class conversation. Other students will introduce their own questions during this time as well.
- You will email me your PowerPoint presentation by 4pm on the day you present so I have time to quickly review it.
- To make your PowerPoint presentation effective, you need to use animated bullet-points and avoid having too much text enter the slide at one time. **Take-Home Midterm**

Assignment

- There is a take-home midterm assignment worth 25% of your final grade.
- The assignment will have a mix of short-answer questions that assess your understanding of the material and longer questions that assess your ability to do analyses and interpret SPSS output.
- You are welcome to meet with me during office hours to review your assignment in detail; however, you do you get to keep your completed assignment. **Class Project**

Throughout the semester, you will work with 2 or 3 other classmates to design a Likert-type survey assessing a construct of interest to you. This will be an ongoing project that will include initial item development (2% of grade), the establishment of construct validity (2%

of grade), exploratory factor analysis (2% of grade), final item selection (2% of grade), computation of reliability statistics (2% of grade), and a final submission of an APA-type Measures section that describes each step of the scale development (15% of grade).

CEPR Diversity Statement

The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

The Department of Counseling, Educational Psychology and Research believes that it is important to immediately address insensitive and/or inappropriate behavior. If you believe that you have been discriminated against by students, faculty, or staff because of your gender, race, disability, sexual orientation, or cultural group, several remedial courses of action are available. Although you are not required to report such incidents, you are encouraged to exercise one of the following options: 1) The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you found to be insensitive or inappropriate. 2) You may speak to a faculty member or to Michelle Banks of the Affirmative Action Office on campus (678-2713). 3) You may speak to the Assistant Dean of Students in the Office of Judicial Affairs.

Special Needs Statement

If you have a special need for assistance (e.g., a learning disability, physical disability), one that may affect your performance in the course, please speak with me immediately. You will also need to schedule an appointment with the *Office of Student Disabilities* to determine ways to maximize your learning opportunities. Visit their website at www.memphis.edu/sds, or contact their staff at 678-2880.

Schedule of Topics

Note: This schedule is tentative and will change as the semester progresses.

Week —	Date —	Topic(s): —
1	8/23/15	Course Overview Review of Descriptive Statistics and Correlations
2	8/30/15	Scale Design Discussion of “Adaptability in the Workplace” and “Likert Scale Construction” articles
3	9/6/15	Scale Design, cont. Common Method Bias
4	9/13/15	Assessing Reliability Introduction to Qualtrics Platform
5	9/20/15	Assessing Validity via Classical Test Theory
6	9/27/15	Assessing Validity via Modern Conceptualizations
7	10/4/15	First Assignment Due
8	10/11/15	Fall Break: No Class
9	10/18/15	Assignment Review Exploratory Factor Analysis

10	10/25/15	Reliability Analysis
11	11/1/15	Assessing Convergent and Discriminant Validity
12	11/8/15	Confirmatory Factor Analysis
13	11/15/15	Item Response Theory
14	11/22/15	Item Response Theory
15	11/29/15	Left-over material & review for exam
16	12/6/15	Second Assignment Due

Counseling Residency Research Seminar
COUN 8502-001
CRN: 93850

Fall 2017

Instructor: Steve Zanskas, Ph.D., CRC

Office: 119D Patterson Hall

Phone: 678.4021

Email: szanskas@memphis.edu

Class location: Mitchell Hall 211

Class meeting time:

Tuesdays, 5:30 p.m. – 8:30 p.m.

Office hours: By appointment

Course Purpose

The overarching purpose of this course is to facilitate students' development of a viable research proposal for satisfying their Departmental residency project requirement. For many students, the residency requirement may constitute their first independent research work. For these students, the multiple steps in the research conceptualization and proposal writing process may be unfamiliar and unclear. Therefore, to promote students' work on their residency projects (as well as other independent research efforts and dissertation studies), this seminar will incorporate readings, discussions, writing assignments, and classroom presentations designed to appropriately orient students to the essential steps in developing a functional research proposal.

Course Objectives

The specific learning objectives of this course are:

1. To provide the student with a model for conceptualizing the basic requirements of a research proposal.
2. To increase the student's skill in identifying a research problem and in developing testable research questions and hypotheses.
3. To enhance student understanding of the ethical and legal aspects of research.
4. To expand student knowledge of the requirements and processes related to the protection of human participants in the conduct of research.
5. To acquaint the student with conceptual and methodological issues in quantitatively based psychology and counseling research that may be relevant to the student's proposal.
6. To develop student skills in orally presenting a research problem of interest and in soliciting and incorporating group feedback.
7. To promote the student's effective written presentation of a preliminary research proposal.
8. To stimulate positive attitudes, expectancies, and efficacy regarding independent research.

Course Expectations

Students are expected to attend seminar meetings regularly, and to inform the instructor in advance if personal circumstances require their non-attendance, late arrival, or early departure. In addition to regular and punctual attendance at seminar meetings and informed participation in group discussions, students are expected to make two, 20-minute oral presentations to the class regarding their research proposal.

The first presentation will be a "concept progress report" which will identify the general research problem and provide a tentative statement of the specific questions and hypotheses that will be pursued.

The second oral presentation will be a "method progress report" which will identify the likely procedures, instruments, design, and methods of data analyses for the proposed study. Students also are required to complete a series of developmental homework assignments designed to facilitate the development of a research problem, literature review, and methodology. Finally, students are required to submit, at the end of the semester, a research proposal that includes a completed IRB application (online version). Guidelines for both oral presentations and for the final proposal are described in greater detail later in this syllabus.

Course Texts (all required)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Thousand Oaks, CA: Sage. ISBN 9781452226101

Leedy, P. D., & Ormrod, J. E. (2016). *Practical research: Planning & design* (11th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780134013503

Course Readings (all required - can be found on ecourseware)

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Kosciulek, J. F., & Wheaton, J. E. (2003). On writing [Editorial]. *Rehabilitation Education*, 17(1), 3-7.

Kosciulek, J. F., & Wheaton, J. E. (2003). On critical thinking [Editorial]. *Rehabilitation Education*, 17(2), 71-79.

Kosciulek, J. F. (2004). Practical guidelines for effective writing - Part I - Preparation [Editorial]. *Rehabilitation Education*, 18(4), 207-209.

Kosciulek, J. F., & Wheaton, J. E. (2004). On scientific inquiry [Editorial]. *Rehabilitation Education*, 18(2), 71-75.

Kosciulek, J. F. (2005). Practical guidelines for effective writing - Part II - Organization [Editorial]. *Rehabilitation Education*, 19(1), 3-4.

Recommended:

Strunk, W. & White, E. B. (2000). *The elements of style* (4th ed.). Boston: Allyn & Bacon. ISBN-13: 978-0205309023

Williams, F. & Monge, P. (2001). *Reasoning with statistics: How to read quantitative research* (5th ed.). Orlando: Harcourt, Inc. ISBN: 0-15-506815-6

Course Web-based Resources

This COUN 8502 course has two websites that provide valuable resources for enhancing student learning and research skill development.

1. Course Ecourseware Site

The COUN 8502 ecourse site provides resource documents and web-links that will be used in conjunction with the course texts and readings to facilitate the development of student research knowledge and skills. The course ecourseware site includes the following documents and links:

- (1) Syllabus
- (2) Outline and Schedule
- (3) Resources

In addition to the course readings, the course website includes the following primary resources:

2. Leedy Companion Website (www.prenhall.com/leedy)

This website provides additional information for users of *Practical Research, Eleventh Edition (2016)*, by Paul D. Leedy and Jeanne Ellis Ormrod. To further enrich their learning, students will find Chapter Overviews that outline the highlights of each chapter, Projects to help them understand and apply key chapter themes and processes, Self-Assessment quizzes with which to test their knowledge of chapter content, Web Destinations that offer users many more avenues for study and research, and threaded Message Boards with ongoing discussions related to text content and the research process. Users also can download and print out the Checklists taken directly from the text.

Additional Course Resources

1. Center for Writing and Communication (CWC)

The UofM's CWC provides an additional useful resource for facilitating the development of student writing skills necessary for completing the required course research proposal and future research projects.

McWherter Library
The University of Memphis Library
CWC@memphis.edu

2. Funding and Proposal Writing Resources

Below is a web link that provides resources related to research funding sources and the development of research grant proposals.

Graduate Student Travel Funding:

http://www.memphis.edu/gsa/travel_funding.php

Research Support Services:

Research Support Services
Administration Building 315
Memphis, TN 38152
Phone: 901-678-2533
Fax: 901-678-2199

<http://web0.memphis.edu/researchsupport/tnagen.php>

3. Human Subjects Protection

Human Subjects Protection Program
Institutional Review Board
Administration Building 317
Memphis, TN 38152
Phone: 901-678-2705
Fax: 901-678-2199

Cayuse:

As of **September 1, 2016** all protocols **MUST** be submitted via [Cayuse IRB](#).

For more information visit http://www.memphis.edu/rsp/compliance/cayuse_irb.php. If you have questions regarding Cayuse Implementation at the University of Memphis, contact CayuseSupport@memphis.edu.

Online Training:

- Cayuse IRB for Researchers & Advisors ([Quick-Start Tutorial](#))
- Cayuse IRB for Researchers & Advisors ([Screenshot Manual](#))
- Cayuse IRB for Researchers & Advisors ([Video Tutorial](#))

For additional online assistance

visit <http://webhelp.evisions.com/HelpFiles/IRB/1.0/en/Default.htm>.

In-Person Training:

All in-person training will take place from 1:00 – 2:00 p.m. More details will be provided when you sign up for a session. Please register for a Cayuse IRB Training for Researchers session in Learning Curve under the Research category: <https://bf.memphis.edu/training>

<http://web0.memphis.edu/irb/index.php>

CITI Training: <https://www.citiprogram.org/>

Guidelines for Concept Progress Reports

Students are required to present a 20-minute progress report on a circumscribed research area that will likely be the focus of the final, written research proposal to be submitted at the end of the semester. The primary purpose of this assignment is to promote your progress toward developing and refining the basic research problem and the specific questions and hypotheses that will be investigated. Following your presentation, the class will engage in a 10-minute open discussion during which time the strengths and weaknesses of the research concept will be considered and constructive feedback offered on how your ideas might be further clarified and strengthened. You will be expected to be an active facilitator/participant in these discussions by posing important questions and issues to the group and by soliciting group reactions. It is expected that the concept progress report will be an organized, coherent, and extemporaneously delivered oral presentation. You may refer to prepared notes, but do not engage in paper reading. The use of graphics, visuals, brief handouts, and annotated bibliographies is strongly encouraged. Prior to your presentation, you should rehearse your remarks to make sure that your commentary fully utilizes your allotted time but does not exceed 20 minutes. The presentation should be organized around answering the following questions:

1. What is the research problem that I am interested in studying and why?
2. How is this problem relevant to counseling or counselor education? What is the conceptual framework for my study (i.e., theory, model)?
3. What is already known? Focus here on basic questions that have been addressed in previous research and highlight consistent and inconsistent findings. DO NOT engage in a "blow by blow" accounting of the relevant literature. Focus on recent, theory-driven studies and "gaps" in the knowledge base that serves as the backdrop for your particular research questions and hypotheses.
4. What do I want to know? What un-addressed (or poorly addressed) questions most appeal to me? What is the specific purpose(s) of my inquiry?
5. What are the key constructs/variables relevant to addressing these questions and what are their expected interrelationships?
6. What are my specific research questions and hypotheses? Where do they come from (i.e., existing theory and research, your clinical experience, "armchairing")? How might answers to these questions extend existing knowledge, advance theory, or improve practice?

Guidelines for Method Progress Reports

Students are required to present a 20-minute progress report that describes the methodology you propose to use in testing your previously identified research questions and hypotheses. The primary purpose of this assignment is to promote your progress toward adopting and refining an appropriate methodology for your proposed study. Following your presentation, the class will engage in a 10-minute open discussion, during which time the strengths and weaknesses of your proposed methodology will be considered and constructive feedback offered that may help you (a) identify previously undetected design problems, measurement issues, procedural difficulties, etc., and (b) consider modifications that might enhance your study's methodological strengths. It is expected that your method progress report will be an organized, coherent, and extemporaneously delivered oral presentation. Once again, the use of graphics/visuals/handouts (e.g., of the study's

design, sample items on key measures, anticipated analyses, etc.) is strongly encouraged. As with your concept progress report, it is expected that you rehearse the presentation so that your commentary fully utilizes your allotted time but does not exceed 20 minutes.

Your presentation should be organized around answering the following questions:

1. What are my specific research questions/hypotheses? This should be a restatement or further refinement of the questions/hypotheses you identified in your concept progress report.
2. How will I operationalize my key constructs and variables? What measures will be chosen and why? Be prepared to discuss your measures' psychometric adequacy.
3. What is my proposed design for the study? (e.g., descriptive, quasi-experimental, experimental, ex post facto, qualitative) How is my design appropriate given the questions/hypotheses under investigation? How will my design deal with potential threats to internal and external validity? How will it maximize the study's inferential power?
4. What will be my specific data-gathering procedures? Who will be the participants? How many will be needed? How will they be recruited? What will they be asked to do? What will they be told?
5. How will my specific questions/hypotheses be tested? How is my proposed method of data analysis appropriate given the measures, participants, and design I intend to use? How will my data analysis provide answers to my proposed questions/hypotheses?
6. What are the possible limitations of my research methodology? What potential confounds may not be adequately controlled? What other threats to internal or external validity may be operative?

Guidelines for Final Written Research Proposal

Students are required to submit a final research proposal at the end of the semester to be due on **Monday, November 28, 2016**. The purpose of this assignment is to promote your progress toward integrating the conceptual and methodological components of your proposed study and incorporating the earlier feedback you received on your oral progress reports. The final proposal should identify and justify the basic research problem and rationale, selectively summarize and critique the most relevant (and preferably, the most recent literature), and concisely state the research questions and hypotheses under investigation.

In addition, the final document should detail the study's proposed methodology, supplying sufficient and appropriate information on participants, procedures, instruments, design, methods of data analysis, and limitations. Finally, the proposal must also include a hard copy of a completed *IRB Application for Initial Review: Approval of a Project Involving Human Subjects* (online version).

The final proposal must be typed (double-spaced) in conformance with APA-style and format requirements (see APA Publication Manual, 6th Edition) and is expected to be in the area of 20-25 pages (including references, and excluding the IRB Application). Please use plain white paper (no erasable bond) and staple pages together in the upper left-hand corner. Do not use plastic folders or other special binding material on your proposal. Your grade on the proposal will rest on my evaluation of the following:

1. Theoretical foundation and rationale for the investigation
2. Articulated relevance to counselor education and/or counseling
3. Logical consistency and clarity of ideas, definitions, and arguments
4. Adequacy of literature support and critique
5. Clarity of proposed questions/hypotheses

6. Adequacy of information on proposed methodology
7. Appropriateness of methodology given questions/hypotheses under investigation
8. Awareness of research limitations and constraints
9. Thoroughness and quality of IRB application
10. Adherence to APA-style and format requirements
11. Spelling, grammar, and overall quality of writing

Student research proposal papers are due on Monday, November 28, 2016. Therefore, students are advised to organize their work throughout the semester so that they will be able to meet this deadline.

Course Outline and Schedule

Topic	Date	Chapter Number/Assignment
Course orientation & introductions. Selecting a Research Approach On Writing & Critical Thinking	8/22/16	C Ch 1 & 3 O&L 1 & 13 <i>Articles: The Importance of Critical Thinking & Editorial: On Writing</i> Leedy Companion Website (www.prenhall.com/leedy) Standard: 6.B.4. a., h., i., k.

The Problem & Theory: Research Problems, Questions, and Hypotheses On Scientific Inquiry Open Discussion of Student Research Ideas, Questions, and Concepts	8/29/16	C Ch 3 O&L Ch 2 & 4 Article: <i>On Scientific Inquiry</i> Standard: 6.B.4. a., h., i., k.
Labor Day	9/5/16	No class. Enjoy the holiday!
Literature Reviews	9/12/16	C Ch 3 O&L Ch 3 Article: <i>The Centrality of the Dissertation Literature Review in Research Preparation</i> Homework #1 Due 1-2 page, double-spaced typed description of your research topic for this course that includes tentative research problem statement, a conceptual framework for your study, research questions, and/or research hypotheses Standard: 6.B.4.h., i.

Writing Strategies & Ethical Considerations	9/19/16	C Ch 4 O&L Ch 4, 5, & 6 Articles: <i>Practical Writing Parts I & II</i> Homework #2 Due 1-2-page double-spaced typed summaries of 2 empirical studies (numbers with statistical analysis) of articles in refereed journals directly related to your research topic for this course. Use the “Criteria for Critiquing a Research Report” outline on pp. 346-348 in Leedy and Ormrod (2016) as the structure for the summaries. Submit copies of the 2 articles along with the summaries. Standard: 6.B.4.h., i., j., k., l.
Research Designs Open Discussion of Student Research Design Ideas, Questions, and Methods	9/26/16	C Ch 5 The Introduction O&L Ch 7, 8, 9, & 10 Homework #3 Due 1-2-page, double-spaced typed summary of major human subjects issues related to your research proposal and tentative methods for addressing these issues Standard: 6.B.4. a., b., c., d., e.

Research Designs Open Discussion of Student Research Design Ideas, Questions, and Methods	10/3/16	C Ch 6 The Purpose Statement O&L Ch 10 & 12 Homework #4 Due 1-2-page, double-spaced, typed summary of the research design to be used in your research project (How/why is this design appropriate given your questions/hypotheses? What are the strengths and limitations of the design?) Standard: 6.B.4. a., b., c., d. e., g.
<i>Have a great Fall Break!</i>	10/10/16	<i>Fall Break-No Class</i>
Student Concept Progress Reports Students will present concept progress reports. Peer review of literature reviews.	10/17/16	C Ch 7 Research Questions & Hypotheses **Bring in your Abstract and Introduction for Peer Review. Standard: 6.B.4. . a., b., c., d. e., g.
Data Collection, Analysis, and Statistical Procedures Open Discussion of Student Data Analysis Methods, Ideas, and Questions	10/24/16	C Ch 8 Quantitative Methods & Ch 11 Analyzing Quantitative Data Standard: 6.B.4.a., b., h. <i>If you haven't already, it is time to complete your CITI Training.</i>

Data Collection, Analysis, and Statistical Procedures Writing the Research Proposal	10/31/16	C Ch 9 Qualitative Methods & Ch 13 Homework #5 Due 1-2 page description of data collection procedures including population of interest, participants, sample access and availability, recruitment procedures, and informed consent protocols Standard: 6.B.4. a., h.
Student Method Progress Reports Students will present methods' progress reports	11/7/16	C Ch 10 Mixed Methods Homework #6 Due 1-2-page, double-spaced, typed description of the data analysis plan for your research project including data screening, data summaries, statistical techniques, and data presentation plans (i.e., tables) Standard: 6.B.4. a-h.
Student Peer Editing Session Students will present method progress reports for peer review	11/14/16	**Bring in your Literature Review sections for Peer Review Standard: 6.B.4. a-h.
Open Discussion of Research Plans	11/21/16	Dr. Zanskas and students will conduct peer review of their cohort's Methods Section ** Bring in your Methods Section for Peer Review Standard: 6.B.4. a-j.

IRB Review Research Proposal	11/28/16	Dr. Zanskas and students will conduct peer review of their cohort's
Development Course Summary & Review		**Bring in your IRB Proposal for Peer Review Standard: 6.B.4. j.
Open Discussion of Future Student Research Plans		Final Edited Draft Research Proposals Due Standard: 6.B.4.

Course Grading

Your final grade in this course will be based on the following performance expectations and their associated points:

Satisfactory	S
Unsatisfactory	U
In progress	IP

A satisfactory grade requires submission the first three chapters of your residency project edited in a manner suitable for publication and submission of your IRB Application and completion of required course assignments with a total score of 80 or higher.

Regular seminar attendance and informed participation	10 points
Concept progress report	15 points
Method progress report	15 points
IRB application	15 points
Final research proposal	45 points

100 points total

It is anticipated that most students will earn an IP at the conclusion of the fall semester. The IP will be changed to Satisfactory based upon an accepted IRB submission and the first three chapters of one's residency project written and edited in a manner suitable for publication submission. Documentation of IRB submission and approval will be required to verify completion of the course requirements.

An unsatisfactory grade will be earned by those students who earn less than an overall grade of 80% across all assignments during the semester, or failing to submit an IRB Application, and/or provide manuscript chapters suitable for submission as a journal publication.

Grades in this course will be calculated as follows:

Points

Grade

90-100	4.0/S
85-90	3.5/S
80-84	3.0/S
70-79	2.5/U
69 or fewer	2.0/U

Course Expectations:

1. Attendance and Participation

You are expected to attend and participate in all classes. Participation can include but is not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. You are responsible for materials covered during your absence. Any discussion or explanation for your absences should be done privately with the instructor.

2. Tardiness

Please treat our learning environment with professional respect. Class will begin and end on time. This does not mean that there cannot be any exceptional situation. Please come and talk to me if such situations occur by the following class periods. Attendance will not be negotiated at the end of the term. It is your responsibility to make sure you communicate with me about your extenuating circumstances.

3. Cell phones and pagers must be turned off during class. Cell phones, text messaging, and surfing the internet on laptop computers is disrespectful and disruptive. In case of emergencies, your family may contact you by calling Campus Security at 678-4357. Be sure to let family members know where your class is being held. **Your grade will be dropped one letter grade for every observed use of a cell phone or other multimedia device without prior faculty approval.**

4. American with Disabilities Act and Special Accommodations

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact Disability Resources for Students, at 678-2880.

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

5. Professional Conduct and Academic Honesty

Professional conduct is expected in this course. Professional conduct includes, among others,

interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see U of M Student Handbook).

Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions. For more information see the Code at: <http://www.people.memphis.edu/~jaffairs/csc/studexp.htm>

All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

6. Diversity Statement

The Department of Counseling, Educational Psychology, and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

7. Late Assignments

All written assignments are to be turned in at the beginning of class on the assigned date. Ten (10) points will be deducted from the total score for each day a paper is late.

ALIGNMENT WITH CACREP STANDARDS:

This course is designed to address CACREP Doctoral Standards Section 6.B.4.

- a. Research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes

- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

Cpsy 8203-Doctoral Seminar

Fall-2016 Dr. Dick James

Doctoral Seminar in counseling. Professional seminar designed for the advanced doctoral student in counseling; focusing on the development of a prospectus for the doctoral dissertation; generation of purpose and research questions, discussion of critical design and methodology issues, use of supportive research, and analysis and construction of experimental results.

Objectives are:

1. to create professional counselor education scholars.
2. to facilitate the advanced doctoral counselor education student in development of a cohesive, articulated, and integrated prospectus of the first three chapters of the dissertation.
3. to facilitate discussion, understanding and application of key issues in designing the prospectus.
4. to develop a research agenda and understand the logistics, tactics, and strategies of using different research designs.
5. to develop both a physical and psychological game plan for completion of a dissertation.

Methods and activities:

1. Lecture, reading, and discussion on methodology and design issues.
2. Lecture, reading, and discussion on physical and psychological issues that roadblock completion of a major research project.

3. Peer critique and review of primary components of the research project: purpose statement, research questions and hypotheses, literature review and methodology design.
4. Construction of the first three chapters of a dissertation.

Evaluation and basis for grade assignment:

Grading is A, B, C, D, and F. A “plus” grade of A may be assigned if all assignments are completed on time and in an exemplary manner. No other plus /minus grades are given. To obtain an A you must do all of the following. Submission of three chapters of a prospectus that is:

1. Clear and linear in regard to its argument for the research. 50 points
2. Is grammatically and syntactically correct and adheres to APA style. 50 points
3. Provides copious references and supportive evidence to the thesis from referred journals and/ or government documents. While non refereed articles and data may be used to accentuate points, It should be clearly understood that a literature review that is based on internet “talk shops” and other non verifiable sources had best be parsimonious. 50 points.
4. Methodology and design sections are clear and are logistically, tactically, and strategically doable in regard to implementation. 50 points.
5. Has a reference section that is pristine in regard to APA style and correlates exactly with references extant in the prospectus itself. 50 points
6. Development of a Grandma’s Law plan to build physical and psychological reinforcers to complete the dissertation on time. 100 points.
7. Failure to submit three completed chapters on the due date will result in a C for the course. Point 7 supersedes all other points for the final grade. There will be no extenuating circumstances. The idea is that we start right now to stick to a prospectus/dissertation schedule and get tasks done on time.

Points for grade 350 possible

A=90% /315

B=80%/280

C=70%/245

D=60%/210

F= below 210

Required texts and materials:

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. Henry Holt: New York.

Roberts, C.A. (2010). *The dissertation journey. (2nd ed)*. Corwin: Thousand Oaks, CA.

Supportive texts and materials

1. Readings from current ACA journals.
2. Appropriate dissertations from our graduated doctoral students.
3. University of Memphis Graduate catalog and doctoral program of studies guide book.
4. Current APA style book.
5. Davis, G.B., Parker, C.A., & Straub, D.W. (2012). *Writing the doctoral dissertation: A systematic approach (3rd ed.)*. Hauppauge, NY: Barrons.
6. Single, P.B. (2010). *Demystifying dissertation writing*. Sterling, VA: Stylus.
7. Shadish, W. R., Cook, T.D., & Campbell, D.T. (2010). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference (2nd ed.)*. Cengage: Belmont, CA.
8. Booth, W.C., Colomb, G.G., Williams, J.M. (2008). *The craft of research*. University of Chicago Press, Chicago.

15.

Calendar of activities

Aug 25- Introduction and course overview. Lecture and discussion

on development of a self-managed behavioral game plan. "Grandma's Law. Go look at dissertations and find one that fits. Assign: Read Chapters 1, 6, 9 Bolker. Chapters 1, 7 Roberts. List all the reasons (rationalizations, wimpy excuses, dressed up lies) you can't get it done.

Sept 8 – Construction of game plan with partner. Yellow lights lecture- Robert Cox. (you'll hang on every word) Lecture and discussion on getting started. Lecture discussion on TPOTS construction. TPOTS construction with your partner. Assign: Read Chapters 3,4 Bolker; Chapter 2, Roberts.

Prepare a TPOTS

Sept 15- Lecture and discussion on organizing, researching, and writing dissertation words. TPOTS statements feedback. Assign: Roberts Chapters 10,11

Sept 22- Lecture discussion on how to write dissertation words and sentences. What goes into Chapter one- background music leading to research questions and significance. Generate research questions/hypotheses based on TPOTS- independent versus dependent variables. Assign: Read Chapter 9 Roberts, Outline Chapter one

Sept 29- Present research questions/hypotheses. Review chapter one outline. Lecture and discussion on reviewing the literature. Assign: Generate list of variables that will be subject to literature review. Read chapter 12 Roberts

Oct 6- Present variables for literature review. Start to construct rough draft of chapter 2. Lecture discussion on methodology: significance of the study, limitations, assumptions and definition of terms.

population, instrumentation, data collection, experimental procedures, research design, analyses.

Assign: Start to write rough draft of chapter 3.

Oct 13 - Fall break

Oct 20- Continued lecture and discussion on methodology. Review of chapter 3 so far. Assign: Draft of chapter one due

Oct 27- Exchange, read over and critique of one. Read Roberts Chapter 14

Nov 3- Lecture/discussion on Analyzing and presenting results (dissertation chapter 4). Assign: Read Roberts Chapter 15, Bolker 8

Nov 10 – Lecture and discussion on summarizing and conclusions of findings (Dissertation chapter 5). Draft of chapter 2 due

Nov 17 Exchange, read over and critique of two. Assign: Read Roberts Chapter 3, download U of M IRB forms, Draft of Chapter 3 due

Nov 26- Exchange, read over and critique of 3. Lecture and discussion on IRB forms. Assign: Read Roberts Chapter 13, 16; Chapters 1,2,3 due

Dec 3- Hand in Chapters 1,2,3 Lecture discussion on proposal meeting and defense strategies

Dec 10- Feedback on finished prospectus.

POLICIES ETC.

Late Assignments: All assignments are to be turned in at the **beginning** of class (by 5:45 pm) on the due day. Remember that reaction papers may not be turned in late – regardless. Late assignments will be penalized as follows: **15 percent for 2 days or less; 20 percent for 3-7 days.** All assignments that are submitted outside of class should be placed in the instructor's box in room 101 and must be timed and dated by the secretaries in room 100. Any assignment that is not officially timed and dated will be subject to the maximum penalty. If the assignment is more than one week late, it **WILL NOT** be accepted. Also, assignments **attached to e-mails** to the professor will not be accepted unless prior approval has been given.

- Diversity:** The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Department courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.
- The Department of Counseling, Educational Psychology and Research believes that it is important to immediately address insensitive and/or inappropriate behavior. If you believe you have been the recipient of discrimination from students, faculty, or staff due to gender, race, disability, sexual orientation, or cultural group, several remedial courses of action are available. Although you (students) are not required to report such incidents, you are encouraged to utilize one of the following options:
- 1) The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior seemed inappropriate.
 - 2) You may speak to a faculty member; or Michelle Banks 678-2713 of the Affirmative Action Office on campus.
 - 3) You may speak to the Assistant Dean of Students in the Office of Judicial Affairs.
- Different Needs:** Students with diagnosed learning disabilities or other special requirements should contact me early in the semester so that arrangements can be made to accommodate your needs.
- Confidentiality:** Because of the sensitive nature of portions of this course, all class discussions are designated as confidential. You are more than welcome to share the general nature of the class discussions with others, however specific personal identifying information or names are not to be used.
- Difficult Topics:** Students may feel some mild anxiety occasionally, in participating, observing, or making or receiving feedback. Although such reactions are highly predictable and quite normal, students may meet with the instructor at any time to discuss any problems they may be experiencing as part of the course. Students are aware that alternative means to meeting the requirements of the course may be explored.
- Cell Phone/Computer:** Cell phones are not to be used in class once class starts. This includes calls, texting, IMing or any other reason that a cell phone can be used (except for the clock function). Either turn your cell phone off or place it on absolutely silent (i.e., not vibrate mode). If you need to be reached during class for emergency family or work situations, please inform the professor before class starts and place your phone on silent (i.e., no ringing and only minimal vibrating if possible) and excuse yourself from class to return the call. Alternatively, you may check text messages if you are “on

call” for family or work, however you may not return the text while in class. Again, please excuse yourself from class to return the text or wait until break. Computers can be used for note-taking, however all other uses (i.e., e-mail, web searches, games, chatting, etc.) are not permitted during class time. Looking at websites, Facebook, emailing, etc. is distracting to those around you and is disrespectful of the other students in the class, those giving presentations and the professor. If it is apparent that you are not simply taking notes on your computer or other electronic devices, you will be required to close/turn off the device for the remainder of the **course**. You will be informed privately if this drastic measure needs to be taken. Of course it is okay to use cell phones and computers on class breaks.

Caveat: The course syllabus provides a general outline for the class. Changes may be made at the professor's discretion.

Additional Information from the College of Education, The University of Memphis

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct

Appendix A: My Philosophy Guidelines (and a bit more) - Adapted from W. D. Hoisington, Ph.D.
The Introduction and Format Guidelines

The paper should follow APA format and start (after the title page) with an introduction that summarizes your central theme, or core theoretical construct. It is also a good idea to use headings and sub-headings throughout the paper. The headings would correspond to the headings below.

Ontology (What does it mean to be human?): It has a long history in philosophy, in which it refers to the subject of existence. A science or study of being: specifically, a branch of metaphysics relating to the nature and relations of being; a particular system according to which problems of the nature of being are investigated. It is a systematic account of existence. What does being mean? What is existence? How we define what it means to exist as a human being has direct implications for how we interact with human beings.

- What should you include in the paper about ontology? There should be a discussion of what it means to “exist” as a “human being”. Defend and support your point of view on the nature of human “existence” and this should include “Model of Mind” and its relation to body (and or soul). Make preliminary links to your core theoretical construct.

Cosmology (What is reality?): the branch of philosophy dealing with the origin and general structure of the universe, with its parts, elements, and laws. It includes such characteristics as space, time, causality, and freedom. It is the study of the large-scale structure of the Universe, where ‘*the Universe*’ means all that exists in a physical sense. This is to be distinguished from *the ‘Observable Universe’*. Cosmology deals with the world as the totality of space, time and all phenomena – from whatever point of view you may have (for example: the Biblical origin versus the scientific origin of the Universe). What is the nature of our world, the “cosmos” in which we live? It is an important concept in human services called a worldview, and is a term that has direct therapeutic connections.

- What should you include in the paper about cosmology? There should be a discussion about the nature of reality (“cosmos”), the structure of reality and its various relationships and features. Examine this in reference to your own “worldview”. The discussion about the “cosmos” should be linked to your ontology. Make preliminary links to your core theoretical construct.

Epistemology (How do we know?): The field of study that examines how “knowing”, or how we come to know and believe things about our world. It examines the question of what is “truth” and what can be known as “false”. Epistemology is the theory of knowledge, of how we construct domains of knowledge, and ultimately asks the question, “How do we know what we know”? Whenever you seek to help another person you ultimately need to ask “How do they understand what is happening?” and, perhaps equally important, ask “How do I come to understand what is happening?”.

- What should you include in the paper about epistemology? There needs to be a discussion about how we come to know, gain knowledge, understand and believe. This discussion should be linked to both your ontology and your cosmology. Make preliminary links to your core theoretical construct.

Justice: The nature of “right” and “wrong”, morality and choice (free will).

Gender Issues in Counseling Course Description

The purpose of this course is to give a survey of issues that may arise when counseling women. To understand women, we must also explore men and how women's position in society is affected by patriarchal societies. Through readings, guest lectures, group presentations, media, and relevant experiential exercises, students in this course will develop awareness and knowledge of issues that women face that may lead them in to counseling. Students will also practice counseling skills relevant to counseling women.

Course Structure

This course will consist of discussions about readings, guest lectures, group presentations, media, and relevant experiential exercises. This course is conducted as a seminar in which both students and instructor share responsibility for the learning experiences that occur within this course.

Required Texts

Required readings will be drawn from a variety of professional journals, books, and relevant websites. The instructor will provide course readings. Otherwise they can be found online through University of Memphis Libraries. (<http://www.memphis.edu/libraries/>).

Course Objectives:

Students will gain an understanding of:

9. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; [CACREP:II.2.a]
10. Theories and models of multicultural counseling practice, cultural identity development, social justice and advocacy; [CACREP:II.2.b]
11. a Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally [CACREP:II.2.c]
12. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others; [CACREP:D.2.d]
13. The effects of power and privilege for counselors and clients; [CACREP:II.2.e]
14. Help-seeking behaviors of diverse clients; [CACREP:II.2.f]
15. The impact of spiritual beliefs on clients' and counselors' worldviews [CACREP:II.2.g]
16. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [CACREP:II.2.h]

Teaching Philosophy

I view my teaching role as a facilitator of knowledge as opposed to the source of knowledge. I believe that learning consists of much more than memorizing facts. Often the

best knowledge acquired about psychology is not from textbooks or lectures, but from interactions with other students. As a result, we will use the life experiences and the diversity of students in the class itself to learn about gender issues in counseling. I will give only brief lectures myself, but instead rely heavily on in-class discussion, learning activities, guest lectures, media, and student presentations.

Course Requirements

9. ALL written assignments will be typed AND PRINTED utilizing the most current APA style manual (double spaced, 1" margins, 12 point Time Roman font) unless otherwise specified. Emailed assignments will not be accepted unless the instructor has specifically asked for a copy of the assignment via email.
10. Grammar, punctuation, and spelling counts on all written work. Knowing how to express your ideas clearly and professionally is important since the quality of your thought is often judged by how well you express it. I will deduct points for incorrect spelling and grammar so please proofread your work carefully.
11. Due to the experiential nature of the course, class attendance is mandatory. More than one absence will result in a lowered grade by one letter grade for each absence.
12. Assignments are due at the beginning of class (by 9:00 am). Assignments turned in late (1 day or less) will receive a 10% point reduction. Assignments turned in between 2-3 days late will receive a 25% point reduction. Assignments turned in more than 3 days late will not be accepted. Late assignments and assignments turned in outside of class are to be taken to the CEPR office (Ball Hall 100) for a time and date stamp, then turned in to the instructor's mailbox in room 101. Any assignment that is not officially timed and dated will be subject to the maximum penalty.
13. Due to the fact that self- exploration/expression is promoted in this course, students are expected to respect diverse viewpoints expressed by classmates. The inability to do so will be reflected in class participation points.
14. Turn off cell phones during class. If you find you must use your cell phone (for calls and/or texting) during the class because of an emergency, excuse yourself from the room and step into the hallway. Don't forget!!!!
15. Although students are welcome to use laptops or tablets to take notes during class, no electronic devices should be used for non-class related tasks during class. This includes, but is not limited to, checking email, shopping, checking sports scores or Facebook, participating in fantasy football drafts, and surfing the internet for anything more interesting than class – including online dating. "Unplugging" the world outside in order to fully participate in the class is essential to your professionalism and unprofessional behavior in this area will affect your participation grade. You may also be asked to leave class for the day and be counted as absent.
16. Likewise, during class, students should not be reading hard copy papers, books, journals, or magazines unrelated to this class or be using pen and paper to work on things such as assignments for another class, shopping lists, birthday cards for grandma, or their

research projects. This unprofessionalism will result in similar penalties as point seven above.

Assignments

Reflection Papers (100 points, see schedule below for due dates).

You will write 10 reflection papers over the course of the semester. You will be required to briefly present your reflection paper in class, and hand in a 2-3 page hardcopy APA style reflection paper discussing the readings. You should address:

5. At least two points/ideas/topics from *two* different readings that you found interesting and the reasons why.
6. How these points/ideas/topics related to your own experiences, whether personally or through your work with clients.
7. How you will use these points/ideas/topics to inform future work with clients/research.
8. How you will use these points/ideas/topics to minimize processes of intentional and unintentional oppression and discrimination. [CACREP:II.2.a; CACREP:II.2.b; CACREP:D.2.d; CACREP:II.2.f; CACREP:II.2.g]

Leading Discussion (100 points)

You will choose one reading for the week where you will lead a discussion based on that reading for one class. For the selected reading, you will prepare a one-page handout with a summary of the reading and a few provocative questions for class discussion. You can also be creative and conduct an in-class exercise or show a brief video to illustrate major themes in the reading. **Please note:** No video can be longer than 10 minutes. In class, you will have a total of 45-60 minutes briefly to summarize the reading, highlight some points you find particularly interesting, and engage the class in discussion or exercises. I will grade this assignment based on your level of preparation, quality of handout, and effort to engage your student colleagues. [CACREP: D.2.d; CACREP: II.2.h]

Gender Development Self-Analysis Paper (50 Points; due September 13)

You will write a 4-5 page paper reflecting on your development as gendered individuals. This self-analysis should incorporate themes and information from class and demonstrate that you have critically examined your own development as a gendered individual. This is not a research paper. Although you are required to write about your life experiences in this paper, the level of depth and openness that you choose in sharing these experiences is based on your discretion. You must incorporate and reference assigned readings on gender development, identity, and stereotypes. You must also discuss the ways in which gender development influences your personal counseling theory and practice. [CACREP: II.2.a]

“Wearing” Another Gender Paper (50-points; due October 18)

You will choose an approved gendered behavior to enact in public. Please email the instructor for approval by **October 4, 2016**. You will write a 4-5 page paper reflecting on this experience. You should include:

5. A description of the behavior and where it was performed.
6. What feelings and thoughts did the behavior evoke in yourself?
7. How did other respond to the behavior?
8. What did you learn from the experience? [CACREP:II.2.a; CACREP:D.2.d]

Final Paper and Individual Presentation (100 points; 25 points)

At the beginning of the semester, you will select an approved film (see Appendix A for some suggestions) with a female protagonist or antagonist. **Characters from films need to be approved by August 30.** You will watch the film and “play” this role as a client throughout the semester in your role plays with other students. For your client role, you need to select a character that is racially different to yourself AND that possesses one other diversity dimension different from yourself (e.g., social class, sexual orientation, disability status, religious affiliation).

To introduce the class to your client role this semester, you will present this character to the class in 10-15 minutes. **Presentations will occur on September 6 and 13.** This presentation should include a description of the client using the first three sections of the case conceptualization paper format presented in Appendix B (i.e., *Identifying Data, Presenting Problem, and Family/Social Background/ History*). You may show a video clip, but it must be no longer than five minutes. Please provide a handout with this information to all your classmates and myself, the instructor, to keep.

At the end of the semester, for your final assignment, you will write a 7-10 page APA style case conceptualization paper such that you might write if this person (from the film who you role played this semester) were to present to you in counseling. Please see Appendix B for guidelines on writing your case conceptualization. Please use at least two scholarly citations in your paper. You will also present your case conceptualization to the class using a PowerPoint presentation. The presentation should be between 25 and 30 minutes long. The PowerPoint must be emailed me 72-hours in advance and you must email your classmates at least two scholarly articles for them to read relevant to your presentation at least one week in advance of your presentation. **[CACREP:II.2.a; CACREP:II.2.b; CACREP:II.2.c; CACREP:II.2.e; CACREP:II.2.h]**

Class Participation (75 points)

Much of the learning in this class will come from group discussions. For each class, you should be prepared to contribute your reactions to that day’s readings during group discussion. You are expected to take your class participation seriously. This includes completing all of the readings for each class, being engaged in class discussions, being respectful and attentive toward your colleagues in class, participating in role plays and class activities, and generally being well prepared for class. Participation grades are inherently more subjective than other grades for this class, so if you are in doubt about your level of participation, feel free to discuss your concerns with me.

Grading:

Grade	Total Points	Percentage
A	450 – 500	90% - 100%
B	400 – 449	80% - 89.99%
C	350 – 399	70% - 79.99%
D	300 – 349	60% - 69.99%
F	Below 300	Below 60%

Tentative Course Schedule

This schedule is a *tentative* list of topics, so actual topics, readings, and activities may change according to the rate we progress through the material and other factors. You will be informed of any changes in the schedule in class.

Date	Topics and Readings
8.23.16	Topic: Syllabus Review and Introductions ***Sign-up to be Discussion Lead*** ***Sign up for Character Presentations***
8.30.16	Topic: Gender and Theoretical Considerations Discussion Lead: ***Deadline to Select a Film*** Reflection Paper 1 Due Readings: Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. <i>Psychology of Women Quarterly</i>, 30, 15-24. doi:10.1111/j.1471-6402.2006.00258.x Bruns, C. M. (2011). Feminism and feminist therapy across generations. <i>Women & Therapy</i>, 34, 19-37. doi:10.1080/02703149.2011.532436 Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. <i>Psychology of Women Quarterly</i>, 21, 173-206. doi:10.1111/j.1471-6402.1997.tb00108.x Whalen, M., Fowler-Lese, K. P., Barber, J. S., Williams, E. N., Judge, A. B., Nilsson, J. E., & Shibazaki, K. (2004). Counseling practice with feminist-multicultural perspectives. <i>Journal of Multicultural Counseling And Development</i>, 32, 379-389.
9.6.16	Topic: Gender Development and Socialization, Sexism and Stereotypes Discussion Lead: Character Presentation 1: Character Presentation 2: Character Presentation 3: Character Presentation 4: Character Presentation 5:

	Reflection Paper 2 Due Readings: Flynn, M. A., Craig, C. M., Anderson, C. N., & Holody, K. J. (2016). Objectification in popular music lyrics: An examination of gender and genre differences. <i>Sex Roles</i>, 75, 164-176. doi:10.1007/s11199-016-0592-3 Gerrard, N. (1991). Racism and sexism, together, in counselling: Three women of colour tell their stories. <i>Canadian Journal of Counselling</i>, 25, 555-566. Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype threat. <i>Annual Review of Psychology</i>, 67, 415-437. doi:10.1146/annurev-psych-073115-103235 Stevens-Watkins, D., Perry, B., Pullen, E., Jewell, J., & Oser, C. B. (2014). Examining the associations of racism, sexism, and stressful life events on psychological distress among African-American women. <i>Cultural Diversity And Ethnic Minority Psychology</i>, 20, 561-569. doi:10.1037/a0036700
9.13.16	Topic: Intersectionality: Women and Social Class Discussion Lead: Character Presentation 6: Character Presentation 7: Character Presentation 8: Character Presentation 9: Character Presentation 10: Character Presentation 11: Gender Development Self-Analysis Paper Due Readings: Lott, B., & Bullock, H. (2010). Social class and women's lives. <i>Psychology of Women Quarterly</i>, 34, 421-424. doi:10.1111/j.1471-6402.2010.01587.x Porter, C. P., & James, T. D. (2016). Race, gender, and class distinctions among aging middle class Black and White women: Implications for feminist interventions. <i>Women & Therapy</i>, 39(1-2), 35-55. doi:10.1080/02703149.2016.1116311 Power, C. A., Cole, E. R., & Fredrickson, B. L. (2011). Poor women and the expression of shame and anger: The price of breaking social class

	feeling rules. <i>Feminism & Psychology</i>, 21, 179-197. doi:10.1177/0959353510384125
9.20.16	Topic: Intersectionality: Women and Race Discussion Lead: Reflection Paper 3 Due Readings: Anyikwa, V. A. (2015). The intersections of race and gender in help-seeking strategies among a battered sample of low-income African American women. <i>Journal of Human Behavior In The Social Environment</i>, 25, 948-959. doi:10.1080/10911359.2015.1047075 Constantine, M. G., Greer, T. M., & Kindaichi, M. M. (2003). Theoretical and cultural considerations in counseling women of color. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 40-52). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n4 Sanchez-Hucles, J. V., & Davis, D. D. (2010). Women and women of color in leadership: Complexity, identity, and intersectionality. <i>American Psychologist</i>, 65, 171-181. doi:10.1037/a0017459 Settles, I. H., Pratt-Hyatt, J. S., & Buchanan, N. T. (2008). Through the lens of race: Black and white women's perceptions of womanhood. <i>Psychology of Women Quarterly</i>, 32, 454-468. doi:10.1111/j.1471-6402.2008.00458.x
9.27.16	Topic: Women, Power, and Relationships Discussion Lead: Reflection Paper 4 Due Readings: Helfrich, C. A., Fujiura, G. T., & Rutkowski-Kmitta, V. (2008). Mental health disorders and functioning of women in domestic violence shelters. <i>Journal of Interpersonal Violence</i>, 23, 437-453. doi:10.1177/0886260507312942 Jones, L. S. (2003). Power and women in the counseling relationship. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 31-38). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n3

	Koehn, C. V. (2007). Women's Perceptions of Power and Control in Sexual Abuse Counseling. <i>Journal of Child Sexual Abuse: Research, Treatment, & Program Innovations For Victims, Survivors, & Offenders</i>, 16, 37-60. doi:10.1300/J070v16n01_03 Porter, N. (2015). The butterfly dilemma: Asian women, Whiteness, and heterosexual relationships. <i>Women & Therapy</i>, 38, 207-219. doi:10.1080/02703149.2015.1059182 The Power and Control Wheel: http://www.ncdsv.org/images/powercontrolwheelnoshading.pdf
10.4.16	Topic: Women and Sexuality, Women and Mothering (Emily leading) Discussion Lead: ****"Wearing" Another Gender Behavior Approval Deadline**** Reflection Paper 5 Due Readings: Christian, L. M., Glaser, R., Porte, K., & Iams, J. D. (2013). Stress-induced inflammatory responses in women: Effects of race and pregnancy. <i>Psychosomatic Medicine</i>, 75, 658-669. doi:10.1097/PSY.0b013e31829bbc89 Henderson, A., Harmon, S., & Newman, H. (2016). The price mothers pay, even when they are not buying it: Mental health consequences of idealized motherhood. <i>Sex Roles</i>, 74, 512-526. doi:10.1007/s11199-015-0534-5 Reynolds, A. L. (2003). Counseling issues for lesbian and bisexual women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 53-73). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n5 Stern, M., & Bitsko, M. J. (2003). Pregnancy, childbirth, and postpartum outcomes: Selected issues and implications for counseling intervention. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 256-265). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n17 Trice-Black, S., & Foster, V. A. (2011). Sexuality of women with young children: A feminist model of mental health counseling. <i>Journal of Mental Health Counseling</i>, 33, 95-111. doi:10.17744/mehc.33.2.p1ht7pt2533n3g2r
10.11.16	No Class: Fall Break
10.18.16	Topic: Women and Health, Women and Aging

	Discussion Lead: “Wearing” Another Gender Paper Due Readings: Abdou, C. M., & Fingerhut, A. W. (2014). Stereotype threat among Black and White women in health care settings. <i>Cultural Diversity and Ethnic Minority Psychology, 20</i>, 316-323. doi:10.1037/a0036946 Altmaier, E. M., Fraley, S. S., Homaifar, B. Y., Maloney, R., Rasheed, S., & Rippentrop, A. E. (2003). Health counseling: Assessment and intervention. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.) , <i>Handbook of counseling women</i> (pp. 323-344). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n21 Resnick, J. L. (1979). Women and aging. <i>The Counseling Psychologist, 8</i>, 29-30. doi:10.1177/001100007900800120
10.25.16	Topic: Women and Disability, Women and Body Image Discussion Lead: Reflection Paper 7 Due Readings: Capodilupo, C. M., & Kim, S. (2014). Gender and race matter: The importance of considering intersections in Black women’s body image. <i>Journal of Counseling Psychology, 61</i>, 37-49. doi:10.1037/a0034597 Martin, T. P. (2003). Counseling women with disabilities. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.) , <i>Handbook of counseling women</i> (pp. 74-85). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n6 Nosek, M. A., & Hughes, R. B. (2003). Psychosocial issues of women with physical disabilities: The continuing gender debate. <i>Rehabilitation Counseling Bulletin, 46</i>, 224-233. doi:10.1177/003435520304600403 Sharp, E. A., & Keyton, K. (2016). Caught in a bad romance? The negative effect of normative dating and marital ideologies on women’s bodies. <i>Sex Roles, 75</i>, 15-27. doi:10.1007/s11199-016-0610-5
11.1.16	Topic: Women and Work, Women and Religion Discussion Lead:

	Guest Speaker: Dr. Melissa Fickling (Women and Work) Reflection Paper 8 Due Readings: Banchefsky, S., Westfall, J., Park, B., & Judd, C. M. (2016). But you don't look like a scientist!: Women scientists with feminine appearance are deemed less likely to be scientists. <i>Sex Roles</i>, 75, 95-109. doi:10.1007/s11199-016-0586-1 Cook-Masaud, C., & Wiggins, M. I. (2011). Counseling Muslim women: Navigating cultural and religious challenges. <i>Counseling and Values</i>, 55, 247-256. doi:10.1002/j.2161-007X.2011.tb00035.x Cundiff, J. L., & Vescio, T. K. (2016). Gender stereotypes influence how people explain gender disparities in the workplace. <i>Sex Roles</i>, 75, 126-138. doi:10.1007/s11199-016-0593-2 Evans, K. M., & Herr, E. L. (1991). The influence of racism and sexism in the career development of African American women. <i>Journal of Multicultural Counseling And Development</i>, 19, 130-135. doi:10.1002/j.2161-1912.1991.tb00549.x Fouad, N. A., Helledy, K. I., & Metz, A. J. (2003). Effective strategies for career counseling with women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 131-151). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n10
11.8.16	Topic: Feminist Research Guest Speaker: Dr. Susan Nordstrom (Feminist research) Discussion Lead: Reflection Paper 9 Due Presenter 1: _____ Presenter 2: _____ Readings: Hoshmand, L. T. (2003). Value choices and methodological issues in research with women. In M. Kopala, M. A. Keitel, M. Kopala, M. A. Keitel (Eds.), <i>Handbook of counseling women</i> (pp. 546-556). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452229546.n32

	Moradi, B., Mezydlo Subich, L., & Phillips, J. C. (2002). Revisiting feminist identity development theory, research, and practice. <i>The Counseling Psychologist</i>, 30, 6-43. doi:10.1177/0011000002301002 Singh, A. A., Richmond, K., & Burnes, T. R. (2013). Feminist participatory action research with transgender communities: Fostering the practice of ethical and empowering research designs. <i>International Journal of Transgenderism</i>, 14, 93-104. doi:10.1080/15532739.2013.818516 Worell, J. (1996). Opening doors to feminist research. <i>Psychology of Women Quarterly</i>, 20, 469-485. doi:10.1111/j.1471-6402.1996.tb00317.x
11.15.16	Case Conceptualization Presentations Presenter 3: _____ Presenter 4: _____ Presenter 5: _____ Presenter 6: _____
11.22.16	No Class-Thanksgiving Holiday
11.29.16	Case Conceptualization Presentations Presenter 7: _____ Presenter 8: _____ Presenter 9: _____ Presenter 10: _____ Presenter 11: _____ Reflection Paper 10 Due
12.6.16	Finals Week Case Conceptualization Paper Due*

*Final case conceptualization paper due by email to me (LRMarks@memphis.edu) before 12.6.16 at 5:00PM.

Diversity Statement: The Department of Counseling, Educational Psychology and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Department courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Please note that your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct

Doctoral Practicum in Counselor Education COUN 8511

Spring 2017

Content: Supervised counseling experience in an appropriate agency/community/mental health setting. The student will be involved in agency services for a minimum of 150 hours, 90 indirect and 60 direct hours (CACREP 6C1)

Nature and Number of Evaluations and Other Major Requirements:

1. Satisfactory mid-term and final evaluation by both site and university supervisors (average score of 3 or above on final evaluation). (CACREP 6C2)
2. Completed log of hours spent in specific counseling/teaching/research activities validated by field and university supervisors.
3. Ongoing completion of a professional portfolio and evidence of professional involvement in leadership activities.
4. Completion of Practicum goals.
5. Case presentations and article reviews (CACREP 6C5)

Grading policy: Satisfactory/Unsatisfactory

Attendance policy: Weekly seminar 1.5 hours and one hour per week onsite supervision as well as one hour a week of faculty supervision sessions are mandatory. Three unexcused absences will result in a repeat of practicum (CACREP 6C5).

Course Objectives:

- A. CACREP standard 6C1: Doctoral students are required to complete a doctoral-level counseling practicum for total of 150 clock hours. The practicum experience

incorporates activities of a regularly employed professional in counselor education & supervision. The 150 are divided into 60 direct clinical and 90 indirect hours.

- B. CACREP standard 6B5j: Doctoral students understand the major roles, responsibilities, and activities of counselor educators such as advocating for clients as well as culturally relevant leadership
- C. CACREP Standard : Doctoral students will understand ethical, legal, and multicultural issues associated with counselor preparation training.
- D. CACREP standard Doctoral students will demonstrate a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
- E. CACREP standard : Doctoral students will demonstrate effective application of multiple counseling theories.
- F. CACREP standard : Doctoral students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.
- G. CACREP standard : Doctoral students will demonstrate the ability to provide leadership (or contribute to leadership efforts of professional organizations and/or counseling programs).
- H. CACREP standard : Doctoral students will demonstrate the ability to advocate for the profession and its clientele.
- I. CACREP standard : Doctoral students will demonstrate the ability to use clinical, diagnostic and or consultative skills in working with clients, students, colleagues, or administrators.
- J. CACREP standard : Understands and maintains appropriate clinical/teaching/research records and paperwork.
- K. CACREP standard : Understands the application of evidenced based interventions as documented in research.
- L. Leadership skills: Prepares professional portfolio according to doctoral standards.

Course Scope - Relationship to Knowledge Base and Skill Requirements:

Students will translate theory into practice in this field experience by achieving a broad based and in-depth experience in the practice of counseling. Using their knowledge derived from the basic core areas of clinical mental health counseling, students will assume the role of a counselor educator under site supervision. The student will also interact with fellow students in the weekly

university supervision seminars in regard to contemporary professional issues that confront counselor educators.

Learning Outcomes and Assessment Measures (These may vary depending on site placement)

- 1.) Ability to conduct advanced counseling skills. This can be in school or agency settings.
Understands and practices the roles and functions of a counselor in a developmental counseling program.
Understands and has knowledge of populations, staff, and goals of related agencies.
Rating of field supervisor of minimum average level three on total practicum evaluation scales.
CACREP standard
- 2.) Demonstrates the ability to use individual and/or group counseling skills/ research skills or teaching proficiencies. Level 3 rating is the minimum on scale of 1 – 5.
CACREP Standard :
- 3.) Understanding and adherence to the legal and ethical standards that apply to counselor educators.
Supervisor ratings of minimum average level three on intern evaluation scales on ethics.
CACREP Doctoral standard 6B5I
- 4.) Participation in and presentation of research articles and/or ethical dilemmas in seminar.
CACREP standard 6B5I
- 5.) Demonstrates ability to work with diverse populations and issues.
CACREP standard 6B5I
- 6.) Completion of practicum goals as written by the student, maintaining liability insurance, a clinical log and a professional portfolio with a focus on professional leadership development.
CACREP Doctoral Standard 6.C.6: Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.
Internship

Course Assignments and Nature / Number of Evaluations:

Satisfactory mid-term and final evaluations by site and university supervisors (averaging score of at least 2/3).

Completion of log of hours spent in specific counselor educator/counselor activities which must be validated by field and university supervisors. 6C1

Compilation and review of a professional portfolio by student's major advisor. CACREP Doctoral Standard 6C1

Presentations of research/professional article reviews ; 40 points (Topics: Role of counselors in advocacy/ ethics of culturally relevant leadership/ leadership in crisis and disaster situations)

Case presentations of counseling work: CACREP - 40 points

Final integrative paper describing the personal and professional practicum goal accomplishments
 Doctoral standard

Final total of grades: 90 points and above and an average of three on evals equals Satisfactory

Readings:

Online Practicum- Internship Manual at

<http://www.memphis.edu/cepr/coun/clinical-practice.htm>

ACA Code of Ethics and Standards of practice- Frequently Asked Questions

www.counseling.org/resources/ethics.htm

Recommended

Johnson, Sharon (2007). *1, 2, 3's: Therapists Guide to Clinical Interventions*: APA

Other readings as assigned.

Calendar of Activities

- *Logs will be checked and signed every class period*

Date	Activity	CACREP Standard
Jan 17th	Introductions, Overview of seminar. Goals must be turned in next class period	
Jan 24	Assignment of case presentations and journal review presentations. Overview of formats for cases. Assignment for next week – fill in the blanks on CACREP 2016 requirements for course objectives and weekly case supervision and topical issues. Leigh presents.	
Jan 31st	Staff PI Fair – Attend supervision CE at 3pm if possible! Supervision is the topic for today's session	
Feb 7th	Case presentations/consultation: Topic is advocacy and your article should relate to advocacy.	
Feb 14th	Article presentations and case conceptualization from the heart! Topic today is gatekeeping in counseling programs.	
Feb 21st	Case presentations	
Feb 28th	Article presentations and case. Topic today is disaster training and crises . Remember - Midterm Evals in after Break! Portfolios today.	
March 7th	Spring Break	
March 14th		
March 21st	Article presentations and case Topic today is multiculturalism and diversity challenges in Tennessee and nationally .	
March 28th	Article presentations and case Leadership plans discussed.	
April 4th	Article presentations and case Demonstrate one new clinical skill from your site	
April 11th	Article presentations and case Speaker Deb Harrison – Recovery DBT	
April 18th	Article presentations and case Portfolio final semester checks!!	
April 25th	Review paperwork and make-up sessions for presentations	
May 2nd	Final	

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid*

discrimination. Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. Please contact Amanda Rodino if needed.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education, Health and Human Sciences.

Professional Courtesies – **NO CELL PHONES** or Web surfing used in class. Please pay attention to classmates or guest speakers presenting. No "side bar" conversations as well.

Respect for Others - As a small learning community it is important that we respect the ideas of others even if we disagree with them. No two people enter the classroom with the same set of experiences or understanding of the world in which we live. Please remember to be respectful and professional towards your peers. Disrespect will not be tolerated in the classroom.

If you should have difficulties in class you can speak to:

- Dr. Pam Cogdal, Director of Counseling Programs
- Dr. Stephen West, Department Chair
- The Staff of Office of Institutional Equity

Inclement Weather and Other Unforeseen Circumstances

In the case of inclement weather or other unforeseen circumstances, the instructor may require a synchronous, online meeting during regular class time, or the completion of work to be emailed to the instructor by a certain deadline. The instructor will communicate such arrangements to students by email as soon as possible in these situations. Students should check their email regularly when notified of any class cancellations due to inclement weather or unforeseen changes in class meetings.

Use of On-Campus Resources - Graduate school can be a high-stress experience. If you find that you are struggling academically or personally it is your responsibility to engage in self-care.

Self-care may include making use of on-campus resources which can include but are not limited to the Educational Support Office (901-678-2704) and the Counseling Center (901-678-2068). If you find that you are struggling it is almost always the case that early intervention and consultation with instructors are going to be most helpful.

Gatekeeping CACREP (2016) defines gatekeeping as “the ethical responsibility of counselor educators and supervisors to monitor and evaluate an individual’s knowledge, skills, and professional dispositions required by competent professional counselors and to remediate or prevent those that are lacking in professional competence from becoming counselors.” Students also are expected to inform the professor as soon as they become aware that a student has broken confidentiality, cheated on an assignment, or otherwise violated ethical guidelines or academic integrity.

Evaluation of Doctoral Practicum Student

(May be used for final or midterm)

Student Name: _____
Date: _____

Practicum/Internship Site(s): _____

Please Print and Sign:

Site Supervisor: _____ University Instructor: _____

In addition to advanced clinical counseling practice, doctoral students may be working in professional leadership roles in counseling practice & counselor education.

Areas of focus are proposed by the student and approved by the university instructor. Please indicate the student's skill/performance levels in the following areas by circling the appropriate rating: (1) low, (2) fair, (3) good, (4) very good, (5) excellent, or (N/ A) not applicable. Narrative comments are also requested.

1.	Demonstrates willingness to accept feedback, critique, and suggestions .	1 2 3 4 5 N/A
2.	Indicates a desire to develop advanced professional skills.	1 2 3 4 5 N/A
3.	Demonstrates openness to change.	1 2 3 4 5 N/A
4.	Shows evidence of advanced counseling/professional competence.	1 2 3 4 5 N/A
5.	Demonstrates ability to establish and maintain productive relationships with individuals, clients or students.	1 2 3 4 5 N/A
6.	Demonstrates advanced ability to explore and assess concerns of individuals, clients, or students.	1 2 3 4 5 N/A
7.	Demonstrates an ability to handle stressful situations constructively.	1 2 3 4 5 N/A
8.	Demonstrates flexibility in working with unique situations.	1 2 3 4 5 N/A
9.	Practices professional and ethical behavior.	1 2 3 4 5 N/A
10.	Abides by university/institution/agency policies.	1 2 3 4 5 N/A
11.	Indicates enthusiastic commitment to the counseling profession.	1 2 3 4 5 N/A
12.	Displays professional self-confidence.	1 2 3 4 5 N/A
13.	Demonstrates ability to use effective interpersonal communication skills with colleagues, supervisors, clients, and/or students.	1 2 3 4 5 N/A

14.	Demonstrates ability to professionally and effectively convey information orally as well as in writing.	1 2 3 4 5 N/A
15	Develops collaborative relationships with program faculty in teaching, supervision, research, professional writing, or service to the profession.	1 2 3 4 5 N/A
16.	Demonstrates understanding of the major roles, responsibilities, and activities of counselor educators.	1 2 3 4 5 N/A

The following **CACREP Course Objectives/Learning Outcomes** are measured and met in the Doctoral practicum. The following skill/performance areas are to be assessed by the appropriate faculty member/instructor/supervisor. Signatures indicate ongoing collaboration, monitoring, supervision, and evaluation relevant to the specific area.

COUNSELING

17.	Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.	1 2 3 4 5 N/A
18.	Demonstrates effective application of multiple counseling theories.	1 2 3 4 5 N/A
19.	Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.	1 2 3 4 5 N/A

Clinical Supervisor Signature: _____ Date: _____

LEADERSHIP AND ADVOCACY

20.	Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.	1 2 3 4 5 N/A
21.	Demonstrates the ability to advocate for the profession and its clientele.	1 2 3 4 5 N/A

Faculty Signature: _____ Date: _____

22.	OVERALL PERFORMANCE	1 2 3 4 5 N/A

Coun 8530 Doctoral Internship

Pamela A. Cogdal, Ph.D., CP, H.S.P.
Office hours: Thursday 12-1
Ball Hall 100B 678-4931 or 351-5649

Doctoral Internship in Counseling Spring 2015

Content: Supervised experience in which the doctoral candidate designs an experience tying in three of the five following areas: **professional counseling skills, research, consultation/supervision, teaching or program development.** The internship plan must be approved by the student's Chair as well as the internship coordinator. Part-time will consist of 300 hours and fulltime is 600 hours.

Attendance policy: Weekly 1.5 hour seminar and one hour a week onsite supervision sessions are mandatory. **Three unexcused absences will result in a repeat of internship.**

Course Objectives/Learning Outcomes (Standard in bold indicates outcome which is primarily met and measured in this class - note these also are determined by the student's three chosen specialties).

- A. CACREP standard II-B-2: Doctoral students develop collaborative relationships with program faculty/supervisors in three of the following areas: clinical counseling, teaching, supervision, research, professional writing/program development and service
- B. CACREP standard II-C-7: Doctoral students understand the ethical and legal considerations in counselor education and supervision.
- C. **CACREP standard III-B: Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours for fulltime or 300 for part-time. The internship hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching, supervision, program development). The internship incorporates activities of a regularly employed professional in counselor education & supervision. The 300 or 600 hours may be allocated at the discretion of the doctoral advisor, the PI Coordinator and the student on the basis of experience and training.**
- D. CACREP standard IV-B-1: Doctoral students will demonstrate the application of theory and skills of clinical supervision.
- E. CACREP standard IV-B-2: Doctoral students will develop and demonstrate a personal style of supervision.
- F. CACREP standard IV-C-1: Doctoral students understand the major roles, responsibilities, and activities of counselor educators.

- G. CACREP standard IV-C-2; II-C-3: Doctoral students will know instructional theory and methods relevant to counselor education.
- H. CACREP Standard IV-C-3: Doctoral students will understand ethical, legal, and multicultural issues associated with counselor preparation training.
- I. **CACREP standard IV-H-1 Doctoral students will demonstrate a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.**

Page 2 Doctoral Internship Cogdal

- J. CACREP standard IV-H-2: Doctoral students will demonstrate effective application of multiple counseling theories.
- K. CACREP standard IV-H-3: Doctoral students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.
- L. CACREP standard IV-J-1: Doctoral students will demonstrate the ability to provide leadership (or contribute to leadership efforts of professional organizations and/or counseling programs).
- M. CACREP standard IV-J-2: Doctoral students will demonstrate the ability to advocate for the profession and its clientele.

Students will be evaluated on these following student outcomes (depending on the three areas the student chooses to pursue i.e. supervision, clinical, research, teaching etc.) Evaluations must average at least a score of three on a evaluation forms.

1. Doctoral students will develop and demonstrate a personal style of supervision as measured by the site supervisor mid-semester evaluation and the instructor final evaluation.
2. Doctoral students will know teaching methods and theory relevant to counselor education as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.
3. Doctoral students will understand ethical, legal, and multicultural issues associated with counselor clinical skills and counselor preparation training as measured by the site supervisor mid-semester evaluation and the instructor final evaluation.
4. Doctoral students will demonstrate effective application of multiple counseling theories as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.
5. Doctoral students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings theories as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.
6. Doctoral students will demonstrate the ability to provide leadership or contribute to leadership efforts (possibly through supervision, administrative tasks or involvement in professional organizations and/or their counseling program) as

measured on the mid-semester site supervisor evaluation and the instructor final evaluation.

7. Doctoral students will demonstrate the ability to advocate for the profession and its clientele as measured by the mid-semester site supervisor evaluation and the instructor final evaluation.

8. Ability to use individual, group or consultative counseling skills to assist clientele in the use of educational, career, social, and personal information as it relates to their needs, decision making, and goals in furthering personal adjustment & maintains professional records.

9. Understands the application of evidenced based interventions as documented in research

Page 3 Doctoral Internship

Course Assignments and Nature / Number of Evaluations :

Satisfactory mid-term and final evaluations by site and university supervisors (averaging score of at least 3/5).

Completion of log of hours spent in specific counselor educator/counselor activities which must be validated by field and university supervisors.

Compilation and review of a professional portfolio by student's major advisor.

Presentations of research article reviews - 40 points

Case presentations of clinical work - 40 points

Final integrative paper describing the personal and professional internship goal accomplishments as an emerging counselor educator - 40 points

Final total of grades: 90 points and above and an average of three on evals equals Satisfactory

Final Grading policy: Satisfactory/Unsatisfactory or In Progress.

Readings: Online Practicum- Internship Manual

ACA Code of Ethics and Standards of practice - Frequently Asked Questions
www.counseling.org/resources/ethics.htm

Other readings as assigned. These will be emailed to you so please attend to university email.

Schedule of Activities

Jan 21st Overview of Class Objectives & Requirements. Define your internship goals to be turned in next week (career/clinical/leadership involvement in program) along with agreement.

Jan 28th Due: Final Internship /Site Agreement DUE as well as Goals statement. Group supervision (one doctoral student will lead this supervision session weekly following this week). Discuss ethics.

Feb 4th Discussion - Role as a counselor educator/ leader. Guest Speaker - Dr Blackbourne: How to teach effectively. Group Supervision

Feb 11th Role as a scholar: Review the Boyer Model of Scholarship Group Supervision. Presentations (PR*)start and will continue through semester

Feb 18th Dr, James, Doctoral Graduate Studies, guest speaker on comprehensive exams and dissertation steps. Group Supervision . PR

Page 4 Doctoral Internship

Feb 25th Overview of CACREP Standards. Logs are due to be signed. Group Supervision ,PR

March 4th Writing a syllabus - students who are teaching will share their products with class
Group supervision & PR

March 11th Spring Break -----

March 18th Role as a supervisor/ counselor educator and gatekeeping
Group Supervision &PR

March 25th Starting a private practice - Guest Speaker, Robert Loos.
Group Supervision & PR
Due: 2nd Logs submitted for signatures

April 1st	Group Supervision & PR Stormy Warren - guest speaker: Steps to graduation forms
April 8th	Group Supervision PR Next Week :Due: Paper Reflecting Semester Internship Experience Due: Intern Evaluation of Site Supervisor and Field Site & Final Cumulative Doctoral Practicum/Internship Logs
April 15th	Group supervision and PR Paperwork Due
April 22nd	Closing activity - critique the course : How I would design internship
April 29	Finals week

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

1	Jan 20	Course Overview Review of Basic Statistical Concepts from Stats 1
2	Jan 27	Chapter 14 – One-Way ANOVA
3	Feb 3	Chapter 14 – Repeated-Measures ANOVA
4	Feb 10	Chapter 15 – Post-Hoc Analyses
5	Feb 17	Chapter 16 – Two-Way ANOVA
6	Feb 24	Chapter 16 – Interactions and Post-Hoc Analyses in Two-Way ANOVA
7	Mar 2	First Exam (Chapters 14-16)
8	Mar 9	Spring Break, no class meeting
9	Mar 16	Chapters 6/17 – Introduction to Multiple Regression and Review of Bivariate Regression
10	Mar 23	Chapter 18 – Multiple Linear Regression
11	Mar 30	Chapter 18 – Advanced Topics in Multiple Linear Regression

12	Apr 6	Chapter 18 – Advanced Topics in Multiple Linear Regression
13	Apr 13	Chapter 19 – Analysis of Covariance (ANCOVA)
14	Apr 20	Chapter 20 – Other Correlation Coefficients Chapter 22 – Other Nonparametric Tests
15	Apr 27	Left-over material & review for exam
16	May 4	Second Exam (Chapters 17, 18, 19, 20, 22)

EDPR 7/8511: Measurement and Evaluation

Instructor: Michael Mackay, Ph.D. Email: mmmackay@memphis.edu Office: Ball Hall 307C Office Hours: Wednesday 3 to 5pm (appointment strongly recommended)

Course Description

This course will introduce students to the theory of measurement in psychology and education. Topics covered include: test construction, item and test statistics, interpretations and applications of standardized test results, reliability and validity estimation methods, and classical and modern measurement theories. The focus of this course will primarily be on the theory of measurement but we will discuss statistical and psychometric concepts throughout. A basic understanding of statistical methods is assumed.

Required Text

There is no required text for this course. Course materials will come from a variety of sources, including published articles, book chapters, and online sources.

Supplemental Texts

SPSS (Statistical Package for the Social Sciences) is one of the statistical packages widely

used in both academia and private industries. Some of you may have a chance to use this particular software in your future career. Thus, students in this course will be given assignments to complete using SPSS. This software can be found on any University computer and also can be accessed remotely from personal computers throughUMware (<http://umware.memphis.edu>). For any further help with this, please consult the Information Technology Division (ITD) website or contact the help desk at (901) 678-8888.

EDPR 7/8511 1 Michael Mackay

The two books listed below are good resources for beginning SPSS users. Both are available online via University of Memphis library.

Morgan, G.A., Leech, N. L., Gloeckner, G. W., and Barrett, K. (2005). *SPSS for Introductory Statistics: Use and Interpretation*(2nd edition). Mahwah, N.J: Lawrence Erlbaum.

Brace, N., Kemp, R., and Snelgar, R. (2000).*SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*. Mahwah, N.J: Lawrence Erlbaum.

Online Resources and Communication

All course-related materials, including the syllabus, assignments, grades, and lecture slides will be posted on the eCourseware website, <https://elearn.memphis.edu>.

Course announcements and all communication will occur through either your university account (@memphis.edu) or through the eCourseware email system (@elearnmail.memphis.edu). I will not send email to non-university accounts. **Students are responsible for checking both email accounts on a daily basis.** I recommend setting up forwarding of eCourseware emails to your @memphis.edu account.

Expectations

16. **I expect that you will read this syllabus in detail and be familiar with all class requirements.** Please do not email me with questions that are answered in the syllabus (e.g., “How much is our exam worth?”); I will not respond to such emails.
17. **You are expected to take part in all class meetings.** This class covers a lot of material in a short period of time, so your participation is crucial in order for you to do well in the course. If you know you will miss a class, please let me know in advance if possible. You are responsible for material covered during your absence.
18. **Laptop and cell phone policy:** You are welcome to use your laptop in class to take notes, but please do not surf the web or check email. It is disrespectful to myself and to the students around you. Cellular phones disrupt instruction; please turn

them off during class. Please do not send or check text messages during lecture, do so at the breaks.

19. **Final grades you receive are FINAL.** I do not offer additional or bonus assignments so students can increase their grades, nor do I allow students to redo assignments or exams.

Grading Scale

A+ = 97-100 A = 94-96 A- = 90-93

Evaluation

B+ = 87-89 B = 84-86 B- = 80-83

C+ = 77-79 C = 74-76 C- = 70-73

Weight 30% 15% 25% 25%

5%

D+ D D- F

= 67-69 = 64-66 = 60-63 = below 60

Weekly Article Summaries Article Presentation and Discussion Take-Home Midterm
Assignment Class Project Class Participation

EDPR 7/8511 2

Michael Mackay

Weekly Article Summaries

30. Each week there will be one or two articles or book chapters assigned. These will be posted on eCourseware 6 days before class (i.e., Wednesdays). You will need to read these articles and submit a one-page bullet point summary **per article/chapter** (single spaced) at the beginning of class. Along with the summary, you will also need to identify at least three thought-provoking questions that you will introduce during the class' discussion of the article/chapter.

31. The article summaries will be graded on the following 5-point scale:

o 0 = No article summary submitted o 1 = The summary offers too little detail and indicates that not enough time was

devoted to reading the article. Discussion questions are missing or there are fewer than

three. o 2 = The summary is short, not detailed enough, and/or the discussion questions do not

show that the student has contemplated the material. o 3 = The summary has enough detail to show that the student has read the material. The

research questions are interesting, but do not show a deeper-level contemplation of the

reading that makes links to other readings or issues discussed in the course. o 4 =

Thorough and detailed summary that is easy to read and contains insightful discussion questions that show the student understands the material and has contemplated how the material relates to other readings or issues discussed in the

Week —	Date —	Topic(s): —
1	8/23/15	Course Overview Review of Descriptive Statistics and Correlations
2	8/30/15	Scale Design Discussion of “Adaptability in the Workplace” and “Likert Scale Construction” articles
3	9/6/15	Scale Design, cont. Common Method Bias
4	9/13/15	Assessing Reliability Introduction to Qualtrics Platform
5	9/20/15	Assessing Validity via Classical Test Theory
6	9/27/15	Assessing Validity via Modern Conceptualizations
7	10/4/15	First Assignment Due
8	10/11/15	Fall Break: No Class
9	10/18/15	Assignment Review Exploratory Factor Analysis

10	10/25/ 15	Reliability Analysis
11	11/1/1 5	Assessing Convergent and Discriminant Validity
12	11/8/1 5	Confirmatory Factor Analysis
13	11/15/ 15	Item Response Theory
14	11/22/ 15	Item Response Theory
15	11/29/ 15	Left-over material & review for exam
16	12/6/1 5	Second Assignment Due

5. Approval of Tenure Upon Appointment

For Approval

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: October 4, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Approval of Tenure upon Appointment**
i. **Dr. W. James Jacob, Professor and Chair of the Department of Leadership
(College of Education)**
ii. **Dr. Ali Fatemi, Professor and Chair of the Department of Mechanical
Engineering (College of Engineering)**

Recommendation: Approval

Presented by:

Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Dr. W. James Jacob will begin his position as professor and chair of the Department of Leadership Fall 2017. He previously served as a Tenured Associate Professor and Director of the Institute for International Education at the University of Pittsburgh.

Dr. Ali Fatemi will begin his position as professor and chair of the Department of Mechanical Engineering Fall 2017. He previously served as a Distinguished University Professor and Director at the Fatigue and Fracture Research Laboratory at the University of Toledo.

Committee Recommendation:

The Academics, Research, & Student Success Committee met October 4, 2017 and recommended the granting of tenure upon appointment to Dr. James Jacob and Dr. Ali Fatemi.

5.1. Dr. W. James Jacob, Professor and
Chair of the Department of Leadership
(College of Education)



Office of the Dean
College of Education

215 Ball Hall
Memphis, Tennessee 38152-3570

Office: 901.678.4265
Fax: 901.678.4778

www.memphis.edu

To: Karen Weddle-West, Provost
From: Kandi Hill-Clarke, Dean *KHC*
Date: June 5, 2017
Re: Tenure upon hire for Dr. W. James Jacob

Dr. W. James Jacob is being hired as Professor and Chair of the Department of Leadership. We are requesting tenure upon hire. To join the faculty of The University of Memphis, Dr. Jacob is resigning his position as Tenured Associate Professor and Director of the Institute for International Education at the University of Pittsburgh.

Dr. Jacob has co-authored 11 books, 3 of which he is first author, published over 30 peer-reviewed articles, 22 of which he is first author and has been PI or Co-PI on over 20 funded grants/contracts. From 1998 to present, Dr. Jacob has been Principal Investigator of 17 grants/contracts totaling over \$1.3m and Co-Principal Investigator on 5 grants/contracts totaling over \$1.7m. His work has been supported by Lumina Foundation, USAID to Zambia, UNESCO, Ministry of Education of Saudi Arabia, Asian Development Bank and others. Additionally, he is a Fulbright Specialist with the Institute of International Education, 2015-2020.

Dr. Jacob's books cover such topics as trends in education, education policy, indigenous education, higher education, inequality in education and education regarding HIV/AIDS. On the 19 co-authored articles, he has included 28 different students. He has published 5 editorial articles, authored/co-authored 34 research reports and has authored or co-authored 35 book chapters of which 14, are in books he edited.

Dr. Jacob made 55 academic presentations and lectures from 2012-2016. He has presented nationally and internationally in various cities and countries including, Pittsburgh PA, Salt Lake City UT, New Orleans LA, Lusaka Zambia, Beijing China, Toronto Canada, Vancouver Canada, Dhaka Bangladesh, Mexico City, Ljubljana Slovenia, Malang Indonesia, Surakarta Indonesia and San Juan Puerto Rico.

Clearly, Dr. W. James Jacob has a strong, established and productive research record and has an established national and international reputation. The number of students with whom he has co-authored publications and academic presentations evidences his high quality mentoring of graduate students. Thus, we are recommending tenure upon hire as he joins our faculty to be chair of the Department of Leadership.

REQUEST FOR A REDUCTION OF TENURE TRACK PROBATION PERIOD

This is a request to recommend that W. James Jacob in the Department of Leadership
First Middle Last

be granted a 6 year(s) reduction in his/her tenure probation period. A copy of his/her vita must be attached.

Date: May 10, 2017 **Justification** (If necessary, use additional pages and attach to this form.)

Dr. W. James Jacob is being hired as Professor and Chair of the Department of Leadership. We are requesting tenure upon hire.

To come to the University of Memphis, Dr. Jacob is resigning his position as Tenured Associate Professor and Director of the Institute for International Education at the University of Pittsburgh.

Dr. Jacob has co-authored 10 books, over 30 published research articles, and has been PI or Co-PI on over 20 funded grants/contracts. Several of his grants included multi-national partnerships.

APPROVAL SIGNATURES:

Ernest A. Rakow
Departmental Chairperson

5/10/2017
Date

Kandi Pitt-Claude
Dean

5/10/17
Date

Loren Weddle-West
Provost

5-15-17
Date

[Signature]
President

5/23/17
Date

COMMENTS

The University of Memphis
Memphis, Tennessee 38152

NOTICE OF TENURE-TRACK APPOINTMENT AND
CONTRACT AGREEMENT OF EMPLOYMENT FOR FACULTY

TO: DR. W. JAMES JACOB
COLLEGE OF EDUCATION
THE UNIVERSITY OF MEMPHIS
MEMPHIS, TN 38152

This is to confirm my appointment to a position as FULL PROFESSOR AND CHAIR in the DEPARTMENT OF LEADERSHIP for the ACADEMIC YEAR at an annual salary of \$135,000. This also confirms that, during the term of my appointment, I will be eligible for any benefits that are currently available through the University of Memphis. This appointment is effective 08/21/2017, subject to the terms and conditions hereinafter set forth and my acceptance thereof:

1. This appointment is made subject to the laws of the State of Tennessee, the requirements and policies of the Board of Trustees, and the requirements and policies of this institution. Any renewal of this appointment through a Notice of Renewal of Tenure-Track Appointment for Faculty or Notice of Renewal of Tenure-Track Appointment and Amendment of Agreement of Employment for Faculty will be subject to all laws, requirements and policies in effect at the time of renewal. To be valid and binding, such renewal must be fully executed by all parties.
2. The above stated salary is contingent upon my completion of service for the full term of this appointment. The salary for an academic year appointment will accrue at the rate of one-half for each academic semester, and will be payable at the rate of one-twelfth of the amount for each month from September through August. The salary for a fiscal year appointment will accrue and be payable at the rate of one-twelfth for each completed month of service, or in the event of failure to complete the specified term of the appointment, salaries will be prorated in accordance with the policies of the institution.
3. This appointment and the above stated salary are in consideration of my successful performance of the duties and responsibilities assigned to me as a full-time faculty member of this institution, and such additional duties as may be assigned to me from time to time, subject to the policies of the department or other area of assignment, and subject to the supervision and direction of appropriate representatives of this institution.
4. A specific condition of this contract is my agreement to participate in an annual evaluation of my assigned duties and responsibilities.
5. Academic year appointments include no obligation for or guarantee of summer session employment.
6. A Request for Immediate Tenure effective October 2017 has been submitted to the Provost and President and will be submitted to the Board of Trustees for review and approval. The



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It is committed to education of a non-racially identifiable student body.

minimum requirements and conditions for the award of tenure by the Board of Trustees upon completion of the probationary period are set forth in University's Academic Freedom Policy 1606 and University's Tenure Policy 1290. Requirements and conditions for the recommendation of tenure by this institution are set forth in the policies of the institution and are incorporated by reference as if fully set forth herein. Tenure may only be awarded by positive action of the Board of Trustees.

7. I agree to abide by the policies of the Board of Trustees and of this Institution regarding Intellectual Property (University Policy 1607), and hereby acknowledge my responsibilities under those policies to disclose and possibly assign (as required under policy) Intellectual Property developed by me, either solely or jointly with others, during the term of my employment, and to otherwise assist the Institution as required by policy in protecting rights it may have in that Intellectual Property.
8. By acceptance of this appointment, I agree to abide by the terms of the Drug-Free Workplace Act of 1988 as defined in published institution statements and policy. I also agree to notify the Department of Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than five days after such conviction.
9. My employment with the University of Memphis is contingent upon completion of the Form I-9 as required by law to certify work eligibility. The I-9 form is required to be completed and signed on or before the first day of employment. The first day of employment is the first day of the semester. Failure to do so will result in termination of employment.
10. The method of payment at the University of Memphis is through direct deposit to a checking or savings account at a bank or credit union. I agree to provide the necessary account number(s) for deposit of my salary/wages.
11. It is a Class A misdemeanor to misrepresent academic credentials.
12. Employment offers and continued employment are contingent upon receiving a satisfactory background report.
13. I agree to abide by all applicable laws, including but not limited to, the Family Education Rights and Privacy Act (FERPA).
14. The following special conditions shall govern the appointment:
 - ✓ **My appointment as professor is subject to normal tenure policy and I will be recommended for tenure upon hire with the final official approval occurring in the October 2017 meeting of the Board of Trustees.**
 - ✓ **Tenure and promotion are subject to the approval of the University of Memphis Board Of Trustees. Administrative duties are non-tenurable.**
 - ✓ **My salary includes a 10% stipend for serving as chair. If for any reason, it is determined that I will no longer serve as chair, this stipend will be relinquished.**
 - ✓ **The research compensation program may allow faculty to enhance their 9-month institutional base pay upon successful solicitation of external grants and contracts. This compensation would come from the salary recovery received by my department as a result of my externally funded research program.**
 - ✓ **Summer teaching and administrative responsibilities will be compensated at the equivalent rate of 25% of prior year salary. The maximum compensation for both teaching and administration is 25% of my prior year salary. In combination with externally funded research, the maximum summer compensation is 33.3%.**

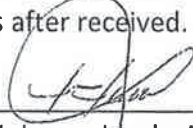


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- ✓ For the 2017 fall semester, my initial effort will be allocated to administration, to research and scholarship and university and professional service. In subsequent semesters, I will be expected to continue these responsibilities and to teach one course.
- ✓ Course buyouts for funded research are to be at a rate of 10% to 12.5% of institutional base pay. My effort allocation in subsequent years will be negotiated with the Dean (subject to the approval by the Provost) with a minimum teaching load of one course per semester.
- ✓ Depending on departmental needs, I may be expected to teach at off-campus sites and/or online.
- ✓ The teaching loads as stated in this contract are subject to my effectiveness as an administrator and productivity in research and scholarship, as well as the University's financial resources.
- ✓ It is expected that as department chair, I will nurture faculty in their professional growth. This nurturing may include areas of teaching, professional services, collegiality, publishing research and the process of securing external funding to support research and the administration of grants awarded.
- ✓ In addition to a comprehensive compensation package, the University is prepared to offer a start-up package of \$8000 to be distributed over a period of two years. These funds will be housed in a department account, and are expected to cover any supplies, equipment and travel for my research endeavors.
- ✓ The department will provide a moving allowance of \$12,000, which will be paid on your first payroll disbursement in September. Applicable withholding taxes will be withheld from the allowance.
- ✓ I will have an official transcript of my highest degree awarded submitted to the University of Memphis by the close of my first semester of employment.
- ✓ The foregoing contract terms are contingent upon the approval of the Provost, the President of the University and the Board of Trustees, if necessary.

I accept the appointment described above under the terms and conditions set forth by signing this contract and returning the original to the Office of Faculty Administrative Services, Administration Building 374 within fifteen days after received.

12 SEP 2017
Date


W. James Jacob, Appointee

9-12-17
Date


Provost

9/12/17
Date


President



The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.



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May 19, 2017

Dr. W. James Jacob
812 Westminster Ln.
Cranberry Twp., PA 16066

Dear Dr. Jacob:

I am very pleased to offer you a tenure-track appointment as a full professor and chair in the Department of Leadership at The University of Memphis. The appointment will commence on August 21, 2017. Your compensation package will include a 9-month base salary (institutional base pay) of \$135,000 for the fall and spring semesters (to be paid in twelve monthly payments, in accordance the University of Memphis policy #1613, with the first monthly payment at the end of September 2017). The salary quoted above includes a 10% stipend for serving as chair. If for any reason, it is determined that you will no longer serve as chair, this stipend will be relinquished.

The research compensation program may allow faculty to enhance their 9-month institutional base pay upon successful solicitation of external grants and contracts. This compensation would come from the salary recovery received by your department as the result of your externally funded research program.

Summer teaching and administrative responsibilities will be compensated at the equivalent rate of 25% of prior year salary. The maximum compensation for both teaching and administration is 25% of your prior year salary. In combination with externally funded research the maximum summer compensation is 33.3%.

For the 2017 fall semester your initial effort will be allocated to administration, to research and scholarship and university and professional service. In subsequent semesters you will be expected to continue these responsibilities and also to teach one course. Course buyouts for funded research are to be a rate of 10% to 12.5% of institutional base pay. Your effort allocation in subsequent years will be negotiated with the Dean (subject to approval by the Provost) with a minimum teaching load of one course per semester. Depending on departmental needs you may also be expected to teach at off-campus sites and/or online. The teaching loads as stated in this letter are subject to your effectiveness as an administrator and productivity in research and scholarship, as well as the University's financial resources.

It is expected that as department chair you will nurture faculty in their professional growth. This nurturing may include the areas of teaching, professional service, collegiality, publishing research and the process of securing external funding to support research and the administration of grants awarded.

The University of Memphis offers a comprehensive benefits program. To learn about the benefits available to faculty, please visit the Human Resources website at <http://bf.memphis.edu/hr/benefits/faculty.php>.

In addition to a comprehensive compensation package, the University is prepared to offer a start-up package of \$8,000 to be distributed over a period of two years. These funds will be housed in a departmental account, and are expected to cover any supplies, equipment and travel for your research endeavors.

In addition, the department will provide a moving allowance of \$12,000. Please sign the attached moving allowance form and return it with this offer letter.

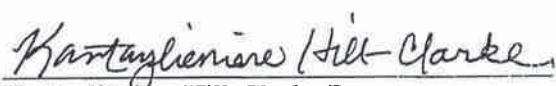
Tenure and promotion are subject to the approval of the University of Memphis Board of Trustees. Administrative responsibilities are non-tenurable. Your appointment as professor is subject to normal tenure policy and you will be recommended for tenure upon hire with the final official approval occurring in the October 2017 meeting of the Board of Trustees.

To process your appointment, an official transcript is required. Please have the institution that awarded your highest degree submit an official transcript directly to The University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120. Also, please have three letters of reference sent to the Dean's Office, College of Education, University of Memphis, Memphis, TN 38152.

Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to fill out a form. Please watch for this email as it triggers the final step in the hiring process.

The foregoing contract terms are contingent upon the approval of the Provost, the President of the University, and the Tennessee Board of Regents, if necessary. Please return your acceptance as soon as possible so that processing of your appointment can proceed.

Sincerely,


Kantaylieni Hill-Clarke Dean

I accept this offer of employment.


W. James Jacob

20 MAY 2017
Date

CURRICULUM VITAE

W. JAMES JACOB

Address University of Pittsburgh
 School of Education
 5714 Wesley W. Posvar Hall
 Pittsburgh, PA 15260 USA
Telephone +1-724-553-9619
Email wjacob@pitt.edu

EDUCATION

- 2004 **Doctor of Philosophy (Ph.D.)**, with distinction, Graduate School of Education and Information Studies, University of California, Los Angeles
- 2001 **Master's of Organizational Behavior (M.O.B.)**, Marriott School of Management, Brigham Young University
- 2001 **Master's of Arts (M.A.) in International Development**, Kennedy Center for International Studies, Brigham Young University
- 1998 **Bachelor's of Arts (B.A.) in History**, Brigham Young University

ACADEMIC, RESEARCH, AND ADMINISTRATIVE POSITIONS

University of Pittsburgh

- 2007-Present **Director**, Institute for International Studies in Education (IISE: www.iise.pitt.edu), Associate Director from Sep 2007-Oct 2007; Acting Director from Nov 2007-Aug 2008
- 2012-Present **Associate Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2010-2012 **Assistant Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2007-2010 **Visiting Assistant Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2007-Present **Faculty member** in the University Center for International Studies (www.ucis.pitt.edu) African Studies Center, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, Confucius Institute, European Studies Center/European Union Center for Excellence, and Global Studies Center
- 2011-Present **Faculty member** in the Ford Institute for Human Security.

Visiting Professor Appointments

- 2013-Present Peking University, China
- 2015 East-West Center, Hawaii, USA
- 2015 National Chung Cheng University, Taiwan

University of California, Los Angeles

- 2004-2007 **Assistant Director**, UCLA Center for International and Development Education
 2002-2004 **Research Coordinator and Office Manager**, UCLA Center for International and Development Education

Brigham Young University

- 2000-2001 **Research Assistant**, Faculty Center (university-wide center for professional development in research, teaching, and community engagement)
 1998-1999 **Director**, Fiji Distance Learning Program, Suva, Fiji
 1996-2000 **Program Coordinator – Asia/Pacific Region**, Study Abroad Office

HONORS AND SPECIAL RECOGNITIONS RECEIVED

- 2015-2020 **Fulbright Specialist**, Institute of International Education.
 2016 **Year of Diversity Award** to Host a University-wide Indigenous Education Symposium, University of Pittsburgh, \$9,500.
 2016 **Year of Diversity Award** to Host a University-wide Finnish Education Symposium, University of Pittsburgh, \$5,000.
 2016 **Faculty Honoree**, University of Pittsburgh, for distinguished teaching, research, and public service.
 2011 **Council of Graduate Students in Education, University of Pittsburgh:** Award “For Going the Extra Mile in Support of the Academic and Professional Growth of Graduate Students in the School of Education.”
 2010 **Comparative and International Education Society (CIES), Higher Education Special Interest Group (HESIG):** Co-author with Yusuf K. Nsubuga and Christopher B. Mugimu of chapter, “Higher Education in Uganda,” in *Community College Models*, edited by Rosalind Latiner Raby and Ed Valeau, that received the “Best Book Award for 2010.”
 2009 **Council of Graduate Students in Education, University of Pittsburgh:** Award “For Going the Extra Mile in Support of the Academic and Professional Growth of Graduate Students in the School of Education.”
 2004 **UCLA Graduate School of Education and Information Studies:** Graduation from Doctoral Program in Social Sciences and Comparative Education with Distinction Recognition.
 2001 **Beta Gamma Sigma Association to Advance Collegiate Schools of Business (AACSB):** Granted Membership.
 1999-2000 **Graduate Fellowship Award for Distinguished Research, Brigham Young University:** to fund the establishment of the Fiji Distance Learning Program.
 1996-1999 **Multiple International Study Programs Scholarships, Brigham Young University’s Kennedy Center for International Studies:** for Outstanding Research.
 1996 **Golden Key National Honor Society:** Granted Membership.
 1990 **Eagle Scout Award**
 1984 **Kiwanis Club:** National Hope of America Award.

GRANTS AND CONTRACTS

- 2016-2018 **Principal Investigator**, United States, Academic Profession in the Knowledge-Based Society (APIKS), Phase 3 of the Twenty-Country Changing Academic Profession Comparative Study, \$30,000

2015-2016	Principal Investigator , Global Trends in Higher Education Financing Project, Lumina Foundation and The Tides Center, \$154,956
2014-2016	Principal Investigator , Faculty Development Programs at World-Class Universities, University of Pittsburgh IISE, \$15,000
2014	Principal Investigator , International Workshop on Higher Education Research Management, IAIN Walisongo, Semarang, Indonesia, \$37,000
2012-2016	Principal Investigator , Asia Pacific Higher Education Research Partnership, East-West Center, Hawaii (USA), \$38,000
2012-2017	Co-Principal Investigator , USAID Read to Succeed Project, Zambia, \$383,431
2010-2015	Principal Investigator , National and Regional Integration of HIV and AIDS into Primary and Secondary Education Curricula in East Africa, Capacity Building Project with UNESCO, \$50,000
2011	Principal Investigator , Higher Education Administrators Training (HEAT) Program, Wuhan University, China, \$30,000
2010-2011	Principal Investigator , State of the Art Practices/Knowledge (SOAK) Project, Academy for Educational Development, \$59,014
2009	Co-Principal Investigator , Higher Education Quality Assurance Training Program, Government of the Kingdom of Saudi Arabia (Ministry of Education), \$101,455
2008-2011	Co-Principal Investigator , USAID Higher Education Development Capacity Building Initiative with the University of Pristina, Kosovo, \$450,000
2008-2009	Principal Investigator , TA7034-VIE Preparing the Secondary Education Subsector Development Program in Vietnam, Asian Development Bank, \$600,000
2007-2016	Principal Investigator , Programa de Capacitación Gerencial (PROCAGE), \$143,000
2007-2011	Co-Principal Investigator , USAID Decentralized Basic Education Program 2 (DBE2), Indonesia, \$750,000
2005-2007	Principal Investigator , Research Grant for Study of Best Practices of HIV/AIDS Organizations in Senegal and Uganda, \$10,000
2003-2004	Principal Investigator , Research Grant from RTI to fund "Marketization, Demarketization, and Remarketization: The Impact of the Economic Market on Higher Education in China" Project, \$50,000
2003-2004	Principal Investigator , HIV/AIDS Research Grant for Evaluating Education Programs in Uganda, University of California, Los Angeles, \$10,000
2002-2004	Principal Investigator , HIV/AIDS Education Grant from The Pfizer Foundation and ProLiteracy Worldwide, for the evaluation of a national secondary school study in Uganda, \$30,000
2002-2003	Co-Principal Investigator , UCLA Globalization Research Center-Africa Faculty Research Grant, \$5,000
2001-2002	Principal Investigator , Predoctoral Grant in the Social and Behavioral Aspects of AIDS Prevention, University of California, Los Angeles, \$5,000
2001	Principal Investigator , Research Grant for a national study of secondary education in Uganda, Brigham Young University, \$10,000
1998-1999	Principal Investigator , Research Grant to fund the Fiji Distance Learning Program from Brigham Young University, \$47,200
1998	Principal Investigator , Office of Research and Creative Activities Scholarship for the development of a Kiribati-English Dictionary, \$1,500
1997	Principal Investigator , Research Grant from the School of Family, Home, and Social Science at BYU to fund the compilation of a Kiribati-English Dictionary, \$1,500

CONSULTATIONS AND PROFESSIONAL SERVICES

2015-2017	Program Evaluation Specialist , Supporting the Hardest to Reach through Education (SHARE) Project, European Union, Bangladesh.
2015-2016	External Reviewer , University of Washington College of Education Decennial Review.
2015-2016	Senior Editor , Millennium Challenge Account – Indonesia, Government of the Republic of Indonesia.
2012-2017	Higher Education Management and HIV Education Specialist , USAID Read to Succeed Project in Zambia.
2007-2011	HIV and AIDS Multisectoral Consultant and Editor , The World Bank
2007-2008	HIV and AIDS Prevention Education Consultant , UNAIDS, UNDP
2008-2009	Quality Assurance and Gender and Ethnic Minority Specialist , Preparing the Vietnam Secondary Education Sector Development Program (TA-7034). Primary responsibility was providing quality assurance and final editing of all final reports and drafting the gender and ethnic minority final reports for the Ministry of Education and Training (MOET).
2007-2010	Administrative Consultant , RTI Railroad Services
2001	Coordinator , Marriott School of Management (BYU) Intensive Change Management Training Program
2000-2001	Program Director , UNITUS (www.unitus.com)
1998-2003	Strategy Consultant , ProLiteracy Worldwide (www.proliteracy.org)

PUBLICATIONS: BOOKS

- Chen, Hongjie; & **Jacob, W. James** (Ed.) 2016. *Trends in Chinese Education*. London and New York: Routledge.
- Sutin, Stewart E.; & **Jacob, W. James**. 2016. *Strategic Transformation of Higher Education: Challenges and Solutions in a Global Economy*. Lanham, MD: Rowman & Littlefield.
- Jacob, W. James**; Cheng, Sheng Yao; & Porter, Maureen K. (Eds.) 2015. *Indigenous Education: Language, Culture, and Identity*. Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. (Eds.) 2015. *Community Engagement in Higher Education: Policy Reforms and Practice*. Boston, Taipei, London, Rotterdam: Sense Publishers.
- Weidman, John C.; Yeager, John L.; Cohen, Laurie; DeAngelo, Linda Theresa; DeLuca, Kristin M.; Gunzenhauser, Michael G.; **Jacob, W. James**; McClure, Maureen W.; & Sutin, Stewart E. (Eds.) 2014. *Economics and Finance in Higher Education. ASHE Reader Series*. 3rd ed. New York: Pearson.
- Weidman, John C.; & **Jacob, W. James** (Eds.) 2011. *Beyond the Comparative: Advancing Theory and Its Application to Practice*. Boston, Taipei, London, Rotterdam: Sense Publishers.
- Hawkins, John N.; & **Jacob, W. James** (Eds.) 2011. *Policy Debates in Comparative, International and Development Education*. New York: Palgrave Macmillan.
- Holsinger, Donald B.; & **Jacob, W. James** (Eds.) 2009. *Inequality in Education: Comparative and International Perspectives*. Hong Kong & Dordrecht, The Netherlands: CERC/Springer.

Morisky, Donald E.; **Jacob, W. James**; Nsubuga, Yusuf K.; & Hite, Steven J. (Eds.) 2006. *Overcoming AIDS: Lessons Learned from Uganda*. Greenwich, CT: Information Age Publishing.

Holsinger, Donald B.; **Jacob, W. James**; & Mugimu, Christopher B. 2004. *Private Secondary Education in Uganda*. Paris: UNESCO/IIEP.

Jacob, W. James; & Curtis, Lynn R. 2003. *Overcoming AIDS: A Practical Guide for Prevention, Control and Treatment of HIV/AIDS*. 2nd ed. Los Angeles; Kampala, Uganda; Durban, South Africa: ProLiteracy Worldwide.

PUBLICATIONS: PEER-REVIEWED ARTICLES (* student co-author)

Jacob, W. James; Neubauer, Deane; & Ye, Huiyuan*. (2016 – Forthcoming.) Financing Trends in Southeast Asia and Oceania: Meeting the Demands of Regional Higher Education Growth. *International Journal of Educational Development*.

Daka, Harrison*; **Jacob, W. James**; Kakupa, Paul*; & Mwelwa, Kapambwe*. (2016 – Forthcoming.) The Use of Social Networks in Curbing HIV in Higher Education Institutions: A Case Study of the University of Zambia. *World Journal of AIDS*.

Jacob, W. James; Xiong, Weiyan*; & Ye, Huiyuan*. (2016 – Forthcoming.) Minority Language Issues in Chinese Higher Education: Policy Reforms and Practice among the Korean and Mongol Ethnic Group. *Frontiers of Education in China*, 11(4).

Lee, Feng-Jihu; & **Jacob, W. James**. 2016. Mapping Education Reform in Taiwan from 1994 to 2013: A Social Cartography Critique. *World Studies in Education*, 17(1): 29-52. DOI: 10.7459/wse/17.1.03.

Ye, Huiyuan*; **Jacob, W. James**; & Xiong, Weiyan*. (2016 – Forthcoming.) Bilingual Higher Education for Chinese Ethnic Minorities: Challenges and Opportunities. *Research on Higher Education of Nationalities*.

Cheng, Sheng Yao; & **Jacob, W. James**. 2015. A Review of the Common Core State Standards Initiative in the United States: Historical Background and International Relevance. *Journal of Education Research*, 255: 18-34.

Jacob, W. James. 2015. Interdisciplinary Trends in Higher Education. *Palgrave Communications*, 1(1): 1-5. DOI: 10.1057/palcomms.2015.1.

Jacob, W. James; Xiong, Weiyan*; & Ye, Huiyuan*. 2015. Professional Development Programs at World-Class Universities. *Palgrave Communications*, 1(2): 1-27. DOI: 10.1057/palcomms.2015.2.

Jacob, W. James; Xiong, Weiyan*; & Ye, Huiyuan*. 2014. Establishing a Standard for Academic Excellence: Professional Development Programs at Four World-Class Universities. *Peking University Education Review*, 12(2): 27-46.

Jacob, W. James; Lee, Che-Wei*; Wehrheim, Nancy*; Gökbel, Veysel*; Dumba, Joel Dumba Chrispo*; Lu, Xiaolin*; & Yin, Shengjun*. 2013. Mapping Indigenous Paradigms, Research, and Practice in the World Indigenous Nations Higher Education Consortium. *Taiwan Journal of Indigenous Studies*, 6(1): 1-64.

- Jacob, W. James;** Lee, Che-Wei*; Wehrheim, Nancy*; Gökbel, Veysel*; Dumba, Joel Dumba Chrispo*; Lu, Xiaolin*; & Yin, Shengjun*. 2013. An Organisational Analysis of the World Indigenous Nations Higher Education Consortium. *World Indigenous Nations Higher Education Consortium Journal*, 9(1): 40-51.
- Jacob, W. James;** & Ma, Wanhua. 2013. Trends in Chinese Higher Education. *Frontiers of Education in China*, 8(2): 196-172.
- Jacob, W. James;** Shiflett, K. Holly*; Gaulee, Uttam*; de Klaver, Lila*; Lee, Che-Wei*; Kamolpun, Somkiat*; Okhidoi, Otgonjargal*; & Rattananuntapat, Malinee*. 2013. Perceptions of the Role and Effectiveness of Special Interest Groups within a Professional Organization. *Professional Development in Education*, 39(1): 141-155. DOI: 10.1080/19415257.2012.722560.
- Liu, Jing*; & **Jacob, W. James.** 2013. From Access to Quality: Migrant Children's Education in Urban China. *Educational Research for Policy and Practice*, 12(3): 177-191. DOI: 10.1007/s10671-012-9136-y.
- Cheng, Sheng Yao; & **Jacob, W. James.** 2012. Expansion and Stratification of Higher Education Opportunity in Taiwan. *Chinese Education and Society*, 45(5-6): 112-133. DOI: 10.2753/CED1061-1932450509.
- Jacob, W. James;** & Li, Rong*. 2011. Influence of the Market Economy on Higher Education: Findings from Ten Chinese Universities. *World Studies in Education*, 12(1): 5-23.
- Jacob, W. James;** Wu, Xinyi*; & Cheng, Sheng Yao. 2011. Chinese Minorities and Higher Education: Qualitative Findings from Students, Faculty, and Administrators. *Education and Society*, 29(1): 27-44.
- Terano, Mayumi*; **Jacob, W. James;** & Bickel, William E. 2011. Social and Cultural Participation Patterns among International Graduate Students: A Case Study of the University of Pittsburgh. *Chung Cheng Educational Studies*, 10(2): 105-144.
- Jacob, W. James;** Swensen, Deborah L.*; Hite, Julie M.; Erickson, Lynnette B.; & Tuttle, Marie. 2010. Preservice Teacher Preparation in International Contexts: A Case-Study Examination of the International Student Teacher Programs. *Excellence in Higher Education*, 1(1-2): 46-56.
- Jacob, W. James.** 2009. Organizational Trends of Chinese Higher Education: The Influence of Strategy and Structure at Ten Case Study Universities. *World Studies in Education*, 10(1): 47-73.
- Jacob, W. James.** 2009. Reflective HIV Education Design: Balancing Current Needs with Best Practices. *Prospects*, 39(4): 311-319.
- Jacob, W. James;** & Ouattara, Yafflo W. 2009. HIV Education in Conflict, Post-Conflict and Emergency Contexts. *Prospects*, 39(4): 321-334.
- Jacob, W. James;** Adiya, Enkhjargal*; & El-Ghali, Hana*. 2009. Profile of Educators: Peter K. Piot. *Prospects*, 39(4): 413-421.
- Cheng, Sheng Yao; & **Jacob, W. James.** 2008. American Indian and Taiwan Aboriginal Education: Indigenous Identity and Career Aspirations. *Asia Pacific Education Review*, 9(3): 233-247.

- Jacob, W. James;** Holsinger, Donald B.; & Mugimu, Christopher B. 2008. Private Secondary Education in Uganda: Implications for Planning. *Teachers College Record*, 110(4): 867–893.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2007. A Comparative Case Study on Indigenous Educational Policies between Taiwan and the United States. *Comparative Education*, 63 (2): 40–78.
- Jacob, W. James;** Shaw, Stacey M.*; Morisky, Donald E.; Hite, Steven J.; & Nsubuga, Yusuf K. 2007. HIV/AIDS Education: What African Youth Say is Effective. *Families in Society*, 88(1): 104–114.
- Jacob, W. James;** Mosman, Stacey M.*; Hite, Steven J.; Morisky, Donald E.; & Nsubuga, Yusuf K. 2007. Evaluating HIV/AIDS Education Programmes in Ugandan Secondary Schools, *Development in Practice*, 17(1): 114–123.
- Hite, Julie M.; Hite, Steven J.; **Jacob, W. James;** Rew, W. Joshua*; Mugimu, Christopher B.; & Nsubuga, Yusuf K. 2006. Building Bridges for Resource Acquisition: Network Relationships between Headteachers in Uganda Private Secondary Schools. *International Journal of Educational Development*, 26(5): 495–512.
- Jacob, W. James**. 2006. Social Justice in Chinese Higher Education: Issues of Equity and Access. *International Review of Education*, 52(1): 149–169.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2005. Toward the Future of Education: The EPAM Approach to Educational Reform. *Journal of Education Research*, 129(1): 145–154.
- Jacob, W. James;** Smith, Troy D.*; Hite, Steven J.; & Cheng, Sheng Yao. 2004. Helping the Street Children: An Analysis of the Model for Orphan Resettlement and Education (MORE). *Journal of Children & Poverty*, 10(1): 3–21.
- Jacob, W. James;** Osguthorpe, Russell T.; & Hite, Steven J. 2002. A Framework for Increasing Reflection in the Instructional Design Process. *Journal of Educational Research, Theory and Practice in East Africa*, 3(2): 30–33.
- Osguthorpe, Russell T.; Osguthorpe, Richard D.; **Jacob, W. James;** & Davies, Richard. 2002. The Moral Dimensions of Instructional Design. *Educational Technology*, 43(2): 19–23.
- Jacob, W. James;** & Hansen, David J. 2000. The Fiji Distance Learning Program: Issues and Potential for Developing Countries. *Journal of the Utah Academy* 77: 110–125.

WORKING PAPERS AND PAPERS IN PROGRESS (* student co-author)

- Gao, Shang*; & **Jacob, W. James**. Under review. Tertiary Education Quality in Indonesia: A Measurement through Unequal Distribution of Education Opportunities.
- Hou, Ya-Wen*; & **Jacob, W. James**. Under review. What Contributes More to the Ranking of Higher Education Institutions? A Comparison of Three World University Rankings.
- Hou, Ya-Wen*; & **Jacob, W. James**. Under review. Financing World-Class Universities: An Examination of Leading Private and Public Research Universities in the United States.
- Jacob, W. James**. Under review. Integrated Rural Development from a Historical and Global Perspective.

Jacob, W. James; Cheng, Sheng Yao; Mok, Ka Ho; & Xiong, Weiyan*. Under review. Changes in Chinese Higher Education: Financial Trends in China, Hong Kong, and Taiwan.

Jacob, W. James; & Gokbel, Veysel*. Under review. Global Higher Education Learning Outcomes and Financial Trends: Comparative and Innovative Approaches.

Xiong, Weiyan*; **Jacob, W. James;** Ye, Huiyuan*; Wang, Shuo*; & Wang Xueshuang*. Under review. Best Practices of World-Class University Professional Development Centers.

Jacob, W. James; Ye, Huiyuan*; Xiong, Weiyan*; Huang, Xinyu*; Jia, Lili; Tang, Wei*; & Zheng, Na*. Under review. Leadership Styles in Professional Development Organizations in World-Class Universities.

PUBLICATIONS: EDITORIAL ARTICLES

Jacob, W. James. 2012. Building Bridges Worldwide through Higher Education Networking and Outreach Efforts. *CIES Perspectives*, 159 (September): 17-19.

Jacob, W. James; & Rust, Val D. 2010. Principles of Good Governance: A Review of Key Themes Identified at the 7th International Workshop on Higher Education Reforms. *Comparative and International Higher Education*, 2(2): 31-32.

Rust, Val D.; & **Jacob, W. James.** 2010. HESIG Provides Outlets for Research and Outstanding Achievement in Higher Education. *Comparative and International Higher Education*, 2(1): 1-2.

Jacob, W. James; & Rust, Val D. 2009. Higher Education in Comparative and International Contexts. *Comparative and International Higher Education*, 1(1&2): 1-2.

Jacob, W. James. 2007. New Initiatives at the Institute for International Studies in Education. *International Studies in Education*, 8(1): 1-2.

PUBLICATIONS: PEER-REVIEWED CHAPTERS (* student co-author)

Jacob, W. James; Ye, Huiyuan*; Hogsett, Miranda L.*; Han, Annette T.*; Hasegawa, Midori*; Jia, Lili; Jiang, Lin; & Xu, Shangmou*. (2016 – Forthcoming.) Global Trends in the Rise and Fall of Comparative Education Societies, in Colin Brock & Charl Wolhuter (Eds.) *The History of Comparative Education: A Bicentennial Commemoration of Marc-Antoine Jullien de Paris*. London: Bloomsbury Publishing.

Jacob, W. James; Ye, Huiyuan*; Wang, Shuo*; Bagci, Abdullah*; Wang, Xueshuang*; Gu, Quan; & Ma, Xiufang. (2016 – Forthcoming.) History of Comparative and International Education in North America, in Colin Brock & Charl Wolhuter (Eds.) *The History of Comparative Education: A Bicentennial Commemoration of Marc-Antoine Jullien de Paris*. London: Bloomsbury Publishing.

Jacob, W. James; & Xiong, Weiyan*. 2016. Higher Education Capacity for the Twenty-First Century, in Deane Neubauer, John N. Hawkins, Molly Nyet Ngo Lee, & Christopher S. Collins (Eds.) *Handbook of Asian Higher Education*. New York: Palgrave Macmillan.

- Cheng, Sheng Yao; & **Jacob, W. James**. 2016. A Study of Educational Policies Relating to Afterschool Programs and Educational Equality in Taiwan, in Chuing Prudence Chou & Jonathan Spangler (Eds.) *Chinese Education Models in a Global Age: Transforming Practice into Theory* (pp. 65-76). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**. 2015. Social Media, Social Intelligence, and Emerging Trends in Higher Education Communication, in Deane Neubauer and Kamila Ghazali (Eds.) *Technology and Workplace Skills for the Twenty-First Century: Asia Pacific Universities in the Globalized Economy* (pp. 25-36). New York: Palgrave Macmillan.
- Jacob, W. James**. 2015. Globalization and Higher Education Policy Reform, in Joseph Zajda (Ed.) *Second International Handbook on Globalisation, Education and Policy Research* (pp. 151-165). Dordrecht, The Netherlands: Springer. DOI: 10.1007/978-94-017-9493-0_10
- Jacob, W. James**. 2015. Linguistic Genocide: Education as a Weapon toward Indigenous Language Annihilation, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 127-138). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Cheng, Sheng Yao; & Porter, Maureen K. 2015. Global Review of Indigenous Education: Issues of Identity, Culture, and Language, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 1-35). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; & Hawkins, John N. 2015. Trends in Chinese Higher Education: Opportunities and Challenges, in Pavel Zgaga, Ulrich Teichler, Hans G. Schuetze, and Andr  Wolter (Eds.) *Higher Education Reform: Looking Back – Looking Forward* (pp. 133-148). Frankfurt, Germany: Peter Lang.
- Jacob, W. James**; Liu, Jing; & Lee, Che-Wei*. 2015. Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 39-61). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. 2015. Community Engagement in Higher Education: International and Local Perspectives, in **W. James Jacob**, Stewart E. Sutin, John C. Weidman, & John L. Yeager (Eds.) *Community Engagement in Higher Education: Policy Reforms and Practice*. Boston, Taipei, Rotterdam: Sense Publishers.
- Jacob, W. James**; & Weidman, John C. 2014. International Finance, in John C. Weidman, et al. (Eds.) *Economics and Finance of Higher Education: ASHE Reader*. 3rd ed. Las Vegas, NV: Association for the Study of Higher Education.
- Sutin, Stewart E.; & **Jacob, W. James**. 2014. Strategic Planning and Resources, in John C. Weidman, et al. (Eds.) *Economics and Finance of Higher Education: ASHE Reader*. 3rd ed. Las Vegas, NV: Association for the Study of Higher Education.
- Weidman, John C.; **Jacob, W. James**; & Casebeer, Daniel*. 2014. Conceptualizing Teacher Education in Comparative and International Contexts, in Alexander W. Wiseman and Emily Anderson (Ed.) *Annual Review of Comparative and International Education* (pp. 115-145). Bingley, UK: Emerald.

- Cheng, Sheng Yao; **Jacob, W. James**; & Yang, Shen-Keng. 2013. Reflections from the Social Science Citation Index (SSCI) and Its Influence on Education Research Taiwan, in Chuing Prudence Chou (Ed.) *SSCI Syndrome: A Global Phenomenon*. Boston, Rotterdam, Taipei: Sense Publishers.
- Weidman, John C., & **Jacob, W. James**. 2013. Comparative, International and Development Education: A North American Perspective as Reflected in the Work of Rolland G. Paulston, in Shoko Yamada and Minoru Morishita (Eds.) *Cultivating the Horizon of Comparative Education: Diverse Scholarship and Knowledge Collaboration [HIKAKU KYOUIKU-GAKU NO CHIHEI WO HIRAKU: TAYOUNA GAKUMON-KAN TO CHI NO KYOUDOU]* (pp. 126-144). Tokyo: Toshindo Publishing Co. (Japanese-language publication).
- Jacob, W. James**; Morisky, Donald E.; & Nsubuga, Yusuf K. 2012. HIV Education in Ugandan Secondary Schools: Attitudes of Students, Teachers, and Administrators, in Alexander W. Wiseman & Ryan N. Glover (Eds.) *The Impact of HIV/AIDS on Education Worldwide* (pp. 57-77). Bingley, UK: Emerald.
- Jacob, W. James**; Wang, Yuanyuan*; Pelkowski, Tracy Lynn*; Karsidi, Ravik; & Priyanto, Agus D. 2012. Higher Education in Indonesia: A Trends Analysis of Current Challenges and Opportunities, in William Bruneau & Hans G. Schuetze (Eds.) *Reform of University Governance: Policy, Fads, and Experience in International Perspective* (pp. 225-240). New York: Palgrave Macmillan.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2011. Metatheory in Comparative, International, and Development Education: Dialectics between the East and West and Other Perspectives, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 295-314). Boston, Taipei, Rotterdam: Sense Publishers.
- Jacob, W. James**; Crandall, Jennifer*; Hilton, Jason*; & Northrop, Laura*. 2011. Emerging Theories in Comparative, International, and Development Education, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 69-91). Boston: Sense Publishers.
- Jacob, W. James**; & Hawkins, John N. 2011. Setting the Global Education Policy Stage: Shifts, Trends, and Perspectives, in John N. Hawkins & **W. James Jacob** (Eds.) *Policy Debates in Comparative, International and Development Education* (pp. 1-11). New York: Palgrave Macmillan.
- Jacob, W. James**; & Park, Heejin*. 2011. Language Issues in Chinese Higher Education: The Case of Korean and Mongol Minority Groups, in Gulbahar H. Beckett & Gerard A. Postiglione (Eds.) *China's Assimilationist Language Policy: The Impact on Indigenous/Minority Literacy and Social Harmony*. New York: Routledge.
- Park, Heejin*; & **Jacob, W. James**. 2011. Minority Students' Access to Higher Education in an Era of Globalization: A Case of Korean Nationality in China, in John D. Palmer, Amy C. Roberts, Young Ha Cho, & Gregory Ching (Eds.) *Internationalization of East Asian Higher Education*. New York: Palgrave Macmillan.
- Weidman, John C.; & **Jacob, W. James**. 2011. Mapping Comparative, International, and Development Education, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 1-16). Boston: Sense Publishers.
- Jacob, W. James**; Nsubuga, Yusuf K.; & Mugimu, Christopher B. 2009. Higher Education in Uganda: The Role of Community Colleges in Educational Delivery and Reform, in Rosalind Latiner-Raby & Edward

- Valeau (Eds.) *Community College Models: Globalization and Higher Education Reform* (pp. 335-358). Dordrecht, The Netherlands: Springer.
- Hawkins, John N.; **Jacob, W. James**; & Li, Wenli. 2009. Higher Education in China: Access, Equity, and Equality, in Donald B. Holsinger & **W. James Jacob** (Eds.) *Inequality in Education: Comparative and International Perspectives* (pp. 215-239). Hong Kong & Dordrecht, The Netherlands: CERC/Springer.
- Holsinger, Donald B.; & **Jacob, W. James**. 2009. Education Inequality and Academic Achievement, in Donald B. Holsinger & **W. James Jacob** (Eds.) *Inequality in Education: Comparative and International Perspectives* (pp. 558-567). Hong Kong & Dordrecht, The Netherlands: CERC/Springer.
- Jacob, W. James**; & Holsinger, Donald B. 2009. Inequality in Education: A Critical Analysis, in Donald B. Holsinger & **W. James Jacob** (Eds.) *Inequality in Education: Comparative and International Perspectives* (pp. 1-33). Hong Kong & Dordrecht, The Netherlands: CERC/Springer.
- Jacob, W. James**. 2006. Social Justice and Gender in Chinese Higher Education, in Joseph Zajda, Suzanne Majhanovich, & Val Rust (Eds.) *Education and Social Justice* (pp. 139-159). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Morisky, Donald E.; Nsubuga, Yusuf K.; & Hite, Steven J. 2006. Evaluation of HIV/AIDS Education Programs in Uganda, in Donald E. Morisky, **W. James Jacob**, Yusuf K. Nsubuga, & Steven J. Hite (Eds.) *Overcoming AIDS: Lessons Learned from Uganda* (pp. 63-83). Greenwich, CT: Information Age Publishing.
- Nsubuga, Yusuf K.; & **Jacob, W. James**. 2006. Fighting Stigma and Discrimination as a Strategy for HIV/AIDS Prevention and Control, in Donald E. Morisky, **W. James Jacob**, Yusuf K. Nsubuga, & Steven J. Hite (Eds.) *Overcoming AIDS: Lessons Learned from Uganda* (pp. 43-59). Greenwich, CT: Information Age Publishing.
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- Jacob, W. James**; & Cheng, Sheng Yao. 2005. Mapping Paradigms and Theories in Comparative, International, and Development Education (CIDE) Research, in David P. Baker and Alexander W. Wiseman (Eds.) *Global Trends in Educational Policy* (pp. 221-258). New York: Elsevier Science, Ltd.
- Rust, Val D.; & **Jacob, W. James**. 2005. Globalisation and Educational Policy Shifts, in Joseph Zajda (Ed.) *International Handbook on Globalisation, Education and Policy Research: Global Pedagogies and Policies* (pp. 235-252). Dordrecht, The Netherlands: Springer.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2003. The Changing Role of Education in a Post-September 11 World: Perspectives from East Africa, Taiwan, and the United States, in Wayne Nelles (Ed.), *Comparative Education, Terrorism, and Human Security* (pp. 177-197). New York: Palgrave MacMillan.

PUBLICATIONS: PEER-REVIEWED ENCYCLOPEDIC ENTRIES

- Jacob, W. James;** & Mugimu, Christopher B. 2013. Higher Education, in James Ainsworth & J. Geoffrey Golson (Eds.) *Sociology of Education*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Liu, Jing*. 2013. Vietnam, in James Ainsworth & J. Geoffrey Golson (Eds.) *Sociology of Education*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James.** 2012. Education in Africa, 1400-1900 A.D., in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James.** 2012. Higher Education in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** Cheng, Sheng Yao; & Chen, Pin-Hsi*. 2012. Ethnicity in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Ji, Xiaoqian*. 2012. Seaborne Trade in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Su, Chen-Jui*. 2012. University Education Abroad in Africa, 1900 to Present, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Vega, Rodolfo M.* 2012. Underdevelopment in Africa, 1400-1900 A.D., in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Bradshaw, Burk*. 2009. Native American Cultures: Peace Traditions, in Nigel Young (Ed.) *Oxford International Encyclopedia of Peace*. New York: Oxford University Press.
- Jacob, W. James;** & Collins, John M.* 2009. HIV/AIDS and Education, in Eugene F. Provenzo, Jr. (Ed.) *Encyclopedia of Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage.

PUBLICATIONS: BOOK REVIEWS (* student co-author)

- Jacob, W. James.** 2008. *Changing Education: Leadership, Innovation, and Development in a Globalizing Pacific*, edited by Peter D. Hershock, Mark Mason, & John N. Hawkins. *Comparative Education Review*, 52(2): 289–292.
- Jacob, W. James.** 2007. *Multicultural Strategies for Education and Social Change*, by Arnetha F. Ball. *Teachers College Record*.
- Jacob, W. James;** & Collins, John M.* 2005. *Learning through Collaborative Research*, by Noel McGuinn (Ed.). *Teachers College Record*, 107(7): 1509–1514.

Jacob, W. James. 2004. *Improving Schools through Teacher Development: Case Studies of the Aga Khan Foundation Projects in East Africa*, by Stephan Anderson (Ed.). *Teachers College Record*, 106(2): 293–298.

Jacob, W. James; & Cheng, Sheng Yao. 2004. *The International Handbook on the Sociology of Education: An International Assessment of New Research and Theory*, by Carlos Alberto Torres & A. Antikainen (Eds.). *Comparative Education Review*, 48(2): 332–335.

Holsinger, Donald B.; & **Jacob, W. James.** 2001. *Whose Education for All: The Recolonization of the African Mind*, by Birgit Brock-Utne. *Comparative Education Review*, 45(4): 629–632.

PUBLICATIONS: REPORTS (* student co-author)

Jacob, W. James. 2016. *Higher Education Research Networks in Zambia: Building Sustainable Linkages with the Government*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James. 2015. *Mother Tongue-Based Multilingual Education in Bangladesh: Lessons Learned and Suggestions for the Future*. SHARE Education Monograph 3. Dhaka, Bangladesh: Human Dynamics and European Union.

Mwansa, Audrey C.; & **Jacob, W. James.** 2015. *Formative Assessment of Teenage Pregnancy in Zambian Primary Schools: Eastern, Luapula, and North-Western Provinces*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James. 2015. *Strategic Plan for the Asian-Pacific Higher Education Research Partnership: 2015-2016*. Honolulu, HI: East-West Center.

Jacob, W. James; Anthony, Aaron*; Warner, Hilary*; Rhodwell, Chitanda; & Banguna, Barbara. 2015. *The Influence of Head Teachers on Improving Reading in Zambian Primary Schools*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James; Mbewe, Simeon; Daka, Harrison*; Rhodwell, Chitanda; & Mbambu, Lord. 2014. *Integration of HIV and AIDS into Pre-Service and In-Service Teacher Training Programs in Zambia*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE, University of Zambia, and Read to Succeed – Zambia.

Co-Author/Editor. 2013. *Proposed Development of a National Education Research Agenda and Research Coordination Committee of the Republic of Zambia's Ministry of Science, Vocational Training, and Early Education (MESVTEE)*. Concept Paper for Stakeholders, Donors, and Development Partners. Lusaka, Zambia: USAID and MESVTEE.

Co-Author/Editor. 2012. *Higher Education Management Program Review*. Part of the Ten-Year Self-Study Report of the Department of Administrative and Policy Studies. Pittsburgh: University of Pittsburgh.

Co-Author/Co-Editor. 2012. *Social and Comparative Analysis in Education Program Review*. Part of the Ten-Year Self-Study Report of the Department of Administrative and Policy Studies. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.

- Jacob, W. James.** 2012. *Marketing Plan for the University of Pittsburgh Higher Education Management Program*. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.
- Yeager, John L.; **Jacob, W. James;** & Gaulee, Uttam*. 2012. *Comparative Report of Higher Education Management Programs in the United States and Canada*. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.
- Jacob, W. James;** Mugimu, Christopher B.; Nsubuga, Yusuf K.; Acedo, Clementina; & Morisky, Donald E. 2011. *HIV Education: Evaluating Pre- and In-service Teacher Training Institutions in Seven East African Countries*. Concept Paper. Pittsburgh: University of Pittsburgh IISE.
- Jacob, W. James;** Frederica Hunt, Paula; Cleghorn, Ailie; Pineda, Fernanda; de Klaver, Lila*; Gaulee, Uttam*; Kamolpun, Somkiat*; Lee, Che-Wei*; Okhidoi, Otgonjargal*; Rattananuntapat, Malinee*; & Shiflett, Holly*. 2011. *CIES Special Interest Groups Review Committee Report*. Pittsburgh: University of Pittsburgh IISE.
- Jacob, W. James.** 2011. *Policy Dialogue State of the Art Practices/Knowledge Brief*. Washington, DC: Academy for Educational Development/USAID.
- Jacob, W. James.** 2011. *Secondary Education State of the Art Practices/Knowledge Brief*. Washington, DC: Academy for Educational Development/USAID.
- Co-Author/Editor.** 2010. *Operational Planning for HIV/AIDS: A Guidance Note*. Washington, DC: AIDS Strategy and Action Planning Service (ASAP), The World Bank.
- Co-Author/Editor.** 2010. *Africa Regional Capacity Building Workshop on Operational Planning in HIV and AIDS: Eastern and Southern Africa*. Workshop Final Report. Johannesburg: The World Bank.
- Co-Author/Editor.** 2010. *Africa Regional Capacity Building Workshop: Operational Planning in HIV and AIDS*. Background Report. Washington, DC: The World Bank.
- Co-Author/Editor.** 2009. *Improving Governance in HIV and AIDS, Education, Health, and Social Protection: An Assessment of Good Governance Practices of Human Development Operations in Kenya*. Nairobi: Government of Kenya and World Bank Institute.
- Co-Author/Editor.** 2009. *HIV and AIDS Strategic and Operational Planning Capacity Building Workshops in Five Global Regions*. Washington, DC: World Bank Institute.
- Jacob, W. James.** 2009. *Report and Recommendations from Higher Education in Vietnam: American – Vietnamese Partnerships*. Ho Chi Minh City: Institute for International Studies in Education (IISE), University of Pittsburgh.
- Co-Author/Co-Editor.** 2009. *Final Report of TA7034-VIE: Preparing the Secondary Education Sector Development Program*. Hanoi: IISE, University of Pittsburgh.
- Jacob, W. James.** 2009. University of Pittsburgh – University of Pristina Telecommunications Education Project. Baseline Assessment Report for the Higher Education for Development Project. Pittsburgh: IISE, University of Pittsburgh.
- Co-Author/Co-Editor.** 2009. *Mid-Term Report of TA7034-VIE: Preparing the Secondary Education Sector Development Program*. Hanoi: IISE, University of Pittsburgh.

- Jacob, W. James;** & Ha, Nguyen Mai. 2009. *Ethnic Minority and Gender Issues in Vietnam*. Hanoi: IISE, University of Pittsburgh.
- Park, Namgi; Kim, Joo Hoo; Park, Sun Hyung; Lee, Ho Seop & **Jacob, W. James**. 2008. *Strategies to Enhance Fairness of Admissions Officers*. Seoul: Korean Council for University Education.
- Co-Author/Editor**. 2008. Using the Rapid Results Approach to Improve Governance of HIV/AIDS Programs at the Local Levels. Arusha, Tanzania: Government of Tanzania, TACAIDS, The Global HIV/AIDS Program, ACTafrica, and World Bank Institute.
- Co-Author/Editor**. 2007. *Southern Sudan HIV and AIDS Strategic Framework, 2008–2012: Building a Strong Foundation for an Effective National Response to HIV*. Juba, Southern Sudan: Southern Sudan AIDS Commission.
- Jacob, W. James;** & Waite, Daniel. 2003. Higher Education in Japan, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James**. 2003. Higher Education in Mexico, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James;** & Cheng, Sheng Yao. 2002. Higher Education in the Netherlands: Potential Partnerships for International Exchange, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James**. 2001. Higher Education Governance Study: Structures, Costs, and Case Study Analysis of University Departments and Majors. Technical Report Prepared for the BYU Faculty Center, Provo, Utah, January 23, 2001.
- Jacob, W. James**. 1999. *Fiji Distance Learning Program: Issues and Potential for Developing Countries*. Master's thesis, David M. Kennedy Center for International Studies, Brigham Young University.
- Jacob, W. James**. 1999. In-Depth Analysis of Brigham Young University's Study Abroad Programs: History Service Volunteer and Development Projects since the 1950s. Working Document Prepared for the David M. Kennedy Center for International Studies.

EDITORIAL SERVICES

Academic Journals

2016-Present	Associate Editor, <i>International Journal of Educational Development</i>
2010-Present	Co-Editor with John C. Weidman and Sunardi from January 2011 to present, <i>Excellence in Higher Education</i> ; Associate Editor from January to December 2010
2009-2014	Co-Editor with Jorge Enrique Delgado, Val D. Rust, and Qiang Zha, <i>Comparative and International Higher Education</i>
2007-Present	Advisory Board Member, <i>Comparative Education</i> (Taiwan)
2013-Present	Associate Editor, <i>Peking University Education Review</i>

Academic Journals – Reviewer

Asian Education and Development Studies, Asian Pacific Education Review, Comparative Education, Comparative Education Review, Educational Research, Educational Research for Policy and Practice, Equity and Excellence in Education, Frontiers of Education in China, International Journal of Educational Development, Journal of Adult and Continuing Education, Journal of Children and Poverty, KEDI Journal of Education Policy, Prospects, Teachers College Record, and World Journal of Education.

Book Series

- 2011-Present Co-Editor with John C. Weidman, *Pittsburgh Studies in Comparative and International Education* (Sense Publishers: [Click here for Series Webpage](#))
- 2007-Present Co-Editor with John N. Hawkins, *International and Development Education* (Palgrave Macmillan: [Click here for Series Webpage](#))

MEMBERSHIPS AND LEADERSHIP ROLES IN PROFESSIONAL ORGANIZATIONS

- 2013-2016 Historian, World Council of Comparative Education Societies
- 2013-Present Board Member, Center for International Higher Education, Peking University, China
- 2010-2013 Board Member, International Advisory Board of the International Higher Education Reform Workshop Association; Workshop Chair, 2012 Annual Conference, University of Pittsburgh Institute for International Studies in Education, 10-12 October 2012
- 2011 Conference Organizer, Comparative and International Education Society (CIES) Eastern Regional Conference, IISE, University of Pittsburgh, 28-29 October 2011
- 2011-2012 Program Organizing Committee Member, CIES Annual Conference, San Juan, Puerto Rico, 22-27 April 2012
- 2011-2012 Chair, CIES Special Interests Groups Standing Committee
- 2010-2011 Co-Chair, CIES Special Interests Groups Review Committee
- 2008-2014 Co-Chair, CIES Higher Education SIG
- 2004-2008 Chair, CIES Nominations Committee (2005-2006); Member, CIES Nominations Committee (2004-2008)

Member of the Association of International Education Administrators, American Educational Research Association, Association for the Study of Higher Education, Comparative and International Education Society.

MAJOR COMMITTEE ASSIGNMENTS, UNIVERSITY OF PITTSBURGH

- 2015-2017 Member (School of Education Representative) of the Faculty Assembly, University Senate
- 2009-Present Member, Korean Council, University Center for International Studies; Chair (2011-2014)
- 2007-Present Member, China Council, University Center for International Studies
- 2010-2013 Member, Academic Affairs Committee, School of Education
- 2008 Member (by invitation), Affirmative Action Committee, School of Education

ACADEMIC PRESENTATIONS AND LECTURES, SINCE 2012 (* student co-presenter)

Simukanga, Stephen; & **Jacob, W. James**. 2016. "Establishing a National Higher Education Accreditation Framework: Challenges and Opportunities in Zambia." Keynote paper to be presented at the National Education Research Symposium, University of Zambia, Lusaka, 16-17 November 2016.

Jacob, W. James; & Mwansa, Audrey C. 2016. "Formative Assessment of Teenage Pregnancy in Zambian Primary Schools: Eastern, Luapula, and North-Western Provinces." Paper to be presented at the National Education Research Symposium, University of Zambia, Lusaka, 16-17 November 2016.

Jacob, W. James. 2016. "Prioritized International Higher Education Growth: Strategic Directions for Global Century Education." Skype presentation from Pittsburgh, PA to Missoula, MT, University of Montana, 19 September 2016.

Jacob, W. James. 2016. "Building Sustainable Higher Education Partnerships in Sub-Saharan Africa," paper presented at the Seminar on Opening-up Chinese Education to Africa in the New Era, Beijing, China, 27 August 2016.

Jacob, W. James; Wang, Shuo*; Wang, Xueshuang*; Ye, Huiyuan*; & Ma, Xuifang. 2016. "Pioneer Leaders in Comparative and International Education," paper presented at the World Congress of the World Council of Comparative Education Societies, Beijing Normal University, Beijing, China, 22-26 August 2016.

Cheng, Sheng Yao; & **Jacob, W. James**. 2016. "A Review on Common Core State Standards Initiatives in the United States and Its Relevance in Taiwan," paper presented at the Third ISA Forum of Sociology, 10 July 2016.

Jacob, W. James. 2016. "Strategic Developments of Language, Culture, and Identity in Indigenous Education," invited Keynote Speech presented at the Ethnic Minority Higher Education Forum, Inner Mongolia University for the Nationalities, Tongliao, China, 8 July 2016.

Jacob, W. James. 2016. "Policy Trends and Practices of Higher Education in the United States: Intended and Unintended Consequences," paper presented at the Higher Education Research Institute, Zhou Enlai School of Government, Nankai University, Tianjin, China, 5 July 2016.

Jacob, W. James; Wang, Xi*; & Xiong, Weiyan*. 2016. "Dragons, Tigers, and Turtles in International Contexts: The Rising Role Chinese Students Play in U.S. Higher Education." Invited TED-style professional development training presentation to staff members and administrators at the University of Pittsburgh Student Affairs Mini-Conference, Pittsburgh, Pennsylvania, 6 June 2016.

Jacob, W. James; Xiong, Weiyan*; Ye, Huiyuan*; Wang, Xi*; Wang Xueshuang*; Xu, Shangmou*; and Lu, Fang. 2016. "Building World-Class Universities through Optimal Professional Development ICT Training Initiatives," paper presented at the Asia Pacific Higher Education Research Partnership Senior Seminar on "The Changing Nature and Value of the Flagship University," Zhejiang University, Hangzhou, China, 25 May 2016.

Panel Chair: "Global Perspectives of Access, Affordability and Accountability in Higher Education: Perspectives from China, Hong Kong, Taiwan, India, Japan, & Korea," Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.

- Jacob, W. James;** Mok, Ka Ho; Cheng, Sheng Yao; & Xiong, Weiyan*. 2016. "Changes in Chinese Higher Education: Financial Trends in China, Hong Kong, and Taiwan," paper presented at the Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.
- Jacob, W. James;** Neubauer, Deane; & Ye, Huiyuan*. 2016. "Meeting the Demands of Regional Higher Education Growth in Southeast Asia and Oceania: Higher Education Financing Trends in Australia/New Zealand," paper presented at the Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.
- Jacob, W. James;** Bowser Tennant, Amie. 2016. "Overcoming Genealogy Roadblocks by Crowdsourcing with RootsBid." Presentation at RootsTech Conference, Salt Lake City, Utah, 4-5 February 2016.
- Jacob, W. James.** 2015. "Mother Tongue Based – Multilingual Education in SHARE Education in Bangladesh." Keynote Seminar at the Hotel Lake Castle, Gulshan, Dhaka, Bangladesh, 26 November 2015.
- Jacob, W. James;** Wang, Xi*; & Xiong, Weiyan*. 2015. "Dragons, Tigers, and Turtles in International Contexts: The Cultural Background and Rising Role Chinese Students Play in U.S. Higher Education." Invited professional development training presentation to faculty members and administrators at Westmoreland County Community College, Youngwood, Pennsylvania, 6 October 2015.
- Jacob, W. James.** 2015. "Comparative and International Education from Historical Perspectives: Challenges and Potential for Sustainable Growth." Presented at the Mexican Society of Comparative Education (SOMECE) Annual Meeting, National Autonomous University of Mexico, Mexico City, 8 May 2015.
- Jacob, W. James.** 2015. "Learn, Act, and Share: Essential Leadership and Teaching Skills for the Twenty-first Century." Presented at the National Chung Cheng University, Taipei, Taiwan, 22 April 2015.
- Jacob, W. James.** 2015. "Education Inequality and Major Higher Education Reform Efforts in the United States." Presented at the National Taiwan Normal University, Taipei, Taiwan, 9 April 2015.
- Jacob, W. James.** 2014. "Establishing a Vision for Integrating eLearning and Academic Outreach at UVU: Distance Education, Continuing Education, and Extended Studies." Presented at Utah Valley University, Orem, Utah, 25 March 2014.
- Jacob, W. James.** 2014. "Annual Review of Comparative and International Education 2014." Discussant at the Comparative and International Education Society National Conference, Toronto, Canada, 11 March 2014.
- Lee, Feng-Jihu; & **Jacob, W. James.** 2014. "Mapping Education Reform in Taiwan from 1994 to 2013: A Social Cartography Critique." Paper presented at the Comparative and International Education Society National Conference, Toronto, Canada, 12 March 2014.
- Jacob, W. James.** 2013. "The Art of Academic Writing: A Guide to Getting Published." Presented at the International Conference on Higher Education Student Learning and Development in a Globalizing Time, Tsinghua University, Beijing, China, 27 October 2013.
- Jacob, W. James;** & Hawkins, John N. 2013. "Trends in Chinese Higher Education: Opportunities and Challenges." Presented at the 10th Higher Education Reform Workshop, University of Ljubljana, Ljubljana, Slovenia, 3 October 2013.

- Jacob, W. James;** & Roberts, Keith J. 2013. "Journal Selection Strategies for Publishing in International Journals." Presented at the following locations in Indonesia from 19-28 August 2013: State University of Medan, Medan; Institut Agama Islam Negeri (IAIN) North Sumatera, Medan; State University of Malang, Malang; State University of Semarang, Semarang; IAIN Walisongo, Semarang; State University of Makassar, Makassar; and Muhammadiyah University, Makassar.
- Jacob, W. James.** 2013. "Teaching Across Borders: The Global Higher Education Classroom in 21st Century," paper presented at the Center for International Higher Education, Graduate School of Education, Beijing Normal University, Beijing, China, 24 June 2013.
- Jacob, W. James.** 2013. "Establishing Sustainable Higher Education Partnerships: The Case of Three International Consortia," paper presented at the Center for International Higher Education, Graduate School of Education, Peking University, Beijing, China, 20 June 2013.
- Jacob, W. James;** Jacob, Charles R.; Delgado, Jorge Enrique; Ellison, Beverly; Shelley, L. Craig; Priyanto, Agus D.; & Stoker, Brittany. 2013. "The Art of Academic Writing: A Guide to Getting Published." Keynote Address at the Consortium for Indonesian Universities – Pittsburgh Conference, Universitas Kristen Satya Wacana, Salatiga, Indonesia, 14 June 2013.
- Jacob, W. James;** Sunardi; & Priyanto, Agus D. 2013. "Strengthening Academic Publishing in Indonesian Higher Education." Presented at the Consortium for Indonesian Universities – Pittsburgh Conference, Universitas Kristen Satya Wacana, Salatiga, Indonesia, 14 June 2013.
- Jacob, W. James.** 2013. "Strategies for Publishing in International Journals: The Role of English Editing for Non-Native English Speakers." Presentation at the State University of Malang, Malang, Indonesia, 12 June 2013.
- Jacob, W. James.** 2013. "Teaching Excellence." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 11 June 2013.
- Jacob, W. James.** 2013. "Infrastructure Development in Indonesian Higher Education." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 11 June 2013.
- Jacob, W. James.** 2013. "Graduate Employability: Better Linking the Curriculum to the Labor Market." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 10 June 2013.
- Jacob, W. James;** Weidman, John C.; & Rhodwell, Chitanda. 2013. "Establishing a Graduate Research Internships Program." Presented at the Higher Education Research Network (HERNet), University of Zambia, Lusaka, Zambia, 22 May 2013.
- Jacob, W. James;** Priyanto, Agus D.; & Kuncoro, Rudi*. 2013. "Technical Skills for Writing Journal Articles." Paper presented at Sebelas Maret University, Surakarta, Indonesia, 4 May 2013.
- Jacob, W. James;** Priyanto, Agus D.; & Kuncoro, Rudi*. 2013. "Strategic Academic Journal Writing: Capacity-Building Techniques." Paper presented at the University of Airlangga, Surabaya, Indonesia, 30 April 2013.

Panel Chair: "The MOOC Debates and the Future of the University," Comparative and International Education Society National Conference, New Orleans, Louisiana, USA, 14 March 2013.

Panel Chair: "Higher Education Policy in China, Mongolia, and Viet Nam," Comparative and International Education Society National Conference, New Orleans, Louisiana, USA, 13 March 2013.

Jacob, W. James. 2013. "Meeting Curricular Needs and Changes amid Higher Education Uncertainty in Indonesia," invited paper presented at Sebelas Maret University, Surakarta, Indonesia, 5 January 2013.

Organizer. 2012. Launch of the Higher Education Research Network¹ in Zambia, University of Zambia, Lusaka, Zambia, 23 November 2012.

Jacob, W. James; & Sutin, Stewart E. 2012. "Method for Comparing Higher Education Community Engagement in Eleven Countries," paper presented at the International Workshop on Higher Education Reform, University of Pittsburgh, Pittsburgh, USA, 11 October 2012.

Sutin, Stewart E; & **Jacob, W. James.** 2012. "Higher Education Affordability, Accountability, and Access in a Competitive Global Context," paper presented at the International Workshop on Higher Education Reform, University of Pittsburgh, Pittsburgh, USA, 11 October 2012.

Jacob, W. James; & Lee, Che-Wei*. 2012. "Mapping Indigenous Knowledge in the World Indigenous Nations Higher Education Consortium." Paper presented at the World Indigenous Nations Higher Education Consortium (WINHEC) International Indigenous Research Conference, College of Indigenous Studies, National Dong Hwa University, Shoufeng (Hualien), Taiwan, Republic of China, 20 September 2012.

Jacob, W. James; Liu, Jing*; & Lee, Che-Wei*. 2012. "Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity." Paper presented at the World Indigenous Nations Higher Education Consortium (WINHEC) International Indigenous Research Conference, College of Indigenous Studies, National Dong Hwa University, Shoufeng (Hualien), Taiwan, Republic of China, 19 September 2012.

Jacob, W. James. 2012. "Higher Education Affordability, Accountability, and Access: Local and Regional Perspectives in the United States," paper presented at the Luoyang Normal University, Luoyang, China, 25 May 2012.

Jacob, W. James. 2012. "Higher Education Affordability, Accountability, and Access in a Competitive Global Context," paper presented at the Center for International Higher Education, Graduate School of Education, Peking University, Beijing, China, 24 May 2012.

Jacob, W. James; Weidman, John C.; McClure, Maureen W.; Yeager, John L.; & Delgado, Jorge Enrique. 2012. "Cooperative Agreements in Higher Education across the Pacific," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 27 April 2012.

¹ HERNet is comprised of the following 21 partner higher education institutions: Charles Lwanga College of Education (COE), Chipata COE, David Livingstone COE, Kasama COE, Kitwe COE, Malcolm Moffat COE, Mansa COE, Mongu COE, Mufulira COE, Mukuba University, Chalimbana University College (NISTCOL), Nkrumah University College, Northern College of Education (Kasama), Solwezi COE, University of Lusaka, University of Minnesota (USA), University of Pittsburgh (USA), University of Zambia, VVOB Zambia, Zambia Institute for Special Education (ZAMISE), and Zambian Open University.

Lee, Che-Wei*; & **Jacob, W. James**. 2012. "Academic Colonialism and Decolonizing Indigenous Research: Issues and Potential for Academia and Knowledge Systems," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 26 April 2012.

Panel Discussant: "Critical Review on Education Research in Taiwan from Comparative and International Perspective –Part II," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Panel Chair: "World Class Universities and Higher Education Reforms," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Panel Chair: "CIES Special Interest Groups Chairpersons Meeting," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Hou, Ya-wen*; Lee, Che-Wei*; & **Jacob, W. James**. 2012. "A Review of Relationships between Emerging World Class Universities and Higher Education Reforms: The Perspective of New Managerialism," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Jacob, W. James. 2012. "Examining HIV Education from a National Curricular Lens: What is Being Taught to Pre-Service and In-service Teachers in China, Dominica, Indonesia, Kosovo, South Sudan, and Uganda," paper presented at the Achieving Sustainable Development in Africa Conference, University of Pittsburgh, Pittsburgh, USA, 30 March 2012.

Jacob, W. James; & Delgado, Jorge Enrique. 2012. "Strategic Decision Making through Reflection," paper presented at the Programa de Capacitación Gerencial (PROCAGE), IISE, University of Pittsburgh, Pittsburgh, USA, 7 March 2012.

Jacob, W. James. 2012. "Reflective HIV Education Design: The Need for Reflective Practice in Program Design, Implementation, and Analysis," paper presented at the 2012 Symposium Series, IISE, University of Pittsburgh, Pittsburgh, USA, 22 February 2012.

LANGUAGES

Fijian (fluent reading and writing, good spoken); **Kiribati** (fluent reading, good writing, fair spoken); **Chinese** (fair reading, writing, and spoken).

UNIVERSITY COURSES TAUGHT

Administrative and Policy Studies (ADMPS) 3010 – *Survey Research* (University of Pittsburgh)
ADMPS 3104 – *Higher Education Institutional Strategic Planning* (University of Pittsburgh)*
ADMPS 3128 – *Higher Education Budget Management* (University of Pittsburgh)*
ADMPS 3129 – *Higher Education Human Resource Management* (University of Pittsburgh)*
ADMPS 3136 – *Comparative Higher Education* (University of Pittsburgh)
ADMPS 3301 – *Social Theories and Education in a Global Context* (University of Pittsburgh)
ADMPS 3343 – *Comparative Education* (University of Pittsburgh)*
ADMPS 3347 – *International Organizations & Development Education* (University of Pittsburgh)

ADMPS 2089/3089 – *HIV Education* (University of Pittsburgh)*
 Education X331 – *Current Issues in Comparative, Int'l, & Development Education* (UCLA)
 Educational Leadership 397R – *Educational Research and Culture* (Brigham Young University)
 Educational Leadership 399R – *Service Learning in Africa* (BYU)
 Educational Leadership 363 – *International Development Education* (BYU)
 Business Management 340 – *Marketing Management* (BYU Independent Study)*
 English 115 – *College Reading and Writing* (BYU Independent Study)*
 Information Systems 098 – *Microcomputer Spreadsheet Skills* (BYU Independent Study)*
 International & Area Studies 397R – *International Education and Culture, Pacific Region* (BYU)
 Organizational Behavior 320 – *Fundamentals of Organizational Behavior* (BYU Independent Study)*

*Note: These courses were offered to students in online and hybrid delivery-medium formats.

DOCTORAL DISSERTATIONS SUPERVISED

1. Neimeyer, Bruce Carlton. 2009. *An Examination of Native and Immigrant Students' Social Networking Using the College Search and Selection Process*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
2. Good, Curtis J. 2011. *The Turner and Colodny Cases: Academic Freedom at the University of Pittsburgh, 1934 and 1961*. Doctoral Dissertation (PhD) Co-Advisor, University of Pittsburgh. Major: Administrative and Policy Studies.
3. Trahan, Keith Wayne. 2011. *Exploring Connections between Social, Civic, and Education Organization: An Historical Case Study of Three Key Figures in the New York City Community Control Movement, 1966-1968*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
4. Camaioni, Nicole. 2013. *Creating Social Connections in Higher Education: Insights from the Campus Canines Program at the University of Pittsburgh*. Doctoral Dissertation (PhD), Major: Administrative and Policy Studies.
5. Miracle, Jeffrie Wayne. 2013. *Higher Education in the Creation of Individual Social Capital: A Student Organization Ethnography*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
6. Wang, Yuanyuan. 2013. *Creating the Global Student: Increasing Student Perception of Global Competency and Skills for International Careers in a University International Certificate Program*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
7. Kamolpun, Somkiat. 2015. *The Impact of ASEAN Economic Integration on the Thai Higher Education Policy and Plan*. Doctoral Dissertation (EdD), University of Pittsburgh. Major: Higher Education.
8. Clark, Treva A. 2015. *Commonalities in Basic Business Education Delivered through Microfinance*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
9. Wisnosky, Marc. 2015. *Contemporary Orthodox Christian Theological Education in the United States of America*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
10. Gao, Shang. 2015. *The Measurement of Tertiary Education Quality in Indonesia through the Education Production Function Model and Policy Recommendations for Quality Improvement*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
11. Hou, Ya-wen. 2015. *Toward World-Class Universities: Administrators' Perceptions Related to Developing Dynamic Capabilities of Targeted Taiwanese Universities*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.

12. Valle Fiallos, Liza Carol. 2016. *Social Capital, College Choice, and College Persistence of Hispanics: A Case of a Public University in Southwestern Pennsylvania*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.

INSTITUTE FOR INTERNATIONAL STUDIES IN EDUCATION
UNIVERSITY OF PITTSBURGH
5714 WESLEY W. POSVAR HALL
PITTSBURGH, PA 15260 USA

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FAX: +1.800.327.8203
EMAIL: wjacob@pitt.edu

LIST OF REFERENCES

for W. James Jacob

John N. Hawkins, Professor of Education; Director, Center for International and Development Education (CIDE); Former Dean, International Institute
University of California, Los Angeles
3119 Moore Hall
Los Angeles, CA 90291-1521
Mobile: (310) 993-7168
Email: hawkins@gseis.ucla.edu

Deane Neubauer, Co-Director, Asian-Pacific Higher Education Research Partnership, East-West Center, University of Hawaii
Former President, University of Hawaii System
Mobile: (808) 225-4067
Email: deanen@hawaii.edu

Val D. Rust, Professor, Graduate School of Education and Information Systems; Former Director, UCLA Education Abroad Programs
University of California, Los Angeles
2141 Moore Hall
Los Angeles, CA 90095
Office: (310) 825-9386; Home: (949) 551-9751
Email: rust@gseis.ucla.edu; Email2: valdrust@gmail.com

Stewart E. Sutin, Clinical Professor of Higher Education Management, University of Pittsburgh; Former President, Community College of Allegheny County, Pittsburgh, PA
4316 Wesley W. Posvar Hall
Pittsburgh, PA 15260
Office: (412) 527-5079
Email: ssutin@pitt.edu



University of Pittsburgh

School of Education

Institute for International Studies in Education (IISE)

4316 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260 USA
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www.iise.pitt.edu

May 24, 2017

Re: Letter of Recommendation for Dr. W. James Jacob

I am pleased to provide an unqualified endorsement of Dr. James Jacob for the position of Department Chair and Professor, Department of Leadership, The University of Memphis. My comments are based upon ten years of collaboration with professor Jacob on the faculty of the School of Education, University of Pittsburgh. During those years we worked together to substantially update and improve our curriculum, co-instructed courses, co-authored and co-edited several books and a special journal series. In addition, I served as Associate Director of the Institute for the International Studies of Education (IISE), while James served as Director.

From a faculty standpoint, I submitted a peer review for Dr. Jacob. My peer review observations derived from directly related professional experiences which provide field level views of his performance as instructor. My observations of James' academic rigor, and pedagogy came about when he developed two hybrid delivery courses that were subsequently transferred to me as instructor. The first, Organization and Management I, was developed for our revised master's higher education management track curriculum. I am well-positioned to comment upon their merits. Each course demanded intense participation from students, and helped shape their growth as scholar/practitioners. Each course was appropriately rigorous for masters and doctoral level students, and was characterized by what Ernest Boyer referred to as the "scholarship of teaching and learning." The course descriptions, learning objectives, reading assignments, individual scholarship and interactive blogs fostered critical thinking, problem solving skills, and effective and succinct verbal and written communications.

Course design assured mastery of content. Students were afforded exceptional opportunities to further develop competencies articulated in the course objectives. James understood the value of creating vibrant learning experiences, and mastered the art of posing thought-provoking questions. James positioned himself as coach, mentor and facilitator in learning. Student attention and discussion required a responsive instructor. James had clearly thought through the overarching curriculum characteristics our faculty had agreed upon, and brought them to bear. He was emotionally and professionally aware of student needs. Reading and related student assignments were aligned with course objectives, and required ample preparation. The courses offered a prudential balance between theory and practice, and rendered a fair basis for evaluation of student performance.

My second peer review observations were based upon three years when I collaborated with James in his function as Director of Institute for International Studies in Education (IISE). These collective experiences position me to comment upon his interactions with peers and with our graduate student interns. Our IISE leadership team met weekly with our graduate assistants. Our environment was project-driven, but James' leadership style encouraged ongoing learning experiences for our graduate student interns. His leadership by example style fostered creative thinking, meeting exacting performance standards, and provided highly collaborative team-building opportunities. James blended talents as a strategic leader, and interns understood the importance of sustaining excellence in scholarship for IISE sponsored projects and events. Most IISE interns were international students, which called for cultural awareness from James. He was consistently respectful, while calling for excellence in satisfying performance expectations.

Our IISE collaboration on a research project funded by Lumina Foundation/Tides Center, afforded opportunities for our graduate student interns to participate in creation of a body of scholarship with contributions from many highly regarded content experts from Asia, Europe, Latin America, the Middle East and the United States. Many participating authors were funded by Lumina/Tides to render presentations at the annual meeting of Comparative and International Education Society in Vancouver, British Columbia in March 2016. Our core graduate student interns were invited to participate in these important deliberations. The studies will appear as articles in a special 2017 edition of the peer reviewed International Journal of Educational Development, edited by Prof. Steve Heyneman who recently retired from Vanderbilt's Peabody School and is a leading scholar of comparative global higher education. James assumed the lead role in acquiring funding for this project, and seeing it through to completion. This reflects positively upon our School of Education and the University of Pittsburgh.

A full, balanced and more accurate measure of the value that James brings to our School of Education should be considered in the context of the self-described non-traditional path he traversed and his attributes as a leader. James is not only an active research scholar, but also an academic leader who makes a difference in the lives and communities he serves. James quite literally cannot turn down requests from those in need. It is, therefore, not surprising to find James one week in Africa supporting HIV and AIDS projects, or in Indonesia another week to assist research developmental efforts of university faculty. He is highly regarded and well-known among an elite body of comparative global higher education research scholars. It was, therefore, not surprising that James was named a Fulbright Specialist this year. His work ethic, "can do" leadership style, two-way communications skills, focus on objectives and priorities, and capacity to inspire colleagues and students alike toward greater achievements are among the best I have seen during many years in higher education.

We have actively collaborated during our years at Pitt in ongoing review and planning of our Higher Education Management curriculum. Our recently co-authored book *Strategic Transformation of Higher Education* was published by Rowman & Littlefield in September 2016. I found throughout this collaborative experience that James brings an inquiring mind, thoughtful analysis and an unselfish approach to continual improvement efforts. When added to other peer review experiences, I found that James gives bountiful time and energy toward results beneficial to our students first and foremost. This is labor-intensive work, yet indicative of an academic devoted to the big picture of student attainment as a guide to professional duty.

Our collaboration as co-authors, leaders of IISE, and as collaborative instructors positions me to offer an informed opinion of a scholar/practitioner devoted to bringing global and national recognition to the School of Education and the University of Pittsburgh. The full worth of James' value to our school, university and students can be more fully appreciated by considering the exceptionally wide range of his achievements and activities. I have seen James organize and encourage first class scholarship among academics here and in other countries. James creates opportunities for a community of scholars, where others may devote themselves to more finite self-serving pursuits. He seeks a better world, and provides more than ample sweat equity toward that end. James is a risk taker, yet is thoughtful and at all times inspires the confidence of his peers and students. We take heart from his energy and passion to do what is right. At the end of the day, our community of scholars, and our School of Education will be further distinguished as a result of his scholarship, concern for others, and almost unlimited capacity to achieve a greater good for all.

Respectfully submitted,



Stewart E. Sutin, Ph.D., Clinical Professor, Administrative and Policy Studies

3454 Oahu Ave
Honolulu, HI 96822

May 25, 2017

Professor Kandi Hill-Clarke
Dean, College of Education
Ball Hall 215
University of Memphis
Memphis, TN 38152

Dear Dean Hill-Clarke,

My colleague, Dr. James Jacob, has requested that I provide you with a letter of recommendation for the position of Chair, Department of Leadership, University of Memphis. I am delighted to do so.

I have known James for the better part of the past ten years. When I retired from the University of Hawaii, Manoa in 2004, I was asked to join an on-going project at the East-West Center, entitled, the International Forum for Education 2020 (IFE 2020), and soon thereafter joined the project as a consultant. My close colleague in this endeavor was Professor John N. Hawkins, who had served for many years as the Dean of International Education at UCLA. In time the two of us came to head the IFE 2020 and its successor membership organization, the Asia Pacific Higher Education Research Partnership (APHERP), founded in 2013. I came to know James through these endeavors as he was John's former doctoral student, and have been pleased to do so and deepen my working relationship with him. Over the past several years we have been involved in various APHERP events, and recently co-published an article together.

James is extraordinary on a variety of fronts. His enthusiasm is seemingly constant, completely authentic and fully infectious. Working on a project with him puts one in a comfortable relationship in which new and valuable "things" seem to inevitably be one of the products of the ostensible task at hand. For example, when the University of Pittsburgh became part of APHERP, James made himself readily available to attend our research seminars, develop presentations and papers, reach out to a wide variety of colleagues in the field, etc. all in all bringing much of his professional network, which is extensive, into our joint purview and adding considerable value to the overall enterprise. I find him extraordinary in terms of the amount and kinds of energy he can bring to an endeavor and the seriousness and authenticity of his activities. In other terms, in all the things in which we have been mutually involved, his "value added" has always been considerable, and I have come to appreciate that this is largely what he is in the world: a person who gives all his interactions positive energy framed by his considerable experiences and expertise.

You will know by now through your engagements with him the extent of his outreach into the many different aspects of international education he has pursued. I fully expect that this

capacity, the ability and willingness to reach out for the "additional increment" of value to be gained in an enterprise or activity is one of his outstanding features, and I would expect that it will be a signature part of his role in the Department of Leadership. I have had the opportunity within my own time in the academy to occupy some senior leadership positions, and know that had James been available to me at those moments, I would have reached out to him with enthusiasm and considerable expectations that I suspect would not have gone wanting.

I recommend him to you with the greatest pleasure. He is among a very small group of talented scholars within the higher education field that I feel comfortable to recommend to such a position without reservation.

If I can be of further assistance to you, please let me know.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Deane E. Neubauer', written in a cursive style.

Deane E. Neubauer
Professor Emeritus, Political Science
University of Hawaii, Manoa
Co-Director, APHERP, East-West Center

NAME: JACOB, W JAMES
UCLA ID: 803020299
BIRTHDATE: 07/09/XXXX

UNIVERSITY OF CALIFORNIA, LOS ANGELES
GRADUATE ACADEMIC TRANSCRIPT

PAGE 1 OF 1

PROGRAM OF STUDY
ADMIT DATE: 09/24/2001
GRADUATE DIVISION
MAJOR: EDUCATION

DEGREES | CERTIFICATES AWARDED
DOCTOR OF PHILOSOPHY AWARDED JUNE 18, 2004
IN EDUCATION

GRADUATE DEGREE PROGRESS

--DOCTORS DEGREE--
06-16-03 QUALIFYING EXAMS
06-17-03 ADVANCED TO CANDIDACY
06-07-04 DISSERTATION FILED. TITLE:
MARKETIZATION, DEMARKETIZATION, AND
REMARKETIZATION: THE IMPACT OF THE ECONOMIC
MARKET ON HIGHER EDUCATION IN CHINA

PREVIOUS DEGREES
BA FROM BRIGHAM YOUNG UNIVERSITY AWARDED AUGUST 1998

CALIFORNIA RESIDENCE STATUS: RESIDENT

FALL QUARTER 2001
MAJOR: EDUCATION

INTRO-EDUC&SOCL SCI	EDUC 204A	4.0	16.0	A
INTR-COMPARTVE EDUC	EDUC 204B	4.0	16.0	A
EDUC&NATNL DEVLPMNT	EDUC 204C	4.0	16.0	A
EDUCATN AS PROFESSN	EDUC 210A	2.0	0.0	IP
MULTIPLE TERM - IN PROGRESS				
TERM TOTAL	ATM	PSD	PTS	GPA
	12.0	12.0	48.0	4.000

WINTER QUARTER 2002

SOCL&BHVR RSCH-AIDS	COM HLT 293	4.0	16.0	A
HISTRCL RSCH&WRITNG	EDUC 200A	4.0	16.0	A
EDUCATN AS PROFESSN	EDUC 210B	4.0	16.0	A
END OF MULTIPLE TERM COURSE				
SEM AFRICAN EDUC	EDUC 253B	4.0	14.8	A-
POLITICS OF EDUCATN	EDUC C207	4.0	16.0	A
TERM TOTAL	ATM	PSD	PTS	GPA
	20.0	20.0	78.8	3.940

SPRING QUARTER 2002

DRCTD INDIV STD&RSC	COM HLT 596	6.0	24.0	A
INDEPENDENT STUDY	EDUC 596	6.0	24.0	A
TERM TOTAL	ATM	PSD	PTS	GPA
	12.0	12.0	48.0	4.000

FALL QUARTER 2002

ELEM MODERN CHINESE	CHINESE 1	5.0	0.0	S
RSRCH DESIGN&STATS	EDUC 230A	4.0	16.0	A
CULTURAL STUDIES	EDUC 270	4.0	16.0	A
RSRCH PRACTICM EDUC	EDUC 299A	4.0	16.0	A
TERM TOTAL	ATM	PSD	PTS	GPA
	17.0	17.0	48.0	4.000

WINTER QUARTER 2003

ELEM MODERN CHINESE	CHINESE 2	5.0	0.0	S
DRCTD INDIV STD&RSC	COM HLT 596	4.0	16.0	A
PHIL-EDUC-INTRODCTN	EDUC 206A	4.0	16.0	A+
LINEAR STAT MODELS	EDUC 230B	4.0	16.0	A
RSRCH PRACTICM EDUC	EDUC 299B	4.0	16.0	A
TERM TOTAL	ATM	PSD	PTS	GPA
	21.0	21.0	64.0	4.000

SPRING QUARTER 2003

DRCTD INDIV STD&RSC	COM HLT 596	4.0	16.0	A
SEM ASIAN EDUCATION	EDUC 253C	4.0	16.0	A
RSRCH PRACTICM EDUC	EDUC 299C	4.0	16.0	A
TERM TOTAL	ATM	PSD	PTS	GPA
	12.0	12.0	48.0	4.000

FALL QUARTER 2003
LEAVE OF ABSENCE FILED 06/02/2003

WINTER QUARTER 2004: RETURN FROM LEAVE OF ABSENCE
LEAVE OF ABSENCE FILED 02/09/2004

SPRING QUARTER 2004: RETURN FROM LEAVE OF ABSENCE

DISSERTATION RSRCH	EDUC 599	12.0	0.0	S
TERM TOTAL	ATM	PSD	PTS	GPA
	12.0	12.0	0.0	0.000

GRADUATE TOTALS

SATISFACTORY/UNSATISFACTORY TOTAL	ATM	PSD	PTS	GPA
	22.0	22.0	N/A	N/A
GRADED TOTAL	84.0	84.0	N/A	N/A
CUMULATIVE TOTAL	106.0	106.0	334.8	3.986
TOTAL COMPLETED UNITS 106.0				

MEMORANDUM

09/23/02 RESIDENCE ESTABLISHED

LEAVE OF ABSENCE	START	RETURN	APPROVAL DATE
ORIGINAL PETITION	FALL 2003	WINTER 2004	06/02/2003
ORIGINAL PETITION	WINTER 2004	SPRING 2004	02/09/2004

END OF RECORD
NO ENTRIES BELOW THIS LINE

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Authentication
This official transcript is printed on security paper
with a blue fading background, the Seal of the
UCLA Office of the Registrar, and the signature of
University Registrar Frank Y. Wada.

University Registrar



May 24, 2017

Home Address:
154 Briarwood
Irvine, Ca 2604

To Whom It May Concern,

I understand that James Jacob is a candidate for the position of Chair of the Department of Leadership at Memphis University. I am delighted to write a letter on his behalf. I have known James for approximately a dozen years and worked as his advisor during the early part of his doctoral program at UCLA. In fact, I knew of him prior to the time he began his doctoral program. I was serving as the editor of the Book Review Editor to the *Comparative Education Review*, and he provided us with a review. It was of high quality and indicated that he had great potential. He completed his doctoral program in June of 2004, having written a dissertation on market forces operating in China's higher education system. After leaving UCLA, has served in the Departments of Education at Brigham Young University and Pittsburgh University, even though we retained him as an active member of our Center for International and Development Education (CIDE), where he has functioned until today. He has worked with us on higher education management projects. I am also aware that he has consulted with a number of international agencies, including UNAIDS, UNESCO, and the World Bank.

In the past several years at the University of Pittsburgh, he has directed a research and development center. Most of the projects the center has run are international. He has developed a reputation for being able to obtain large funding projects all over the world, particularly in Southeast Asia and Africa. He also developed Pittsburgh as a place where international students came for advanced degrees.

James is already well established in terms of research skills. When he entered our doctoral program, he brought with him unusual skills in research design and quantitative analysis, and these skills were further enhanced at UCLA. In addition, during the time James was a student at UCLA he worked actively as a researcher on a number of our projects. I invited him into several of my own classes to introduce doctoral students to software packages, such as Nvivo. He was always well versed in these kinds of tools.

While at UCLA, he served as the student administrative officer for CIDE and was therefore responsible not only for working on research projects but he overseeing all of the projects ongoing in CIDE. He has demonstrated that he is not only diligent but an effective manager of projects. In the last years he and I worked together to organize a special interest group for the Comparative and International Education Society. That SIG deals with higher education. It quickly became the largest SIG in the Society and is clearly the strongest such organization in the Society.

I understand that the position you are considering James for is related to educational management and leadership. I can attest that he will serve you well. He has a strong background in organizational development. He took three courses with me during his time at UCLA. I found him to be well grounded in the literature and to have had extensive experience in the broader world. Not only has he spent time in Africa, but he has lived in Fiji, Taiwan, and mainland China. He has fluency in more than one foreign language. His written work is impeccable and his analysis indicates a mature and professional approach. During the first year he volunteered to work, without compensation, as a student assistant in the *Comparative Education Review* office, which was located at UCLA. His work was prompt and thorough and his contribution was thoughtful and helpful. I have great expectations for James as a scholar and professional. He was a good citizen of our academic community and is worthy of joining your academic staff.

Sincerely,



Val D. Rust, Professor

CURRICULUM VITAE

W. JAMES JACOB

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 School of Education
 5714 Wesley W. Posvar Hall
 Pittsburgh, PA 15260 USA
Telephone +1-724-553-9619
Email wjacob@pitt.edu

EDUCATION

- 2004 **Doctor of Philosophy (Ph.D.)**, with distinction, Graduate School of Education and Information Studies, University of California, Los Angeles
- 2001 **Master's of Organizational Behavior (M.O.B.)**, Marriott School of Management, Brigham Young University
- 2001 **Master's of Arts (M.A.) in International Development**, Kennedy Center for International Studies, Brigham Young University
- 1998 **Bachelor's of Arts (B.A.) in History**, Brigham Young University

ACADEMIC, RESEARCH, AND ADMINISTRATIVE POSITIONS

University of Pittsburgh

- 2007-Present **Director**, Institute for International Studies in Education (IISE: www.iise.pitt.edu), Associate Director from Sep 2007-Oct 2007; Acting Director from Nov 2007-Aug 2008
- 2012-Present **Associate Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2010-2012 **Assistant Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2007-2010 **Visiting Assistant Professor of Higher Education Management**, Administrative and Policy Studies Department, School of Education
- 2007-Present **Faculty member** in the University Center for International Studies (www.ucis.pitt.edu) African Studies Center, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, Confucius Institute, European Studies Center/European Union Center for Excellence, and Global Studies Center
- 2011-Present **Faculty member** in the Ford Institute for Human Security.

Visiting Professor Appointments

- 2013-Present Peking University, China
- 2015 East-West Center, Hawaii, USA
- 2015 National Chung Cheng University, Taiwan

University of California, Los Angeles

- 2004-2007 **Assistant Director**, UCLA Center for International and Development Education
 2002-2004 **Research Coordinator and Office Manager**, UCLA Center for International and Development Education

Brigham Young University

- 2000-2001 **Research Assistant**, Faculty Center (university-wide center for professional development in research, teaching, and community engagement)
 1998-1999 **Director**, Fiji Distance Learning Program, Suva, Fiji
 1996-2000 **Program Coordinator – Asia/Pacific Region**, Study Abroad Office

HONORS AND SPECIAL RECOGNITIONS RECEIVED

- 2015-2020 **Fulbright Specialist**, Institute of International Education.
 2016 **Year of Diversity Award** to Host a University-wide Indigenous Education Symposium, University of Pittsburgh, \$9,500.
 2016 **Year of Diversity Award** to Host a University-wide Finnish Education Symposium, University of Pittsburgh, \$5,000.
 2016 **Faculty Honoree**, University of Pittsburgh, for distinguished teaching, research, and public service.
 2011 **Council of Graduate Students in Education, University of Pittsburgh:** Award “For Going the Extra Mile in Support of the Academic and Professional Growth of Graduate Students in the School of Education.”
 2010 **Comparative and International Education Society (CIES), Higher Education Special Interest Group (HESIG):** Co-author with Yusuf K. Nsubuga and Christopher B. Mugimu of chapter, “Higher Education in Uganda,” in *Community College Models*, edited by Rosalind Latiner Raby and Ed Valeau, that received the “Best Book Award for 2010.”
 2009 **Council of Graduate Students in Education, University of Pittsburgh:** Award “For Going the Extra Mile in Support of the Academic and Professional Growth of Graduate Students in the School of Education.”
 2004 **UCLA Graduate School of Education and Information Studies:** Graduation from Doctoral Program in Social Sciences and Comparative Education with Distinction Recognition.
 2001 **Beta Gamma Sigma Association to Advance Collegiate Schools of Business (AACSB):** Granted Membership.
 1999-2000 **Graduate Fellowship Award for Distinguished Research, Brigham Young University:** to fund the establishment of the Fiji Distance Learning Program.
 1996-1999 **Multiple International Study Programs Scholarships, Brigham Young University’s Kennedy Center for International Studies:** for Outstanding Research.
 1996 **Golden Key National Honor Society:** Granted Membership.
 1990 **Eagle Scout Award**
 1984 **Kiwanis Club:** National Hope of America Award.

GRANTS AND CONTRACTS

- 2016-2018 **Principal Investigator**, United States, Academic Profession in the Knowledge-Based Society (APIKS), Phase 3 of the Twenty-Country Changing Academic Profession Comparative Study, \$30,000

2015-2016	Principal Investigator , Global Trends in Higher Education Financing Project, Lumina Foundation and The Tides Center, \$154,956
2014-2016	Principal Investigator , Faculty Development Programs at World-Class Universities, University of Pittsburgh IISE, \$15,000
2014	Principal Investigator , International Workshop on Higher Education Research Management, IAIN Walisongo, Semarang, Indonesia, \$37,000
2012-2016	Principal Investigator , Asia Pacific Higher Education Research Partnership, East-West Center, Hawaii (USA), \$38,000
2012-2017	Co-Principal Investigator , USAID Read to Succeed Project, Zambia, \$383,431
2010-2015	Principal Investigator , National and Regional Integration of HIV and AIDS into Primary and Secondary Education Curricula in East Africa, Capacity Building Project with UNESCO, \$50,000
2011	Principal Investigator , Higher Education Administrators Training (HEAT) Program, Wuhan University, China, \$30,000
2010-2011	Principal Investigator , State of the Art Practices/Knowledge (SOAK) Project, Academy for Educational Development, \$59,014
2009	Co-Principal Investigator , Higher Education Quality Assurance Training Program, Government of the Kingdom of Saudi Arabia (Ministry of Education), \$101,455
2008-2011	Co-Principal Investigator , USAID Higher Education Development Capacity Building Initiative with the University of Pristina, Kosovo, \$450,000
2008-2009	Principal Investigator , TA7034-VIE Preparing the Secondary Education Subsector Development Program in Vietnam, Asian Development Bank, \$600,000
2007-2016	Principal Investigator , Programa de Capacitación Gerencial (PROCAGE), \$143,000
2007-2011	Co-Principal Investigator , USAID Decentralized Basic Education Program 2 (DBE2), Indonesia, \$750,000
2005-2007	Principal Investigator , Research Grant for Study of Best Practices of HIV/AIDS Organizations in Senegal and Uganda, \$10,000
2003-2004	Principal Investigator , Research Grant from RTI to fund “Marketization, Demarketization, and Remarketization: The Impact of the Economic Market on Higher Education in China” Project, \$50,000
2003-2004	Principal Investigator , HIV/AIDS Research Grant for Evaluating Education Programs in Uganda, University of California, Los Angeles, \$10,000
2002-2004	Principal Investigator , HIV/AIDS Education Grant from The Pfizer Foundation and ProLiteracy Worldwide, for the evaluation of a national secondary school study in Uganda, \$30,000
2002-2003	Co-Principal Investigator , UCLA Globalization Research Center–Africa Faculty Research Grant, \$5,000
2001-2002	Principal Investigator , Predoctoral Grant in the Social and Behavioral Aspects of AIDS Prevention, University of California, Los Angeles, \$5,000
2001	Principal Investigator , Research Grant for a national study of secondary education in Uganda, Brigham Young University, \$10,000
1998-1999	Principal Investigator , Research Grant to fund the Fiji Distance Learning Program from Brigham Young University, \$47,200
1998	Principal Investigator , Office of Research and Creative Activities Scholarship for the development of a Kiribati-English Dictionary, \$1,500
1997	Principal Investigator , Research Grant from the School of Family, Home, and Social Science at BYU to fund the compilation of a Kiribati-English Dictionary, \$1,500

CONSULTATIONS AND PROFESSIONAL SERVICES

- 2015-2017 **Program Evaluation Specialist**, Supporting the Hardest to Reach through Education (SHARE) Project, European Union, Bangladesh.
- 2015-2016 **External Reviewer**, University of Washington College of Education Decennial Review.
- 2015-2016 **Senior Editor**, Millennium Challenge Account – Indonesia, Government of the Republic of Indonesia.
- 2012-2017 **Higher Education Management and HIV Education Specialist**, USAID Read to Succeed Project in Zambia.
- 2007-2011 **HIV and AIDS Multisectoral Consultant and Editor**, The World Bank
- 2007-2008 **HIV and AIDS Prevention Education Consultant**, UNAIDS, UNDP
- 2008-2009 **Quality Assurance and Gender and Ethnic Minority Specialist**, Preparing the Vietnam Secondary Education Sector Development Program (TA-7034). Primary responsibility was providing quality assurance and final editing of all final reports and drafting the gender and ethnic minority final reports for the Ministry of Education and Training (MOET).
- 2007-2010 **Administrative Consultant**, RTI Railroad Services
- 2001 **Coordinator**, Marriott School of Management (BYU) Intensive Change Management Training Program
- 2000-2001 **Program Director**, UNITUS (www.unitus.com)
- 1998-2003 **Strategy Consultant**, ProLiteracy Worldwide (www.proliteracy.org)

PUBLICATIONS: BOOKS

- Chen, Hongjie; & **Jacob, W. James** (Ed.) 2016. *Trends in Chinese Education*. London and New York: Routledge.
- Sutin, Stewart E.; & **Jacob, W. James**. 2016. *Strategic Transformation of Higher Education: Challenges and Solutions in a Global Economy*. Lanham, MD: Rowman & Littlefield.
- Jacob, W. James**; Cheng, Sheng Yao; & Porter, Maureen K. (Eds.) 2015. *Indigenous Education: Language, Culture, and Identity*. Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. (Eds.) 2015. *Community Engagement in Higher Education: Policy Reforms and Practice*. Boston, Taipei, London, Rotterdam: Sense Publishers.
- Weidman, John C.; Yeager, John L.; Cohen, Laurie; DeAngelo, Linda Theresa; DeLuca, Kristin M.; Gunzenhauser, Michael G.; **Jacob, W. James**; McClure, Maureen W.; & Sutin, Stewart E. (Eds.) 2014. *Economics and Finance in Higher Education. ASHE Reader Series*. 3rd ed. New York: Pearson.
- Weidman, John C.; & **Jacob, W. James** (Eds.) 2011. *Beyond the Comparative: Advancing Theory and Its Application to Practice*. Boston, Taipei, London, Rotterdam: Sense Publishers.
- Hawkins, John N.; & **Jacob, W. James** (Eds.) 2011. *Policy Debates in Comparative, International and Development Education*. New York: Palgrave Macmillan.
- Holsinger, Donald B.; & **Jacob, W. James** (Eds.) 2009. *Inequality in Education: Comparative and International Perspectives*. Hong Kong & Dordrecht, The Netherlands: CERC/Springer.

- Morisky, Donald E.; **Jacob, W. James**; Nsubuga, Yusuf K.; & Hite, Steven J. (Eds.) 2006. *Overcoming AIDS: Lessons Learned from Uganda*. Greenwich, CT: Information Age Publishing.
- Holsinger, Donald B.; **Jacob, W. James**; & Mugimu, Christopher B. 2004. *Private Secondary Education in Uganda*. Paris: UNESCO/IIEP.
- Jacob, W. James**; & Curtis, Lynn R. 2003. *Overcoming AIDS: A Practical Guide for Prevention, Control and Treatment of HIV/AIDS*. 2nd ed. Los Angeles; Kampala, Uganda; Durban, South Africa: ProLiteracy Worldwide.

PUBLICATIONS: PEER-REVIEWED ARTICLES (* student co-author)

- Jacob, W. James**; Neubauer, Deane; & Ye, Huiyuan*. (2016 – Forthcoming.) Financing Trends in Southeast Asia and Oceania: Meeting the Demands of Regional Higher Education Growth. *International Journal of Educational Development*.
- Daka, Harrison*; **Jacob, W. James**; Kakupa, Paul*; & Mwelwa, Kapambwe*. (2016 – Forthcoming.) The Use of Social Networks in Curbing HIV in Higher Education Institutions: A Case Study of the University of Zambia. *World Journal of AIDS*.
- Jacob, W. James**; Xiong, Weiyan*; & Ye, Huiyuan*. (2016 – Forthcoming.) Minority Language Issues in Chinese Higher Education: Policy Reforms and Practice among the Korean and Mongol Ethnic Group. *Frontiers of Education in China*, 11(4).
- Lee, Feng-Jihu; & **Jacob, W. James**. 2016. Mapping Education Reform in Taiwan from 1994 to 2013: A Social Cartography Critique. *World Studies in Education*, 17(1): 29-52. DOI: 10.7459/wse/17.1.03.
- Ye, Huiyuan*; **Jacob, W. James**; & Xiong, Weiyan*. (2016 – Forthcoming.) Bilingual Higher Education for Chinese Ethnic Minorities: Challenges and Opportunities. *Research on Higher Education of Nationalities*.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2015. A Review of the Common Core State Standards Initiative in the United States: Historical Background and International Relevance. *Journal of Education Research*, 255: 18-34.
- Jacob, W. James**. 2015. Interdisciplinary Trends in Higher Education. *Palgrave Communications*, 1(1): 1-5. DOI: 10.1057/palcomms.2015.1.
- Jacob, W. James**; Xiong, Weiyan*; & Ye, Huiyuan*. 2015. Professional Development Programs at World-Class Universities. *Palgrave Communications*, 1(2): 1-27. DOI: 10.1057/palcomms.2015.2.
- Jacob, W. James**; Xiong, Weiyan*; & Ye, Huiyuan*. 2014. Establishing a Standard for Academic Excellence: Professional Development Programs at Four World-Class Universities. *Peking University Education Review*, 12(2): 27-46.
- Jacob, W. James**; Lee, Che-Wei*; Wehrheim, Nancy*; Gökbel, Veysel*; Dumba, Joel Dumba Chrispo*; Lu, Xiaolin*; & Yin, Shengjun*. 2013. Mapping Indigenous Paradigms, Research, and Practice in the World Indigenous Nations Higher Education Consortium. *Taiwan Journal of Indigenous Studies*, 6(1): 1-64.

- Jacob, W. James;** Lee, Che-Wei*; Wehrheim, Nancy*; Gökbel, Veysel*; Dumba, Joel Dumba Chrispo*; Lu, Xiaolin*; & Yin, Shengjun*. 2013. An Organisational Analysis of the World Indigenous Nations Higher Education Consortium. *World Indigenous Nations Higher Education Consortium Journal*, 9(1): 40-51.
- Jacob, W. James;** & Ma, Wanhua. 2013. Trends in Chinese Higher Education. *Frontiers of Education in China*, 8(2): 196-172.
- Jacob, W. James;** Shiflett, K. Holly*; Gaulee, Uttam*; de Klaver, Lila*; Lee, Che-Wei*; Kamolpun, Somkiat*; Okhidoi, Otgonjargal*; & Rattananuntapat, Malinee*. 2013. Perceptions of the Role and Effectiveness of Special Interest Groups within a Professional Organization. *Professional Development in Education*, 39(1): 141-155. DOI: 10.1080/19415257.2012.722560.
- Liu, Jing*; & **Jacob, W. James**. 2013. From Access to Quality: Migrant Children's Education in Urban China. *Educational Research for Policy and Practice*, 12(3): 177-191. DOI: 10.1007/s10671-012-9136-y.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2012. Expansion and Stratification of Higher Education Opportunity in Taiwan. *Chinese Education and Society*, 45(5-6): 112-133. DOI: 10.2753/CED1061-1932450509.
- Jacob, W. James;** & Li, Rong*. 2011. Influence of the Market Economy on Higher Education: Findings from Ten Chinese Universities. *World Studies in Education*, 12(1): 5-23.
- Jacob, W. James;** Wu, Xinyi*; & Cheng, Sheng Yao. 2011. Chinese Minorities and Higher Education: Qualitative Findings from Students, Faculty, and Administrators. *Education and Society*, 29(1): 27-44.
- Terano, Mayumi*; **Jacob, W. James;** & Bickel, William E. 2011. Social and Cultural Participation Patterns among International Graduate Students: A Case Study of the University of Pittsburgh. *Chung Cheng Educational Studies*, 10(2): 105-144.
- Jacob, W. James;** Swensen, Deborah L.*; Hite, Julie M.; Erickson, Lynnette B.; & Tuttle, Marie. 2010. Preservice Teacher Preparation in International Contexts: A Case-Study Examination of the International Student Teacher Programs. *Excellence in Higher Education*, 1(1-2): 46-56.
- Jacob, W. James**. 2009. Organizational Trends of Chinese Higher Education: The Influence of Strategy and Structure at Ten Case Study Universities. *World Studies in Education*, 10(1): 47-73.
- Jacob, W. James**. 2009. Reflective HIV Education Design: Balancing Current Needs with Best Practices. *Prospects*, 39(4): 311-319.
- Jacob, W. James;** & Ouattara, Yafflo W. 2009. HIV Education in Conflict, Post-Conflict and Emergency Contexts. *Prospects*, 39(4): 321-334.
- Jacob, W. James;** Adiya, Enkhjargal*; & El-Ghali, Hana*. 2009. Profile of Educators: Peter K. Piot. *Prospects*, 39(4): 413-421.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2008. American Indian and Taiwan Aboriginal Education: Indigenous Identity and Career Aspirations. *Asia Pacific Education Review*, 9(3): 233-247.

Jacob, W. James; Holsinger, Donald B.; & Mugimu, Christopher B. 2008. Private Secondary Education in Uganda: Implications for Planning. *Teachers College Record*, 110(4): 867–893.

Cheng, Sheng Yao; & **Jacob, W. James.** 2007. A Comparative Case Study on Indigenous Educational Policies between Taiwan and the United States. *Comparative Education*, 63 (2): 40–78.

Jacob, W. James; Shaw, Stacey M.*; Morisky, Donald E.; Hite, Steven J.; & Nsubuga, Yusuf K. 2007. HIV/AIDS Education: What African Youth Say is Effective. *Families in Society*, 88(1): 104–114.

Jacob, W. James; Mosman, Stacey M.*; Hite, Steven J.; Morisky, Donald E.; & Nsubuga, Yusuf K. 2007. Evaluating HIV/AIDS Education Programmes in Ugandan Secondary Schools, *Development in Practice*, 17(1): 114–123.

Hite, Julie M.; Hite, Steven J.; **Jacob, W. James;** Rew, W. Joshua*; Mugimu, Christopher B.; & Nsubuga, Yusuf K. 2006. Building Bridges for Resource Acquisition: Network Relationships between Headteachers in Uganda Private Secondary Schools. *International Journal of Educational Development*, 26(5): 495–512.

Jacob, W. James. 2006. Social Justice in Chinese Higher Education: Issues of Equity and Access. *International Review of Education*, 52(1): 149–169.

Cheng, Sheng Yao; & **Jacob, W. James.** 2005. Toward the Future of Education: The EPAM Approach to Educational Reform. *Journal of Education Research*, 129(1): 145–154.

Jacob, W. James; Smith, Troy D.*; Hite, Steven J.; & Cheng, Sheng Yao. 2004. Helping the Street Children: An Analysis of the Model for Orphan Resettlement and Education (MORE). *Journal of Children & Poverty*, 10(1): 3–21.

Jacob, W. James; Osguthorpe, Russell T.; & Hite, Steven J. 2002. A Framework for Increasing Reflection in the Instructional Design Process. *Journal of Educational Research, Theory and Practice in East Africa*, 3(2): 30–33.

Osguthorpe, Russell T.; Osguthorpe, Richard D.; **Jacob, W. James;** & Davies, Richard. 2002. The Moral Dimensions of Instructional Design. *Educational Technology*, 43(2): 19–23.

Jacob, W. James; & Hansen, David J. 2000. The Fiji Distance Learning Program: Issues and Potential for Developing Countries. *Journal of the Utah Academy* 77: 110–125.

WORKING PAPERS AND PAPERS IN PROGRESS (* student co-author)

Gao, Shang*; & **Jacob, W. James.** Under review. Tertiary Education Quality in Indonesia: A Measurement through Unequal Distribution of Education Opportunities.

Hou, Ya-Wen*; & **Jacob, W. James.** Under review. What Contributes More to the Ranking of Higher Education Institutions? A Comparison of Three World University Rankings.

Hou, Ya-Wen*; & **Jacob, W. James.** Under review. Financing World-Class Universities: An Examination of Leading Private and Public Research Universities in the United States.

Jacob, W. James. Under review. Integrated Rural Development from a Historical and Global Perspective.

Jacob, W. James; Cheng, Sheng Yao; Mok, Ka Ho; & Xiong, Weiyan*. Under review. Changes in Chinese Higher Education: Financial Trends in China, Hong Kong, and Taiwan.

Jacob, W. James; & Gokbel, Veysel*. Under review. Global Higher Education Learning Outcomes and Financial Trends: Comparative and Innovative Approaches.

Xiong, Weiyan*; **Jacob, W. James;** Ye, Huiyuan*; Wang, Shuo*; & Wang Xueshuang*. Under review. Best Practices of World-Class University Professional Development Centers.

Jacob, W. James; Ye, Huiyuan*; Xiong, Weiyan*; Huang, Xinyu*; Jia, Lili; Tang, Wei*; & Zheng, Na*. Under review. Leadership Styles in Professional Development Organizations in World-Class Universities.

PUBLICATIONS: EDITORIAL ARTICLES

Jacob, W. James. 2012. Building Bridges Worldwide through Higher Education Networking and Outreach Efforts. *CIES Perspectives*, 159 (September): 17-19.

Jacob, W. James; & Rust, Val D. 2010. Principles of Good Governance: A Review of Key Themes Identified at the 7th International Workshop on Higher Education Reforms. *Comparative and International Higher Education*, 2(2): 31-32.

Rust, Val D.; & **Jacob, W. James.** 2010. HESIG Provides Outlets for Research and Outstanding Achievement in Higher Education. *Comparative and International Higher Education*, 2(1): 1-2.

Jacob, W. James; & Rust, Val D. 2009. Higher Education in Comparative and International Contexts. *Comparative and International Higher Education*, 1(1&2): 1-2.

Jacob, W. James. 2007. New Initiatives at the Institute for International Studies in Education. *International Studies in Education*, 8(1): 1-2.

PUBLICATIONS: PEER-REVIEWED CHAPTERS (* student co-author)

Jacob, W. James; Ye, Huiyuan*; Hogsett, Miranda L.*; Han, Annette T.*; Hasegawa, Midori*; Jia, Lili; Jiang, Lin; & Xu, Shangmou*. (2016 – Forthcoming.) Global Trends in the Rise and Fall of Comparative Education Societies, in Colin Brock & Charl Wolhuter (Eds.) *The History of Comparative Education: A Bicentennial Commemoration of Marc-Antoine Jullien de Paris*. London: Bloomsbury Publishing.

Jacob, W. James; Ye, Huiyuan*; Wang, Shuo*; Bagci, Abdullah*; Wang, Xueshuang*; Gu, Quan; & Ma, Xiufang. (2016 – Forthcoming.) History of Comparative and International Education in North America, in Colin Brock & Charl Wolhuter (Eds.) *The History of Comparative Education: A Bicentennial Commemoration of Marc-Antoine Jullien de Paris*. London: Bloomsbury Publishing.

Jacob, W. James; & Xiong, Weiyan*. 2016. Higher Education Capacity for the Twenty-First Century, in Deane Neubauer, John N. Hawkins, Molly Nyet Ngo Lee, & Christopher S. Collins (Eds.) *Handbook of Asian Higher Education*. New York: Palgrave Macmillan.

- Cheng, Sheng Yao; & **Jacob, W. James**. 2016. A Study of Educational Policies Relating to Afterschool Programs and Educational Equality in Taiwan, in Chuing Prudence Chou & Jonathan Spangler (Eds.) *Chinese Education Models in a Global Age: Transforming Practice into Theory* (pp. 65-76). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**. 2015. Social Media, Social Intelligence, and Emerging Trends in Higher Education Communication, in Deane Neubauer and Kamila Ghazali (Eds.) *Technology and Workplace Skills for the Twenty-First Century: Asia Pacific Universities in the Globalized Economy* (pp. 25-36). New York: Palgrave Macmillan.
- Jacob, W. James**. 2015. Globalization and Higher Education Policy Reform, in Joseph Zajda (Ed.) *Second International Handbook on Globalisation, Education and Policy Research* (pp. 151-165). Dordrecht, The Netherlands: Springer. DOI: 10.1007/978-94-017-9493-0_10
- Jacob, W. James**. 2015. Linguistic Genocide: Education as a Weapon toward Indigenous Language Annihilation, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 127-138). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Cheng, Sheng Yao; & Porter, Maureen K. 2015. Global Review of Indigenous Education: Issues of Identity, Culture, and Language, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 1-35). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; & Hawkins, John N. 2015. Trends in Chinese Higher Education: Opportunities and Challenges, in Pavel Zgaga, Ulrich Teichler, Hans G. Schuetze, and Andr  Wolter (Eds.) *Higher Education Reform: Looking Back – Looking Forward* (pp. 133-148). Frankfurt, Germany: Peter Lang.
- Jacob, W. James**; Liu, Jing; & Lee, Che-Wei*. 2015. Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity, in **W. James Jacob**, Sheng Yao Cheng, & Maureen K. Porter (Eds.) *Indigenous Education: Language, Culture, and Identity* (pp. 39-61). Dordrecht, The Netherlands: Springer.
- Jacob, W. James**; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. 2015. Community Engagement in Higher Education: International and Local Perspectives, in **W. James Jacob**, Stewart E. Sutin, John C. Weidman, & John L. Yeager (Eds.) *Community Engagement in Higher Education: Policy Reforms and Practice*. Boston, Taipei, Rotterdam: Sense Publishers.
- Jacob, W. James**; & Weidman, John C. 2014. International Finance, in John C. Weidman, et al. (Eds.) *Economics and Finance of Higher Education: ASHE Reader*. 3rd ed. Las Vegas, NV: Association for the Study of Higher Education.
- Sutin, Stewart E.; & **Jacob, W. James**. 2014. Strategic Planning and Resources, in John C. Weidman, et al. (Eds.) *Economics and Finance of Higher Education: ASHE Reader*. 3rd ed. Las Vegas, NV: Association for the Study of Higher Education.
- Weidman, John C.; **Jacob, W. James**; & Casebeer, Daniel*. 2014. Conceptualizing Teacher Education in Comparative and International Contexts, in Alexander W. Wiseman and Emily Anderson (Ed.) *Annual Review of Comparative and International Education* (pp. 115-145). Bingley, UK: Emerald.

- Cheng, Sheng Yao; **Jacob, W. James**; & Yang, Shen-Keng. 2013. Reflections from the Social Science Citation Index (SSCI) and Its Influence on Education Research Taiwan, in Chuing Prudence Chou (Ed.) *SSCI Syndrome: A Global Phenomenon*. Boston, Rotterdam, Taipei: Sense Publishers.
- Weidman, John C., & **Jacob, W. James**. 2013. Comparative, International and Development Education: A North American Perspective as Reflected in the Work of Rolland G. Paulston, in Shoko Yamada and Minoru Morishita (Eds.) *Cultivating the Horizon of Comparative Education: Diverse Scholarship and Knowledge Collaboration [HIKAKU KYOUIKU-GAKU NO CHIHEI WO HIRAKU: TAYOUNA GAKUMON-KAN TO CHI NO KYOUDOU]* (pp. 126-144). Tokyo: Toshindo Publishing Co. (Japanese-language publication).
- Jacob, W. James**; Morisky, Donald E.; & Nsubuga, Yusuf K. 2012. HIV Education in Ugandan Secondary Schools: Attitudes of Students, Teachers, and Administrators, in Alexander W. Wiseman & Ryan N. Glover (Eds.) *The Impact of HIV/AIDS on Education Worldwide* (pp. 57-77). Bingley, UK: Emerald.
- Jacob, W. James**; Wang, Yuanyuan*; Pelkowski, Tracy Lynn*; Karsidi, Ravik; & Priyanto, Agus D. 2012. Higher Education in Indonesia: A Trends Analysis of Current Challenges and Opportunities, in William Bruneau & Hans G. Schuetze (Eds.) *Reform of University Governance: Policy, Fads, and Experience in International Perspective* (pp. 225-240). New York: Palgrave Macmillan.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2011. Metatheory in Comparative, International, and Development Education: Dialectics between the East and West and Other Perspectives, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 295-314). Boston, Taipei, Rotterdam: Sense Publishers.
- Jacob, W. James**; Crandall, Jennifer*; Hilton, Jason*; & Northrop, Laura*. 2011. Emerging Theories in Comparative, International, and Development Education, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 69-91). Boston: Sense Publishers.
- Jacob, W. James**; & Hawkins, John N. 2011. Setting the Global Education Policy Stage: Shifts, Trends, and Perspectives, in John N. Hawkins & **W. James Jacob** (Eds.) *Policy Debates in Comparative, International and Development Education* (pp. 1-11). New York: Palgrave Macmillan.
- Jacob, W. James**; & Park, Heejin*. 2011. Language Issues in Chinese Higher Education: The Case of Korean and Mongol Minority Groups, in Gulbahar H. Beckett & Gerard A. Postiglione (Eds.) *China's Assimilationist Language Policy: The Impact on Indigenous/Minority Literacy and Social Harmony*. New York: Routledge.
- Park, Heejin*; & **Jacob, W. James**. 2011. Minority Students' Access to Higher Education in an Era of Globalization: A Case of Korean Nationality in China, in John D. Palmer, Amy C. Roberts, Young Ha Cho, & Gregory Ching (Eds.) *Internationalization of East Asian Higher Education*. New York: Palgrave Macmillan.
- Weidman, John C.; & **Jacob, W. James**. 2011. Mapping Comparative, International, and Development Education, in John C. Weidman & **W. James Jacob** (Eds.) *Beyond the Comparative: Advancing Theory and Its Application to Practice* (pp. 1-16). Boston: Sense Publishers.
- Jacob, W. James**; Nsubuga, Yusuf K.; & Mugimu, Christopher B. 2009. Higher Education in Uganda: The Role of Community Colleges in Educational Delivery and Reform, in Rosalind Latiner-Raby & Edward

- Valeau (Eds.) *Community College Models: Globalization and Higher Education Reform* (pp. 335-358). Dordrecht, The Netherlands: Springer.
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- Holsinger, Donald B.; & **Jacob, W. James**. 2009. Education Inequality and Academic Achievement, in Donald B. Holsinger & **W. James Jacob** (Eds.) *Inequality in Education: Comparative and International Perspectives* (pp. 558–567). Hong Kong & Dordrecht, The Netherlands: CERC/Springer.
- Jacob, W. James**; & Holsinger, Donald B. 2009. Inequality in Education: A Critical Analysis, in Donald B. Holsinger & **W. James Jacob** (Eds.) *Inequality in Education: Comparative and International Perspectives* (pp. 1–33). Hong Kong & Dordrecht, The Netherlands: CERC/Springer.
- Jacob, W. James**. 2006. Social Justice and Gender in Chinese Higher Education, in Joseph Zajda, Suzanne Majhanovich, & Val Rust (Eds.) *Education and Social Justice* (pp. 139–159). Dordrecht, The Netherlands: Springer.
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- Nsubuga, Yusuf K.; & **Jacob, W. James**. 2006. Fighting Stigma and Discrimination as a Strategy for HIV/AIDS Prevention and Control, in Donald E. Morisky, **W. James Jacob**, Yusuf K. Nsubuga, & Steven J. Hite (Eds.) *Overcoming AIDS: Lessons Learned from Uganda* (pp. 43–59). Greenwich, CT: Information Age Publishing.
- Nsubuga, Yusuf K.; & **Jacob, W. James**. 2006. A Multisectoral Strategy for Overcoming AIDS in Uganda, in Donald E. Morisky, **W. James Jacob**, Yusuf K. Nsubuga, & Steven J. Hite (Eds.) *Overcoming AIDS: Lessons Learned from Uganda* (pp. 15–42). Greenwich, CT: Information Age Publishing.
- Jacob, W. James**; & Cheng, Sheng Yao. 2005. Mapping Paradigms and Theories in Comparative, International, and Development Education (CIDE) Research, in David P. Baker and Alexander W. Wiseman (Eds.) *Global Trends in Educational Policy* (pp. 221–258). New York: Elsevier Science, Ltd.
- Rust, Val D.; & **Jacob, W. James**. 2005. Globalisation and Educational Policy Shifts, in Joseph Zajda (Ed.) *International Handbook on Globalisation, Education and Policy Research: Global Pedagogies and Policies* (pp. 235–252). Dordrecht, The Netherlands: Springer.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2003. The Changing Role of Education in a Post-September 11 World: Perspectives from East Africa, Taiwan, and the United States, in Wayne Nelles (Ed.), *Comparative Education, Terrorism, and Human Security* (pp. 177–197). New York: Palgrave MacMillan.

PUBLICATIONS: PEER-REVIEWED ENCYCLOPEDIC ENTRIES

- Jacob, W. James;** & Mugimu, Christopher B. 2013. Higher Education, in James Ainsworth & J. Geoffrey Golson (Eds.) *Sociology of Education*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Liu, Jing*. 2013. Vietnam, in James Ainsworth & J. Geoffrey Golson (Eds.) *Sociology of Education*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James.** 2012. Education in Africa, 1400-1900 A.D., in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James.** 2012. Higher Education in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** Cheng, Sheng Yao; & Chen, Pin-Hsi*. 2012. Ethnicity in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Ji, Xiaoqian*. 2012. Seaborne Trade in East and Southeast Asia, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Su, Chen-Jui*. 2012. University Education Abroad in Africa, 1900 to Present, in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Vega, Rodolfo M.* 2012. Underdevelopment in Africa, 1400-1900 A.D., in Orlando Patterson & J. Geoffrey Golson (Eds.) *Cultural Sociology of the Middle East, Asia, and Africa*. Thousand Oaks, CA: SAGE Publications.
- Jacob, W. James;** & Bradshaw, Burk*. 2009. Native American Cultures: Peace Traditions, in Nigel Young (Ed.) *Oxford International Encyclopedia of Peace*. New York: Oxford University Press.
- Jacob, W. James;** & Collins, John M.* 2009. HIV/AIDS and Education, in Eugene F. Provenzo, Jr. (Ed.) *Encyclopedia of Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage.

PUBLICATIONS: BOOK REVIEWS (* student co-author)

- Jacob, W. James.** 2008. *Changing Education: Leadership, Innovation, and Development in a Globalizing Pacific*, edited by Peter D. Hershock, Mark Mason, & John N. Hawkins. *Comparative Education Review*, 52(2): 289–292.
- Jacob, W. James.** 2007. *Multicultural Strategies for Education and Social Change*, by Arnetha F. Ball. *Teachers College Record*.
- Jacob, W. James;** & Collins, John M.* 2005. *Learning through Collaborative Research*, by Noel McGuinn (Ed.). *Teachers College Record*, 107(7): 1509–1514.

Jacob, W. James. 2004. *Improving Schools through Teacher Development: Case Studies of the Aga Khan Foundation Projects in East Africa*, by Stephan Anderson (Ed.). *Teachers College Record*, 106(2): 293–298.

Jacob, W. James; & Cheng, Sheng Yao. 2004. *The International Handbook on the Sociology of Education: An International Assessment of New Research and Theory*, by Carlos Alberto Torres & A. Antikainen (Eds.). *Comparative Education Review*, 48(2): 332–335.

Holsinger, Donald B.; & **Jacob, W. James.** 2001. *Whose Education for All: The Recolonization of the African Mind*, by Birgit Brock-Utne. *Comparative Education Review*, 45(4): 629–632.

PUBLICATIONS: REPORTS (* student co-author)

• **Jacob, W. James.** 2016. *Higher Education Research Networks in Zambia: Building Sustainable Linkages with the Government*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James. 2015. *Mother Tongue-Based Multilingual Education in Bangladesh: Lessons Learned and Suggestions for the Future*. SHARE Education Monograph 3. Dhaka, Bangladesh: Human Dynamics and European Union.

Mwansa, Audrey C.; & **Jacob, W. James.** 2015. *Formative Assessment of Teenage Pregnancy in Zambian Primary Schools: Eastern, Luapula, and North-Western Provinces*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James. 2015. *Strategic Plan for the Asian-Pacific Higher Education Research Partnership: 2015-2016*. Honolulu, HI: East-West Center.

Jacob, W. James; Anthony, Aaron*; Warner, Hilary*; Rhodwell, Chitanda; & Banguna, Barbara. 2015. *The Influence of Head Teachers on Improving Reading in Zambian Primary Schools*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE and Read to Succeed – Zambia.

Jacob, W. James; Mbewe, Simeon; Daka, Harrison*; Rhodwell, Chitanda; & Mbambu, Lord. 2014. *Integration of HIV and AIDS into Pre-Service and In-Service Teacher Training Programs in Zambia*. Final Report. Pittsburgh, PA and Lusaka, Zambia: University of Pittsburgh IISE, University of Zambia, and Read to Succeed – Zambia.

Co-Author/Editor. 2013. *Proposed Development of a National Education Research Agenda and Research Coordination Committee of the Republic of Zambia's Ministry of Science, Vocational Training, and Early Education (MESVTEE)*. Concept Paper for Stakeholders, Donors, and Development Partners. Lusaka, Zambia: USAID and MESVTEE.

Co-Author/Editor. 2012. *Higher Education Management Program Review*. Part of the Ten-Year Self-Study Report of the Department of Administrative and Policy Studies. Pittsburgh: University of Pittsburgh.

Co-Author/Co-Editor. 2012. *Social and Comparative Analysis in Education Program Review*. Part of the Ten-Year Self-Study Report of the Department of Administrative and Policy Studies. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.

- Jacob, W. James.** 2012. *Marketing Plan for the University of Pittsburgh Higher Education Management Program*. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.
- Yeager, John L.; **Jacob, W. James;** & Gaulee, Uttam*. 2012. *Comparative Report of Higher Education Management Programs in the United States and Canada*. Pittsburgh: Department of Administrative and Policy Studies, University of Pittsburgh.
- Jacob, W. James;** Mugimu, Christopher B.; Nsubuga, Yusuf K.; Acedo, Clementina; & Morisky, Donald E. 2011. *HIV Education: Evaluating Pre- and In-service Teacher Training Institutions in Seven East African Countries*. Concept Paper. Pittsburgh: University of Pittsburgh IISE.
- Jacob, W. James;** Frederica Hunt, Paula; Cleghorn, Ailie; Pineda, Fernanda; de Klaver, Lila*; Gaulee, Uttam*; Kamolpun, Somkiat*; Lee, Che-Wei*; Okhidoi, Otgonjargal*; Rattananuntapat, Malinee*; & Shiflett, Holly*. 2011. *CIES Special Interest Groups Review Committee Report*. Pittsburgh: University of Pittsburgh IISE.
- Jacob, W. James.** 2011. *Policy Dialogue State of the Art Practices/Knowledge Brief*. Washington, DC: Academy for Educational Development/USAID.
- Jacob, W. James.** 2011. *Secondary Education State of the Art Practices/Knowledge Brief*. Washington, DC: Academy for Educational Development/USAID.
- Co-Author/Editor.** 2010. *Operational Planning for HIV/AIDS: A Guidance Note*. Washington, DC: AIDS Strategy and Action Planning Service (ASAP), The World Bank.
- Co-Author/Editor.** 2010. *Africa Regional Capacity Building Workshop on Operational Planning in HIV and AIDS: Eastern and Southern Africa*. Workshop Final Report. Johannesburg: The World Bank.
- Co-Author/Editor.** 2010. *Africa Regional Capacity Building Workshop: Operational Planning in HIV and AIDS*. Background Report. Washington, DC: The World Bank.
- Co-Author/Editor.** 2009. *Improving Governance in HIV and AIDS, Education, Health, and Social Protection: An Assessment of Good Governance Practices of Human Development Operations in Kenya*. Nairobi: Government of Kenya and World Bank Institute.
- Co-Author/Editor.** 2009. *HIV and AIDS Strategic and Operational Planning Capacity Building Workshops in Five Global Regions*. Washington, DC: World Bank Institute.
- Jacob, W. James.** 2009. *Report and Recommendations from Higher Education in Vietnam: American – Vietnamese Partnerships*. Ho Chi Minh City: Institute for International Studies in Education (IISE), University of Pittsburgh.
- Co-Author/Co-Editor.** 2009. *Final Report of TA7034-VIE: Preparing the Secondary Education Sector Development Program*. Hanoi: IISE, University of Pittsburgh.
- Jacob, W. James.** 2009. University of Pittsburgh – University of Pristina Telecommunications Education Project. Baseline Assessment Report for the Higher Education for Development Project. Pittsburgh: IISE, University of Pittsburgh.
- Co-Author/Co-Editor.** 2009. *Mid-Term Report of TA7034-VIE: Preparing the Secondary Education Sector Development Program*. Hanoi: IISE, University of Pittsburgh.

- Jacob, W. James;** & Ha, Nguyen Mai. 2009. *Ethnic Minority and Gender Issues in Vietnam*. Hanoi: IISE, University of Pittsburgh.
- Park, Namgi; Kim, Joo Hoo; Park, Sun Hyung; Lee, Ho Seop & **Jacob, W. James**. 2008. *Strategies to Enhance Fairness of Admissions Officers*. Seoul: Korean Council for University Education.
- Co-Author/Editor**. 2008. Using the Rapid Results Approach to Improve Governance of HIV/AIDS Programs at the Local Levels. Arusha, Tanzania: Government of Tanzania, TACAIDS, The Global HIV/AIDS Program, ACTafrica, and World Bank Institute.
- Co-Author/Editor**. 2007. *Southern Sudan HIV and AIDS Strategic Framework, 2008–2012: Building a Strong Foundation for an Effective National Response to HIV*. Juba, Southern Sudan: Southern Sudan AIDS Commission.
- Jacob, W. James;** & Waite, Daniel. 2003. Higher Education in Japan, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James**. 2003. Higher Education in Mexico, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James;** & Cheng, Sheng Yao. 2002. Higher Education in the Netherlands: Potential Partnerships for International Exchange, Working Document in John N. Hawkins & Val D. Rust (Eds.) *Higher Education Change Series*. Los Angeles: Center for International and Development Education.
- Jacob, W. James**. 2001. Higher Education Governance Study: Structures, Costs, and Case Study Analysis of University Departments and Majors. Technical Report Prepared for the BYU Faculty Center, Provo, Utah, January 23, 2001.
- Jacob, W. James**. 1999. *Fiji Distance Learning Program: Issues and Potential for Developing Countries*. Master's thesis, David M. Kennedy Center for International Studies, Brigham Young University.
- Jacob, W. James**. 1999. In-Depth Analysis of Brigham Young University's Study Abroad Programs: History Service Volunteer and Development Projects since the 1950s. Working Document Prepared for the David M. Kennedy Center for International Studies.

EDITORIAL SERVICES

Academic Journals

2016-Present	Associate Editor, <i>International Journal of Educational Development</i>
2010-Present	Co-Editor with John C. Weidman and Sunardi from January 2011 to present, <i>Excellence in Higher Education</i> ; Associate Editor from January to December 2010
2009-2014	Co-Editor with Jorge Enrique Delgado, Val D. Rust, and Qiang Zha, <i>Comparative and International Higher Education</i>
2007-Present	Advisory Board Member, <i>Comparative Education</i> (Taiwan)
2013-Present	Associate Editor, <i>Peking University Education Review</i>

Academic Journals – Reviewer

Asian Education and Development Studies, Asian Pacific Education Review, Comparative Education, Comparative Education Review, Educational Research, Educational Research for Policy and Practice, Equity and Excellence in Education, Frontiers of Education in China, International Journal of Educational Development, Journal of Adult and Continuing Education, Journal of Children and Poverty, KEDI Journal of Education Policy, Prospects, Teachers College Record, and World Journal of Education.

Book Series

- 2011-Present Co-Editor with John C. Weidman, *Pittsburgh Studies in Comparative and International Education* (Sense Publishers: [Click here for Series Webpage](#))
- 2007-Present Co-Editor with John N. Hawkins, *International and Development Education* (Palgrave Macmillan: [Click here for Series Webpage](#))

MEMBERSHIPS AND LEADERSHIP ROLES IN PROFESSIONAL ORGANIZATIONS

- 2013-2016 Historian, World Council of Comparative Education Societies
- 2013-Present Board Member, Center for International Higher Education, Peking University, China
- 2010-2013 Board Member, International Advisory Board of the International Higher Education Reform Workshop Association; Workshop Chair, 2012 Annual Conference, University of Pittsburgh Institute for International Studies in Education, 10-12 October 2012
- 2011 Conference Organizer, Comparative and International Education Society (CIES) Eastern Regional Conference, IISE, University of Pittsburgh, 28-29 October 2011
- 2011-2012 Program Organizing Committee Member, CIES Annual Conference, San Juan, Puerto Rico, 22-27 April 2012
- 2011-2012 Chair, CIES Special Interests Groups Standing Committee
- 2010-2011 Co-Chair, CIES Special Interests Groups Review Committee
- 2008-2014 Co-Chair, CIES Higher Education SIG
- 2004-2008 Chair, CIES Nominations Committee (2005-2006); Member, CIES Nominations Committee (2004-2008)

Member of the Association of International Education Administrators, American Educational Research Association, Association for the Study of Higher Education, Comparative and International Education Society.

MAJOR COMMITTEE ASSIGNMENTS, UNIVERSITY OF PITTSBURGH

- 2015-2017 Member (School of Education Representative) of the Faculty Assembly, University Senate
- 2009-Present Member, Korean Council, University Center for International Studies; Chair (2011-2014)
- 2007-Present Member, China Council, University Center for International Studies
- 2010-2013 Member, Academic Affairs Committee, School of Education
- 2008 Member (by invitation), Affirmative Action Committee, School of Education

ACADEMIC PRESENTATIONS AND LECTURES, SINCE 2012 (* student co-presenter)

- Simukanga, Stephen; & **Jacob, W. James**. 2016. "Establishing a National Higher Education Accreditation Framework: Challenges and Opportunities in Zambia." Keynote paper to be presented at the National Education Research Symposium, University of Zambia, Lusaka, 16-17 November 2016.
- Jacob, W. James**; & Mwansa, Audrey C. 2016. "Formative Assessment of Teenage Pregnancy in Zambian Primary Schools: Eastern, Luapula, and North-Western Provinces." Paper to be presented at the National Education Research Symposium, University of Zambia, Lusaka, 16-17 November 2016.
- Jacob, W. James**. 2016. "Prioritized International Higher Education Growth: Strategic Directions for Global Century Education." Skype presentation from Pittsburgh, PA to Missoula, MT, University of Montana, 19 September 2016.
- Jacob, W. James**. 2016. "Building Sustainable Higher Education Partnerships in Sub-Saharan Africa," paper presented at the Seminar on Opening-up Chinese Education to Africa in the New Era, Beijing, China, 27 August 2016.
- Jacob, W. James**; Wang, Shuo*; Wang, Xueshuang*; Ye, Huiyuan*; & Ma, Xuifang. 2016. "Pioneer Leaders in Comparative and International Education," paper presented at the World Congress of the World Council of Comparative Education Societies, Beijing Normal University, Beijing, China, 22-26 August 2016.
- Cheng, Sheng Yao; & **Jacob, W. James**. 2016. "A Review on Common Core State Standards Initiatives in the United States and Its Relevance in Taiwan," paper presented at the Third ISA Forum of Sociology, 10 July 2016.
- Jacob, W. James**. 2016. "Strategic Developments of Language, Culture, and Identity in Indigenous Education," invited Keynote Speech presented at the Ethnic Minority Higher Education Forum, Inner Mongolia University for the Nationalities, Tongliao, China, 8 July 2016.
- Jacob, W. James**. 2016. "Policy Trends and Practices of Higher Education in the United States: Intended and Unintended Consequences," paper presented at the Higher Education Research Institute, Zhou Enlai School of Government, Nankai University, Tianjin, China, 5 July 2016.
- Jacob, W. James**; Wang, Xi*; & Xiong, Weiyan*. 2016. "Dragons, Tigers, and Turtles in International Contexts: The Rising Role Chinese Students Play in U.S. Higher Education." Invited TED-style professional development training presentation to staff members and administrators at the University of Pittsburgh Student Affairs Mini-Conference, Pittsburgh, Pennsylvania, 6 June 2016.
- Jacob, W. James**; Xiong, Weiyan*; Ye, Huiyuan*; Wang, Xi*; Wang Xueshuang*; Xu, Shangmou*; and Lu, Fang. 2016. "Building World-Class Universities through Optimal Professional Development ICT Training Initiatives," paper presented at the Asia Pacific Higher Education Research Partnership Senior Seminar on "The Changing Nature and Value of the Flagship University," Zhejiang University, Hangzhou, China, 25 May 2016.
- Panel Chair: "Global Perspectives of Access, Affordability and Accountability in Higher Education: Perspectives from China, Hong Kong, Taiwan, India, Japan, & Korea," Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.

- Jacob, W. James;** Mok, Ka Ho; Cheng, Sheng Yao; & Xiong, Weiyan*. 2016. "Changes in Chinese Higher Education: Financial Trends in China, Hong Kong, and Taiwan," paper presented at the Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.
- Jacob, W. James;** Neubauer, Deane; & Ye, Huiyuan*. 2016. "Meeting the Demands of Regional Higher Education Growth in Southeast Asia and Oceania: Higher Education Financing Trends in Australia/New Zealand," paper presented at the Comparative and International Education Society National Conference, Vancouver, BC, Canada, 7 March 2016.
- Jacob, W. James;** Bowser Tennant, Amie. 2016. "Overcoming Genealogy Roadblocks by Crowdsourcing with RootsBid." Presentation at RootsTech Conference, Salt Lake City, Utah, 4-5 February 2016.
- Jacob, W. James.** 2015. "Mother Tongue Based – Multilingual Education in SHARE Education in Bangladesh." Keynote Seminar at the Hotel Lake Castle, Gulshan, Dhaka, Bangladesh, 26 November 2015.
- Jacob, W. James;** Wang, Xi*; & Xiong, Weiyan*. 2015. "Dragons, Tigers, and Turtles in International Contexts: The Cultural Background and Rising Role Chinese Students Play in U.S. Higher Education." Invited professional development training presentation to faculty members and administrators at Westmoreland County Community College, Youngwood, Pennsylvania, 6 October 2015.
- Jacob, W. James.** 2015. "Comparative and International Education from Historical Perspectives: Challenges and Potential for Sustainable Growth." Presented at the Mexican Society of Comparative Education (SOMECE) Annual Meeting, National Autonomous University of Mexico, Mexico City, 8 May 2015.
- Jacob, W. James.** 2015. "Learn, Act, and Share: Essential Leadership and Teaching Skills for the Twenty-first Century." Presented at the National Chung Cheng University, Taipei, Taiwan, 22 April 2015.
- Jacob, W. James.** 2015. "Education Inequality and Major Higher Education Reform Efforts in the United States." Presented at the National Taiwan Normal University, Taipei, Taiwan, 9 April 2015.
- Jacob, W. James.** 2014. "Establishing a Vision for Integrating eLearning and Academic Outreach at UVU: Distance Education, Continuing Education, and Extended Studies." Presented at Utah Valley University, Orem, Utah, 25 March 2014.
- Jacob, W. James.** 2014. "Annual Review of Comparative and International Education 2014." Discussant at the Comparative and International Education Society National Conference, Toronto, Canada, 11 March 2014.
- Lee, Feng-Jihu; & **Jacob, W. James.** 2014. "Mapping Education Reform in Taiwan from 1994 to 2013: A Social Cartography Critique." Paper presented at the Comparative and International Education Society National Conference, Toronto, Canada, 12 March 2014.
- Jacob, W. James.** 2013. "The Art of Academic Writing: A Guide to Getting Published." Presented at the International Conference on Higher Education Student Learning and Development in a Globalizing Time, Tsinghua University, Beijing, China, 27 October 2013.
- Jacob, W. James;** & Hawkins, John N. 2013. "Trends in Chinese Higher Education: Opportunities and Challenges." Presented at the 10th Higher Education Reform Workshop, University of Ljubljana, Ljubljana, Slovenia, 3 October 2013.

- Jacob, W. James;** & Roberts, Keith J. 2013. "Journal Selection Strategies for Publishing in International Journals." Presented at the following locations in Indonesia from 19-28 August 2013: State University of Medan, Medan; Institut Agama Islam Negeri (IAIN) North Sumatera, Medan; State University of Malang, Malang; State University of Semarang, Semarang; IAIN Walisongo, Semarang; State University of Makassar, Makassar; and Muhammadiyah University, Makassar.
- Jacob, W. James.** 2013. "Teaching Across Borders: The Global Higher Education Classroom in 21st Century," paper presented at the Center for International Higher Education, Graduate School of Education, Beijing Normal University, Beijing, China, 24 June 2013.
- Jacob, W. James.** 2013. "Establishing Sustainable Higher Education Partnerships: The Case of Three International Consortia," paper presented at the Center for International Higher Education, Graduate School of Education, Peking University, Beijing, China, 20 June 2013.
- Jacob, W. James;** Jacob, Charles R.; Delgado, Jorge Enrique; Ellison, Beverly; Shelley, L. Craig; Priyanto, Agus D.; & Stoker, Brittany. 2013. "The Art of Academic Writing: A Guide to Getting Published." Keynote Address at the Consortium for Indonesian Universities – Pittsburgh Conference, Universitas Kristen Satya Wacana, Salatiga, Indonesia, 14 June 2013.
- Jacob, W. James;** Sunardi; & Priyanto, Agus D. 2013. "Strengthening Academic Publishing in Indonesian Higher Education." Presented at the Consortium for Indonesian Universities – Pittsburgh Conference, Universitas Kristen Satya Wacana, Salatiga, Indonesia, 14 June 2013.
- Jacob, W. James.** 2013. "Strategies for Publishing in International Journals: The Role of English Editing for Non-Native English Speakers." Presentation at the State University of Malang, Malang, Indonesia, 12 June 2013.
- Jacob, W. James.** 2013. "Teaching Excellence." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 11 June 2013.
- Jacob, W. James.** 2013. "Infrastructure Development in Indonesian Higher Education." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 11 June 2013.
- Jacob, W. James.** 2013. "Graduate Employability: Better Linking the Curriculum to the Labor Market." Higher Education Administrators Training (HEAT) workshop presentation at the State University of Malang, Malang, Indonesia, 10 June 2013.
- Jacob, W. James;** Weidman, John C.; & Rhodwell, Chitanda. 2013. "Establishing a Graduate Research Internships Program." Presented at the Higher Education Research Network (HERNet), University of Zambia, Lusaka, Zambia, 22 May 2013.
- Jacob, W. James;** Priyanto, Agus D.; & Kuncoro, Rudi*. 2013. "Technical Skills for Writing Journal Articles." Paper presented at Sebelas Maret University, Surakarta, Indonesia, 4 May 2013.
- Jacob, W. James;** Priyanto, Agus D.; & Kuncoro, Rudi*. 2013. "Strategic Academic Journal Writing: Capacity-Building Techniques." Paper presented at the University of Airlangga, Surabaya, Indonesia, 30 April 2013.

Panel Chair: "The MOOC Debates and the Future of the University," Comparative and International Education Society National Conference, New Orleans, Louisiana, USA, 14 March 2013.

Panel Chair: "Higher Education Policy in China, Mongolia, and Viet Nam," Comparative and International Education Society National Conference, New Orleans, Louisiana, USA, 13 March 2013.

Jacob, W. James. 2013. "Meeting Curricular Needs and Changes amid Higher Education Uncertainty in Indonesia," invited paper presented at Sebelas Maret University, Surakarta, Indonesia, 5 January 2013.

Organizer. 2012. Launch of the Higher Education Research Network¹ in Zambia, University of Zambia, Lusaka, Zambia, 23 November 2012.

Jacob, W. James; & Sutin, Stewart E. 2012. "Method for Comparing Higher Education Community Engagement in Eleven Countries," paper presented at the International Workshop on Higher Education Reform, University of Pittsburgh, Pittsburgh, USA, 11 October 2012.

Sutin, Stewart E; & **Jacob, W. James.** 2012. "Higher Education Affordability, Accountability, and Access in a Competitive Global Context," paper presented at the International Workshop on Higher Education Reform, University of Pittsburgh, Pittsburgh, USA, 11 October 2012.

Jacob, W. James; & Lee, Che-Wei*. 2012. "Mapping Indigenous Knowledge in the World Indigenous Nations Higher Education Consortium." Paper presented at the World Indigenous Nations Higher Education Consortium (WINHEC) International Indigenous Research Conference, College of Indigenous Studies, National Dong Hwa University, Shoufeng (Hualien), Taiwan, Republic of China, 20 September 2012.

Jacob, W. James; Liu, Jing*; & Lee, Che-Wei*. 2012. "Policy Debates and Indigenous Education: The Trialectic of Language, Culture, and Identity." Paper presented at the World Indigenous Nations Higher Education Consortium (WINHEC) International Indigenous Research Conference, College of Indigenous Studies, National Dong Hwa University, Shoufeng (Hualien), Taiwan, Republic of China, 19 September 2012.

Jacob, W. James. 2012. "Higher Education Affordability, Accountability, and Access: Local and Regional Perspectives in the United States," paper presented at the Luoyang Normal University, Luoyang, China, 25 May 2012.

Jacob, W. James. 2012. "Higher Education Affordability, Accountability, and Access in a Competitive Global Context," paper presented at the Center for International Higher Education, Graduate School of Education, Peking University, Beijing, China, 24 May 2012.

Jacob, W. James; Weidman, John C.; McClure, Maureen W.; Yeager, John L.; & Delgado, Jorge Enrique. 2012. "Cooperative Agreements in Higher Education across the Pacific," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 27 April 2012.

¹ HERNet is comprised of the following 21 partner higher education institutions: Charles Lwanga College of Education (COE), Chipata COE, David Livingstone COE, Kasama COE, Kitwe COE, Malcolm Moffat COE, Mansa COE, Mongu COE, Mufulira COE, Mukuba University, Chalimbana University College (NISTCOL), Nkrumah University College, Northern College of Education (Kasama), Solwezi COE, University of Lusaka, University of Minnesota (USA), University of Pittsburgh (USA), University of Zambia, VVOB Zambia, Zambia Institute for Special Education (ZAMISE), and Zambian Open University.

Lee, Che-Wei*; & **Jacob, W. James**. 2012. "Academic Colonialism and Decolonizing Indigenous Research: Issues and Potential for Academia and Knowledge Systems," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 26 April 2012.

Panel Discussant: "Critical Review on Education Research in Taiwan from Comparative and International Perspective –Part II," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Panel Chair: "World Class Universities and Higher Education Reforms," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Panel Chair: "CIES Special Interest Groups Chairpersons Meeting," Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Hou, Ya-wen*; Lee, Che-Wei*; & **Jacob, W. James**. 2012. "A Review of Relationships between Emerging World Class Universities and Higher Education Reforms: The Perspective of New Managerialism," paper presented at the Comparative and International Education Society National Conference, San Juan, Puerto Rico, 24 April 2012.

Jacob, W. James. 2012. "Examining HIV Education from a National Curricular Lens: What is Being Taught to Pre-Service and In-service Teachers in China, Dominica, Indonesia, Kosovo, South Sudan, and Uganda," paper presented at the Achieving Sustainable Development in Africa Conference, University of Pittsburgh, Pittsburgh, USA, 30 March 2012.

Jacob, W. James; & Delgado, Jorge Enrique. 2012. "Strategic Decision Making through Reflection," paper presented at the Programa de Capacitación Gerencial (PROCAGE), IISE, University of Pittsburgh, Pittsburgh, USA, 7 March 2012.

Jacob, W. James. 2012. "Reflective HIV Education Design: The Need for Reflective Practice in Program Design, Implementation, and Analysis," paper presented at the 2012 Symposium Series, IISE, University of Pittsburgh, Pittsburgh, USA, 22 February 2012.

LANGUAGES

Fijian (fluent reading and writing, good spoken); **Kiribati** (fluent reading, good writing, fair spoken); **Chinese** (fair reading, writing, and spoken).

UNIVERSITY COURSES TAUGHT

Administrative and Policy Studies (ADMPS) 3010 – *Survey Research* (University of Pittsburgh)
ADMPS 3104 – *Higher Education Institutional Strategic Planning* (University of Pittsburgh)*
ADMPS 3128 – *Higher Education Budget Management* (University of Pittsburgh)*
ADMPS 3129 – *Higher Education Human Resource Management* (University of Pittsburgh)*
ADMPS 3136 – *Comparative Higher Education* (University of Pittsburgh)
ADMPS 3301 – *Social Theories and Education in a Global Context* (University of Pittsburgh)
ADMPS 3343 – *Comparative Education* (University of Pittsburgh)*
ADMPS 3347 – *International Organizations & Development Education* (University of Pittsburgh)

ADMPS 2089/3089 – *HIV Education* (University of Pittsburgh)*
 Education X331 – *Current Issues in Comparative, Int'l, & Development Education* (UCLA)
 Educational Leadership 397R – *Educational Research and Culture* (Brigham Young University)
 Educational Leadership 399R – *Service Learning in Africa* (BYU)
 Educational Leadership 363 – *International Development Education* (BYU)
 Business Management 340 – *Marketing Management* (BYU Independent Study)*
 English 115 – *College Reading and Writing* (BYU Independent Study)*
 Information Systems 098 – *Microcomputer Spreadsheet Skills* (BYU Independent Study)*
 International & Area Studies 397R – *International Education and Culture, Pacific Region* (BYU)
 Organizational Behavior 320 – *Fundamentals of Organizational Behavior* (BYU Independent Study)*

*Note: These courses were offered to students in online and hybrid delivery-medium formats.

DOCTORAL DISSERTATIONS SUPERVISED

1. Neimeyer, Bruce Carlton. 2009. *An Examination of Native and Immigrant Students' Social Networking Using the College Search and Selection Process*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
2. Good, Curtis J. 2011. *The Turner and Colodny Cases: Academic Freedom at the University of Pittsburgh, 1934 and 1961*. Doctoral Dissertation (PhD) Co-Advisor, University of Pittsburgh. Major: Administrative and Policy Studies.
3. Trahan, Keith Wayne. 2011. *Exploring Connections between Social, Civic, and Education Organization: An Historical Case Study of Three Key Figures in the New York City Community Control Movement, 1966-1968*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
4. Camaioni, Nicole. 2013. *Creating Social Connections in Higher Education: Insights from the Campus Canines Program at the University of Pittsburgh*. Doctoral Dissertation (PhD), Major: Administrative and Policy Studies.
5. Miracle, Jeffrie Wayne. 2013. *Higher Education in the Creation of Individual Social Capital: A Student Organization Ethnography*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
6. Wang, Yuanyuan. 2013. *Creating the Global Student: Increasing Student Perception of Global Competency and Skills for International Careers in a University International Certificate Program*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
7. Kamolpun, Somkiat. 2015. *The Impact of ASEAN Economic Integration on the Thai Higher Education Policy and Plan*. Doctoral Dissertation (EdD), University of Pittsburgh. Major: Higher Education.
8. Clark, Treva A. 2015. *Commonalities in Basic Business Education Delivered through Microfinance*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
9. Wisnosky, Marc. 2015. *Contemporary Orthodox Christian Theological Education in the United States of America*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Administrative and Policy Studies.
10. Gao, Shang. 2015. *The Measurement of Tertiary Education Quality in Indonesia through the Education Production Function Model and Policy Recommendations for Quality Improvement*. Doctoral Dissertation (PhD), University of Pittsburgh. Major: Higher Education Management.
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5.2. Dr. Ali Fatemi, Professor and Chair of
Department of Mechanical Engineering
(College of Engineering)

MEMORANDUM

Date: September 11, 2017

To: Dr. Karen Weddle-West, Provost

From: Dr. Richard J. Sweigard, Dean 

Subject: Tenure Upon Appointment for Dr. Ali Fatemi, Chair of Mechanical Engineering

Dr. Ali Fatemi has joined the Herff College of Engineering as Chair of Mechanical Engineering and holder of the Ring Companies Chair. With this memo, I am requesting that he be granted tenure upon appointment with the rank of Professor for the fall semester 2017. Dr. Fatemi previously held the title of Distinguished University Professor in the Department of Mechanical, Industrial, and Manufacturing Engineering at the University of Toledo where he was also the Director of the Fatigue and Fracture Research Laboratory. He served at the University of Toledo since 1987 where he attained the rank of Professor in 1996. Dr. Fatemi is a Fellow of the American Society of Mechanical Engineers. He is an internationally known scholar conducting research in material mechanical behavior (particularly fatigue and fracture) and additive manufacturing. He has made significant contributions in these areas with 200+ fully refereed publications and 2500+ citations in ISI Web of Science (h-index 24) and 6900+ citations in Google Scholar (h-index 37). His sponsored research includes 47 projects with funding of approximately \$6M as PI and \$3M as Co-PI. Much of his research is sponsored by industry including such firms as General Motors, Hyundai Motor Company, Chrysler Group, Eaton Corporation, Pratt-Whitney, and others. He has co-authored a leading textbook in his field, overseen 20 dissertations and 31 M.S. theses, and he was consistently rated among the most effective teachers at his former institution.

Dr. Fatemi's appointment is critical to the future of the Department of Mechanical Engineering and the Herff College of Engineering. While the Department of Mechanical Engineering has done a commendable job in instruction, it has struggled for many years to attain the level of research productivity demonstrated by its benchmarks and the level expected of an engineering department at a research-intensive university. Dr. Fatemi is the person needed to lead a change in culture within Mechanical Engineering and place the Department on a track to reach its full potential in all three mission areas of teaching, research, and service. His appointment with tenure is essential for the Herff College of Engineering to reach the research goals set by itself and the University.

REQUEST FOR A REDUCTION OF TENURE TRACK PROBATION PERIOD

This is a request to recommend that Ali Fatemi in the Department of Mechanical Engineering
First Middle Last

be granted a 6 year(s) reduction in his/her tenure probation period. A copy of his/her vita must be attached.

Date: 05/22/17 **Justification** (If necessary, use additional pages and attach to this form.)

Dr. Ali Fatemi is recommended for tenure upon appointment for fall semester 2017. He will be joining the Department of Mechanical Engineering in the Herff College of Engineering as Department Chair with the rank of Professor. He will also be the holder of the Ring Companies Chair, an endowed chair recently created by Carl and Trish Ring and the Ring Companies. Dr. Fatemi currently holds the title of Distinguished University Professor in the Department of Mechanical, Industrial, and Manufacturing Engineering at the University of Toledo where he is also the Director of the Fatigue and Fracture Research Laboratory. He has served at the University of Toledo since 1987 where he attained the rank of Professor in 1996. Dr. Fatemi is a Fellow of the American Society of Mechanical Engineers. He is an internationally known scholar conducting research in material mechanical behavior (particularly fatigue and fracture) and manufacturing (particularly additive manufacturing). He has made significant contributions in these areas with 200+ fully refereed publications and 2500+ citations in ISI Web of Science (h-index 24) and 6900+ citations in Google Scholar (h-index 37). His sponsored research includes 47 projects with funding of approximately \$6M as PI and \$3M as Co-PI. Much of his research is sponsored by private industry including such firms as General Motors, Hyundai Motor Company, Chrysler Group, Eaton Corporation, Pratt-Whitney, and others. He has co-authored a leading textbook in his field, overseen 20 dissertations and 31 M.S. theses, and he is consistently rated among the most effective teachers at his institution.

Dr. Fatemi's appointment is critical to the future success of the Department of Mechanical Engineering and the Herff College of Engineering. While the Department of Mechanical Engineering has done a commendable job in instruction, it has struggled for many years to attain the level of research productivity demonstrated by its benchmarks and the level expected of an engineering department at a research-intensive university. Dr. Fatemi is the person needed to lead a change in culture within Mechanical Engineering and place the Department on a track to reach its full potential in all three mission areas of teaching, research, and service. His appointment with tenure is essential for the Herff College of Engineering to reach the research goals set by itself and the University.

APPROVAL SIGNATURES:

COMMENTS

Departmental Chairperson

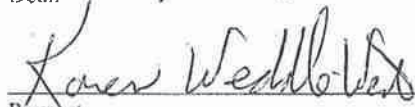
Date



Dean

May 22, 2017

Date



Provost

5-24-17

Date



President

5/25/17

Date

Ali Fatemi, PhD, Fellow ASME
Distinguished University Professor
Director, Fatigue and Fracture Research Laboratory
Mechanical, Industrial, and Manufacturing Engineering Department
The University of Toledo, Toledo, OH 43606
Office Phone: (419) 530-8213, E-mail: afatemi@eng.utoledo.edu

EMPLOYMENT HISTORY

- *Distinguished University Professor* of Mechanical, Industrial, and Manufacturing Engineering, University of Toledo, 2012-present
- *Professor* of Mechanical, Industrial, and Manufacturing Engineering, University of Toledo, 1996-2012
- *Associate Professor* of Mechanical, Industrial, and Manufacturing Engineering, University of Toledo, 1995-1996
- *Associate Professor* of Mechanical Engineering, University of Toledo, 1991-1995
- *Assistant Professor* of Mechanical Engineering, University of Toledo, 1987-1991
- *Assistant Professor* of Mechanical Engineering, Purdue University-Fort Wayne, 1985-1987

EDUCATION

- Ph.D., Mechanical Engineering, University of Iowa, 1985
- M.S., Civil Engineering, University of Iowa, 1980
- B.S., Civil Engineering, University of Iowa, 1979

RESEARCH AREAS

Fatigue of Materials and Structures, Fracture Mechanics, Mechanical Design, Materials Mechanical Behavior, Additive Manufacturing, Multiaxial Fatigue, Elastomeric Fatigue, Fatigue of Polymers

AWARDS AND HONORS

Distinguished University Professor

Fellow of ASME

Received Sigma Xi/Raftopoulos Outstanding Research Award, 2008

Nominated for The University of Toledo Outstanding Teacher Award, 2005

Nominated for The University of Toledo Outstanding Advisor Award, 2004

Received The University of Toledo Outstanding Faculty Research Award, 2002

Received College of Engineering Outstanding Research Faculty Award, 1998

TEXTBOOK

Co-authored the second edition of a graduate level textbook entitled "*Metal Fatigue in Engineering*" with R.I. Stephens of the University of Iowa, R.R. Stephens of the University of Idaho, and H. O. Fuchs of Stanford University. Published by Wiley & Sons, Inc., 2000, ISBN 0-471-51059-9. Reprinted five times and used as a textbook at 50+ US universities.

GRADUATE LEVEL COURSES DEVELOPED AND TAUGHT

• Fatigue of Materials and Structures	• Mechanics of Composite Materials
• Engineering Fracture Mechanics	• Experimental Mechanics
• Vehicle Structural Integrity	• Advanced Mechanics of Materials

Updated: November 2016

REFEREED JOURNAL PUBLICATIONS

112. S. Taheri and A. Fatemi, "Fatigue Crack Behavior in Power Plant Residual Heat Removal System Piping Including Weld Residual Stress Effects," *International Journal of Fatigue*, In Press, DOI: 10.1016/j.ijfatigue.2016.11.004.
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100. S. Sharifimehr, A. Fatemi, S.C. Cha, M.K. Bae, and S.H. Hong, "Fatigue Behavior of AHSS Lap Shear and Butt Arc Welds Including the Effect of Periodic Overloads and Underloads," *International Journal of Fatigue*, Vol. 87, pp. 6-14, June 2016.

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98. M. Eftekhari, A. Fatemi, and A. Khosrovaneh, "Fatigue Behavior of Neat and Short Glass Fiber Reinforced Polymers under Two-Step Loadings and Periodic Overloads," *SAE International Journal of Materials and Manufacturing*, Vol. 9, No. 3, April 2016, doi:10.4271/2016-01-0373.
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3. 5. A. Fatemi and D. F. Socie, "Damage Mechanisms and Life Predictions," *Advances in Fatigue Science and Technology*, NATO Advanced Study Institute, Alvor, Portugal (1988), C.M. Branco and L.G. Rosa, Eds., Series E: Applied Sciences, Vol. 159, pp. 877-890, Klumer Academic Publishers, 1989.
2. A. Fatemi and R. I. Stephens, "Tensile Mean Stress Effects on Uniaxial Fatigue Behavior of 1045 HR Steel," *Fatigue 87, Vol. I, Proceedings of the Third International Conference on Fatigue and Fatigue Thresholds*, R. O. Ritchie and F. A. Starke, Eds., Charlottesville, VA, Vol. I, pp. 537-547, EMAS Publisher, 1987.
1. R. I. Stephens, G. O. Njus, and A. Fatemi, "Fatigue Crack Growth Under Constant and Variable Amplitude Loading of Cast Steel at Room and Low Temperatures," in *Advances in Fracture Research*, ICF-5, Cannes, France, Vol. 4, Pergamon Press, 1981.

CITATIONS TO PUBLICATIONS IN PAST 10 YEARS

Year	Number of Citations to Journal Articles in ISI Web of Science	Number of Citations in Google Scholar
2016 (as of 11/26/2016)	354	831
2015	267	811
2014	368	803
2013	237	786
2012	187	583
2011	231	557
2010	159	398
2009	99	332
2008	115	297
Total	2,583	6,926
h-Index	24	37

DIRECTION OF DOCTORAL STUDENT DISSERTATIONS

20. *Niloofer Sanaei*, PhD Dissertation Title: "Undecided", Expected to graduate in August 2018.
19. *Reza Molaei*, PhD Dissertation Title: "Multiaxial Fatigue Behavior and Modeling of Additive Materials", Expected to graduate in August 2018.
18. *Mohammad Reza Amjadi Kashani*, PhD Dissertation Title: "Polymer Laminate Fatigue Analysis for Application to Automotive Structure". Expected to graduate in August 2018.
17. *Shahriar Sharifimehr*, PhD Dissertation Title: "Multiaxial Fatigue for Automotive Applications", Expected to graduate in December 2017.
16. *Nicholas Gates*, PhD Dissertation Title: "Fatigue Behavior under Multiaxial Stress States Including Notch Effects and Variable Amplitude Loading", Graduated in August 2016 (*Currently at Cummins, Inc.*)
15. *Mohammadreza Eftekhari*, PhD Dissertation Title: "Creep, Fatigue, and Their Interaction at Elevated Temperatures in Thermoplastic Composites", Graduated in August 2016 (*Currently at Ford Motor Company*)
14. *Seyed Vahid Mortazavian*, PhD Dissertation Title: "Fatigue Behavior and Modeling of Short Fiber Reinforced Polymer Composites", Graduated in August 2015 (*Currently at Ford Motor Company*)
13. *Touhid Zarrin Ghalami*, PhD Dissertation Title: "Fatigue Life Prediction and Modeling of Elastomeric Components", Graduated in May 2013 (*Currently at Chrysler Group LLC*)
12. *Nima Shamsaei*, PhD Dissertation Title: "Multiaxial Fatigue and Deformation Including Non-Proportional and Variable Amplitude Loading Effects", Graduated in August 2010 (*Currently Assistant Professor at Mississippi State University*).
11. *Julie Colin*, PhD Dissertation Title: "Deformation History and load Sequence Effects on Cumulative Fatigue Damage and Life Predictions", Graduated in December 2009 (*Currently at Cummins Engine Inc.*).
10. *Ryan J. Harbour*, PhD Dissertation Title: "Multiaxial Fatigue of Rubber Under Variable Amplitude Loading", Graduated in December 2006 (*Currently at Goodyear Tire and Rubber Company*).
9. *Atousa Plaseied*, PhD Dissertation Title: "Mechanical Behavior Characterization and Modeling of Vinyl Ester and Its Carbon Nanofiber Composite Including Strain Rate and Temperature Effects", Graduated in December 2006 (*Currently at the University of Colorado-Denver*).
8. *Hui Zhang*, PhD Dissertation Title: "Short Fatigue Crack Growth Behavior Including Mixed-Mode Loading and Notch Effects", Graduated in May 2006 (*Currently at University of Science and Technology - Beijing*).
7. *Fengjie Yin*, PhD Dissertation Title: "Cyclic Deformation and Fatigue Behavior of Case-Hardened Steels", Graduated in May 2006 (*Currently at 2H Offshore Inc.*).

6. *Mehrdad Zoroufi*, PhD Dissertation Title: "Manufacturing Process Effects on Fatigue Design and Optimization of Automotive Components: An Analytical and Experimental Study", Graduated in December 2004 (*Currently at Iran University of Science and Technology*).
5. *Bing Li*, PhD Dissertation Title: "Deformation and Fatigue Life Behavior of Riveted Joints", Graduated in August 2003 (*Currently at General Motors Corporation*).
4. *William V. Mars*, PhD Dissertation Title: "Multiaxial Fatigue of Rubber", Graduated in August 2001 (*Currently President of Endurica LLC*).
3. *Daiyun Fang*, PhD Dissertation Title: "Biaxial Deformation and Fatigue Behavior including Notch Effects", Graduated in August 2001 (*Currently at Ford Motor Company*).
2. *Jin Qian*, PhD Dissertation Title: "Fatigue Crack Growth under Mixed Mode Loadings", Graduated in March 1995 (*Currently at John Deere*).
1. *Lingsheng Yang*, PhD Dissertation Title: "Mechanical Behavior and Cumulative Fatigue Damage of Vanadium-Based Microalloyed Forging Steel", Graduated in December 1994 (*Currently at Chrysler Group LLC*).

DIRECTION OF MASTERS STUDENT THESES

31. *Bohua Zhang*, MS Thesis: "Evaluation of Porosity on Fatigue Behavior in High Pressure Die Cast Aluminum", Expected to graduate in December 2017.
30. *Mahdi Rajabpour*, MS Thesis: "Evaluation of Cumulative Fatigue Damage Rules and Application to Additive Manufactured (AM) Materials", Graduated in December 2015.
29. *Nick Meyer*, MS Thesis: "Effects of Mean Stress and Stress Concentration on Fatigue Behavior of Ductile Iron", Graduated in December 2014.
28. *Narjess Momeni*, MS Thesis: "Fatigue Damage Accumulation and Life Predictions of the Intervertebral Disc", Graduated in December 2014 (co-advised with Dr. Vijay Goel of Bioengineering).
27. *Stephen R. Mellott*, MS Thesis: "Tensile, Creep, and Fatigue Behavior of Thermoplastics Including Thickness, Mold Flow Direction, Mean Stress, Temperature, and Loading Rate Effects", Graduated in December 2012.
26. *Zachery J. Lopez*, MS Thesis: "Correlations Among Tensile and Cyclic Deformation Properties for Steels and Implications on Fatigue Life Predictions", Graduated in May 2012.
25. *Justin Lindsey*, MS Thesis: "Fatigue Behavior in the Presence of Periodic Overloads Including the Effects of Mean Stress and Inclusions", Graduated in December 2011.
24. *Chad Poeppelman*, MS Thesis: "Axial and Torsion Fatigue of High Strength Steels", Graduated in May 2011.
23. *Sean McKelvey*, MS Thesis: "Influence of Surface Finish on Bending Fatigue of Forged Steel Including Heating Method, Hardness, and Shot Cleaning Effects", Graduated in May 2011.

22. *Nisha Cyril*, MS Thesis Title: "Anisotropy and Sulfide Inclusion Effects on the Monotonic and Fatigue Behaviors of Steels", Graduated in December 2007.
21. *Jonathan Williams*, MS Thesis Title: "Fatigue Behavior and Comparison of Forged Steel and Cast Iron Crankshafts", Graduated in Spring 2007.
20. *Farzin Montazersadgh*, MS Thesis Title: "Stress Analysis and Optimization of Crankshaft under Dynamic Loading Conditions", Graduated in Spring 2007.
19. *Paravardhan S. Shenoy*, MS Thesis Title: "Dynamic Load Analysis and Optimization of Connecting Rods", Graduated in May 2004.
18. *Adila Afzal*, MS Thesis Title: "Fatigue Behavior and Life Prediction of Forged Steel and Powder Metal Connecting Rods", Graduated in May 2004.
17. *Dane McClafflin*, MS Thesis Title: "Torsional Deformation and Fatigue of Hard Steel including Mean Stress Effects", Graduated in December 2001.
16. *Hui Zhang*, MS Project Title: "Low Cycle Fatigue and Deformation", Graduated in August 2000.
15. *Daniel T. Keil*, MS Thesis Title: "Fatigue Life Prediction of a Notched Component", Graduated in May 1999.
14. *Matthew L. Roessle*, MS Thesis Title: "Correlations Among Microstructural Parameters, Tensile Data, and Fatigue Properties for Steels", Graduated in December 1998.
13. *Fen Chen*, MS Project Title: "Threshold Fatigue of Short and Long Fatigue Cracks", Graduated in Spring 1998.
12. *Xinchun Gong*, MS Thesis Title: "Fatigue Crack Growth of Cast Steels Including Threshold Behavior", Graduated in Spring 1997.
11. *David G. Moses*, MS Project Title: "Deformation Prediction of a Case-Hardened Axle Shaft in Torsion Using A Composite Material Model", Graduated in April 1997.
10. *Edwin A. Stanley*, MS Thesis Title: "Effect of Prior Impact Damage on Subsequent Fatigue Behavior of an SRIM Polymer Matrix Composite", Graduated in August 1995.
9. *Gagan Tandon*, MS Thesis Title: "Anisotropy Effects on Fracture Resistance and Near Threshold Fatigue Crack Growth Behavior of Vanadium-Based Microalloyed Steel", Graduated in June 1995.
8. *Mohamed S. Abu-Haiba*, MS Thesis Title: "Creep Behavior, Stress-Strain Response, and Toughness Characteristics of Haynes Alloy 556 at Elevated Temperatures", Graduated in August 1993.
7. *Harry G. Willis Jr.*, MS Project Title: "An Experimental Investigation of Compressive Behavior of a Gasket Material", Graduated in August 1992.
6. *Todd Krukemyer*, MS Thesis Title: "Creep-Fatigue Behavior of a 22Cr-20Ni-18Co Fe Alloy at Elevated Temperatures", Graduated in Summer 1991.
5. *Doo Hwan Kim*, MS Thesis Title: "Design Optimization and Fatigue Performance of a Large Industrial Valve Stem", Graduated in August 1991.

4. *Donald C. Flowers*, MS Thesis Title: "Numerical Simulation of Static and Cyclic Multiaxial Stress-Strain States and Fatigue Life Predictions", Graduated in March 1991.
3. *Swaminathan Subramanian*, MS Thesis Title: "Strain-Path Influence on Multiaxial Fatigue", Graduated in December 1990.
2. *Tim Wehner*, MS Thesis Title: "Mean Stress Effects on Fatigue Behavior of Hardened 1045 Steel", Graduated in May 1990.
1. *Satish C. Reddy*, MS Thesis Title: "Mixed Mode Small Crack Growth in Multiaxial Fatigue", Graduated in June 1990.

DIRECTION OF POSTDOCTORAL FELLOWS AND VISITING SCHOLARS

- *BongLae Jo*, Visiting Scholar, Hyundai Motor Company, Project Title: "Development of Prediction Tool for Fatigue Life of Multiaxial and Complex Loaded Parts", October 2015- August 2016.
- *Maksym Gladskyi*, Post-Doctoral Fellow, National Technical University of Ukraine (Kyiv Polytechnic Institute), Project Title: "Multiaxial Fatigue and Life Predictions", 2009-2012.
- *Zhao-Jing*, Post-Doctoral Fellow, Project Title: "Stress Analysis and Fatigue Life Prediction of Notched Specimens", September 1994-December 1996.

SPONSORED RESEARCH FUNDING AS SOLE PI

- "Multiaxial Fatigue of Additive Manufactured Metals," *US Navy Air Systems Command*, \$385,000, 1/1/17-12/31/19.
- "Strain-Controlled Fatigue Behavior of Cast Aluminum and Cast Magnesium", *BorgWarner Power Drive Systems*, 12/01/16-12/01/17, \$39,000
- "Fatigue Behavior & Modeling of HPDC Aluminum Including Porosity Size and Mean Stress Effect," *Eaton Corporation*, \$160,000, 9/1/15-12/31/17.
- "Co-extruded HDPE Multilayer Material Fatigue for Applications to Fuel Tank," *General Motors*, \$220,000, 6/1/2015-11/30/17.
- "Development of Fatigue Data and Prediction Tools for Multiaxial Fatigue Analysis," *Hyundai Motor Company*, \$164,399, 9/1/15-8/31/17.
- "Development of Prediction Tool for Fatigue Life of Multiaxial and Complex Loaded Parts," *Hyundai Motor Company*, \$105,000, 9/1/15-12/31/16.
- "Strain-Controlled Fatigue Behavior of Cast Aluminum," *General Motors*, \$59,800, 1/1/2016-12/31/16.
- "Development of a Pure-Torsion and Pure-Axial Stress-Life Database for Gear Steels", *Pratt-Whitney*, \$169,500, 7/15/12-12/31/2016.
- "Strain-Controlled Fatigue Performance for Design Optimization of Critical Bar Steel Automotive Applications", *American Iron and Steel Institute*, \$205,100, 4/23/07-12/31/16.

- "Shear Fatigue Properties for Aerospace Materials," *Technical Data Analysis (TDA)*, \$75,000, 9/23/15-8/31/16.
- "Fatigue Behavior and Modeling of Polymeric Materials", *General Motors*, \$626,039, 5/15/2010-8/31/16.
- "Notched Fatigue Behavior of aluminum under Constant and Variable Amplitude Multiaxial Loading," *US Navy Air Systems Command*, \$225,000, 5/1/12-10/31/15.
- "Fatigue of Welded Joints," *Hyundai Motor Company*, \$95,733, 11/1/14-8/31/15.
- "Thermal Fatigue Behavior and Modeling of Polymeric Materials", *General Motors*, \$245,000, 10/15/12-2/28/15.
- "Strain-Controlled Deformation and Fatigue Behavior of Sheet and Cast Aluminum for Structural Durability Design and Evaluation", *General Motors*, \$86,000, 5/1/12-4/30/15.
- "Axial and Bending Fatigue Including Residual Stresses", *Eaton Corporation*, \$158,498, 9/15/10-6/30/15.
- "Development of Analytical Methods and Testing Techniques for Durability Evaluation of Rubber Materials and Components ", *Chrysler LLC*, \$195,000, 3/1/2008-12/31/2016.
- "Strain-Controlled Fatigue Properties of 4037 Steel", *Chrysler Group LLC*, \$11,930, 5/1/12-12/31/12.
- "Axial and Bending Fatigue of Sheet and Bar Steels", *Eaton Corporation*, \$95,500, 9/15/10-5/15/12.
- "Strain-Controlled Deformation and Fatigue Behavior of Sheet and Cast Aluminum for Structural Durability Design and Evaluation", *General Motors*, \$158,240, 3/1/2008-8/31/2011.
- "Surface Finish and Residual Stress Effects on Fatigue Behavior of Forgings", *Forging Industry Educational and Research Foundation and American Iron and Steel Institute*, \$226,200, 1/1/2008-12/31/2010.
- "Metallic Material Classification for Multiaxial Fatigue Damage Accumulation under Variable Amplitude Loading", *Electricite de France*, \$148,000, 10/15/2006-10/15/2008.
- "Assessment of Non-proportional Hardening in Medium Carbon Steel", *DaimlerChrysler Corporation*, \$133,750, 12/1/2005-11/30/2007.
- "Torsional Fatigue Behavior", *MACSTEEL Company*, \$61,671, 9/1/2006-8/31/2007.
- "Fatigue Performance Evaluation of Forged Steel versus cast Iron Crankshafts: A Comparative Study", *Forging Industry Educational and Research Foundation and American Iron and Steel Institute*, \$141,000, 1/1/2005-12/31/2007.
- "Multiaxial Fatigue of Rubber under Variable Amplitude Loading", *Cooper Tire and Rubber Company*, \$80,875, 3/1/2004-8/31/2006.
- "Durability and Optimization Evaluation of Connecting Rods", *American Iron and Steel Institute*, \$120,000, 10/15/2001-6/15/2004.

- "Fatigue performance Evaluation of Forged versus Competing Process Technologies: A Comparative Study", *Forging Industry Educational and Research Foundation and American Iron and Steel Institute*, \$180,000, 11/15/2001-6/15/2004.
- "Strain-Controlled Deformation and Fatigue Behavior for Aluminum Structural Durability Design and Evaluation", *General Motors Corporation*, \$40,000, 9/1/2002-6/30/2003.
- "Strain-Controlled Fatigue Performance for Design Optimization", *American Iron and Steel Institute*, \$64,000, 1/1/2001-8/31/2002.
- "Fatigue Behavior of Riveted Joints", *Ford Motor Company*, \$29,052, 9/1/2001-5/31/2002.
- "Strain-Controlled Deformation and Fatigue Behavior for Structural Durability Design and Evaluation", *General Motors Corporation*, \$85,000, 5/1/2000-12/31/2001.
- "Fatigue Behavior and Life Prediction of Structural Joints", *Ford Motor Company*, \$32,980, 2001.
- "An Experimental Study of Multiaxial Fatigue in Rubber," *Cooper Tire and Rubber Company*, \$36,879, 3/1/1999-12/31/2000.
- "Strain-Controlled Fatigue Behavior of Bar Steels," *American Iron and Steel Institute*, \$75,000, 1/1/1999-12/31/2000.
- "Torsional Fatigue and Deformation of Vanadium-Based Microalloyed Steels," *Edison Industrial Systems Center*, \$90,944, 3/1/1998-8/31/2000.
- "Vehicle Digital Prototype," *Ford, MTS, and Caterpillar* through SAE Fatigue Design and Evaluation Committee, \$21,500, 1998.
- "Deformation and Strain-Controlled Fatigue Behaviors of Structural Suspension Component Materials," *Tenneco Automotive*, \$50,550, 1/1/1998-12/31/2000.
- "Strain-Controlled Fatigue Behavior of Bar Steels Including Fabrication and Processing Effects," *American Iron and Steel Institute*, \$55,000, 6/15/1997-8/15/1999.
- "Fatigue Crack Growth Behavior of Cast Steels Including the Threshold Region," *Deere and Company*, \$51,179, 4/1/1996-8/31/1998.
- "Structural Design and Fatigue Life Prediction Analysis of Spring Over Shocks", *Tenneco Automotive*, \$72,377, 6/15/1995-7/31/1997.
- "Deformation and Fatigue Behavior of Case Hardened Axle Shaft", *DANA Corporation*, \$14,570, 4/1/1995-4/1/1996.
- "Fatigue and Fracture Behavior of V-Based Microalloyed Steel", *Edison Industrial Systems Center*, \$113,000, 7/1/1993-12/31/1995.
- "Fatigue and Fracture of Microalloys", *DANA Corporation*, \$68,700, 7/1/1991-6/14/1993.
- "Mechanical Properties and Strain Hardening of Metallic Sheet Materials", *Bethlehem Steel Corporation*, \$125,000, 10/1/1989-12/31/1991.

- "A New Unifying Approach to Multiaxial Fatigue Damage and Life Prediction", *Ohio Board of Regents*, \$29,000, 1/1/1990-6/31/1991.
- "Strain-Path Shape Effects on Multiaxial Fatigue", *Purdue Research Foundation*, \$3,900, 5/1/1986-8/31/1986.

RESEARCH FUNDING AS CO- PI

- "Multi-Material Multi-Process Optimization," *Defense Logistic Agency through Advanced Technology Institute*, \$360,000, CO-PI (PI: Dr. M. Vonderembse), 7/1/08-5/31/2011. Dr. Fatemi's share was 50% of the grant.
- "Design and Manufacturing Process Technology for High Performance Polymer Nanocomposites", *Army Research Office*, \$900,626, CO-PI (PI: Dr. A. Afjeh), 7/01/2005-6/30/2006.
- "Distributed Focused Manufacturing for Polymer Nano-Composites", *Army Research Office*, \$1,874,900, CO-PI (PI: Dr. A. Afjeh), 7/01/2003-6/30/2005.

INTERNAL RESEARCH GRANTS

- "A State of the Art Material Fatigue and Fracture Testing System," *College of Engineering Collaborative Research Grants*, (Co-PI: Dr. S. Jabarin,), \$38,000, 10/1/1998-9/31/1999.
- "Mean Stress Effects on Cyclic Stress-Strain Response and Fatigue Life", *FRAF University of Toledo*, \$7,700, 2/1/1988-2/1/1989.
- "Mean Stress Effects on Multiaxial Fatigue", *IPFW*, \$4,000, 5/1/1986-8/31/1986.

PROFESSIONAL SERVICE WITHIN THE UNIVERSITY

Department

- Chair of the Department Faculty Search Committee (2015-2016)
- Member of the Freshman Design Class Committee (2009--present)
- Member of the Instructional Laboratory Committee (1999-present)
- Member of the PhD Qualifying Exam Committee (1995-present)
- Member of the Material, Mechanics, and Design Focus Group (1994-present)
- Chairman of the Department Personnel Committee (1993-1994, 2005-2006, 2008-2009)
- Member of the Search Committee for Academic Resource Analyst (2008)
- Member of the Department Personnel Committee (1993-1995, 2003-2008)
- Chairman of the Graduate Program Committee (2008)
- Member of the Undergraduate Program Strategic Plan Committee (2008-present)
- Chairman of the Department Faculty Search Committee (1997-1998, 2003-2004, 2006-2007)
- Group Leader for Material, Mechanics, and Design Focus Group (1994-2007)
- Member of the Graduate Advisory Committee (1994-2007)
- Member of the Department Faculty Search Committee (1994-1995, 1996-1997, 1997-1998, 1999-2000, 2001-2002, 2003-2004, 2006-2007)
- Member of the Facility Planning Committee (1994-1995)

- Member of the Curriculum Committee (1989-1994)
- Member of the Area of Concentration Committee (1990)
- Member of the Computer Utilization in Curriculum Committee (1989)
- Graduate Seminar Coordinator (1988 and 1989)
- Member of several Dissertation and Thesis Defense Committees (other than as advisor) (1987-present)

College

- Chair of the College of Engineering Committee on Reappointment, Promotion, and Tenure (2016-2017)
- Chair of the College of Engineering Executive Committee (2011-2012, 2014-2015)
- Member of the College of Engineering Executive Committee (2010-2015)
- Member of the College of Engineering Committee on Reappointment, Promotion, and Tenure (1996-1998, 2014-present)
- Member of Advisory Board of the Institute for Advanced Materials and Sustainability (2007-2010)
- Member of Associate Dean Search Committee (1999-2000)
- Chair of the Ad-Hoc College Elections Committee (1999-2000)
- Chairman of the College of Engineering Dean Search Committee (1998-1999)
- Chairman of the Engineering Committee on Academic Personnel (1998-1999)
- Member of the Engineering Committee on Academic Personnel (1996-1999)
- Member of the ME/IE Merger Committee (1994-1995)
- Member of the Engineering Mechanics Doctoral Committee (1987-1995)
- Member of the Manufacturing Curriculum Committee (1992-1993)
- Member of the Technorama Committee (1990-1991)
- Member of the Flexible Manufacturing Systems Committee (1989-1991)
- Member of the Teaching Load Review Committee (1990)

University

- Member of the President Search Committee (2014-2015)
- Member of the University Council (2014-2015)
- Member of the Graduate Council (2013-2016)
- Member of the Main Campus Strategic Planning Steering Committee (2012-2014)
- Member of the Graduate Program Review Committee (2012-2014)
- Member of the Doctoral Programs Review Committee (2009-2014)
- Member of the Selection Committee for Outstanding Faculty Research Award, (2006-2007, 2010, 2011)
- Member of the Selection Committee for Sigma Xi/Raftopoulos Outstanding Research Award, (2009, 2010)
- Member of the Research Council, (2005-2009)
- Member of the Provost Search Committee for Main Campus (AY 2006-2007)
- Member of the Selection Committee for Outstanding Faculty Research Award, (2006-2007, 2010)
- Member of the NEG Endowed Chair in Silicate & Materials Science Search Committee (2002-2003)
- Member of the Academic Program Advisory Committee, APAC (1997-2000)
- Member of the Faculty Senate (1998-2001)
- Member of the Membership Committee of the Graduate Council (1995-1996)
- Member of the Materials Science Program Task Force (1994-1997)
- Member of the International Students Academic Review Committee (1988-1991)
- Member of the Ohio Aerospace Institute Scholarship and Internship Committee (1991-1992)

PROFESSIONAL SOCIETY MEMBERSHIP AND SERVICE

- Fellow of the American Society of Mechanical Engineers (ASME)
- Member of the American Academy of Mechanics
- Member of Sigma Xi, The University of Toledo Chapter
- Member of the American Society for Testing and Materials (ASTM) Committee E-8 on Fatigue and Fracture
- Member of the Society of Automotive Engineers (SAE) Fatigue Design and Evaluation Committee
- On the Editorial Board of *International Journal of Fatigue*
- On the Editorial Board of Journal of *Theoretical and Applied Fracture Mechanics*
- On the Editorial Board of Journal of *Advances in Mechanical Engineering*
- Co-Editor of the *International Journal of Fatigue Special Issue on Multiaxial Fatigue 2016*
- Co-Editor of the *Engineering Fracture Mechanics Special Issue on Crack Paths 2015*
- Co-Editor of the *Engineering Fracture Mechanics Special Issue on Multiaxial Fracture 2013*
- Co-organizer of the SAE session on CAE Durability Analysis and Applications for the *SAE World Congress and Exhibition*, Detroit, MI (2010-2014).
- On the International Scientific Committee of the 3rd *International Conference on Material and Component Performance under Variable Amplitude Loading (VAL 2015)*, Prague-Czech Republic, March 2015.
- On the International Scientific Committee of the 5th *International Conference on Fatigue Design*, Senlis-France, November 2013.
- On the International Scientific Committee of the 4th *European Conference of Mechanical Engineering (ECME'13)*, Paris-France, October 2013.
- On the International Scientific Committee of the 7th *International Conference on Low Cycle Fatigue (LCF7)*, Aachen-Germany, September 2013.
- On the International Scientific Committee of the *International Conference on Multiaxial Fatigue and Fracture* (9th in Parma-Italy in June 2010 and 10th in Kyoto-Japan in June 2013).
- On the International Scientific Committee of the 2nd *International Conference on Material and Component Performance under Variable Amplitude Loading*, Darmstadt, Germany, March 2009.
- Reviewer of about 15 papers a year for several journals including *International Journal of Fatigue*, *J. of Fatigue and Fracture of Engineering Materials and Structures*, *J. of Engineering Fracture Mechanics*, *ASME J. of Materials and Technology*, and *J. of Materials Science*.
- Served on Review Panel for *National Science Foundation*.

November 27, 2016

Faculty Search Committee
Department of Mechanical Engineering
University of Memphis

Dear Search Committee,

I am interested in the position of Professor and Chair of the Department of Mechanical Engineering at the University of Memphis. Currently I am a Distinguished University Professor at The University of Toledo* (one of 2 in the College of Engineering) in the Department of Mechanical, Industrial and Manufacturing Engineering. I believe my teaching, research, and service/administrative experience are in line with the qualifications advertised for this position.

My experiences and qualifications in teaching, research, and service/administrative areas are detailed in my CV. However, I like to mention a few highlights. With regards to teaching, I have been consistently rated amongst the most effective teachers with teaching evaluations significantly better than average. I have co-authored a senior/graduate level textbook (*Metal Fatigue in Engineering*) which is the leading book in the field and is used at 50+ universities in the US alone. I have directed dissertations of 20 doctoral students and 31 theses of MS students, as well as working with several post-doctoral fellows.

My research is in general areas of material mechanical behavior (particularly fatigue and fracture) and manufacturing (particularly additive manufacturing). I have made significant contributions to these areas with 200+ fully refereed publications and 2500+ citations in *ISI Web of Science* (h-index 24) and 6900+ citations in *Google Scholar* (h-index 37). As an internationally recognized scholar for conducting pioneering work on several of these areas, I have been a keynote speaker at many international conferences. I have conducted sponsored research on 47 research projects with a funding of about \$6M as PI and \$3M as Co-PI.

In terms of administrative experience, I provided leadership for department's Mechanics and Design focus group consisting of 8 faculty for 14 years, chaired several faculty search committees (including last year, resulting in hiring two faculty members), chaired the department and college P&T committees (including currently chairing the college P&T committee), and participated in ABET preparation. I have also chaired the college Executive Committee, chaired the college Dean Search Committee, and served on President and Provost search committees, the university doctoral program review committee, the university Research Council, the Faculty Senate, and several strategic planning committees.

I will be happy to supply any additional information you may need. Thank you for your consideration.

Sincerely,



Ali Fatemi, PhD and ASME Fellow
Distinguished University Professor
The University of Toledo

**The University of Toledo is a comprehensive university with 12 colleges and about 21000 students and about 1000 faculty. The College of Engineering has about 4000 students and about 90 faculty in six departments. The Mechanical, Industrial and Manufacturing department has 20 faculty and about 900 undergraduate and about 100 graduate students.*

List of References for Dr. Ali Fatemi

Dr. Nagi Naganathan, Currently Professor and Dean
Named President of Oregon Institute of Technology
College of Engineering
The University of Toledo
Toledo, OH 43606
Nagi.Naganathan@utoledo.edu
419-530-8000

Dr. Abdy Afjeh, Professor and Chair
Mechanical, Industrial and Manufacturing Engineering
The University of Toledo
Toledo, OH 43606
abdollah.afjeh@utoledo.edu
419-530-8205

Dr. Samir Hefzy, Associated Dean of Graduate Studies
College of Engineering
The University of Toledo
Toledo, OH 43606
Mohamed.Hefzy@utoledo.edu
419-530-6086



COLLEGE OF ENGINEERING
THE UNIVERSITY OF TOLEDO

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December 21, 2016

Search Committee
University of Memphis
Main Campus

Re: Recommendation letter for Professor Ali Fatemi

It is with great pleasure and enthusiasm that I write this letter of recommendation for Dr. Ali Fatemi supporting his application for a Professor Chair position in Mechanical Engineering at the College of Engineering at Memphis University. I have known him as a colleague since he joined the faculty in our College of Engineering in 1987.

I am currently Professor of Mechanical Engineering and the Associate Dean of Graduate Studies and Research Administration of the College of Engineering and served as the Director of the Graduate Programs of the Department of Mechanical, Industrial and Manufacturing Engineering (MIME) for eight years. My research laboratory has been supported by grants from the Whitaker Foundation, the National Sciences Foundation (NSF) and the National Institutes of Health (NIH). I have also received the University of Toledo Outstanding Faculty Research Award, the College of Engineering's Outstanding Teacher Award, the Outstanding Research Mentoring Award, the Distinguished Service Award from the ASME, and the Award for Excellence in Outreach and Engagement from The University of Toledo. My point is that I have recognized expertise and experience that allows me to address your expectations as they relate to Dr. Fatemi's qualifications in the three areas used to evaluate faculty: a) scholarship, b) teaching, and c) service to the University Community.

Since 1987, I have observed Dr. Fatemi developing himself and establishing a national and international recognition in the area of Fatigue and Fracture Mechanics. In 2012, and in recognition to his outstanding contributions to the research enterprise at the University, Dr. Fatemi was appointed as a University Distinguished Professor of Mechanical, Industrial and Manufacturing Engineering. He has also received in 2002 and in 1998, the University of Toledo and the College of Engineering Outstanding Faculty Research Awards, respectively. I would like to point out that Dr. Fatemi has co-authored a graduate level textbook entitled: "Metal Fatigue in Engineering" with colleagues from the Stanford University, the University of Iowa and the University of Idaho.

Dr. Fatemi played a critical role in developing relationships with companies interested in partnership with the University of Toledo on fatigue failure. While developing his research program at the UT, Dr. Fatemi supervised 3 postdoctoral associates in further enhancing their research training, 17 doctoral students obtained their doctoral degrees, 31 students finishing their masters' theses, and many undergraduate students conducting research while finishing their undergraduate degrees. Dr. Fatemi has also mentored several high school students by bringing them to his lab.

In the following, a summary of Dr. Fatemi's accomplishments is presented in order to evaluate and assess his research and scholarship in this field of fatigue and fracture mechanics:

1) Presentations to Fatemi's peer audience through publications, seminars, reports, presentations, shows, recitals, patents, etc:

- a) 112 refereed journal papers. Some of these papers were published in the prestigious International Journal of Fatigue, International Journal of Fracture, and Journal of Materials Science and Engineering. This publication record is very impressive considering that all of the published work covers leading experimental and theoretical research on the development of multi axial fatigue theories. Considering the fact that experimental research is typically time intensive, and more so in a new area, Dr. Fatemi's research accomplishments are outstanding. **Clearly, if this research work had not been of highest quality and at the cutting edge,** the US Navy Air Systems Command, Eaton Corporation, general Motors, Hyundai Motor Company, and Daimler Chruysler Corporation, among other industries would not have supported it to an approximate level of \$5 million dollars as PI and \$3 million dollars as Co-PI.
- b) Dr. Fatemi's pioneering work in the area of multi axial fatigue has been cited numerous times by other investigators; a total of 2,583 citations in the ISI Web of Science and 6.926 in Google Scholar. His h-index is 24 in the ISI web of science and 37 in Google scholar.
- c) 8 refereed book chapters on fatigue damage.
- d) 89 refereed conference papers that appeared in the proceedings of different national and international meetings and conferences.

2) Awards received by Dr. Fatemi in recognition of his accomplishments and scholarships:

- a) Recognized as a Distinguished University professor since 2012.
- b) Recognized as a Fellow of the ASME.
- c) Received the University of Toledo Sigma Xi Outstanding Research Award in 2008.
- d) Received the University of Toledo Outstanding Faculty Research Award in 2002.
- e) Received the College of Engineering Outstanding Research Faculty Award in 1998.

3) Research grant and scholarship support received by Dr. Fatemi:

Dr. Fatemi received grants as a PI with a total amount of nearly **\$5 million dollars** received from national and regional sponsors including the US Navy Air Systems Command, Eaton Corporation, General Motors, Hyundai Motor Company, Pratt-Whitney, American Iron and Steel Institute, Chrysler LLC, Electricite de France, Daimler Chrysler, Cooper Tire and Rubber Company, Ford Motor Company, Edison Industrial Systems Center, and Tenneco Corporation. In addition, he received grants as a Co-PI with a total amount of nearly **\$4 million dollars** received from the Army Research Office and the Defense Logistic Agency.

At the University of Toledo, Dr. Fatemi has been an exemplary faculty member, dedicated to his profession and contributing in the areas of teaching, research and service. Keeping in mind the continually ongoing debate of research vs. teaching, it is important to realize that Dr. Fatemi's outstanding contributions in research did not occur at the expenses of his other teaching and service duties:

- In the area of teaching, Dr. Fatemi is an accomplished and devoted teacher. He was nominated for one of the UT's Outstanding Teacher and Outstanding Advisor awards. His innovative pedagogy

and use of instructional technology is evidenced by his co-authoring a graduate level textbook entitled: "Metal Fatigue in Engineering"

- In the area of service, and because of his expertise, Dr. Fatemi has been called upon numerous times to serve as a reviewer for the National Science Foundation. He has also served and continues to serve on the editorial board of the prestigious International Journal of Fatigue and Advances in Mechanical Engineering. He was the co-editor of several special issues on multiaxial fatigue and multi axial fracture.

It is because Dr. Fatemi's dedication to his profession and contributions as a faculty member in the areas of teaching, research and service that he was unanimously recommended for promotion to Full Professor with tenure at the University of Toledo in 1996. In October 2012, he was recommended to be elevated to a Distinguished University Professor. He was asked to serve as a consultant for Electricite de France because of his knowledge an expertise in multi axia fatigue.

Dr. Fatemi is also very engaged at the department, college and university levels. I have worked with her on many aspects related to graduate education. As a leader, Dr. Fatemi is a member of the University Graduate Council (2013-2016), and served as a member of the University Council (2014-2015) and for 2 years as a member of the Main Campus Strategic Planning Steering Committee (2012-2014). He has also served as a member of the selection committee for Outstanding Faculty Research Award for several years. At the College level, Dr. Fatemi served as the Chair of the College of Engineering Executive Committee twice, 2011-2012 and 2014-201, and a member of this very important committee from 2010 to 2015. He also served as the Chair of the College of Engineering Committee on Reappointment, Promotion and Tenure (2016-2017).

In summary, Dr. Fatemi is a strong leader and an outstanding teacher and excellent researcher. He has a strong background in Fatigue and Fracture Mechanics. He is very dedicated to his work, especially to his professional career. He is very thorough and diligent in his work. I am confident that he will provide strong academic and professional leadership in any institution he serves at. As exemplified amply by his multifaceted contribution during his residency at the University of Toledo, I am confident that he will make an equally or even more important and long-lasting contribution to your institution. Therefore, I support his application with a high level of enthusiasm.

If I can be of further assistance, please do not hesitate to contact me in Toledo at (419)-530-6086 or fax me at (419)-530-7392 or E-mail me at: mhefzy@eng.utoledo.edu.

Thank you for your consideration.

Sincerely,



Mohamed Samir Hefzy, Ph.D., P.E., ASME Fellow
Professor and Associate Dean of Graduate Studies and Research Administration
Director of Assistive Technology and Biomechanics Laboratory
College of Engineering



201 Engineering Administration Bldg.
Memphis, Tennessee 38152-3170

Office: 901.678.2171

www.memphis.edu

May 18, 2017

Dr. Ali Fatemi
Distinguished University Professor
Director, Fatigue and Fracture Research Laboratory
Mechanical, Industrial, and Manufacturing Engineering Department
The University of Toledo
Toledo, OH 43606

Dear Dr. Fatemi:

It is my pleasure to offer an appointment as Full Professor and Chair of the Department of Mechanical Engineering effective August 21, 2017. Your base academic salary will be \$187,000, which includes a 7% stipend as long as you remain chair. Additionally, you will receive 5/32 of your base salary for administering the department during the summer for a total salary of \$216,219. You will be expected to continue your research activities throughout the summer. The total amount of summer compensation can be up to 33 1/3% if generated from external sources.

In addition to being named Chair of Mechanical Engineering, you will hold the title of Ring Companies Chair. The proceeds from the endowed chair position will provide \$24,000 toward your academic year salary on a continuing basis. You will have access to the remainder of the budgeted funds from this endowment for discretionary spending. Departmental chairs serve at the pleasure of the Dean; however, the College of Engineering has implemented five-year terms with a review and opportunity for reappointment at the end of each term. The Ring Companies Chair is subject to three-year terms with a review and opportunity for unlimited reappointments.

Once you have accepted the position, we will offer expedited tenure review for the academic year 2017- 2018. Once University-level approvals have been secured, your application will be forwarded to the University of Memphis Board of Trustees for consideration at their next regular meeting.

I am prepared to offer you the following incentives if you accept the position:

- Research equipment as needed for up to \$500,000
- Opportunity to hire one new assistant professor by August 2018. In addition, you will be able to hire a second new assistant professor by August 2019, subject to the availability of funds. As the enrollment grows, additional faculty lines are expected that will maintain student to faculty ratios at or below the current level in Engineering
- adequate laboratory space and renovations to accommodate needed air/gas/power utilities to conduct your research
- a moving allowance of up to \$10,000

A Tennessee Board of Regents Institution
An Equal Opportunity Affirmative Action University

In addition to your administration and service in the Department (50%), your responsibilities will include other faculty duties (50%). The research compensation program allows faculty to enhance their 9- month institutional base pay upon successful solicitation of external grants and contracts. You may negotiate with the Dean and receive up to a maximum of 50% of non-administrative base pay as an additional salary amount. This compensation would come from the salary recovery received by your department as the result of your externally funded research program.

To process your appointment, we will need to have an official transcript. Please have the institution that awarded your highest degree submit an official transcript directly to The University of Memphis, Office of Faculty Administrative Services, 374 Administration Building, Memphis, TN 38152-3120.

The foregoing contract terms are contingent upon the approval of the Provost, President of the University, and the University of Memphis Board of Trustees. I would, however, appreciate it if you would indicate your willingness to accept the terms of the position as outlined by signing in the space indicated below. You will not be bound to these terms until you accept the formal contract offer itself. Please return the original signed document to me within 10 days. Shortly after you return this offer letter, you will receive an email from "Application Station" asking you to fill out a form. Please watch for this email, as it triggers the final step in the hiring process.

I look forward to your early response and hope to welcome you here in August 2017.

Sincerely,


Richard J. Sweigard, Dean

I accept these terms of employment.


Signature

19 May 2017
Date

The University of Memphis
Memphis, Tennessee 38152

NOTICE OF TENURE-TRACK APPOINTMENT AND
CONTRACT AGREEMENT OF EMPLOYMENT FOR FACULTY

TO: DR. ALI FATEMI
HERFF COLEGE OF ENGINEERING
THE UNIVERSITY OF MEMPHIS
MEMPHIS, TN 38152

This is to confirm my appointment to a position as FULL PROFESSOR AND CHAIR in the DEPARTMENT OF MECHANICAL ENGINEERING for the ACADEMIC YEAR at an annual salary of \$187,000. This also confirms that, during the term of my appointment, I will be eligible for any benefits that are currently available through the University of Memphis. This appointment is effective 08/21/2017, subject to the terms and conditions hereinafter set forth and my acceptance thereof:

1. This appointment is made subject to the laws of the State of Tennessee, the requirements and policies of the Board of Trustees, and the requirements and policies of this institution. Any renewal of this appointment through a Notice of Renewal of Tenure-Track Appointment for Faculty or Notice of Renewal of Tenure-Track Appointment and Amendment of Agreement of Employment for Faculty will be subject to all laws, requirements and policies in effect at the time of renewal. To be valid and binding, such renewal must be fully executed by all parties.
2. The above stated salary is contingent upon my completion of service for the full term of this appointment. The salary for an academic year appointment will accrue at the rate of one-half for each academic semester, and will be payable at the rate of one-twelfth of the amount for each month from September through August. The salary for a fiscal year appointment will accrue and be payable at the rate of one-twelfth for each completed month of service, or in the event of failure to complete the specified term of the appointment, salaries will be prorated in accordance with the policies of the institution.
3. This appointment and the above stated salary are in consideration of my successful performance of the duties and responsibilities assigned to me as a full-time faculty member of this institution, and such additional duties as may be assigned to me from time to time, subject to the policies of the department or other area of assignment, and subject to the supervision and direction of appropriate representatives of this institution.
4. A specific condition of this contract is my agreement to participate in an annual evaluation of my assigned duties and responsibilities.
5. Academic year appointments include no obligation for or guarantee of summer session employment.
6. A Request for Immediate Tenure effective October 2017 has been submitted to the Provost and President and will be submitted to the Board of Trustees for review and approval. The



The University of Memphis is an Equal Opportunity/Affirmative Action University.
It is committed to education of a non-racially identifiable student body.

minimum requirements and conditions for the award of tenure by the Board of Trustees upon completion of the probationary period are set forth in University's Academic Freedom Policy 1606 and University's Tenure Policy 1290. Requirements and conditions for the recommendation of tenure by this institution are set forth in the policies of the institution and are incorporated by reference as if fully set forth herein. Tenure may only be awarded by positive action of the Board of Trustees.

7. I agree to abide by the policies of the Board of Trustees and of this Institution regarding Intellectual Property (University Policy 1607), and hereby acknowledge my responsibilities under those policies to disclose and possibly assign (as required under policy) Intellectual Property developed by me, either solely or jointly with others, during the term of my employment, and to otherwise assist the Institution as required by policy in protecting rights it may have in that Intellectual Property.
8. By acceptance of this appointment, I agree to abide by the terms of the Drug-Free Workplace Act of 1988 as defined in published institution statements and policy. I also agree to notify the Department of Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than five days after such conviction.
9. My employment with the University of Memphis is contingent upon completion of the Form I-9 as required by law to certify work eligibility. The I-9 form is required to be completed and signed on or before the first day of employment. The first day of employment is the first day of the semester. Failure to do so will result in termination of employment.
10. The method of payment at the University of Memphis is through direct deposit to a checking or savings account at a bank or credit union. I agree to provide the necessary account number(s) for deposit of my salary/wages.
11. It is a Class A misdemeanor to misrepresent academic credentials.
12. Employment offers and continued employment are contingent upon receiving a satisfactory background report.
13. I agree to abide by all applicable laws, including but not limited to, the Family Education Rights and Privacy Act (FERPA).
14. The following special conditions shall govern the appointment:
 - ✓ **My appointment as professor is subject to normal tenure policy and I will be recommended for tenure upon hire with the final official approval occurring in the October 2017 meeting of the Board of Trustees.**
 - ✓ **Tenure and promotion are subject to the approval of the University of Memphis Board Of Trustees. Administrative duties are non-tenurable.**
 - ✓ **My salary includes a 7% stipend for serving as chair. If for any reason, it is determined that I will no longer serve as chair, this stipend will be relinquished.**
 - ✓ **Additionally, I will receive 5/32 of my base salary for administering the department during the summer for a total salary of \$216,219.**
 - ✓ **I will be expected to continue my research activities throughout the summer. The total amount of summer compensation can be up to 33 1/3 if generated from external sources.**
 - ✓ **In addition to being named Chair of Mechanical Engineering, I will hold the title of Ring Companies Chair.**

- √ The proceeds from the endowed chair position will provide \$24,000 toward my academic year salary on a continuing basis. I will have access to the remainder of the budgeted funds from this endowment for discretionary spending.
- √ Department chairs will serve at the pleasure of the Dean; however, the College of Engineering has implemented five-year terms with a review and opportunity for reappointment at the end of each term.
- √ The Ring Companies Chair is subject to three-year terms with a review and opportunity for unlimited reappointments.
- √ I will have access to research equipment as needed for up to \$500,000.
- √ I will have the opportunity to hire one new assistant professor by August 2018. In addition, I will be able to hire a second new assistant professor by August 2019, subject to the availability of funds. As enrollment grows, additional faculty lines are expected that will maintain student to faculty ratios at or below the current level in Engineering.
- √ In addition to my administration and service in the Department (50%), my responsibilities will include other faculty duties (50%).
- √ The research compensation program allows faculty to enhance their 9-month institutional base pay upon successful solicitation of external grants and contracts.
- √ I may negotiate with the Dean and receive up to a maximum of 50% of non-administrative base pay as an additional salary amount. This compensation would come from the salary recovery received by my department as the result of my externally funded research program.
- √ I will have access to adequate laboratory space and renovations to accommodate needed air/grass/power utilities to conduct my research.
- √ The department will provide a moving allowance of \$10,000, which will be paid on your first payroll disbursement in September. Applicable withholding taxes will be withheld from the allowance.
- √ I will have an official transcript of my highest degree awarded submitted to the University of Memphis by the close of my first semester of employment.
- √ The foregoing contract terms are contingent upon the approval of the Provost, the President of the University and the Board of Trustees, if necessary.

I accept the appointment described above under the terms and conditions set forth by signing this contract and returning the original to the Office of Faculty Administrative Services, Administration Building 374 within fifteen days after received.

8-22-2017
Date


Ali Fatemi, Appointee

8-29-2017
Date

Karen Weddle-West
Provost

8/29/17
Date


President

6. Overview of Degree Programs as requested by Board of Trustees

Presentation

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: October 4, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Presentation: Overview of Degree Programs**
i. Undergraduate Programs
ii. Graduate Programs and Certificates
iii. Accelerated Bachelor's/Master's
iv. Fall 2017 Enrollment by Degree and Major

Recommendation: Informational; no action required

Presented by:

Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

As requested, Dr. Weddle-West presents an overview of Undergraduate Programs, Graduate Programs and Certificates, and Accelerated Bachelor's/Master's Program for the board to review and identify opportunities for future program development and growth.

Committee Recommendation:

No action required

6.1. Undergraduate Programs

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	African & African American Studies	Program objectives for a B.A. in African and African American Studies are to: (a) define the term "diaspora" and describe the history, scope and impact of the post-Renaissance diaspora of African peoples; (b) critique the experiences of African and African American women within the context of the collective experiences of Africans and African Americans and the world as a whole; (c) apply methodological approaches and analytical skills used in the humanities, the social and behavioral sciences, or the arts to the study of the experiences of Africans and people of African descent in the Diaspora; (d) demonstrate an understanding of the links between African cultural institutions and those of people of African descent in the Diaspora; (e) compare and contrast the history and cultures of peoples of Africa to the history and cultures of peoples of African descent in the Diaspora.	X		X	Civil Rights Advocate, Diversity Coordinator, Community Organizer, Journalist, Policy Analyst
College of Arts and Science	African American Literature	The African American Literature Concentration is designed to familiarize students with the varied chronological development of African American Literature, 1750 to the present. The course offerings offer a full range of approaches, from the study of historical periods and genres to the most recent developments in literary criticism and theory.		X		Civil Rights Advocate, Diversity Coordinator, Community Organizer, Educator Journalist, Policy Analyst
College of Arts and Science	Air Force ROTC/Aerospace Studies	A comprehensive program that offers not only education in the field of Aerospace Studies, but also the opportunity to develop leadership and teamwork skills that will serve you well for the rest of your life.			X	Pilot, Intelligence Officer, Security Forces Officer, Air Battle Manager, Air Force Officer
College of Arts and Science	Anthropology	Program objectives for a B.A. in Anthropology are that students will: (a) demonstrate knowledge of the holistic foundations of anthropology, and core subfields of cultural anthropology, biological anthropology, archaeology, and linguistics; (b) demonstrate critical analysis and independent thought in relation to core constructs, theories, and methods in anthropological works; (c) demonstrate effective written communication skills; and (d) experience and appreciate anthropology's real world applications through enriched learning opportunities such as community-based research, service learning, internships, and study-abroad programs.	X		X	Market Researcher, Social Researcher, Community Development Worker, Charity Officer, International Aid Worker
College of Arts and Science	Area Studies (International Studies)	The International Studies program provides the opportunity to bring the knowledge of several traditional disciplines to bear upon a focal point of human relationships and problems that cross national and cultural boundaries.		X		Diplomat, Foreign Service Officer, Linguist Supervisor, Humanitarian Affairs Advocate, International Human Resource Specialist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Army ROTC/Military Science	The Department of Military Science provides a four-year program of instruction designed to provide qualified college men and women with practical experience in the art of organizing, motivating and leading others.			X	Commissioned Officer Candidate, Army Judge Advocate General's Corps Attorney, Financial Manager, Air Defense Artillery Officer, Engineer Officer
College of Arts and Science	Behavioral Neuroscience	The common goal with this area is to advance understanding of the biological basis of behavior and cognition. In pursuit of this objective we use a wide variety of methods including experimental analysis of animal behavior, <i>in vivo</i> and <i>in vitro</i> neurochemical and electrophysiological measures, and psychopharmacological interventions.		X		Psychologist, Human Factors Specialist, Counselor, Crisis Intervention Counselor, Health Educator
College of Arts and Science	Biochemistry	Program objectives for a B.S. in Chemistry and a B.S.Ch. in Chemistry are: (a) to have a satisfactory knowledge and comprehension of core concepts of analytical, organic, physical, inorganic and bioorganic chemistry; (b) to develop the ability to critically assess and solve problems relating to theoretical and practical aspects of chemistry; (c) to have satisfactory laboratory skills; (d) to have satisfactory presentation skills to communicate chemical concepts and the results of investigations into chemical phenomena, through oral and written discourse and by way of mathematical sciences (e) to have satisfactory basic computer and computational skills; (f) will be satisfactorily prepared for entry level positions in the field, or for admission to graduate or professional school; (g) to demonstrate an understanding of professional ethics and the importance of chemistry in its impact on society.		X		Scientist, Informatics Associate, Microbiologist, Medical Technologist, Chemical Technician

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Biology	Students who earn a B.S. in Biology should attain the following objectives: (a) demonstrate knowledge and comprehension of the principles, concepts, and theories pertinent at each level of biological organization; (b) apply principles of biological classification to the diversity of life and recognize phylogenetic relationships among organisms; (c) demonstrate skills in analytical reasoning and problem solving; (d) function successfully in laboratory and field settings, including the use of basic equipment, techniques, and safety protocols; (e) access, evaluate, and utilize biological information in print and electronic formats; (f) effectively communicate scientific knowledge and experimental results in both oral and written formats; (g) compete successfully for admission to graduate and professional programs and for employment utilizing their academic training.	X		X	Biologist Technician, Conservation Scientist, Nutritionist, Geneticist, Botanist
College of Arts and Science	Chemistry	To provide students with access to the methods, theory, and tools of modern chemical science.	X		X	Chemical Engineer, Analytical Chemist, Forensic Scientist, Toxicologist, Pharmacologist
College of Arts and Science	Chinese	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	Cognitive Science	This minor exposes students to Cognitive Science, the interdisciplinary study of the mind. Courses in the minor come from psychology, computer science, philosophy, and linguistics and provide a framework for addressing issues related to human-computer interaction, theory of mind, artificial intelligence, education, marketing, and many other areas.		X	X	Intelligence Analyst, Multimedia Designer, Human Factors Engineer, Medical Analyst, Human Performance Tester

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Computer Science	Program objective is for students to demonstrate an ability to solve complex problems through the use of computer science, as evidenced by successful entrance into and advancement in the computer science profession. Students should demonstrate an appreciation for lifelong learning and for the value of continuing professional development by pursuing graduate education, professional education or continuing education opportunities, attainment of professional licensure, and/or membership in professional societies.	X		X	Web Developer, Computer Programmer, Business Intelligence Analyst, Network Systems Analyst, Software Systems Developer
College of Arts and Science	Creative Writing	The Undergraduate Creative Writing Program offers the opportunity for students to take courses in three areas: poetry, fiction and creative nonfiction. The program includes literature courses, forms courses that examine the history of a genre from a writer's perspective, and creative writing workshops in fiction, poetry or creative nonfiction.		X		Advertising Copywriter, Arts Administrator, Creative Director, Lexicographer, Journalist
College of Arts and Science	Criminology & Criminal Justice	Program objectives for a B.A. in Criminology and Criminal Justice are: (a) exhibit an understanding of the important functions, organization, and fundamental concepts of the operation of the criminal justice system (police, law/courts, corrections) in a democratic society; (b) acquire knowledge of the development of the components of the criminal justice system from an historical and cross-cultural perspective; (c) know the major theorists and theoretical orientations that help explain criminal behavior; (d) be able to understand, analyze, and critically evaluate basic research and data relevant to crime and the criminal justice system; (e) demonstrate an ability to formulate a thesis and to gather and critically assess information appropriate to a topic under study; (f) have the ability to effectively communicate both in written and oral form; (g) have an understanding of career and educational options that a bachelor's degree in Criminology and Criminal Justice provides.	X		X	Corrections Officer, Fish and Game Warden
College of Arts and Science	Earth Sciences	Program objectives are: (a) be able to demonstrate an understanding of the fundamental principles, concepts and knowledge of the discipline Earth Sciences (b) have knowledge of the effects of natural processes and human activity on the environment; (c) be able to address, solve and communicate geographic problems using quantitative methods and geographic techniques; (d) be able to critically examine community problems and develop coherent solutions to urban and other land management issues; (e) demonstrate effective written, oral and visual communication skills.	X		X	Environmental Consultant, Groundwater Specialist, Geologist, Paleontologist, Geochemist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Emergency Management	The interdisciplinary Emergency Management concentration is designed for students with a diversity of backgrounds and interest in applying that background to emergency management, community resilience to disaster, environmental hazards mitigation, emergency management response, and business continuity/disaster recovery. It will address the following critical knowledge elements: a) the physical and social dimensions of disasters through combining knowledge from various physical, social, and applied disciplines; b) the intersection of public policy to disaster risk, response, and mitigation; c) the intersection of the private, nonprofit, and governmental sectors and how this effects emergency preparedness, mitigation, and recovery; d) sustainable development, planning for and response to extreme events and change in our physical and human landscapes; and e) communication dynamics and persuasive communication in emergencies.			X	Homeland Security Officer, Hospital Emergency Preparedness Administrator, Emergency Dispatcher, Emergency Management Technician
College of Arts and Science	English	Program objectives for a B.A. in English are: (a) to develop skills in critical thinking, reading, and writing; (b) to have opportunities to consider the relationships among language, literature, culture, and writing; (c) to concentrate study of these interrelated areas in one of six endeavors, each with its own particular focus: African American literature, applied linguistics, creative writing, English as a second language, literature, and professional writing.	X		X	Copywriter, Staff Writer, Editor, Media Analyst, Public Information Officer
College of Arts and Science	English as a Second Language	The English as a Second Language (ESL) concentration allows students to focus beyond their core English literature, language, and writing courses. Specialized study in ESL methods and in language assessment provides students with the basic skills needed to teach ESL in the US and abroad.		X		ESL Teacher, ESL Tutor
College of Arts and Science	Environmental Studies	The Interdisciplinary Environmental Studies Minor Program (18 hours) is intended to provide all students with the opportunity to obtain a broad-based knowledge of the environmental issues facing our planet; knowledge that spans the biological-physical threats and solutions, as well as behavioral, social, economic, and design implications. The Environmental Studies Program fosters interdisciplinary study among diverse course offerings in Anthropology, Architecture, Biology, Business, Chemistry, Earth Sciences, Economics, Philosophy, Physics, and Political Science.			X	Environmental Consultant, Public Relations Specialist, Environmental Educator, Sustainability Specialist, Policy Analyst

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	French	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	General Psychology	Program objectives for a B.A. in Psychology are: (a) describe the nature of psychology as a discipline; (b) use the concepts, language, and major theories of the discipline to account for psychological phenomena; (c) demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.		X		Psychologist, Affirmative Action Officer, Employment Counselor, Industrial Relations Arbitrator, Underwriter
College of Arts and Science	Geoarchaeology	Geoarchaeology interweaves geologic techniques, GIS, remote sensing, and geophysical techniques into Archaeology research. Quaternary studies branch out to investigate landscape evolution, climate change, paleoecology, and active tectonics over the last two million years.		X		Geoarchaeologist, Geophysical Surveyor, Marine Geoarchaeologist, Research Associate, Resource Manager, Landscape Historian
College of Arts and Science	Geography	Program objectives are: (a) be able to demonstrate an understanding of the fundamental principles, concepts and knowledge of the discipline Earth Sciences; (b) have knowledge of the effects of natural processes and human activity on the environment; (c) be able to address, solve and communicate geographic problems using quantitative methods and geographic techniques; (d) be able to critically examine community problems and develop coherent solutions to urban and other land management issues; (e) demonstrate effective written, oral and visual communication skills.		X		Cartographer, Commercial Surveyor, Residential Surveyor, Town Planner, Environmental Consultant

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Geology	Program objectives are: (a) be able to demonstrate an understanding of the fundamental principles, concepts and knowledge of the discipline Earth Sciences (b) have knowledge of the effects of natural processes and human activity on the environment; (c) be able to address, solve and communicate geographic problems using quantitative methods and geographic techniques; (d) be able to critically examine community problems and develop coherent solutions to urban and other land management issues; (e) demonstrate effective written, oral and visual communication skills.		X		Geologist, Geochemist, Hydrogeologist, Seismic Interpreter, Mudlogger
College of Arts and Science	German			X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	Global Processes (International Studies)			X		International Trade Consultant Rights Advocate, International Sales Development Officer, Foreign Correspondent Environmental Policy Analyst,
College of Arts and Science	Greek	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Museum Researcher, Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent,
College of Arts and Science	Interdisciplinary Studies	These areas of study are intentionally designed to explore new ways of looking at the problems and issues through coursework that crosses academic departments and traditional academic majors. These programs also place an emphasis on hands-on opportunities for research, field experience, and internships.	X			Broadcaster, Curator, Paralegal, Researcher, Case Manager

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	International Business	The primary objective of the International Business Program is to provide a broad, interdisciplinary education for a career in international business. Through the study of theoretical and practical aspects of the operations of international and multinational business and through work in several liberal arts disciplines	X		X	Account Executive, Job Analyst, Auditor, Insurance Underwriter, Purchasing Agent
College of Arts and Science	International Studies	Our program serves students seeking an understanding of the diverse national perspectives on the challenges confronting today's globalized society.	X		X	Export Operator, International Trade Researcher, Manager Emergency Fund, Interpreter Project Coordinator, Study Abroad Program Advisor
College of Arts and Science	Italian	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	Japanese			X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	Judaic Studies	Bornblum Judaic Studies explores the experience of the Jewish people within the contexts of world cultures. Non-theological in its orientation, it provides students the opportunity to study related areas, including the history of the Jewish people, the structures and politics of Jewish communities, the Hebrew and Arabic languages, and the religious, intellectual, and aesthetic traditions of the Jewish people.		X	X	Researcher, Activism Cultural Community manager, Interfaith Community Manager, Rabbi

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Language and Linguistics	The Language and Linguistics Concentration provides students with the tools necessary to investigate language. Students confront the questions, theories, and methods of exploring language as a system. In addition to the theoretical nature of language study, students explore the real-life implications of language for literature, English as a Second Language (ESL), composition, language development, and the social dimensions of language and linguistics.		X		Linguist, ESL Teacher, EFL Teacher, Lexicographer, Copyeditor/Proofreader
College of Arts and Science	Latin	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Museum Researcher, Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent,
College of Arts and Science	Legal Thought and Liberal Arts	The minor in Legal Thought and Liberal Arts is designed to provide an interdisciplinary liberal arts program for students in any major who intend to enter the legal profession. The minor will be of particular benefit to pre-law students whose majors are more professional in nature and who are not exposed to the broader liberal arts curriculum. Students will be introduced to major intellectual traditions of the West and to ethical, social, and economic issues of significance to our time. The courses in the minor require that students read critically, think logically, and write clearly - attributes required of persons in the legal profession.			X	Pre-Law
College of Arts and Science	Literature	The undergraduate Literature program is designed to familiarize students with many areas of English, American, and European literature. The Literature curriculum offers a full range of approaches, from the study of historical periods and genres to the most recent developments in literary criticism and theory.		X		Publisher, Editor, Marketing Associate, Public Relations Representative, Tutor

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Materials Science	Program objectives for a B.S. in Physics are: (a) Acquire knowledge of core principles in classical mechanics, electromagnetism, thermal physics, quantum mechanics, mathematical methods, optics, and modern physics; (b) ability to discriminate between relevant and irrelevant principles and facts in problem solving; (c) an understanding of research methodology in physics; (d) ability to effectively communicate scientific results in both oral and written reports; (e) ability to use computers for data analysis, literature search, scientific writing, and the ability to use other specialized research equipment; (f) ability to collaborate with other students in and out of the laboratory and during problem-solving sessions.		X		Design Engineer, Materials Engineer, Metallurgist, Technical Sales Engineer, Product Development Scientist
College of Arts and Science	Mathematical Sciences	Program objectives for a B.S. in Mathematical Sciences are to: (a) understand the notion of a real valued function; (b) understand the concept of differentiation and be able to apply the rules of differentiation to functions of one real variable. Be able to use these techniques to solve problems in optimization; (c) understand the use of vector analysis to describe the geometry of higher dimensional spaces; (d) understand how to extend the concepts of the calculus of functions of one variable to higher dimensions; (e) use matrices to solve systems of linear equations and to describe linear transformations; (f) understand abstract structures in mathematics; (g) be able to read and present mathematical proofs including an understanding of the basic types of proofs; (h) be able to formulate their own proofs of simple mathematical statements; (i) be able to use a computer to assist with the solution of mathematical problems; (j) Have advanced knowledge of at least one specialist area of mathematics: Statistics, Mathematics, or Teaching Mathematics.	X		X	Mathematician, Actuary, Statistician, Math Teacher, Research Scientist, Industrial Statistician

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Mathematics	Program objectives for a B.S. in Mathematics are to: (a) understand the notion of a real valued function; (b) understand the concept of differentiation and be able to apply the rules of differentiation to functions of one real variable. Be able to use these techniques to solve problems in optimization; (c) understand the use of vector analysis to describe the geometry of higher dimensional spaces; (d) understand how to extend the concepts of the calculus of functions of one variable to higher dimensions; (e) use matrices to solve systems of linear equations and to describe linear transformations; (f) understand abstract structures in mathematics; (g) be able to read and present mathematical proofs including an understanding of the basic types of proofs; (h) be able to formulate their own proofs of simple mathematical statements; (i) be able to use a computer to assist with the solution of mathematical problems; (j) Have advanced knowledge of Mathematics or Teaching Mathematics.		X		Mathematician, Actuary, Statistician, Math Teacher, Research Scientist, Industrial Statistician
College of Arts and Science	Navy ROTC/Naval Science	The Naval Science program is designed to prepare midshipmen for a career as future officers in the United States Navy and United States Marine Corps. The courses offered teach the proud heritage of the Naval Services, where they are today, and where they are headed. As well as developing students academically, courses promote the development of leadership and decision making skills.			X	Naval Aviator, Flight Officer, SEAL, Submarine Officer, Surface Warfare Officer
College of Arts and Science	Nonprofit Management	The Division of Public and Nonprofit Administration offers an interdisciplinary minor in Nonprofit Management which includes courses that address competencies necessary for work in nonprofit organizations.			X	Housing Director, Life Skills Assistant, Corporate and Foundation Relations Officer, Chief Development Officer, Program Coordinator
College of Arts and Science	Philosophy	Program objectives for a B.A. in Philosophy are (a) to acquire fundamental knowledge reflecting the subdivisions within the discipline; (b) to express a high degree of satisfaction with the program and instruction within the department; and (c) to be able to demonstrate skills which will be beneficial in further study or in their career paths.	X		X	Intelligence Analyst, Journalist, Claims Adjuster Public Relations, Personnel Analyst

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Physics	Program objectives for a B.S. in Physics are: (a) Acquire knowledge of core principles in classical mechanics, electromagnetism, thermal physics, quantum mechanics, mathematical methods, optics, and modern physics; (b) ability to discriminate between relevant and irrelevant principles and facts in problem solving; (c) an understanding of research methodology in physics; (d) ability to effectively communicate scientific results in both oral and written reports; (e) ability to use computers for data analysis, literature search, scientific writing, and the ability to use other specialized research equipment; (f) ability to collaborate with other students in and out of the laboratory and during problem-solving sessions.	X		X	Cryogenicist, Hydrologist, Oceanographer, Rheologist, Acoustician
College of Arts and Science	Political Science	Program objectives for a B.A. in Political Science are: (a) basic understanding of political institutions and processes in the United States and other countries; (b) basic understanding of the ways in which countries interact with one another, directly or through intermediary institutions; (c) basic understanding of the development of political thought; (d) able to apply basic political science methodologies to political science questions; (e) able to analyze and explain political processes and outcome; (f) able to interpret political attitudes, values, and beliefs; (g) have the critical thinking skills necessary for careers in government, business, law, or academia.	X		X	Political Scientist, Criminal Justice, Economic Developer, Personnel Analyst, Elected Public Official
College of Arts and Science	Portuguese	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X		Translator, Hotel Manager, Interpreter, Social Services, Immigration Inspector

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Professional Writing	The Professional Writing Concentration is designed to teach students to write in industry, government, technology, and scientific disciplines. Its courses emphasize: Writing and editing to achieve specific purposes and addressing specific audiences. Producing different types of documents, including instruction manuals, reports, and proposals, and using writing as a tool for learning		X		Professional Writer, Editor/Proofreader, Copywriter, Technical Editor, Development Writer
College of Arts and Science	Psychology	Program objectives for a B.A. in Psychology are: (a) describe the nature of psychology as a discipline; (b) use the concepts, language, and major theories of the discipline to account for psychological phenomena; (c) demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology; (d) describe the basic characteristics of the science of psychology; (e) explain different research methods used by psychologists; (f) design and conduct basic studies to address psychological questions using appropriate research methods; (g) evaluate the appropriateness of conclusions derived from psychological research; (h) generalize research conclusions appropriately based on the parameters of particular research methods; (i) follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research; (j) use critical thinking effectively; (k) use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals; (l) approach problems effectively; (m) describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health); (n) identify appropriate applications of psychology in solving problems; (o) articulate how psychological principles can be used to explain social issues and inform public policy; (p) recognize the necessity for ethical behavior in all aspects of the science and practice of psychology; (q) recognize and understand the importance of academic integrity; (r) recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts; (s) assess and justify engagement with respect to civic, social, and global responsibilities; (t) understand the limitations of psychological knowledge and skills.	X		X	Psychologist, Employment Counselor, Industrial Relations Arbitrator, Underwriter
College of Arts and Science	Public Administration	The Division of Public and Nonprofit Administration offers a minor in Public Administration with courses that address competencies necessary for work in local government and public agencies.			X	Civil Servant, Executive Director, Director of Development, Program Analyst, Education Administrator

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Religious Studies	Designed for students with a diversity of backgrounds and interests in religion, this concentration is a traditional liberal arts field that helps students to develop skills in critical thinking, the analysis of complex issues, and oral and written expression.			X	Campus Religious Coordinator, Public Administrator, Counselor, Editor, Vocational Counselor
College of Arts and Science	Russian	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Tourism Marketing Officer, Policy Analyst, Interpreter, Travel Agent, Import/Export Broker
College of Arts and Science	Social Work	The B.A. program in Social Work is designed to equip students with the knowledge and skills necessary for entrance into the profession of social work as beginning level generalist practitioners. Program objectives for a B.A. in Social Work are: a) apply critical thinking skills within the context of professional social work practice; (b) understand the value base of the profession and its ethical standards and principles, and practice accordingly; (c) practice without discrimination to needs of diverse clientele; (d) apply strategies of advocacy and social change that advance social and economic justice.	X		X	Social Worker, Community Social Worker, Mental Health Social Worker, Substance Abuse Social Worker, Medical Social Worker
College of Arts and Science	Sociology	Program objectives for a B.A. in Sociology are: (a) an understanding of and competence in the major theories, statistical techniques, and methodological approaches of sociology; (b) development of theoretical, substantive, and methodological knowledge to conduct research projects or participate in applied research projects; (c) participation in an internship or discipline related experiences; (d) preparation for employment in a sociology-related field or advanced study in sociology or other graduate field.	X		X	Behavioral Specialist, Urban Planner, Probation Officer, Researcher, Economic Developer

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Arts and Science	Spanish	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) Be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.		X	X	Translator, Hotel Manager, Interpreter, Social Services, Immigration Inspector
College of Arts and Science	Statistics	Program objectives are to: (a) understand the notion of a real valued function; (b) understand the concept of differentiation and be able to apply the rules of differentiation to functions of one real variable. Be able to use these techniques to solve problems in optimization; (c) understand how to extend the concepts of the calculus of functions of one variable to higher dimensions; (d) understand abstract structures in mathematics; (e) be able to use a computer to assist with the solution of mathematical problems; (j) have advanced knowledge of the specialist area of statistics.		X		Mathematician, Actuary, Statistician, Math Teacher, Research Scientist, Industrial Statistician
College of Arts and Science	Women's Studies	This minor exposes students to multidisciplinary approaches to the study of the lives of women, with a special focus upon their racial diversity. Students therefore take courses from both the humanities and social sciences, and study issues of racial diversity as well as gender.			X	Women's Health Advocate, Writer, Family Counselor, Editor, Community Educator
College of Arts and Science	World Languages	Program objectives for a B.A. in World Languages and Literatures are: (a) have functional control of the appropriate fundamental language skills for the principal language of the major. For modern languages, these include speaking, listening, reading, and writing. For ancient languages, these include reading, reciting in a standard scholarly reconstructed pronunciation, and the ability to analyze grammatical structures in detail; (b) be able to describe and critically evaluate the cultural assumptions and points of view of the targeted culture(s) of their principal language of concentration; (c) be able to describe and appreciate the interplay of literature, language, history, and culture in the principal language of concentration.	X			Translator, Hotel Manager, Interpreter, Social Services, Immigration Inspector

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Communication and Fine Arts	Advertising	The advertising program trains students to work in a corporate or agency office doing accounts or creative work. Students learn functions of the advertising business, develop creative strategy, explore media buying and account planning, learn to research target audiences and to execute a campaign. Students compete in the National Student Advertising Competition working with national brands, including Snapple, Pizza Hut and Mary Kay Cosmetics.	X		X	Creative Director, Advertising Sales Agent, Public Relations Specialist, Copywriter, Account Executive
College of Communication and Fine Arts	Architecture	The study of architecture and interior design encompasses both the art and science of design. The focus is on the education of the individual student through a well-rounded approach in a sequence of foundation courses, design studios, and professional/technical courses.	X			Architect, Interior and Spatial Designer, Architectural Technologist, Commercial/Residential Surveyor, Planning and Development Surveyor
College of Communication and Fine Arts	Art	Educates students in visual arts and design from a holistic perspective: practical, theoretical, and historical.	X		X	Curator, Art Critic, Event Planner, Fine Art Salesperson, Art Therapist
College of Communication and Fine Arts	Art Education	The UM Art Education program focuses on empowering future art teachers with the processes and content of quality arts education. Graduates demonstrate competence in a comprehensive approach that includes cross-cultural, thematic, and interdisciplinary art curriculum development.		X		Art Teacher, Community Art Teacher, Ceramics Instructor
College of Communication and Fine Arts	Art History	Program objectives for a B.A. in Art History are: (a) to understand the scope of art in human culture; (b) to acquire the ability to write about art clearly and meaningfully; (c) to acquire knowledge of diverse visual cultures; (d) to acquire the ability to read, write and understand the major terms and concepts of art history; (e) to conduct original research in the discipline.	X		X	Art Conservation and Restoration, Antiquarian Book Dealer, Museum Marketing, Museum Facilities Operation, Heritage Manager
College of Communication and Fine Arts	Communication	Performance: Students will demonstrate competence in producing messages for different purposes, audiences, and contexts. Analysis and Critical Thinking: Students will analyze, interpret and evaluate messages across various forms and contexts. Knowledge: Students will know the development of communication studies from its rhetorical roots through social scientific perspectives to contemporary critical approaches. Ethics: Students will articulate ethical principles and apply them in diverse communication contexts. Mediated Communication: Students will understand the impact of media forms on communication processes.	X	X	X	Executive Producer, Social Media Director, Director of Public Relations, Marketing Communications Director, Corporate Communications Manager
College of Communication and Fine Arts	Composition	Composition focuses on knowledge, aural training, and analytical skills as a basis for composition and scholarly work.		X		Composer, Music Producer, Band Manager, Choral Conductor, Arts Consultant

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Communication and Fine Arts	Dance	The Bachelor of Fine Arts (BFA) in Theatre with a concentration in dance is equivalent to a degree in dance. The degree provides a comprehensive education across the field of dance, particularly through contemporary and modern techniques. A BFA dance student experiences movement practice (Modern, Ballet, Jazz, Tap), performance, choreography, dance description and notation, pedagogy, history, production and technology.			X	Arts Management, Choreographer, Dance Critic, Fundraiser, Television Producer
College of Communication and Fine Arts	Design and Technical Production	Program is designed specifically for students whose interests and abilities strongly suggest potential for pursuing careers as artists for the professional theatre and entertainment industries. The curriculum is structured to introduce students to all aspects of theatre and grow towards a specialization.		X		Actor/Actress, Artistic Director, Booking Agent, House Manager, Vocal Coach
College of Communication and Fine Arts	Graphic Design	The graphic design curriculum covers key aspects of design and visual communication for both the print and digital environment. Instruction in the fundamental concepts of visual communication, current graphic computer applications, methods of developing creative solutions which give meaningful form to ideas and information, and business practices, develop the skills and knowledge necessary for practical application.		X		Graphic Designer, Art Director, Marketing Associate, Creative Director, Product Designer
College of Communication and Fine Arts	Interior Design	The focus is on the education of the individual student through a well-rounded approach in a sequence of foundation courses, design studios, and professional/technical courses. The program of study for each degree program is structured to engage students in the processes and professional standards of design and technology necessary for shaping the built environment.	X			Interior Designer, Architecture Construction Manager
College of Communication and Fine Arts	Jazz and Studio Composing/Arranging			X		Composer, Music Producer, Band Manager, Community Music Instructor, Arts Consultant
College of Communication and Fine Arts	Jazz and Studio Performance	Our Jazz and Studio Music curriculum is designed to prepare students for a professional career performing, composing, researching, or teaching in all fields of music.		X		Musician, Arranger/Copyist, Musicologist, Producer, Music Librarian
College of Communication and Fine Arts	Journalism	The journalism program trains students to work as multimedia journalists for new and emerging digital media, legacy media and media startups. Students can deepen skills in broadcast journalism, sports reporting, investigative journalism, feature writing and public affairs reporting. All classes emphasize writing and multimedia skills, and lead to a capstone experience working for Memphis Mirror.	X		X	Broadcast Journalist, Photojournalist, Foreign Correspondent, Social Media Coordinator, Investigative Journalist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Communication and Fine Arts	Music	Program objectives for a B.M. in Music are: (a) to be prepared for entrance into accredited graduate programs in music; (b) to be prepared to pursue graduate studies in music performance; (c) to be prepared to pursue careers in the music profession. The Bachelor of Music with a major in Music is a professional degree, the requirements for which provide the student with an opportunity for specialization in the traditional disciplines of music and music education.	X		X	Musician, Arranger/Copyist, Ethnomusicologist, Producer, Music Librarian
College of Communication and Fine Arts	Music Business	Undergraduate Music Business majors learn by studying a wide range of topics, including Legal Aspects of the Music Industry, Record Contracts, Music Publishing, Artists Management, Record Company Operations I and II, Internet Marketing and Distribution and International Music Business. The Music Business concentration is designed to combine real-life work experience with classroom instruction in order to prepare graduates for entry and mid-level careers in the music and entertainment industries and for a variety of entrepreneurial opportunities as business owners and independent contractors.		X		Producer, Booking Agent, Music Publisher, Concert Promoter, Artist Manager
College of Communication and Fine Arts	Music Education (Instrumental and Choral)	Our program exposes students to a variety of teaching techniques, learning structures, and academic environments through a variety of field experiences (pre-school through secondary levels), and a year long residency internship. The foundation of the Music Education area is based on a collaboration of current research and practical teaching, in which students are encouraged to seek, evaluate, and appropriately implement current ideas and developments in teaching.		X		Music Teacher, Choral Director, Musicologist
College of Communication and Fine Arts	Music History	Examination of the evolution of music, lyrics, etc. from historical and cultural perspectives.		X		Music Historian, Musicologist, Archivist, Music Librarian
College of Communication and Fine Arts	Music Industry	The Music Business and Recording Technology programs are structured to prepare a marketable student for successful work in today's dynamic music industry.	X			Broadcast Director, Tour Manager, Musicologist, Tour Manager, Tour Publicist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Communication and Fine Arts	Musical Theatre	The BFA degree is a professionally oriented degree specifically designed for students whose interests and abilities strongly suggest the potential for pursuing careers as artists in the resident/professional, community, commercial or academic theatre. The principal objective is to provide the student with the opportunity to concentrate upon studies in performance in order to develop skill mastery, conceptual knowledge, sensitivity to style and vision, a professional attitude, a sense of professional expectations and other capacities appropriate to commence a lifetime involvement in theatre.		X		Actor/Actress, Performing Artist, House Manager, Drama Instructor, Drama Critic
College of Communication and Fine Arts	Performance (Music)	The purpose of applied music is to help students develop technical and interpretive skills on a specific instrument or voice. Private lessons, master classes and solo performances are at the center of this course of study. Participation in large and small ensembles offers additional performance opportunities.		X		Performing Artist, Recording Artist, Orchestra/Band Member, Soloist, General Business Musician
College of Communication and Fine Arts	Performance (Theatre)	The BFA degree is a professionally oriented degree specifically designed for students whose interests and abilities strongly suggest the potential for pursuing careers as artists in the resident/professional, community, commercial or academic theatre. The principal objective is to provide the student with the opportunity to concentrate upon studies in performance in order to develop skill mastery, conceptual knowledge, sensitivity to style and vision, a professional attitude, a sense of professional expectations and other capacities appropriate to commence a lifetime involvement in theatre.		X		Actor/Actress, Performing Artist, House Manager, Drama Instructor, Drama Critic
College of Communication and Fine Arts	Photography	Students prepare for careers in fine art photography (b&w, color, alternative process, digital photography, and mixed media), documentary, freelance editorial, commercial/advertising, portrait, and fashion photography, as well as teaching.		X	X	Portrait Photographer, Commercial Photographer, Scientific Photographer, Pet Photographer, Photojournalist
College of Communication and Fine Arts	Public Relations	The public relations program is offered on campus, online and at the Lambuth campus. In public relations, students learn to engage publics and communicate with stakeholders, shareholders for corporate and nonprofit clients as well as work in an agency setting. Students develop skills in writing, social media, design and audience research, and then use those to execute a campaign for a client. Previous clients have included Memphis Habitat for Humanity and the University of Memphis football team.	X			Marketing Associate, Media relations, Social Media Marketing Coordinator, Marketing Director, Communications Manager

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Communication and Fine Arts	Recording Technology	In the Recording Technology Area, undergraduate students are prepared for entry and mid-level careers such as commercial and independent music production, engineers, sound design and operation for live theatre, and audio system design.		X		Producer, Recording Engineer/Mixer, Studio Manager, Acoustic Consultant, Audio Engineer
College of Communication and Fine Arts	Studio Arts	Students are introduced to a variety of techniques and principles about the nature of painting with the intention of encouraging individual exploration. Undergraduate painting students are required to take courses in the other fine art concentrations. Because contemporary art frequently takes the form of multimedia works, painting students often create works that incorporate other art media such as collage, photography, drawing, sculpture, digital imagery, and installation.		X		Graphic Artist, Painter, Sculptor, Art Critic, Curator
College of Communication and Fine Arts	Theatre	The BFA degree is a professionally oriented degree specifically designed for students whose interests and abilities strongly suggest the potential for pursuing careers as artists in the resident/professional, community, commercial or academic theatre. The principal objective is to provide the student with the opportunity to concentrate upon studies in performance in order to develop skill mastery, conceptual knowledge, sensitivity to style and vision, a professional attitude, a sense of professional expectations and other capacities appropriate to commence a lifetime involvement in theatre.	X		X	Actor/Actress, Artistic Director, Booking Agent, House Manager, Vocal Coach
College of Education	Community Physical Education	Prepares the student to teach and coach children physical activity patterns in community settings.		X		Gym Teacher, Coach
College of Education	Human Development and Learning	Program objectives for a B.S.Ed. in Human Development and Learning are: (a) to promote child development and learning; (b) to build family and community relationships; (c) to observe, document, and assess young children and families; (d) to teach and learn, to design, implement and evaluate experiences that promote positive development and learning for all children. Successful completion of B.S.Ed. requirements with a major in Human Development and Learning will qualify a person to apply for licensure in TN Teacher License: Early Childhood Education (PreK-3).	X			Licensed PreK-3 School Teacher, Teacher Aide, Educational Leader, Educational Consultant

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Education	Integrative Studies	Program objectives for a B.S.Ed. in Integrative Studies are: (a) to understand how learning occurs, how students construct knowledge and acquire skills, and knows how to provided learning opportunities that support their intellectual, social, and personal development; (b) to adapt instructional techniques to youth of diverse cultural and language backgrounds and to students who have exceptional learning needs. Prepares students for TN Teacher License: Middle Schools(4-8) and a non-licensure	X			Teacher, Community Educator
College of Education	Middle Grades Licensure (4-8)			X		Middle School Teacher
College of Education	Secondary Math Licensure			X		Math educator, tutor, coach, supervisor of school mathematics
College of Education	Youth Services (Non-Licensure)			X		Administrator/Director of Programs for School Age Children
College of Education	Teaching All Learners	Program objectives for a B.S.Ed. are: (a) to understand how learning occurs, how students construct knowledge and acquire skill, and to provide learning opportunities that support students' intellectual, social, and personal development; (b) to adapt instructional techniques to students of diverse cultural and language backgrounds and those with exceptional learning needs. Prepares students for TN Teacher License: Elementary Education (K-6) and/or Special Education Modified (K-12)	X			Elementary School Teacher, Community Educator, Teacher of children and adolescents with special needs
College of Engineering	Biomedical Engineering	Biomedical Engineering combines biology and medicine with engineering to advance healthcare through the creation of innovative devices and procedures.	X			Biomechanical Engineer, Rehabilitation Engineer, Clinical Engineer, Bioengineering Researcher
College of Engineering	Civil Engineering	To prepare Civil Engineers who would be responsible for the planning, design, and construction of such projects as bridges, buildings, highways, traffic control systems, and facilities for the treatment of water supplies and waste water. Civil Engineers are also involved in solving the problems of hazardous waste and air pollution.	X			Land Developer, Building Control Surveyor, Nuclear Engineer, Structural Engineer, Environmental Engineer

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Engineering	Computer Engineering	The program is designed to provide students with a satisfying, robust, and quality education in Computer Engineering, leading to professional employment and/or graduate level education. students enrolled in Computer Engineering are offered a curriculum designed to provide a thorough background and understanding of the theoretical and physical principles of computer hardware and software. The intent of the program is to produce graduates who can apply concepts and techniques of mathematics and physics to a variety of analysis and design applications in Computer Engineering.	X	X		Artificial Intelligence, Computer Architecture, Robotics, Operating Systems and Networks, Software Applications
College of Engineering	Construction Engineering	Program objectives are (a) an ability to apply knowledge of mathematics, science, and engineering; (b) an ability to design and conduct experiments, as well as to analyze and interpret data; (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; (d) an ability to function on multidisciplinary teams; (e) an ability to identify, formulate, and solve engineering problems; (f) an understanding of professional and ethical responsibility; (g) an ability to communicate effectively; (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (i) a recognition of the need for, and an ability to engage in life-long learning; (j) a knowledge of contemporary issues; (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		X		Construction Manager, Building Engineer, Highway Engineer, Mechanical Construction Engineer, Electrical Construction Engineer
College of Engineering	Electrical Engineering	Objective is to offer both the fundamental knowledge and hands-on projects through which students acquire the skills necessary to be problems solvers, and to create, advance, and disseminate knowledge in the fields of electrical engineering.	X			Circuit Designer, Control Engineer, Power Systems Engineer, Robotics Engineer, Electronics Technician
College of Engineering	Electrophysics			X		Electrophysics Engineer, Electrophysics Scientist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Engineering	Engineering Technology	Engineering Technology is the profession in which knowledge of mathematics and natural science, gained by higher education, experience, and practice, is devoted primarily to the implementation and extension of existing technology for the benefit of humanity. Engineering Technology education focuses primarily on the applied aspects of science and that portion of the technological spectrum closest to product improvement, industrial practices, and engineering operational functions.	X		X	Automation Design and Development, Process Engineer, Quality Controller, Production Manager, Manufacturing Engineer
College of Engineering	Environmental Engineering	Program objectives are (a) an ability to apply knowledge of mathematics, science, and engineering; (b) an ability to design and conduct experiments, as well as to analyze and interpret data; (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; (d) an ability to function on multidisciplinary teams; (e) an ability to identify, formulate, and solve engineering problems; (f) an understanding of professional and ethical responsibility; (g) an ability to communicate effectively; (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (i) a recognition of the need for, and an ability to engage in life-long learning; (j) a knowledge of contemporary issues; (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		X		Environmental Engineer, Soil Scientist, Engineering Manager, Environmental Technician
College of Engineering	Geotechnical Engineering	Objective is to offer both the fundamental knowledge and hands-on projects through which students acquire the skills necessary to be problems solvers, and to create, advance, and disseminate knowledge in the fields of electrical engineering.		X		Geotechnical Engineer, Superintendent

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Engineering	Mechanical Engineering	Program objectives are (a) an ability to apply knowledge of mathematics, science, and engineering; (b) an ability to design and conduct experiments, as well as to analyze and interpret data; (c) an ability to design a mechanical system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; (d) an ability to function on multidisciplinary teams; (e) an ability to identify, formulate, and solve engineering problems; (f) an understanding of professional and ethical responsibility; (g) an ability to communicate effectively; (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (i) a knowledge of contemporary issues; (j) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	X			Mechanical Engineer, Aerospace Engineer, Maintenance Engineer, Computer and Electronics Parts Manufacturing, Automotive Manufacturing
College of Engineering	Structural Engineering	Program objectives are (a) an ability to apply knowledge of mathematics, science, and engineering; (b) an ability to design and conduct experiments, as well as to analyze and interpret data; (c) an ability to design a structural system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; (d) an ability to function on multidisciplinary teams; (e) an ability to identify, formulate, and solve engineering problems; (f) an understanding of professional and ethical responsibility; (g) an ability to communicate effectively; (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (i) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.		X		Structural Engineer, Civil Engineering Technician
College of Engineering	Systems and Signals			X		Digital Signal Processing Engineer, Image Processing Engineer, Traffic Engineer
College of Business and Economics	Accounting	Our curriculum is designed so our graduates will be knowledgeable in accounting and its functional support of organizations, technologically competent, critical thinkers and problem solvers, effective communicators and team members, and aware of ethical ramifications and global business implications of decisions.	X		X	Corporate Controller, Information Technology Accountant, Finance Director, Risk and Compliance Professional

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Business and Economics	Banking & Financial Services	The Banking and Financial Services Concentration provides students with basic problem-solving and analytical tools necessary to be successful in banking, savings institutions, credit unions, securities firms and investment banks, mutual funds management, managing insurance services firms, and finance companies. Banking and Financial Services is a rigorous and highly respected field of study that prepares students for career options including VP of Commercial Lending, Bank Manager, Investment Banker, Securities Trader, Portfolio Manager, Bank Regulator and Financial Executive.		X		Financial Analyst, Financial Manager, Financial Advisor, Financial Services Sales Agent, Investment Banker
College of Business and Economics	Business Economics	Economics prepares students for positions requiring a broad, general knowledge of the business environment, making economics majors more likely to occupy upper-level management positions.	X		X	Business Analyst, Bank Manager, Market Research Specialist, Investment Analyst, Director of Finance
College of Business and Economics	Business Finance	Prepares students for a wide range of opportunities such as financial analysts, budget analysts, loan officers, stockbrokers, portfolio managers, investment brokers and other financial advisors.		X		Financial Analysts, Budget Analysts, Loan Officers, Stockbrokers, Portfolio Managers
College of Business and Economics	Business Information and Technology	The undergraduate (BBA) degree with a major in BIT has as its goal to produce graduates who are able to function in entry-level information systems positions and who have the basis for continued career growth. Specific BIT courses included in the undergraduate program cover topics such as programming languages, technology involved in computer hardware and system software, methods of analyzing and developing business systems, data management techniques, networking and telecommunications technology, and the management of an entire organization's information resources.	X		X	Application Designer, Systems Specialist, Systems Analyst, IT Security Analyst, Project Manager
College of Business and Economics	Economics	To prepare students for meaningful and responsible participation in a broad range of career opportunities in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical environment within which businesses operate and an appreciation of the impact of business decisions on society; Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.	X			Actuary, Financial Advisor, Credit Analyst, Statistician, Auditor

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Business and Economics	Finance	To prepare students for meaningful and responsible participation in a broad range of finance-related career opportunities in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical financial environments within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.	X		X	Commercial banker, Financial Planner, Investment Banker, Hedge Fund Manager, Estate Planner
College of Business and Economics	Management	To prepare students for meaningful and responsible participation in a broad range of management career opportunities in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical management environments within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.	X		X	Manager, Consultant, Human Resources, Strategic Planner, Operations Manager
College of Business and Economics	Marketing Management	Students majoring in marketing management or supply chain management are prepared for careers that span a wide range of business sectors including consumer & industrial product manufacturers, wholesalers, retailers, services, transportation providers and non-profit organizations. Independent studies and internships allow students to stretch beyond the traditional learning environment by pursuing individual interests through research and practice	X		X	Marketing Manager, Marketing Specialist, Sales Manager, Public Relations Specialist, Account Manager
College of Business and Economics	Project Management	To prepare students for meaningful and responsible participation in a broad range of career opportunities in project management in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical environment within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.			X	Project manager, Construction Project Manager, Technical Project Manager

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
College of Business and Economics	Real Estate	To prepare students for meaningful and responsible participation in a broad range of real estate career opportunities in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical environment within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.		X		Zoning Manager, Appraiser, Commercial Leasing Manager, Escrow Officer, Land Administration Manager
College of Business and Economics	Risk Management and Insurance	To prepare students for meaningful and responsible participation in a broad range of career opportunities in risk management analysis in business, government, and institutional settings, or for advanced professional or graduate education. Knowledge of cultural, global, and ethical environment within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.		X		Operational Risk Consultant, Project Risk & Value Manager, Enterprise Risk & Regulatory Change Director, Strategic Risk Manager, Forensic Consultant
College of Business and Economics	Supply Chain Management	To prepare students for meaningful and responsible participation in a broad range of career opportunities in supply chain management and/or for advanced professional or graduate education. Knowledge of cultural, global, and ethical environment within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.	X		X	Logistics Engineer, Logistics Manager, Analyst, Consultant, Inventory Control Manager
College of Business and Economics	Systems Testing	To prepare students for meaningful and responsible participation in a broad range of career opportunities in systems testing and/or for advanced professional or graduate education. Knowledge of cultural, global, and ethical technical environments within which businesses operate and an appreciation of the impact of business decisions on society. Ability to integrate knowledge from various disciplines to define business problems and research solutions; critical thinking and decision-making skills essential to solving business problems.			X	Test Analyst, Calibration Engineer, Quality Assurance Analyst, Product Tester Refurbishment, Software Tester

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
School of Health Studies	Dietetics	Our curriculum provides foundation, knowledge and skills in the areas of communications, physical and biological sciences, social sciences, research, food, nutrition, management, and health care systems. Graduates of our program are competent in their ability to effectively communicate, apply scientific methods and the nutrition care process, and to use tools of professional management.		X		Dietitian, Nutritionist, Clinical Dietitian, Community Dietitian, Corporate Dietitian,
School of Health Studies	Exercise, Sport, and Movement Sciences	Provides a comprehensive exposure to the field of exercise science, with coursework in areas such as kinesiology, physiology, biomechanics, motor behavior, and exercise programming.		X		Athletic Trainer, Occupational Therapist, Physical Therapy Assistant, Kinesiologist, Sports Psychologist
School of Health Studies	Health Promotion and Lifestyle Management			X		Peer Wellness Coach, Community Health Program Representative, Health Educator, Child Care Licensing Specialist, Health and Wellness Coach
School of Health Studies	Health Studies	The School of Health Studies (SHS) provides students with a quality education focused on the fundamental principles of health, exercise, nutrition, and physical activity, while equipping them with the cutting-edge knowledge and skills needed to fulfill leadership roles in their chosen area of specialty.	X			Community Development Worker, Health Promotion Specialist, Medical Sales Representative, Health Service Manager, Youth Worker

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
School of Health Studies	Healthcare Leadership	Program objectives for a B.S. in Health Studies are: (a) to demonstrate critical thinking skills, specifically in the areas of evaluating evidence and understanding sources; (b) to demonstrate proficiency in written and oral communication and computer utilization; (c) to use knowledge of functional anatomy and biomechanics to analyze and evaluate movement and to prescribe exercises to prevent injuries and enhance performance; (d) to recognize risk factors (i.e., cardiovascular, metabolic, musculoskeletal) and their relationship to physical activity, nutrition and other lifestyle behaviors; identify risk factors, which may require consultation with medical or allied health professionals; (e) to demonstrate an understanding of principles and research-based guidelines for nutrition, body composition, and weight management when analyzing current status and prescribing desirable changes; (f) to demonstrate understanding of the basic principles of program planning, management, evaluation, and administration of health and wellness programs and facilities; (g) to be able to formulate research questions, collect and analyze data, and make appropriate conclusions based on data results.		X		Nurse Consultant, Healthcare Staffer, Human Resources Representative, Intake Program Manager, Eligibility Specialist
School of Health Studies	Physical Education Teacher Education	The student who successfully completes the concentration in Physical Education acquires the knowledge and skills necessary for teaching and coaching in traditional schools as well as community settings. Graduates elect to teach at elementary, middle school, junior high, or high school levels or seek employment with community agencies such as YMCAs, fitness centers, camps and other sport related businesses.	X			Licensed Physical Education Teacher, Fitness and Wellness Coach, Director of fitness centers and community agencies such as YMCA
School of Hospitality and Resort Management	Hospitality and Resort Management	Program objectives of the B.S.Ed. in Sport and Leisure Management are: (a) to become involved in the profession and committed to the academic, service, and social mission of the profession; (b) to demonstrate an awareness of the critical role of diversity to the delivery of inclusive sport and leisure services; (c) to demonstrate effective leadership within the sport and leisure profession; and (d) to behave in accordance with the ethical standards of the sport and leisure profession.	X			Resort Manager, Casino Manager, Head of Housekeeping, Hotel Manager, Sommelier

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
School of Hospitality and Resort Management	Sport and Leisure Management	The program objectives of the B.S.Ed. in Sport and Leisure Management (SLM) are: (a) to become involved in the profession and committed to the academic, service, and social mission of the profession; (b) to demonstrate an awareness of the critical role of diversity to the delivery of inclusive sport and leisure services; (c) to demonstrate effective leadership within the sport and leisure profession; and (d) to behave in accordance with the ethical standards of the sport and leisure profession.	X			Fitness Center Manager, Theme Park Manager, Outdoor Activities Manager, Tourism Officer, Sports Development Officer
College of Nursing	Nursing	The program is designed to accommodate the needs of high school graduates, transfer students, college graduates, licensed practical nurses, and registered nurses who are graduates of diploma or associate degree nursing programs. The school is committed to: (1) providing a curriculum leading to the degree of Bachelor of Science in Nursing basic to beginning professional practice and graduate study in nursing; (2) promoting the intellectual, personal and professional development of students by offering a curriculum that combines a strong liberal education with the professional major; (3) providing a plan of study with flexible options that are responsive to the individual learner's needs; (4) encouraging the use of opportunities available in a comprehensive university setting to foster values, attitudes and personal qualities essential to living a fulfilling life and contributing to a diverse society, (5) producing politically and socially conscious graduates who are competent practitioners in a variety of settings; and (6) preparing graduates who assume leadership roles to effect change for a healthy society.	X			Ambulatory care Nurse, Burn Care Nurse, Cardiac Care Nurse, Case Management Nurse, Correctional Facility Nurse
University College	Alcohol & Drug Abuse Services	Students in Alcohol and Drug Abuse Services concentration will select courses in alcohol & drug abuse and social & public services. Prior Work experience is welcomed and evaluated through portfolio assessment. Internships are also included in this concentration. Persons pursuing this degree typically provide services to those disabled by alcohol and drug abuse, including abusers, families, friends, colleagues, and associates. Wishing to build upon knowledge of and experience in alcohol and drug abuse treatment, persons served by these guidelines will seek careers in Alcohol & Drug Abuse (A&D) Services as providers of social and public services in hospitals, social service agencies, employee assistance programs, churches, etc. Some may wish to continue their education in graduate-level programs.		X	X	Addiction Counselor, Clinical Coach, Drug & Alcohol Prevention Specialist

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Asian Studies & International Trade	China has become the most important trading partner with the United States. In today's increasingly globalized world, American companies need employees who possess the skills to function in a global market, particularly in Asia. The Asian Studies and International Trade (ASTI) program at the University of Memphis provides students with the critical combination of skills that progressive companies seek.		X		Diplomat, Foreign Service Officer, Trade Specialist, International Sales Representative, Global Distribution Manager
University College	Child Development	The Bachelor of Professional Studies in Child Development and Family Studies focuses on recognizing and enhancing important developmental milestones for children from birth through adolescence. Students will learn how to create effective learning environments to promote children's healthy development as well as assist parents in creating positive relationships and environments for the development of their children. In addition, students study the stages of development from infancy through adolescence and the ways that family, culture, peers, and schools influence the growth of children. Students will also explore the importance of advocacy for children and their families whether it be in the classroom, hospital, or justice system.		X	X	Preschool /Daycare Teacher, Child Life Specialist, Mentorship Coordinator
University College	Disability Studies and Rehabilitation	Advising guidelines for the Bachelor of Professional Studies (B.P.S.) degree with a concentration in Disability Studies and Rehabilitation Services are designed for students seeking to be academically and professionally grounded in issues faced by individuals seeking disability services. Students will also be exposed to the theme of employment – including vocational adjustment and appropriate job placement – and independent living outcomes as reaffirmed in the Rehabilitation Act Amendments of 1992. Rehabilitation depends heavily upon communication between both the consumer and professional and among various professionals; consequently, communication will be stressed, as well as an understanding of the potential influence of cultural diversity and individual lifestyle choices. Courses will also enable students to understand the methods used in disability services to solve consumer problems and utilize available resources. Finally, a well-supervised field experience component will provide students the opportunity to integrate classroom principles and develop entry-level skills in a work setting.		X		Disability Specialist, Mental Health Technician, Case Manager, Human Services Worker, Job Coach

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Early Intervention Specialist	The Early Intervention Specialist concentration is a collaborative, interdisciplinary program in support of the state of Tennessee's Early Intervention System (TEIS). This concentration focuses on the early intervention of children, ages 0-2, by recognizing the uniqueness of the provision of instruction and/or service coordination in the field of Part C the Federal IDEA legislation for early intervention. Students will learn how to promote caregiver-child interaction by assisting families to adapt routines and activities to support young children's learning and interaction. In addition, students will be introduced to adult learning approaches to support caregivers and understand how cultural diversity affects family interactions and practices.		X		Early Intervention Specialist, Parent Coach/Counselor, School-Community Organization Liaison
University College	Fashion Merchandising	Industry overview, financial planning and purchasing, visual presentation, color selection and coordination, textile identification, clothing characteristics, entrepreneurship and personal and professional development are all program components in this concentration.		X		Designer, Catalog Production Manager, Fashion Buyer, Merchandise Display Artist, Textile Manager
University College	Health Services Administration	Students following guidelines for Health Services are interested in the helping professions. This curriculum will prepare students for a wide range of health care positions in hospitals, health departments, health agencies, research facilities, schools and industry. This program is also for experienced health care professionals who have completed non-baccalaureate programs in health care specialties such as medical laboratory technology, respiratory therapy, radiological technology, and nursing who will build upon their training and experience by taking courses in those areas.		X		Clinic Manager, Home Care Case Manager, Outpatient Care Supervisor, Wellness Program Administrator, Health Insurance Specialist
University College	Human Services	Students in Human Services are expected to develop a philosophical orientation to the human condition; to enlarge their understanding of social structures, values and norms; to study human growth and development; and to become informed about social change and social and bureaucratic organizations. Students in Human Services will take courses from such departments as Counseling and Personnel Services, Sociology and Social Work, Psychology, Management, and Special Education.		X		Social and Human Services Assistants, Rehabilitation Counselor, Mental Health Counselor

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Information Technology (RODP)	The Bachelor of Professional Studies with a major in Professional Studies and a concentration in Information Technology can be gained completely online through the State of Tennessee's TN eCampus Program. The program is designed (1) to promote understanding of the nature of and fundamentals of administrative leadership in the technological fields; (2) to allow students to reflect upon national and international technological development and communication and the significant social and cultural issues raised in those contexts; and (3) to promote skills in information systems, statistical methods, formal and interpersonal communication, including team and organizational relations.		X		Computer Programmer, Computer Systems Analyst, Database Administrator, Information Security Analyst, Network Systems Administrator
University College	International Organizational Leadership (RODP)	The Bachelor of Professional Studies with a major in Professional Studies and a concentration in International Organizational Leadership can be gained completely online through the State of Tennessee's TN eCampus Program. The program is designed (1) to promote understanding of the nature of bureaucratic organizations and the fundamentals of administrative leadership; (2) to allow students to reflect upon national and international organizational context and upon significant social and cultural issues raised in those contexts; and (3) to promote skills in formal and interpersonal communication, including sensitivity to international issues and cultural diversity that have an impact upon the quality of work.		X		Organizational Development Director, Organizational Consultant
University College	Legal Studies	The program offers a Bachelor of Professional Studies degree (BPS) with a concentration in Legal Studies. The core curriculum emphasizes four correlated disciplines: (1) theory, process, application, and ethics of law; (2) research and investigation; (3) law-related technologies, and (4) professional decorum and communication skills. The program is designed to equip students for employment as essential support staff for licensed attorneys. It is also provides an excellent academic foundation for students aspiring to later attend law school.		X		Paralegal, Pre-law

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Liberal Studies	Program objectives for majors in University College are to demonstrate: (a) the theoretical and practical applications of their coordinated study area (i.e., major); (b) knowledge of appropriate communications practices, including effective writing, computer skills, and oral communications; (c) the ability to solve problems, to work independently and to work as members of a team in a professional setting through an experiential-learning environment; and (d) the ability to address significant problems, themes, and ideas which impact a global society.	X			Researcher, Writer, Editor, Publicist, Policy Analyst
University College	Nonprofit Development and Administration	Objectives of the program include the study of (1) the historical and cultural context of nonprofit organizations, specifically their place within a market economy; (2) the characteristics of persons and communities served by nonprofit organizations; (3) legal, ethical, and policy issues which shape the governance, development, and operation of nonprofits; (4) relevant skills, including management of personnel, information, and finances, interpersonal communication, program evaluation, and marketing; and (5) special topics, including fundraising, philanthropy and volunteerism.		X		Policy Specialist, Executive Consultant, Administrator, Executive Director, Office Manager
University College	Organizational Leadership	Organizational Leadership is designed to (1) promote understanding of the nature of organizations and the fundamentals of administrative leadership; (2) allow students to reflect upon national and international organizational contexts and upon significant social and cultural issues raised in those contexts; and (3) promote skills in formal and interpersonal communication, including sensitivity to personal issues having an impact upon the quality of accomplishment in the work place.		X		Talent Manager, Corporate Recruiter, International Team Manager, Management Analyst
University College	Pre-school and Child Administration	These guidelines are designed for persons seeking careers in the administration of early childhood programs including childcare centers, both for-profit and non-profit; private and public pre-kindergarten programs; Head Start; pre-schools; parents' day out programs; before and after school care; and centers for children with special needs. Also served by these guidelines are persons with experience in childcare settings from a wide variety of backgrounds, including childcare volunteers and aides, as well as teachers and directors. In addition to core content in early childhood professional knowledge, there is course work to develop skills in fiscal management, recruiting and hiring personnel, health and safety management, board relations, marketing and public relations, and liaison with professional associations and regulatory agencies.		X		Pre-school Teacher, Child Care Provider

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Professional Studies	University College offers students a wide variety of traditional and online degree opportunities. Faculty from across the university provide the structure to explore and develop unlimited interdisciplinary, academic ventures. University College also seeks to create and maintain a spirit of academic community through careful and concerned advising and interaction outside the classroom among students, faculty, staff, and community professionals. Program objectives for majors in University College are to demonstrate: (a) the theoretical and practical applications of their coordinated study area (i.e., major); (b) knowledge of appropriate communications practices, including effective writing, computer skills, and oral communications; (c) the ability to solve problems, to work independently and to work as members of a team in a professional setting through an experiential-learning environment; and (d) the ability to address significant problems, themes, and ideas which impact a global society.	X			Administrative Officer, Consumer Affairs Officer, Public Administration
University College	Religion in Society	Students in this minor will examine the role of religion in society as seen from the perspectives of cultural and social organizations; of history and philosophy; of art and music.		X	X	Campus Religious Coordinator, Public Administrator, Counselor, Editor, Vocational Counselor
University College	Religious Studies	The Concentration in Religious Studies is designed for students with a diversity of backgrounds and interests in religion. Students who are enrolled in the concentration may be considering employment in fields where a knowledge of different religious traditions would be an asset, such as counseling or social work, or they may be contemplating further study of religion in a theological seminary or religious studies graduate program. Religious Studies is a traditional liberal arts field that helps students to develop skills in critical thinking, the analysis of complex issues, and oral and written expression.		X		Volunteer Services Director, Minister, Public Relations, Counselor
University College	Technology Management Services	Technology Management Services is designed for experienced technicians who wish to enhance their technical expertise while at the same time increasing their skills in management, organizational relations, and communication; their knowledge of contexts within which the management of technology fits; their understanding of workplace issues that can affect productivity; and their ability to manage diversity in the workforce.		X		Computer Systems Analyst, Computer Support Specialist, Technology Management Career Trends, Computer Software Engineers

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers)

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS
University College	Visual Merchandising and Exhibition Design	The Visual Merchandising and Exhibition Design concentration is an interdisciplinary program and comprises developing environments such as homes, stores, display windows and other merchandise displays; as well as Exhibition Design, which includes, trade shows, and installations at large scale events, like pop-up stores.		X		Visual Merchandiser, Visual Manager, Floor Designer

6.2. Graduate Programs and Certificates

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	Anthropology	Medical Anthropology	MA	(1) Demonstrate advanced comprehension of the holistic conceptual, theoretical and methodological foundations of anthropology; (2) enhance and apply critical analysis and independent thought in relation to core constructs, theories, and methods in anthropological works; (3) conceptualize, design, and implement research on significant anthropological problems for building and strengthening community wellbeing and quality of life; (4) enhance written and oral communication of Anthropological themes and topics; and (5) implement professional training and career opportunities in Anthropology through participation in professional activities such as conference presentations, certification, workshops, and related activities.
College of Arts and Sciences	Bioinformatics		MS	Bioinformatics is an emerging multidisciplinary field which combines mathematical and computer science approaches to solve biological problems. The Master's in Bioinformatics is designed to train highly skilled individuals with fundamental understanding of computer programming and data structures, statistical analysis of data, as well as genomics and systems biology.
College of Arts and Sciences	Biology		MS	(1) Understand biological principles, concepts, and theories, and in-depth knowledge in a chosen specialty; (2) develop expertise in experimental design, data analysis, and oral and written presentation of research results; and (3) become competitive for professional positions in the biological sciences.
College of Arts and Sciences	Biology		PhD	The PhD in Biological Sciences emphasizes the integrative nature of the biological sciences, focusing on research programs that unite three major foci: evolution/ecology, physiology, and biochemistry, cell and molecular biology. Students and Faculty research programs reflect the interdisciplinary strength of our department, while providing a firm foundation in theoretical focal areas.
College of Arts and Sciences	Chemistry	Analytical Chemistry, Computational Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry	MS	Program objectives are: (1) competence in a common core of material in the major area of specialization; (2) experience in experimental design, data analysis, and oral and written presentation of research results; (3) competitive for professional positions in the chemical sciences.
College of Arts and Sciences	Chemistry	Analytical Chemistry, Computational Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry	PhD	(1) Advanced competence in the major and minor areas of specialization; (2) designed to prepare for careers in the professorate and/or higher-level research analyst positions through development of expertise in experimental design, data analysis, and oral and written presentation of research results; and (3) competitive for professional positions in the chemical sciences. Analytical Chemistry Research provides expertise in single-molecule detection, probe matter at the molecular level. Organic Chemistry research studies the structure and properties of carbon-based systems and synthesizes new drugs and materials. Physical Chemistry studies fundamentals of quantum and statistical mechanical properties of all states of matter, materials, and basic biological processes.
College of Arts and Sciences	City & Regional Planning		MCRP	(1) Mastery of computing and written, oral, and graphical skills; (2) strong sense of professional ethical principles; (3) respect for and understanding of diverse viewpoints, needs, and ideologies, with particular attention to issues related to class, gender, race and ethnicity in urban society; (4) knowledge and skills for urban problem-solving including history and theory of planning processes and practices; administrative, legal, and political aspects of plan making and policy implementation; and synthesis and application of knowledge; (5) knowledge of the structure and function of urban settlements; and (6) knowledge and skills necessary for achieving status as a <i>Certified Planner</i> .

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	Computer Science		MS	Software Engineering Skills: Graduates demonstrate knowledge of and proficiency in the application of Software Engineering principles, methods, and tools, including the ability to work and/or lead effectively in team projects. Foundational Concepts: Graduates demonstrate knowledge of advanced theoretical concepts and mathematical fundamentals essential to enable a life-long career in Computer Science. (Active) Problem Solving and Critical Thinking Skills: Graduates demonstrate skills for analyzing problems that require software solutions and are able to formulate solutions. Programming Skills: Graduates demonstrate proficiency in modern programming languages and familiarity with major programming paradigms. (Active) Communication Skills: Graduates are able to communicate such solutions in both oral and written form. (Active)
College of Arts and Sciences	Computer Science		PhD	Foundational Concepts: Graduates demonstrate knowledge of advanced theoretical concepts and mathematical fundamentals essential for enabling a life-long career in Computer Science. Research and Publication: Graduates demonstrate the ability to conduct independent, doctoral level research and have their results published. Problem Solving Skills: Graduates demonstrate skills for analyzing problems that require software solutions and are able to formulate solutions. Communication Skills: Graduates are able to communicate their technical solutions in both oral and written form.
College of Arts and Sciences	Creative Writing	English	MFA	Creative Writing MFA brings together nationally recognized authors and a diverse, carefully selected group of students in one of the most culturally rich cities in the United States to study fiction, creative nonfiction, and poetry. Graduates of the program have gone on to publish books, win awards, and teach at universities. Students work in small groups with faculty MFA students help to run the River City Writers Series, one of the oldest and most prestigious series of its kind, direct their own reading and writing series through the Creative Writing Club, and staff The Pinch, an award-winning literary journal distributed nationally twice a year.
College of Arts and Sciences	Criminal Justice		MA	(1) Fundamental understanding of criminological principles, theories, and concepts; (2) development of independent research skills, including data analysis and oral and written communication of research; and (3) emerge competitive for professional positions in the criminal justice field.
College of Arts and Sciences	Earth Sciences	Archaeology, Geology, Geophysics, Interdisciplinary Studies	MS	(1) Ability to solve advanced Earth Science problems involving observations and measurements in the field and the laboratory; (2) attainment of advanced knowledge of Earth Science concepts and their application in one or more sub disciplines; and (3) preparation for professional employment or for entering a doctoral program in an Earth Science or a related field.
College of Arts and Sciences	Earth Sciences		MA	Attainment and development of depth of the Earth Sciences knowledge, and the ability to apply this knowledge to student's career development, in at least one of the following areas: (1) geography; (2) geology; (3) archaeology; (4) environmental sciences; and (5) interdisciplinary studies.
College of Arts and Sciences	Earth Sciences		PhD	(1) Understanding in at least one of the major disciplines of earth science and principles and concepts of that discipline with a more in-depth knowledge in the chosen research focus or foci; (2) expertise in experimental design, data analysis, and oral and written presentation of research results; and (3) competitive for professional positions in the field earth sciences.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	English	Composition Studies, English as a Second Language, Language & Linguistics, Literature, Professional Writing	MA	(1) Development of skills to engage in original research or writing for publication or for positions in education or industry; (2) development of advanced competencies in teaching language or literature and presentation of works to others; and (3) understanding and contributing to contemporary issues and debates in the chosen concentration.
College of Arts and Sciences	English	Applied Linguistics, Composition Studies, Literary & Cultural Studies, Professional Writing	PhD	The PhD in English is designed to prepare scholars in widely recognized fields of English, as well as to prepare advanced writing specialists in the fields of business and industry. The program provides four concentrations (Composition Studies, Professional Writing, Applied Linguistics, Literary and Cultural Studies) that offer students the professional flexibility that comes with competencies acquired through preparation in a broadly integrative discipline.
College of Arts and Sciences	History	Ancient Egyptian History	MA, PhD	The Department of History at the University of Memphis offers both an MA and PhD in History with a concentration in Egyptology. While other Egyptology programs at major institutions across North America concentrate in Egyptian language, art history, and archaeology, the University of Memphis is unique in offering a graduate program in Ancient Egyptian history and historiography at both the Master's and Doctoral level. At the same time, we provide our students with advanced training in Egyptological philology, art history, and archaeology through the History and Art History Departments. We approach the advanced study of the language, culture, and history of ancient Egypt from an interdisciplinary perspective centered on historical practices and methodology. Our students learn not just the basics of Egyptian history, but become firmly grounded in the disciplines of philology, archaeology, and art history, our writing within the field. Gaining other necessary skills in the disciplines of philology, archaeology, and art history, our students research wide-ranging topics within Egyptian history. Students may also pursue a Master's and PhD in History in one of seven distinct fields.
College of Arts and Sciences	Mathematical Sciences	Applied Mathematics, Mathematics, Statistics, Teaching of Mathematics	MS	(1) Development of thorough background in mathematical sciences, including retention and integration of core knowledge; (2) development of research skills in mathematics; and (3) development of interdisciplinary opportunities and good oral and written communication skills.
College of Arts and Sciences	Mathematical Sciences	Applied Statistics, Mathematics	PhD	(1) Development of knowledge to appreciate, reconstruct and create mathematical reasoning; (2) development of skills leading to high quality research in mathematics; and (3) development of oral and written mathematical proficiency.
College of Arts and Sciences	Philosophy		MA	(1) Development of expertise in the discipline to teach introductory courses; (2) ability to write a research paper on a philosophical topic for formal presentation; and (3) ability to demonstrate knowledge and skills for advanced study.
College of Arts and Sciences	Philosophy		PhD	(1) Development of expertise in the subject matter to teach a variety of undergraduate courses in area of specialization; (2) development of ability to produce original research papers of sufficient quality for presentation at professional meetings and conferences and publication in professional journals, in addition to ability to impart research skills to students at all levels; (3) ability to contribute to philosophical discussions across the subdivisions of the field; and (4) preparation to assume the role of a philosophy faculty member.
College of Arts and Sciences	Physics	General Physics, Computational Physics, Materials Science	MS	(1) Development of an in-depth and specialized knowledge of physical phenomena; (2) ability to successfully demonstrate analytic cognitive knowledge in physics; (3) developing of effective communications skills; and (4) preparation to continue studies in a PhD program, enter a professional school, or enter the workforce as a technical professional.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	Political Science		MA	(1) Development of a broad understanding of the political science field; (2) understanding of the behavioral and humanist approaches to the study of politics; and (3) ability to engage in critical thinking and analysis, use of logic and evidence to construct and defend a position, and communicate argument in written and oral form.
College of Arts and Sciences	Psychology	General Psychology	MS	(1) Understanding of theoretical principles and practices of psychology; (2) development of expertise in experimental design, data analysis, and oral and written presentation of research results; and (3) being competitive for professional positions in psychology.
College of Arts and Sciences	Psychology	Clinical Psychology, Experimental Psychology, School Psychology	PhD	Across the MS/PhD degree programs, the general training objectives are: (1) understanding of theoretical principles and practices of psychology; (2) development of expertise in experimental design, data analysis, and oral and written presentation of research results; and (3) being competitive for professional positions in psychology.
College of Arts and Sciences	Public Administration	Nonprofit Administration, Public Management and Policy	MPA	(1) Development of generalist public service management and leadership knowledge, skills and competencies including an emphasis on public values and ethical actions and consequences; (2) ability to apply public management and leadership knowledge and skills; and (3) ability to integrate public administration concepts, theories, and applications.
College of Arts and Sciences	Romance Languages	French, Spanish	MA	Prepares students in the areas of literature, culture, education, grammar, and linguistics and is oriented toward the preparation of students who may be interested in teaching in public and private elementary and secondary education, teaching as a part-time or full-time instructor at the college level, pursuing a PhD in the field of concentration often at highly-ranked universities, or enhancing the student's skills for a career in law or business as well as in government agencies.
College of Arts and Sciences	School Psychology		EdS	The EdS degree is an advanced sequence in the specialty and is to be pursued only by persons who have completed the MA degree or comparable degree with a concentration in school psychology, or who already hold school psychology credentials. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and holds full approval from the National Association of School Psychologists (NASP)/CAEP. It is also formally approved by the Tennessee State Department of Education and leads to that agency's license in school psychology.
College of Arts and Sciences	School Psychology		MA	(1) Understanding of the nature of educational settings and ability to work cooperatively and effectively with parents, school personnel, and other professionals; (2) broad expertise in assessment and intervention at the individual, group, and system level; and (3) development of research and evaluation skills, including data analysis and oral and written communication of research.
College of Arts and Sciences	Social Work	Advanced Practice in Child, Youth and Families, Advanced Practice with Adults and Families	MSW	(1) Educating social workers with knowledge, values, and skills for evidence-based practice with children and families, (2) advancing the knowledge base of the social work profession; and (3) providing regional leadership in the development and implementation of policies, programs and services for at-risk populations.
College of Arts and Sciences	Sociology		MA	(1) Understanding of and competence in a broad range of substantive topics and in the major theories, statistical techniques, and methodological approaches that guide the sociology discipline; (2) development of independent research skills, including data analysis and oral and written communication of research; and (3) preparation for employment in a sociology-related field or doctoral level study.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Business and Economics	Accounting	Accounting, Data Analytics, Taxation	MS	(1) An understanding of the general context of business in society, the ethical issues relevant to the accounting profession, and an appropriate knowledge base for professional exams in accounting; (2) effective analytical, interpersonal, and communication skills; (3) acquisition of technical accounting knowledge and skills and related computer technology; and (4) ability to make significant professional contributions by application of accounting knowledge and skills in profit and not-for-profit organizations.
College of Business and Economics	International Business Administration		IMBA	(1) An understanding of the general context of business in society including: ethical and global issues; influence of the political, legal, social, and technological environment; the impact of demographic diversity on organizations; and knowledge of the essential foundations of the functional areas of business. (2) Acquisition of a professional-level knowledge of: financial reporting and analysis; managing organizations; strategic use of science and technology; and creating value in the global arena. (3) Competence in business communication in a foreign language (except in the World Regions Track). (4) Building knowledge and skill in the operation of one or more international businesses. (5) Ability to compete effectively for jobs in the profit and not-for-profit sector.
College of Business and Economics	Business Administration	Biomedical Management	MBA	The MBA with a Biomedical Management concentration is a 45-credit-hour program designed for full-time students interested in managerial positions in the biomedical industry, with classes offered during the day and evening. A three-credit-hour internship with a sponsoring company may be required.
College of Business and Economics	Business Administration	Customer-Driven	MBA	The Customer-Driven MBA program is a full-time, fixed track, 21-month program designed for students interested in working for specific area companies in a specific industry. Students enroll on a full-time basis and take classes during the day and evening. Students enroll in an approved MBA concentration; company-sponsored assistantships and internships/independent studies are required. The program is 45 credit hours in length.
College of Business and Economics	Business Administration	Executive	MBA	The MBA with an Executive concentration is a full-time, fixed-track, 17-month program designed for full-time working professionals and mid-upper level executives with at least five years work experience. Classes are offered one day a week during the Fall and Spring semesters on alternating Thursday evenings and Saturdays and in two domestic and one international residency weeks. The program is 41 credit hours in length.
College of Business and Economics	Business Administration	Law	MBA	The MBA with a Law concentration allows the student to concurrently earn an MBA and the JD. The student must be admitted to both the Fogelman College MBA program and the JD program in the Cecil C. Humphreys School of Law.
College of Business and Economics	Business Administration	Professional	MBA	The MBA with a Professional concentration is a 45-credit-hour program designed for students who want maximum flexibility in creating an area of expertise for themselves. With advice from the program director, faculty, and industry stakeholders, students take 15-credit-hours of elective courses that are most influential for their career aspirations.
College of Business and Economics	Business Administration	Service Marketing	MBA	The MBA with a Services Marketing concentration is a 45-credit-hour program designed for students interested in managerial positions in the services marketing industry, with classes offered during the day and in the evening. A three-credit-hour internship with a sponsoring company may be required.
College of Business and Economics	Business Administration	Finance	MS	A Master of Science in Finance readies students for finance-focused careers, such as a personal financial advisor, financial manager, financial analyst, financial services sales agent, or insurance underwriter.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Business and Economics	Business Administration	Accounting, Economics, Finance, Management, Business Information & Technology, Marketing	PhD	(1) An acquisition of an advanced level of knowledge in one or more functional areas of business or in applied economics and an expert level of knowledge in one or more subfields of a business function or economics; (2) ability to conduct significant, independent research that extends the knowledge base in a business function or economics; (3) capacity to teach effectively within the business or economics discipline; (4) capacity to communicate advanced-level knowledge to others in the academic and professional community; and (5) ability to compete effectively for faculty positions in respected colleges and universities or other high-level professional positions.
College of Business and Economics	Economics		MA	(1) Achievement of a solid foundation of knowledge in economic theory and economic analysis; (2) acquisition of an advanced level of knowledge in either applied economics or academic economics; (3) acquisition of the quantitative skills to effectively address research problems and the ability to make significant professional contributions as a professional economist or within a functional area of business; and (4) ability to compete effectively for professional positions in the private or public sectors
College of Business and Economics	Management Information Systems		MS	The MSIS (formerly MSBA in MIS) degree provides its students with courses that contain the core content of all information systems programs, with the content directed toward managerial-level activities. Courses often use team activities, case studies, and real-world projects to focus on the types of knowledge and skills needed for effective management of an organization's computer and communications technologies and its information resources. Specific BIT courses that serve as a basis for this program include topics such as business analytics, database systems, information assurance, systems analysis and design, business intelligence, data communications and networks, computer hardware and system software, and information systems management and planning.
College of Communication and Fine Arts	Architecture		MArch	The Master of Architecture encompasses both the art and the science of design and is structured to engage students in the processes and professional standards of architecture and design. Through a series of professional core and elective courses, students (1) become competent in a range of intellectual, spatial, technical, and interpersonal skills; (2) understand the historical, socio-cultural, and environmental context of architecture; (3) are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and (4) comprehend the roles and responsibilities of the architect in society. The culturally diverse Memphis and Mid-South region serve as an urban and non-urban issues laboratory.
College of Communication and Fine Arts	Art	Ceramics, Graphic Design, Painting, Printmaking/Photography	MFA	(1) Professional studio competence as exemplified by a significant body of work; (2) professional competence in the dissemination of knowledge, including logical and clear written and verbal expression of ideas in teaching contexts; and (3) development of skills for critical and analytical reasoning as a practicing art professional.
College of Communication and Fine Arts	Art	Sculpture, African American - African Diaspora in Art Histories, Egyptian Art & Archaeology, General Art History, Museum Practices	MFA	Equip students with a knowledge in a specific field of art and visual culture; foster critical analysis of the major theories and documents of art history as practical tool for individual research; provide field opportunities through museum internships or archaeological excavations; and develop strategies for the presentation of research in a clear and persuasive manner
College of Communication and Fine Arts	Communication	Communication, Film & Video Production	MA	Prepares students for success in the many professional opportunities in this field and success in pursuing a doctoral degree in Communication. Students have a choice of two concentrations: Communication Studies or Film and Video Production. The Film and Video Production concentration combines technical instruction with courses in both motion picture and traditional communication studies to provide students with the tools and concepts necessary to function in the multifaceted world of audiovisual production.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Communication and Fine Arts	Communication		PhD	Trains students mainly for careers in higher education, though some COMIM PhDs have also gone on to work in positions outside of academia. The program is marked by curricular flexibility and a commitment to supporting students as they work to become leaders in the field. Under close faculty supervision, students take courses within Communication and in other disciplines as they build expertise in an area of specialization and prepare their dissertation.
College of Communication and Fine Arts	Journalism		MA	(1) Understanding and application of First Amendment principles and the law appropriate to professional practice, the history and role of professionals and institutions in shaping communications, and the diversity of groups in relationship to communications; (2) understanding the concepts informing and attaining the ability to apply theories in the use and presentation of images and information; (3) developing the ability to work ethically in pursuit of truth, accuracy, fairness and diversity; (4) developing the ability to conduct research and evaluate information by methods appropriate to the communications professions in which they work; and (5) cultivating the ability to write correctly and clearly in forms and styles appropriate for the communications professions, their audiences, and accomplish the purposes they serve.
College of Communication and Fine Arts	Music	Conducting, Composition, Jazz & Studio Music, Music Education, Musicology, Orff-Schulwerk, Pedagogy, Performance	MMu	(1) Development of competency in music theory, music history, bibliography, and pedagogical areas related to the discipline; (2) preparation for advanced study in Music; (3) preparation for teaching positions at the elementary, middle, and high school level; and (4) preparation for auditions at orchestra or performing ensemble.
College of Communication and Fine Arts	Music	Conducting, Composition, Performance, Music Theory	DMA	The DMA degree is structured to allow maximum flexibility in designing a program around each student's background and needs. Although the distribution of hours is firm, program requirements are to be regarded as general rather than fixed. The student's preparation, experience, and stated goals are carefully evaluated before an individually selected course of study is prescribed in student's area of concentration.
College of Communication and Fine Arts	Music	Musicology, Music Education	PhD	(1) Competency in selected area of concentration and related research areas; (2) development of teaching skills; and (3) ability to successfully publish research in a selected music discipline. As Tennessee's only doctoral degree granting program in music, the University of Memphis is setting the tone for creativity and excellence.
College of Communication and Fine Arts	Theatre		MFA	(1) Understanding of the theatre arts and craft at a sufficient level to communicate with other artists in collaborative process and to make critical judgments; (2) knowledge of objectives and methods of play analysis, awareness of aesthetics, psychology, and socio-historical context, and ability to integrate advanced play analysis skills into the development of an artistic concept for a stage production; (3) comprehensive knowledge of body of plays in various periods of dramatic literature and specific scripts; (4) cultivation of interpersonal skills to communicate productively with artistic collaborators; (5) development of interpersonal skills to effectively handle budgets, contract negotiations, professional ethics, legal responsibilities, and public relations; and (6) awareness of standards and expectations of theatre practice according to professional models.
College of Education	Counseling	Clinical Rehabilitation Counseling, Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling	MS	The Master's degree programs in Counseling prepare entry level counseling professionals with a broad knowledge base in fundamental social/behavioral science (human development, learning and cognition, personality theory, and emerging research on visible ethnic populations and gender differences), counseling and helping skills (individual and group counseling, and assessment), research and evaluation tools, and professional identity, role and function. Students gain expertise in their selected areas of concentration.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Education	Counseling		EdD	The EdD program in Counseling is designed to prepare advanced professional practitioners in counseling, student personnel services, and counselor education with particular program emphases on multicultural and urban settings. The EdD is designed for individuals who possess a Master's degree in counseling and personnel services seeking advanced preparation as educational leaders in the role of professional counselor and researcher and who may seek additional credentials in counselor supervision and counselor education.
College of Education	Counseling Psychology		PhD	Prepares psychologists who embody a scientific approach to understanding and working with both specific and general problems in human behavior. The program is interdisciplinary and is organized around the scientist-practitioner model of critical thinking. It is implemented through didactic and experiential activities that emphasize research, development, evaluation, and learning as bases for prevention and remediation to assist persons of all ages and all life styles with improving and optimizing their well-being. The program has sufficient flexibility for students to pursue their own interests.
College of Education	Education		EdS	(1) Strong knowledge base in a major area of study, research, cultural or psychological foundations, and a supportive area of study; (2) ability to evaluate and conduct research in higher, adult education, and lifelong learning; (3) development of skills and dispositions for leadership positions in educational organizations.
College of Education	Educational Psychology & Research	Educational Psychology or Educational Research	MS	(1) Ability to contribute to the professional field of Educational Psychology (developmental psychology) through research presentations and writing; (2) preparation for careers as academicians in institutions of higher education, applied researchers and/or scholarly work; (3) development of leadership skills for professional organizations and the ability to contribute to the field through professional service activities.
College of Education	Educational Psychology & Research	Educational Psychology or Educational Research	PhD	The PhD degree program in Educational Psychology and Research is designed to prepare advanced educational leaders for university teaching, applied research, or other professional roles in the areas of human development (infant, child, and adolescent development; adult development and aging), learning (motivation and cognitive processes applied to education), educational research methods and statistics, measurement, and program evaluation.
College of Education	Higher & Adult Education	Higher Education, Adult Education	EdD	(1) Development of skills in leadership, higher education or adult education, policy formulation, implementation, and evaluation; (2) development of research skills such as data analyses and the relationship to organizational effectiveness; and (3) knowledge and understanding within a concentration area.
College of Education	Instruction & Curriculum Leadership	Early Childhood Education, Elementary Education, Secondary Education, Middle School/Special Education, Special Education	MAT	This course of study leads to initial certification (post baccalaureate) in PreK-12 education. The program provides students with specific professional education knowledge and skills necessary to become effective teachers. The program includes coursework in child/adolescent development, learning theory, social foundations of education and teaching methods. Many courses have extensive fieldwork and are frequently taught at public school sites. The degree program is designed to prepare students to meet competencies for Tennessee licensure. Upon completion of all degree requirements, including student teaching, and all testing (PRAXIS) requirements, students may apply for initial teacher licensure in Tennessee in chosen areas of concentration.
College of Education	Instruction & Curriculum Leadership	Early Childhood Education, Instruction & Curriculum, Instructional Design & Technology, Reading, Special Education	MS	The Master of Science degree is available to individuals who are already licensed and want to expand work within their teaching areas. It is also available to individuals without licensure who desire to work in education-related settings but do not need teaching licensure.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Education	Instruction & Curriculum Leadership	Instruction Design & Technology, Instruction & Curriculum Early Childhood Education, Reading, Special Education	EdD	The primary purposes of the doctoral programs in the Department of Instruction and Curriculum Leadership are to prepare candidates for positions as teacher educators and researchers in colleges and universities; or, to produce experts in research and development who can lead initiatives to analyze, implement, and evaluate instructional materials and learning environments in a selected concentration. (1) Understanding of how learning occurs, how students construct knowledge and acquire skills, and how to provide learning opportunities that support intellectual, social, and personal development; (2) ability to adapt instructional techniques to diverse cultural and language backgrounds and to those with exceptional learning needs; (3) understands the principles and techniques associated with various instructional strategies that reflect best practice and that foster high expectations for all students; and (4) ability to use multiple teaching and learning strategies that engage students with active learning opportunities.
College of Education	Leadership & Policy Studies	Leadership, School Administration & Supervision, Student Personnel	MS	Students completing the MS or EdD in Leadership and Policy Studies will: (1) have developed their skills in leadership, change, policy formulation, the student's program and stewardship of a vision of effectiveness that is shared by others in the organization; (2) have had opportunities to analyze data and its relationship to organizational effectiveness; (3) have concentrated their studies in (a) School Administration and Supervision, (b) Leadership, or (c) Student Personnel (MS only); and (4) have concentrated their studies in an area of specialization.
College of Education	Leadership & Policy Studies	Educational Leadership, Policy Studies	EdD	Doctoral candidates are scholarly instructional leaders who: are prepared to become innovative national leaders in preparing effective urban, suburban and rural professionals; transform theory onto scholarly practice; support and enhance opportunity for individuals to master knowledge and acquired skills and disposition to work in a social and political democracy; lead and or direct schools that address the needs of each student in attendance; conduct translational, evidenced-based research and write scholarly research articles.
College of Engineering	Biomedical Engineering		MS	(1) Ability to apply advanced knowledge of engineering principles, physical and biological sciences and mathematics to the solution of practical engineering problems in medicine and biology; (2) meet or exceed the needs and expectations of public and private sector employers for MS graduates; and (3) provide preparation to pursue additional advanced studies if so desired. Focuses on technology and processes that medical professionals use and apply to solve complex health problems. Biomedical engineers have a huge impact on how, when, where and why medical care is delivered. Examples include designing new implants for patients with hip fractures, developing tools that can detect minor heart attacks before they magnify into ventricular fibrillation, and developing the means to deliver drugs to cure local infections or to maintain blood sugar levels in diabetes.
College of Engineering	Biomedical Engineering		PhD	Biomedical engineers apply modern approaches from the experimental life sciences in conjunction with theoretical and computational methods from the disciplines of engineering, mathematics and computer science to the solution of biomedical problems of fundamental importance. Designed to train engineers to work at the cutting edge of this exciting discipline and to work alongside faculty to conduct of original research leading to the doctoral dissertation. (1) Ability to apply advanced knowledge of mathematics, physical sciences, and engineering principles to the solution of practical engineering problems; and (2) meet or exceed the needs and expectations of public and private sector employers for PhD graduates.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
College of Engineering	Civil Engineering	Engineering Seismology, Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, Water Resources Engineering	MS	The MS in Civil Engineering reflects the very broad nature of the field, which encompasses the design, construction and enhancement of the infrastructure of society. This advanced program of study includes courses and research in Engineering Seismology, Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, Water Resources Engineering. This will prepare students for roles in consulting firms, construction and construction-related industries and academic institutions as well as in city, county, state and federal agencies.
College of Engineering	Electrical & Computer Engineering	Computer Engineering, Electrical Engineering	MS	(1) Ability to apply advanced knowledge of mathematics, physical sciences, and engineering principles to the solution of practical engineering problems; (2) meet or exceed the needs and expectations of public and private sector employers for MS graduates; and (3) preparation to pursue additional advanced studies, if so desired.
College of Engineering	Engineering	Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering	PhD	The program offers the motivated student an opportunity to acquire the kind of broad-based background in engineering and applied science that allows students to follow specific interests. Graduates of this program will have acquired a background in diverse engineering approaches to become effective in advanced-technology careers in research, academia, or industry related fields in Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering.
College of Engineering	Engineering Technology		MS	Engineering Technology education focuses primarily on the applied aspects of science and that portion of the technological spectrum closest to product improvement, industrial practices, and engineering operational functions.
College of Engineering	Mechanical Engineering	Design & Mechanical Systems, Energy Systems, Mechanical Systems, Power Systems	MS	The broad discipline of mechanical engineering enables students to have productive and rewarding careers, and to develop and improve new technologies in both traditional and emerging fields. Mechanical engineers apply fundamental principles to develop, design, manufacture, and test machines and other mechanical devices. Such devices include, but are not limited to power-producing machines, as well as power-consuming machines. Mechanical engineers are employed in diverse areas including, but not limited to the energy and power industries, the automotive and aerospace industries, and industrial manufacturing. Mechanical Engineering graduates also have careers in medicine and medical device development, patent law, engineering and corporate management, forensic engineering, and engineering sales.
College of Nursing	Nursing	Executive Leadership, Family Nurse Practitioner, Nursing Administration, Nursing Education	MSN	(1) Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles. (2) Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations. (3) Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care. (4) Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
School of Communication Sciences and Disorders	Audiology		AuD	The Doctor of Audiology clinical education program at The University of Memphis is designed to prepare students with a broad array of clinical experiences across the scope of practice in Audiology. The clinical experiences along with the course curriculum are designed to reflect the latest advances in evaluation and treatment of hearing disorders. Students' clinical skills are built upon a strong theoretical and scientific foundation that exposes them to research and practice throughout the program. Students work closely with our academic and clinical faculty who are recognized experts in the diagnosis and management of hearing loss, amplification, speech perception, electrophysiology, and cochlear physiology. Students receive extensive practicum experiences with clients of all ages and all types of hearing disorders in the Memphis Speech and Hearing Center as well as at many clinical sites throughout the surrounding metropolitan area. During the fourth year of the program, students participate in an externship where they obtain full time clinical experience.
School of Communication Sciences and Disorders	Communication Sciences & Disorders	Speech Language Sciences & Disorders, Hearing Sciences & Disorders	PhD	(1) Demonstrate the breadth and depth of foundational communication science, including biological, etiological, theoretical, acoustic, physiological, cognitive and psychological bases of communication. (2) Develop independent research skills through direct laboratory experiences that encompass planning and conducting research projects in the speech, language, and/or hearing sciences. (3) Acquire and apply advanced knowledge and understanding of the communication sciences related to research, teaching, and scholarship. (4) Apply research techniques that support evidence-based clinical application. (5) Effectively disseminate discipline-related knowledge in oral and written modalities with the larger research and professional community. (6) Understand and accommodate cultural or linguistic differences related to communication development or to perceptions and attitudes toward communication disorders, differences, or intervention. (7) Exhibit attributes and abilities characteristic of competent researchers, including accountability, integrity, adaptability, leadership, and professionalism.
School of Communication Sciences and Disorders	Speech-Language Pathology		MA	The Master of Arts (M.A.) degree in Speech-Language Pathology provides an academic and clinical foundation for professionals providing services to children and adults with communication impairments, and qualifies graduates for certification and licensure in the profession of speech-language pathology.
School of Health Studies	Health Studies	Exercise & Sport Science, Health Promotion, Physical Education Teacher Education	MS	(1) To recognize the diverse nature of subject matter embodied in the respective program disciplines; (2) to understand the research findings and theoretical constructs undergirding the corresponding disciplines within the health studies umbrella, including the development of specialized skills needed for systematic inquiry; (3) to understand the critical role of diversity in delivering inclusive health studies services; (4) to develop effective leadership skills; and (5) to understand and embrace ethical standards of the respective disciplines.
School of Health Studies	Nutrition	Clinical Nutrition, Environmental Nutrition, Nutrition Science	MS	(1) Recognize the diverse nature of subject matter embodied in the nutrition disciplines; (2) understand the research findings and theoretical constructs undergirding the nutrition disciplines (3) understand and embrace ethical standards of the respective disciplines.
School of Hospitality and Resort Management	Sport Commerce		MS	(1) To recognize the diverse nature of subject matter embodied within the Sport Management program discipline; (2) to prepare students to serve in management and leadership positions in the sport industry (3) to understand the research findings and theoretical constructs undergirding the sport management discipline; and (4) to understand the critical role of diversity in delivering inclusive sport science services.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
School of Public Health	Epidemiology		PhD	The Epidemiology Doctoral Program is designed for students who want to conduct original research in epidemiology and become productive, independent investigators. Graduates will be well-prepared for careers in academia and translational research, with extensive knowledge of sophisticated scientific theories and rigorous epidemiologic research methods. The Epi Doctoral Program focuses on urban health, health disparities and community involvement in health promotion, and offers concentrations in epidemiology, environmental health, and biostatistics. Students work closely with faculty mentors in such research areas as aging, cardiovascular disease, Sickle Cell disease, epigenetics, pediatric obesity, cancer survivorship, and global health, to identify major public health problems and promote evidence-based public health interventions and policies to prevent disease and improve quality of life.
School of Public Health	Health Administration		MHA	(1) Development of strategic thinking, legal and ethical decision making, finance, economics, and research, related to health administration; and (2) development of leadership skills in team-oriented environments.
School of Public Health	Health Systems & Policy		PhD	The Health Systems and Policy doctoral program is designed for those who want to teach and conduct research utilizing evidence-based best practices and rigorous scientific theories and methods to understand and improve the structure, process, and outcomes of health systems. The program emphasizes attention to policy-related opportunities within urban health systems, as well as the transformative nature of healthcare data and evidence; and the need to address health systems issues within the context of improving population health. Graduates of the program will be prepared to conduct innovative, interdisciplinary and translational research in a variety of academic, government, non-profit, and health systems settings.
School of Public Health	Public Health	Biostatistics, Epidemiology, Environmental Health, Health Administration, Social & Behavioral Health	MPH	The mission of the CEPH accredited Master of Public Health (MPH) program is to provide a stimulating academic environment in a metropolitan setting that supports excellence and innovation in education, research, and service to enhance the lives and health of individuals, families, and communities in the Mid-South. Program objectives are: (1) Prepare future leaders in the field of public health by providing the highest quality education and practice opportunities in theories, approaches, methods, and other substantive issues pertinent to public health; (2) Create and nurture an environment conducive to interdisciplinary public health initiatives, with special emphasis on vulnerable populations who suffer disproportionately from illness and disability; (3) Pursue innovative and rigorous research on critical public health issues to prevent disease and injury, promote well-being, and foster overall physical and mental health; (4) Stimulate collaboration with the community to develop effective partnerships in combating the health challenges in our communities, city, state, and region; and (5) Inform public policy, disseminate health information, and increase awareness of public health concerns through disease surveillance, needs assessments, and program evaluation.
School of Public Health	Social & Behavioral Sciences		PHD	The Social and Behavioral Sciences doctoral program is based on the principle that health and health behavior are influenced by multiple psychological, behavioral, social, and cultural factors. It is targeted for Master's prepared students who desire advanced training in the social and behavioral theories and methods used in public health. As a metropolitan research university, we are especially committed to health equity and social justice among urban populations. This program is designed for those who intend to teach and conduct original research utilizing rigorous scientific theories and methods to understand and influence the social and behavioral determinants of population health risk factors and outcomes. Graduates of the program are prepared to conduct innovative, interdisciplinary, and translational research in community settings with an emphasis on vulnerable populations, and to design, implement, administer, and evaluate public health interventions and policies. The program emphasizes urban health and health disparity issues in Tennessee and the Mid-South region.

Graduate programs with areas of concentration and program objectives

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES
University College	Liberal Studies		MALS	(1) An ability to conceive and develop an interdisciplinary program of study; (2) a high level of proficiency in written and verbal communication skills; (3) an ability to integrate research from various disciplinary perspectives in an interdisciplinary program of study; and (4) an ability to identify and research a topic from interdisciplinary perspectives and communicate the findings in oral and written presentations.
University College	Professional Studies	Human Resources Leadership, Strategic Leadership, Training & Development	MPS	(1) Develop an ability to conceive and develop an interdisciplinary program of study; (2) a high level of proficiency in written and verbal communication skills; (3) an ability to integrate research from various disciplinary perspectives in an interdisciplinary program of study; and (4) an ability to identify and research a topic from interdisciplinary perspectives and communicate findings in oral and written presentations.

6.3. Accelerated Bachelor's/Master's Degrees

University of Memphis
Accelerated Bachelor's/Master's Degrees

The Accelerated Bachelor's/Master's (ABM) program provides the opportunity for qualified undergraduate students to take graduate level courses in their chosen discipline for credit within their existing undergraduate and future graduate programs of choice. The following areas offer ABM degrees:

- Biology, BS/MS
- Biomedical Engineering, BS/MS
- Civil Engineering, BSCE/MS
- Communication BA/MA
- Computer Engineering, BSCP/MS Electrical and Computer Engineering (concentration: Intelligent Systems)
- Computer Science, BS/MS
- Economics, BA/MA
- Electrical Engineering, BSEE/MS Electrical Engineering (concentration: Power Systems)
- Engineering Technology, BSET/MS Engineering
- English, BA/MA
- Finance (concentrations: 1. Business Finance and 2. Real Estate) BBA/MS Business Administration (concentrations: 1. Business Finance and 2. Real Estate)
- Health and Human Performance (concentration: Exercise and Sport Science) BSEd/MS Health and Sport Science (concentration: Exercise and Sport Science)
- Liberal Studies, BLS/MALS
- Mechanical Engineering, BSME/MS
- Nursing, BSN/MSN (concentrations: Nursing Education and 2. Nursing Administration)
- Physics, BS/MS
- Political Science, BA/MA
- Sociology, BA/MA
- Sport and Leisure Management (concentration: Sport and Leisure Management) BSEd/MS Health and Sport Science (concentration: Sport and Leisure Management)

Procedures:

Regular Combination Senior (current):

- The student fills out the Combination Senior application.
- The undergraduate graduation analyst sends an email to Dr. James Kierulff verifying that the student is within two semesters of graduating.
- If the student's cumulative GPA is above a 3.00, a combination senior program is added to the record.

ABM Students (additional):

- The student fills out the Combination Senior application.
- The undergraduate graduation analyst sends an email to Dr. James Kierulff verifying that the student is within two semesters of graduating and that they are part of the ABM program.
- If the student's cumulative GPA is above a 3.00, a combination senior program is added to the record with an ABM attribute.
- These students will be allowed to count up to 9 hours of coursework toward both the undergraduate and graduate degree. A transfer credit form will need to be filled out and approved by the department for the graduate course(s) that will be used to fulfill undergraduate degree requirements. http://www.memphis.edu/admissions/pdfs/acc_ba_ma_form.pdf
- Once the undergraduate degree has been earned, the student will make formal application to the graduate school for degree seeking status and also to the department (if applicable).
- The student will be required to meet admission requirements for the degree seeking program.

6.4. Fall 2017 Enrollment Degrees and Majors

**Fall 2017 Enrollment by Degree, Major
Student Level GR**

		Total N
Doctor of Audiology	Audiology	47
Doctor of Musical Arts	Music	45
Doctor of Education	Counseling	24
	Higher and Adult Education	68
	Instr and Curr Leadership	99
	Leadership and Policy Studies	69
Education Specialist	Education	22
Graduate Certificate	African American Literature	5
	Artist Diploma in Music	3
	Applied Lean Leadership	5
	Autism Studies	8
	Business Intel & Analytics	36
	Bioinformatics	15
	Business Project Management	15
	Business Information Assurance	23
	Career and College Counseling	1
	CC Teaching and Leadership	10
	Cognitive Science	13
	Clinical Mental Health Counsel	1
	Cyber Security Info Assurance	1
	Disabilities Studies	2
	Data Science	7
	Entrepreneurial Journalism	2
	Family Nurse Practitioner	7
	Geographic Information Systems	14
	HLAN	5
	HMGS	1
	Instructional Computer Appl	2
	Instructional Design and Tech	24
	Liberal Studies	10
	Local Government Management	2
	Literacy Leadership and Coaching	3
	Museum Studies	8
	Population Health	21
	Philanthropy and Nonprofit Leadership	14
	Quantitative Studies in Ed Research	5
	Qualitative Studies in Ed Research	2
	SLIS	16

	Strategic Leadership	7
	Software Testing	2
	Teaching Engl as Second Lang	19
	TRLD	1
	Urban Education	9
	Women & Gender Studies	6
International MBA	Business Administration (IMBA)	34
Master of Arts	Anthropology	18
	Art History	16
	Criminal Justice	25
	Communication	12
	Economics	14
	English	31
	Earth Sciences	1
	History	40
	Journalism	17
	JRSM	14
	Philosophy	8
	Political Science	22
	Romance Languages	20
	School Psychology	15
	Speech Language Pathology	51
	Sociology	17
M.A. in Liberal Studies	Liberal Studies	54
Master of Architecture	Architecture - Graduate	14
Master of Arts in Teaching	Instr and Curr Leadership	146
Master of Business Admin	Business Administration	347
Master of City & Regional Plng	City and Regional Planning	29
Master of Fine Arts	Art	10
	Creative Writing	27
	Theater	18
Master of Health Admin	Health Administration	40
Master of Music	Music	49
Master of Public Admin	Public Administration	37
Master of Public Health	Public Health	89
Master of Professional Studies	Professional Studies (RODP)	69
Master of Science	Accounting	79
	Business Administration	25
	Bioinformatics	9

	Biology	25
	Biomedical Engineering	10
	Chemistry	14
	Civil Engineering	20
	Clinical Nutrition	2
	Counseling	118
	Computer Science	34
	Ed Psychology and Research	11
	Electrical and Computer Engr	23
	Engineering Technology	6
	Earth Sciences	31
	Health Studies	40
	Health and Sport Sciences	6
	Instr and Curr Leadership	124
	Information Systems	84
	Leadership and Policy Studies	27
	Mathematical Sciences	18
	Mechanical Engineering	16
	Nutrition	51
	Physics	12
	Psychology	45
	SPCM	38
M S in Nursing	Nursing	235
Master of Social Work	Social Work	136
Non Degree (GR)	No Major	439
Doctor of Philosophy	Business Administration	59
	Biology	32
	Biomedical Engineering	19
	Chemistry	33
	Communication Sciences and Disorders	14
	Counseling Psychology	33
	Communication	30
	Computer Science	43
	Ed Psychology and Research	34
	English	86
	Engineering	82
	Epidemiology	21
	Earth Sciences	30
	History	40
	Health Systems and Policy	9
	Mathematical Sciences	39
	Music	11
	Philosophy	25
	Psychology	69
	Social and Behavioral Sciences	12

Total	4,382

Student Level LW

		Total
		N
Juris Doctor	Law	311
Total		311

Student Level UG

		Total
		N
Additional Major	Accounting	8
	Architecture - Undergraduate	1
	Biology	1
	Business Information & Tech	3
	Chemistry	3
	Communication	1
	Computer Science	1
	English	4
	Finance	5
	Foreign Languages	2
	History	1
	Health and Human Performance	1
	Management	2
	Marketing Management	1
	Professional Studies	2
	Psychology	2
	Sociology	1
Bachelor of Arts	Afrcn and African-Amer Studies	51
	Advertising	32
	Anthropology	84
	Art History	14
	Criminology and Criminal Jus	498
	Communication	292
	Economics	25
	English	276
	Earth Sciences	54
	Foreign Languages	154
	History	201
	Hospitality and Resort Mgmt	116
	International Studies	67
	Journalism	197
	Public Relations	81
	Philosophy	57
	Political Science	169
	Psychology	666

	Sociology	146
	Social Work	177
	WDLG	50
Bachelor of Business Admin	Accounting	560
	Business Information & Tech	234
	Business Economics	130
	Finance	318
	International Business	126
	Management	461
	Management Information Systems	32
	Marketing Management	313
	Supply Chain Management	101
Bachelor of Fine Arts	Architecture - Undergraduate	100
	Art	284
	Interior Design	43
	Theater	123
Bachelor of Liberal Studies	Interdisciplinary Studies (RODP)	190
	Liberal Studies	41
Bachelor of Music	Music Industry	152
	Music	154
Bachelor of Prof Studies	Professional Studies (RODP)	80
	Professional Studies	755
Bachelor of Science	Biology	467
	Chemistry	180
	Computer Science	269
	Health Studies	673
	Mathematical Sciences	65
	Physics	26
	Sport and Leisure Management	43
B.S. in Biomedical Engineering	Biomedical Engineering	138
	Mathematical Sciences	3
	Physics	2
B.S. in Civil Engineering	Civil Engineering	117
	Physics	1
B.S. in Chemistry	Chemistry	4
B.S. in Computer Engineering	Computer Science	3
	Computer Engineering	79
B.S. in Education	Human Development and Learning	87
	Health and Human Performance	233
	Health Studies	6
	Integrative Studies	94
	Physical Ed for Teacher Ed	76
	Sport and Leisure Management	142
	Teaching All Learners	320
B.S. in Electrical Engineering	Electrical Engineering	80
	Mathematical Sciences	3

B.S. in Engineering Technology	Engineering Technology	144
B.S. in Mechanical Engineering	Mathematical Sciences	5
	Mechanical Engineering	174
	Physics	4
B.S. in Nursing	Nursing	749
Non Degree Post Bacc	No Major	81
Non Degree (UG)	No Major	1,492
	TGLF	9
None/Undeclared	Pre-Biomedical Engineering	112
	Pre-Computer Engineering	92
	Pre-Civil Engineering	73
	Pre-Electrical Engineering	57
	Pre-Engineering Technology	83
	Pre-Mechanical Engineering	169
	Pre Nursing	1,167
	Pre-professional	1
	Pre Social Work	100
	Acad Focus-Arts	47
	Acad Focus-Business	653
	Acad Focus-Education	119
	Acad Focus-Gen Ed Core	361
	Acad Focus-Humanities	99
	Acad Focus-Health Professions	324
	Acad Focus-Social Sciences	593
	Acad Focus-STEM	540
Total		18,002

Grand Total, All Levels

Total	22,695

7. Overview of Success of Access and Diversity Funds for the State of Tennessee

Presentation

Presented by Karen Weddle-West

The University of Memphis Board of Trustees
Agenda Item

Date: October 4, 2017

Committee: **Academics, Research, & Student Success Committee**

Item: **Overview of the Success of Access and Diversity Funds from the State of TN**

- i. **Undergraduate Access and Diversity Funds (Memphis Advantage Scholarship Program): Impact on Student Success**
- ii. **First Generation PhD/MFA Fellowship Program: Impact on Student Success**
- iii. **Cecil C. Humphreys School of Law: Impact of Access and Diversity Funds on Student Success**

Recommendation: Informational; no action required

Presented by:

Karen Weddle-West, Ph.D., Provost/Director of Diversity Initiatives

Background:

Dr. Karen Weddle-West will present findings on the success that Access and Diversity Funds have on student retention and completion among Undergraduate, Graduate, and Law School students.

Committee Recommendation:

No action required

Impact of Access and Diversity Funds on Undergraduate Student Success
Fall 2007 - Fall 2016 Cohort Data

* 60% average 6th year Graduation Rate for Memphis Advantage (Access and Diversity Scholarship) recipients vs.
 35% average 6th year Graduation Rate for Pell students who didn't receive the scholarship

First Time Full Time Scholarship Recipient
Retention & Graduation Rates

	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	46	40	87.00%	28	60.90%
200880	65	55	84.60%	38	58.50%
200980	51	39	76.50%	30	58.80%
201080	59	54	91.50%	36	61.00%
201180	41	39	95.10%	24	58.50%
201280	58	48	82.80%	.	.
201380	63	56	88.90%	.	.
201480	64	61	95.30%	.	.
201580	11	8	72.70%	.	.
201680	23	22	95.70%	.	.

First Time Full Time Pell Freshmen
Retention & Graduation Rates

	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	702	536	76.40%	263	37.50%
200880	771	582	75.50%	254	32.90%
200980	1004	769	76.60%	347	34.60%
201080	1298	996	76.70%	426	32.80%
201180	1340	959	71.60%	465	34.70%
201280	1037	769	74.20%	.	.
201380	992	772	77.80%	.	.
201480	1184	880	74.30%	.	.
201580	974	764	78.40%	.	.
201680	1379	981	71.10%	.	.

Impact of Access and Diversity Funds on Undergraduate Student Success
Fall 2007 - Fall 2016 Cohort Data

- * 60% average 6th year Graduation Rate for Memphis Advantage (Access and Diversity Scholarship) recipients vs.
 34% average 6th year GraduationRate for African-American students who didn't receive the scholarship

First Time Full Time Scholarship Recipient
Retention & Graduation Rates

	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	46	40	87.00%	28	60.90%
200880	65	55	84.60%	38	58.50%
200980	51	39	76.50%	30	58.80%
201080	59	54	91.50%	36	61.00%
201180	41	39	95.10%	24	58.50%
201280	58	48	82.80%	.	.
201380	63	56	88.90%	.	.
201480	64	61	95.30%	.	.
201580	11	8	72.70%	.	.
201680	23	22	95.70%	.	.

First Time Full Time African American Freshmen
Retention & Graduation Rates

	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	735	557	75.80%	264	35.90%
200880	744	566	76.10%	236	31.70%
200980	769	602	78.30%	274	35.60%
201080	1034	818	79.10%	317	30.70%
201180	1019	716	70.30%	295	28.90%
201280	774	581	75.10%	.	.
201380	646	505	78.20%	.	.
201480	710	557	78.50%	.	.
201580	651	503	77.30%	.	.
201680	946	678	71.70%	.	.

Impact of Access and Diversity Funds on Undergraduate Student Success
Fall 2007 - Fall 2016 Cohort Data

* 60% average 6th year Graduation Rate for Memphis Advantage (Access and Diversity Scholarship) recipients vs.
 44% average 6th year Graduation Rate for all First Time Full-Time Freshmen

**First Time Full Time Scholarship Recipient
Retention & Graduation Rates**

	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	46	40	87.00%	28	60.90%
200880	65	55	84.60%	38	58.50%
200980	51	39	76.50%	30	58.80%
201080	59	54	91.50%	36	61.00%
201180	41	39	95.10%	24	58.50%
201280	58	48	82.80%	.	.
201380	63	56	88.90%	.	.
201480	64	61	95.30%	.	.
201580	11	8	72.70%	.	.
201680	23	22	95.70%	.	.

**First Time Full Time Freshmen
Retention & Graduation Rates**

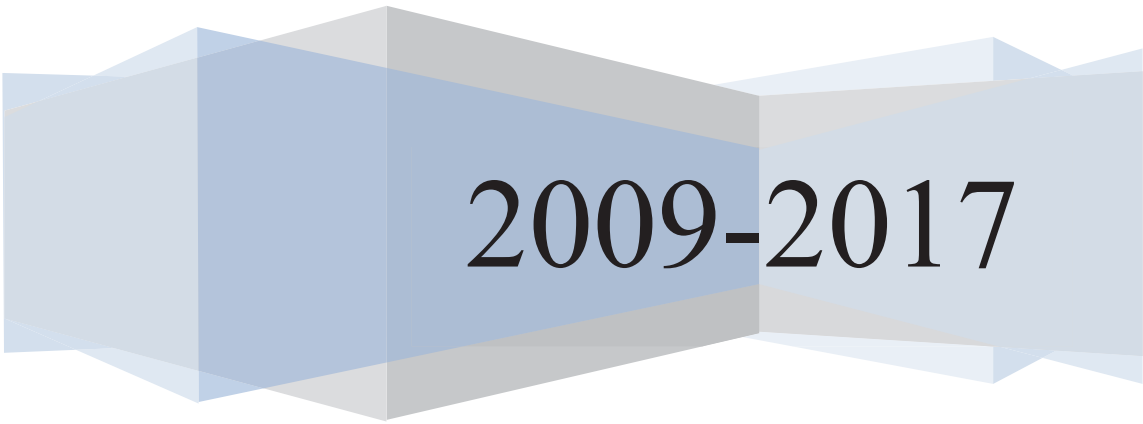
	# of Students	Enrolled 2nd Fall	Enrolled 2nd Fall	6th Year Grad	6th Year Grad
Cohort					
200780	2027	1,520	75.00%	897	44.30%
200880	1985	1,508	76.00%	852	42.90%
200980	2220	1,733	78.10%	992	44.70%
201080	2390	1,860	77.80%	1,017	42.60%
201180	2473	1,871	75.70%	1,077	43.60%
201280	2180	1,671	76.70%	.	.
201380	2078	1,632	78.50%	.	.
201480	2306	1,795	77.80%	.	.
201580	2049	1,644	80.20%	.	.
201680	2647	2,014	76.10%	.	.



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First Generation PhD/MFA Fellowship Program



2009-2017

Section I: Introduction and Background Information

The funds for the 1st Generation PhD Fellowship Program are made available to The University of Memphis by the State of Tennessee. The purpose of the fellowship is to provide financial assistance to graduate students who are underrepresented in their respective disciplines and who will become the first person in their immediate families to earn a doctoral degree.

In order to be eligible to apply, students must be:

- A resident of Tennessee
- Fully admitted to a graduate program by March 7, 2016 (current student)
- Underrepresented in their discipline/major by gender or race
- First immediate family member to complete a doctoral or Master of Fine Arts degree program

Fellowship recipients must agree to the following:

- To enroll in at least 9 semester hours of graduate course work for the full-time option or 6 hours for the part-time option
- Maintain a cumulative grade point average of at least 3.00 in order to be eligible to continue the fellowship.

Award Information:

- Full-Time Option (minimum of 9 hours per semester): Tuition scholarship plus a \$6,000 stipend (\$750 per month for four months each semester)
- Part-Time Option (6 hours per semester): Tuition scholarship plus a \$1,000 stipend (\$500 per semester)
- Award Period: The fellowship is awarded for one academic year contingent upon the student maintaining each semester a 3.00 or higher grade point average.
- Summer Support: Summer support is contingent upon availability of funds and is not guaranteed.

Section II:

Marketing of Fellowship and Application Process

How is the information about the scholarship/fellowships disseminated?

The First Generation fellowship information is available on the University of Memphis website (http://www.memphis.edu/gradschool/current_students/fellowships/first_generation.php) all year. Dr. Jasbir Dhaliwal, Dean of the Graduate School, emails to the College Directors twice a year to encourage students to apply for the fellowship program. He also gives the Graduate Student Association information about the fellowship to announce at the November- March monthly meetings. The fellowship is announced at the University Council of Graduate Studies and Research monthly meeting leading up to the application deadline. An announcement of the fellowship is also advertised in the school's newspaper, The Daily Helmsman.

The Dean and Coordinator/Administrative Associate, Graduate School, Ms. Lakesha Herring, meet with individual prospective students who contact us for more information or clarification of the program requirements.

Application process

The application deadline is the third week in March each year. Once an application is complete, the student has two ways to submit the information. Students can hand deliver the application to the Graduate School or they can email the application material to Lakesha Herring, Coordinator/Administrative Associate, Graduate School (lsherrng@memphis.edu). As the applications arrive, Ms. Herring checks each application for accuracy and completeness. If a student is missing information, Lakesha contacts the student to request missing documents. A comprehensive file is created for each student. The file includes all supporting documents received. The applicant's residential status, gender, race/ethnicity, current GPA, GRE scores are checked in the banner system. Spreadsheets and umdrive link are created with the applicant's full name and details of the required information (GPA, GRE score, department, residence status, etc.). Upon completion of the files, the Graduate School support staff validates the information received and submits for approval to the Dean of Graduate School, Dr. Jasbir Dhaliwal. Every effort is made to ensure that all applications are complete.

Selection process

The First Generation PhD/MFA Committee is comprised of eleven faculty members from several departments on campus to ensure cross campus involvement of selection of students. The Director of Diversity reviews each selection committee member's role in consultation with the Dean of Graduate School to ensure broad base participation and fair evaluation of all the candidates. The representatives are:

Name	Department
Satomi Taylor	Instruction Curriculum Leadership
Mary Boudreaux	Leadership
Barbara Davis	Management
Reginald Green	Leadership
Alena Allen	Law
James Whelan	Psychology
Marian Levy	School of Public Health
Esra Ozdenerol	Earth Sciences
Carol Danehower	Management
Barbara Bekis	Educational Support Program
Latrice Pichon	School of Public Health

Selection Process

The Dean of the Graduate School contacts members of the selection committee to invite each member to serve. Committee members are given explicit instructions on how to access students' folders on the UmDrive. They are also given ranking forms to complete the evaluation. (A sample of this form can be found in the appendix at the end of this narrative.) Criteria for ranking include the applicant's statement of need, goals and ambition, accomplishments and scholarship productivity (i.e. presentations, honors/awards, publications, etc.).

Committee members are given 10 business days to complete the ranking form individually. They are asked to submit their ranking form to Ms. Herring. She checks for accuracy and completeness of rankings. The Dean of the Graduate School and Ms. Herring answer any questions the selection committee may have about the candidates or the information they receive. Once all ranking forms have been received, Ms. Herring compiles a spreadsheet with each member's ranking. She computes the average ranking for each applicant and arranges the spreadsheet to reflect the rankings.

Committee members are then invited to a meeting to discuss the ranking data and make final funding decisions. Based on the amount of funding available, funding levels can vary depending on the number of students that have graduated and the amount of summer funding requested by current recipients of the fellowship. The work of this selection committee is chaired by the Dean of Graduate School.

Section III:

Narrative (Success Stories)

The First Generation PhD/MFA Fellowship is a pivotal program for the University of Memphis. The program promotes diversity and has proven effective in boosting professional students' careers by earning a doctorate. This program also addresses the need for first generation PhD students who may not have as many resources, compared to other graduate students, available to them. As an institution, we aim to produce several PhD students, with diverse backgrounds, who are more than qualified to work in their respective fields. The University of Memphis Graduate School continues our tradition as one of the largest producers of African-Americans who hold a PhD in Philosophy. Here are a few success stories illustrating the continued need for this scholarship:

2010 Graduates

Full-time status

1. Dr. Louis M Rocconi graduated in fall 2010 with a PhD in Educational Research. He serves as a faculty member with the role as an Assistant Scientist/Scholar in the Center for Postsecondary Research at Indiana University at Bloomington. <http://education.indiana.edu/dotnetforms/Profile.aspx?u=lrocconi>
2. Dr. Samuel Tekobo graduated in spring 2010 with a PhD in Organic Chemistry. He is a seasoned materials scientist whose skills, competencies and expertise are of a great asset. At Buckman Laboratories International, he worked assiduously with vendors to project Buckman with its products development resulting in customers' confidence and satisfaction. His efforts during the first year of employment also made it possible for the company to win a bid worth \$20 million. <https://www.linkedin.com/in/samuel-tekobo-ph-d-a0731421>
3. Dr. Sharese Willis graduated in spring 2010 with a PhD in English. She is the owner of a professional editing business, performing editing and training services for educational, business, research, and government organizations. She also serves as an on-call editor for the University of Arizona as well as a Faculty Associate with Arizona State University's department of Technical Communication. <https://www.linkedin.com/in/shareseterrellwillis>
4. Marcus King graduated in summer 2010 with a Masters in Music. He is a voice professor at Rhodes College. He has performed in a total of 40 countries and owns a private studio where he conducts private lessons. <https://www.linkedin.com/in/marcus-king-92303166>
5. Dr. Christopher Howell graduated in fall 2010 with a PhD in Electrical Engineering. He is an Electronic Engineer with the U.S. Army. <https://www.linkedin.com/in/christopher-howell-488a386>

2011 Graduates

Full-time status

6. Dr. Khatidja Ali graduated in summer 2011 with a PhD in Psychology. She has completed her degree and secured her license to practice as a Psychologist. She is current on staff at the VA Medical Center in Memphis. <https://www.facebook.com/JervetteWard/>
7. Dr. Shemika Maria Harris graduated in Fall 2011 with an EDD in Counseling. She is the lead associate in the Jackson, TN office of the Harris Agency, LLC, where she devotes her expertise to grant proposal development, nonprofit formation and development, and fundraising. Dr. Harris has successfully procured \$20 million dollars in grant funding since 2011, specifically, securing funding for educational and social service initiatives. Dr. Harris has an extensive background in skillfully developing and implementing programs addressing the risk factors hindering the success of economically disadvantaged populations and first-generation college students. She also has more than ten years of experience managing budgets and contracts as well as supervising employees and volunteers.
8. Dr. David Jon Walker graduated in Spring 2011 with a MFA in Art. He is an Assistant Professor of Graphic Design at Middle Tennessee State University. He is also the owner of Rhealistic, a graphic design and web design firm that produces advertisements, websites, apparel with graphic designs, and websites. <https://www.linkedin.com/in/rhealistic>
9. Dr. Jervette R. Ward-Ellis graduated in Spring 2011 with a PhD in English. She is an Associate Professor of English at the University of Alaska Anchorage. She is the editor of *Real Sister: Stereotypes, Respectability, and Black Women in Reality TV* (Rutgers University Press, November 2015). Her research and teaching areas focus on American Literature with an emphasis in African American Women's Literature. She has taught and published on Zora Neale Hurston, the addition of the African American characters to the Dick and Jane series, and Black women in reality television. Dr. Ward is a member of the Executive Committee of the College Language Association where she serves as the English Area Representative. She earned the Ph.D. in English – Literary & Cultural Studies from The University of Memphis. <http://www.jervette.com/>
10. Dr. Rebecca L. West graduated in Spring 2011 with a PhD in Clinical Psychology. She is a licensed Clinical Psychologist within the State of Tennessee. She obtained her Ph.D. from The University of Memphis and completed post-doctoral work in neuropsychology and forensic psychology with the Center for Pediatric Neuropsychology, Juvenile Court of Memphis and Shelby County, and a privately owned residential treatment facility located in Shelby County, respectively. Dr. West has primary experience with children and adolescents that includes but is not limited to: general medical, neurological, developmental, neuro-developmental, behavioral, emotional, and academic issues and impairments. <http://www.west-psychologicalservices.com/psychologist>

2012 Graduates

Full-time status

11. Dr. Karen Felicia Ball graduated in Fall 2012 with an EDD in Educational Leadership. She currently serves as an Attendance and Discipline Official for Shelby County Schools in Memphis, TN. Dr. Ball is also an active TAEA Board Member and a member of the Tennessee Governor's Advisory Council for Alternative Education.
<https://www.linkedin.com/in/karen-ball-ed-d-59971562>
12. Dr. Lucille Marie Booker graduated in Fall 2012 with a PhD in English. She worked with Memphis Charter schools. Her research is in the field of Applied Natural Language Processing (ANLP) with interests in contrastive corpus analysis, political discourse, and deception. Her publications include "Amazon Mechanical Turk: A Web-Based Tool for Facilitating Experimental Research in ANLP," in CROSS-DISCIPLINARY ADVANCES IN APPLIED NATURAL LANGUAGE PROCESSING, Ed. Chutima Boonthum-Denecke. Hershey, PA: IGI Global, 2012. 90-102.
13. Dr. Mittie Carey graduated Spring 2012 with a PhD in Communication. She was awarded a post-doctoral teaching fellowship in communication studies at Western Kentucky University. The post-doc was renewed for a second year and Mittie was offered a full-time position in 2014. She continues to teach for us as a regular adjunct faculty member. In addition, she has published a widely read essay entitled "The Parallel Rhetoric of Ella Baker," in the Southern Communication Journal (2014) and is a regular presenter at scholarly conferences in communication studies. Email address: mittiekcarey@att.net
14. Dr. Terry Nelson graduated in Spring 2013 with a PhD in Business Administration. He is an Assistant Professor of Leadership and Business Administration at the University of Alaska-Anchorage. She was nominated for Teacher of the Year during her first year there, and she will be receiving the Chancellor's Award for Community Engagement this week.
https://alaska.digication.com/terry_a_nelson_promotion_tenure_reviewers/Title_Page22/
15. Dr. Irana Scott graduated in Spring 2012 with a PhD in Business Administration. She is currently an Assistant Professor of Accounting at James Madison University.
<https://www.linkedin.com/in/irana-scott-03114290>
16. Dr. Julie Irene Hancock graduated in Summer 2012 with a PhD in Business Administration. She currently serves as an Assistant Professor within the department of Management at the University of North Texas' College of Business. <https://www.linkedin.com/in/julie-hancock-3305057>
17. Dr. Davita Watkins graduated in Spring 2012 with a PhD in Organic Chemistry. She is an Assistant Professor of Chemistry at the University of Mississippi. She completed a post-doc at the University of Florida and subsequently published four papers with a faculty member while there. <https://www.linkedin.com/in/davita-l-watkins-b6a2182b>
18. Dr. Andrea Nichole Watson graduated in Summer 2012 with a PhD in Clinical Psychology. She works for the Federal Bureau for Prisons. She is rising very quickly in the Bureau. She

is currently working in Washington DC where she responsible for coordinating psychological assessment services for the FBP.

2013 Graduates

Full-time status

19. Dr. Nina Milan Poole-Mitchell graduated in Fall 2012 with a PhD in Biology. She is a post-doctoral fellow in the REACH IRACHA program at Baylor College of Medicine in Houston, TX.
20. Dr. Cicely T. Wilson graduated in Summer 2013 with a PhD in Communication. She is an Adjunct Professor at the University of Memphis, Former Assistant Professor of Communication at Chicago State University.

2014 Graduates

Full-time status

21. Dr. Daniel Abebe graduated in Fall 2014 with a PhD in Chemistry. He is currently the Marion F. Green Professor of Law as well as serving as the Deputy Dean at the University of Chicago Law School. <https://www.linkedin.com/in/dgabebe>
22. Dr. ZeVida A. Holman graduated in Fall 2014 with an EDD in Counseling. She is a Licensed Professional School Counselor and a National Certified Counselor with over 10 years of experience in counseling, consultation and academic advising. She is the founding director of Finding the You Inside Youth Ministry (FYI), 501(c) (3), and has worked in youth ministry for over 7 years. Dr. Holman teaches mentors and assists underprivileged youth and young adults with making academic, career and life choices that propel their success. <https://www.linkedin.com/in/drzaholman>
23. Dr. Valerie Jones graduated in Fall 2014 with an EDD in Counseling & Educational Psychology. She is currently the Director of College Counseling at Christian Brothers High School in Memphis. <https://www.linkedin.com/in/valerie-jones-0597591a>
24. Dr. Courtney Peasant graduated in Fall 2014 with a PhD in Psychology. She is a postdoctoral fellow in CIRA's NIMH Interdisciplinary HIV Prevention Training Program. Dr. Peasant, graduating with a PhD in Clinical Psychology from the University, is a postdoctoral fellow (out of Yale) in CIRA's NIMH Interdisciplinary HIV Prevention Training Program. <https://www.linkedin.com/in/courtney-peasant-ph-d-9b64092b>
25. Rev. Dr. R. Janae Pitts-Murdock accepted the call into full-time ministry and completed a Master of Divinity degree at United Theological Seminary in Dayton, Ohio. She recently served as Lead Pastor at Mississippi Boulevard Christian Church under Dr. Frank A. Thomas. She also served as the Southern Regional Chaplain for Delta Sigma Theta Sorority, Inc.

26. Dr. Larita Webb-Taylor graduated in Fall 2014 with a PhD in SOC/BEH. She accepted a job as a consultant to Emory University's Diabetes Training and Technical Assistance Center (DTTAC) for Lifestyle Coach Training. The National Diabetes Prevention Program lifestyle change program is the nation's leading evidence-based program for the prevention of type 2 diabetes. Dr. Webb-Taylor conducts 2-day workshops to train health professionals in the prevention and management of diabetes. Larita lives in Memphis and is conducting a training workshop at the University of Memphis this Wednesday and Thursday!

2015 Graduates

Full time status

27. Dr. LeTrice Donaldson graduated in Spring 2015 with a PhD in History. She is currently an instructor at the University of Memphis within the History department.
28. Ms. Megan Hoover graduated in Spring 2015 with a MA in Architecture. She joined LRK Architects where she has been involved in several major projects in the Memphis area doing both architecture and interior design. Among the projects on which she is working are the Crosstown Back and Pain Institute, the Southern College of Optometry at Crosstown, the Church Health Center at Crosstown, and the Crosstown Theater. She is also involved with the renovation of the REA Building at Central Station for the Hagwood Adelman Tipton Law Firm. Megan is participating in the Architectural Experience Program (prescribed 3,740 documented hours in six categories) and has started the seven-part Architect Registration Examination, both of which are required to practice architecture in the USA. Megan continues to be involved with the Department of Architecture serving as community liaison for the UofM chapter of the American Institute of Architecture Students (AIAS) and the Tau Sigma Delta National Architecture Honor Society (TSD). She regularly assists me and Professor Sherry Bryan with special projects and was an active participant in the AIAS Design+Build Studio this past summer with the Carpenter Art Garden. Megan is currently completing a book documenting our work with the Carpenter Art Garden.
29. Dr. Calvin McGlown graduated in Fall 2015 with an EDD in LDPS. He serves as an administrator at the Memphis Academy of Science and Engineering.
<https://www.linkedin.com/in/calvin-mcglown-9334141b>
30. Dr. Jeffrey Murdock graduated in Summer 2015 with a PhD in Music. He has become known regionally, nationally, and internationally as a psalmist, music minister, evangelist, and conductor. He currently serves as the Associate Director of Choral Activities at the University of Arkansas. <https://www.linkedin.com/in/jeffrey-murdock-a7244211>
31. Dr. Keith Story graduated in Spring 2016 with his PhD in Business Administration, concentration in Marketing. Since 2015 he has been an Assistant Professor of Marketing & Logistics and Kissler & Lewis Research Fellow at California State University – Fresno. He has published his scholarly work in the Journal of Applied Business & Economics, and he has made numerous presentations at national conferences.
<https://www.linkedin.com/in/keith-story-8929895>

Fall 2016

Full time status

32. **Dr. Charlise Anderson** graduated Fall 2016 with an EDD in Higher and Adult Education. She is currently the Director of Institutional Research and Assessment at Lane College in Jackson Tennessee.
33. **Dr. Kristine Howell** graduated Fall 2016 with an EDD in Instruction and Curriculum Leadership. She is currently an ESL teacher for the Germantown Municipal School district.
34. **Dr. Natalie Cunningham** graduated Fall 2016 with an EDD in Leadership. She is working at a Community College in Berkley California. She is coordinating a program in the area of her dissertation: An analysis of African American Disengagement in Post-Secondary Education.

Spring 2017

Full time status

35. **Dr. Juanita Trusty** graduated Spring 2017 with a PhD in Business Administration. She has begun a tenure track position with California State University Los Angeles.
36. **Dr. Nia Dowell** graduated Spring 2017 with a MS in Psychology. She is a postdoctoral research fellow in the School of Information and Digital Innovation Greenhouse at the University of Michigan. She accepted a 2 year appointment working with Chris Brooks and Tim McKay. Since graduation, she has published 3 manuscripts, and given several presentations on her research. She has also started a patent for her dissertation work, where she developed a new methodology, group communication analysis (GCA), by combining automated computational linguistic techniques with analyses of the sequential interactions of online group communication.
37. **Dr. Brittany Lee** graduated Spring 2017 with a PhD in Counseling Psychology.
38. **Dr. Ingrid Thomas** graduated Spring 2017 with an EDD in Leadership and Policy Studies.

These are just a few of the success stories that stemmed from the First Generation PhD Fellowship Program. The program provides a boost for graduate students with ambition. It is important to encourage the continued growth of students who are similar to the ones mentioned previously. Funding for doctoral students is more than funding education; it is the funding of lifelong students, researchers, and educators. With the continuance of the First Generation PhD Fellowship, there are sure to be many more success stories.

Section IV:

Self-Application Form for Graduate School Competitive Awards

I, _____ am applying for the following award (**check one**):

☐ University of Memphis Society Doctoral Fellowship

☐ First Generation PhD Fellowship

Student Information

Banner ID: U_____

Address: _____
Street City State Zip Code

Telephone: _____ Email: _____

Country: _____ Tennessee resident: ☐ Yes ☐ No

Citizenship: _____ If non-U.S. resident, indicate visa status: _____

Undergraduate GPA: _____ Undergraduate institution: _____

GRE: _____ Verbal _____ Quantitative _____ Analytical GMAT: _____

Number of Graduate Credit Hours Completed in Current Program: _____

Current Graduate GPA: _____

Non-University of Memphis Graduate Information

Graduate GPA: _____ Institution: _____

Degree Earned (if any): _____

Attachments: Make sure that all required documentation is attached to this nomination (see documentation chart).

First Generation Ph.D. Fellowship

Application for 2016-2017 Academic Year

To be attached to a completed Self-Application Form (see below)

I. Statement of Eligibility:

Name: _____

UUID: _____

Address: _____ City: _____

State: _____ Zip Code: _____ Phone No.: _____

II. Are you admitted to a graduate program at The University of Memphis?

☐ Yes ☐ No

College/School:

Degree Program:

Enrollment intentions: *(Check one)*

Part-time (6 hrs. per semester): ☐

Full-time (9-12 hrs. per semester): ☐

III. List recognitions, awards, and scholarly activities received while pursuing your undergraduate or graduate degree(s) *(please indicate if the activity is undergraduate or graduate)*:

IV. Personal Statement: On an attached sheet(s) please write an essay providing us with more information about yourself. The essay should be typed and no longer than two (2) pages double-spaced. The content of the essay should be directed toward the following:

- Your educational goals. Do you intend to further your graduate education after you complete your current degree?
- Your occupational or professional objectives. How do you intend to use your advanced knowledge and skills? Your unique traits or interest that would make you worthy of winning this fellowship.
- Why this fellowship opportunity is important to you and contributions you will have to offer as a result of having achieved your overall educational goals and professional objectives.

INSTRUCTIONS:

The Self-Application Form is available [on-line](#).

In addition to the completed application, applicants must submit two letters of recommendation, one of which should be academic. Letters should be sent by the recommender directly to the following address:

ATTN: 1st Generation Ph.D. Fellowship Selection Committee
The Graduate School
FedEx Institute of Technology, Rm 201C
The University of Memphis
Memphis, TN 38152

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED FOR THE FELLOWSHIP. IT IS THE APPLICANT'S RESPONSIBILITY TO ENSURE THAT HIS/HER APPLICATION FILE IS COMPLETE WITH BOTH APPLICATIONS, PERSONAL STATEMENT, AND TWO LETTERS OF RECOMMENDATION BY THE STATED DEADLINE.

Completed applications should be returned to the **FedEx Institute of Technology, room 201C, by March 18, 2016.**

Documentation chart

	STUDENT APPLIES
AWARDS REQUIREMENTS	First Generation Ph.D.*
Application/nomination deadline	March 18
Nomination <i>or</i> Application form	Application form
Nomination letter	
Additional letters of recommendation	2
Curriculum vitae	X
Students personal statement	X

ACCESS & DIVERSITY FUNDS FOR CECIL C. HUMPHREYS LAW SCHOLARSHIPS AND PROGRAMS

INTRODUCTION

In recent years, the University of Memphis Cecil C. Humphreys School of Law has achieved historic success in diversity and the academic performance of diverse law students. This success is made possible by the allocation of Access & Diversity Funds from the State of Tennessee. The following summary highlights our stewardship of these funds and provides data supporting the significant impact these funds have had on student enrollment, diversity and inclusion, retention, graduation, bar passage, and law school reputation.

INCREASED DIVERSE STUDENT ENROLLMENT

Access & Diversity funds support increased recruiting and marketing efforts. As a result, the law school has seen a significant increase in ethnic/racial diversity within its incoming classes. In 2012, 15% of the entering class identified as racially/ethnically diverse. By 2014, racial/ethnic diversity more than **doubled previous enrollment** with **34%** of the entering class identifying as racially/ethnically diverse. The table below illustrates the percentage of first-year law students who identified as racially/ethnically diverse from 2008-2017.

YEAR	Actual Enrollment data	% Racial/Ethnic Diversity of Incoming Class
2008	15/148	10%
2009	20/143	14%
2010	24/158	15%
2011	21/144	15%
2012	17/112	15%
2013	25/111	22%
2014	37/118	34%
2015	30/116	26%
2016	22/109	20%
2017	33/107	31%

SCHOLARSHIPS

Access & Diversity Funds also have been utilized to provide 2.4 million scholarship dollars to more than 200 Tennessee or border-county residents. These funds have been instrumental in admitting top-performing, diverse law students and in addressing the financial hardships that often impact retention and graduation.

When this funding was first established in 1985, the funding was awarded exclusively to African-American Tennessee residents. In 2006, post *Geier*, the University charged each department awarding these funds to establish criteria to be more inclusive. A diversity committee appointed by the Dean determined that individuals receiving Memphis Access & Diversity Law Scholarship funding must be able to demonstrate diversity in one or more of the following areas:

- (1) Member of a racially or ethnically underrepresented group;
- (2) Disabled;
- (3) Socioeconomically disadvantaged;
- (4) First-generation United States citizen;
- (5) First-generation college graduate.

Questions were added to the law school application to capture this information. Students interested in being considered for Memphis Access & Diversity funding were required to answer a series of questions and provide a diversity statement. The Admissions Office, along with the Director of Diversity, oversees the allocation of these funds. Admitted students who meet one or more diversity categories are considered for funding. Funding is awarded based on the competitiveness of the pool and the availability of funding.

Recipients must meet the median of their respective class grade-point average for renewal. Awards are reviewed yearly and after spring grades and class ranks are posted. If recipients meet the

academic requirement, their award is renewed. Depending on funding and competitiveness of the pool, some awards are reduced or eliminated pending academic performance.

Students can receive this funding for up to three academic years or six semesters, unless they are attending part-time. If attending part-time, they can receive the funding up to eight semesters. The chart below provides data on the number of students awarded annually. Awarding of this funding is competitive and subsequently, not all eligible students receive funding. However, students are eligible to apply annually for funding. Many students receive funding after their first-year of enrollment.

**Racial and Ethnic Breakdown of Memphis Access & Diversity Law Scholarship
Funding, 2008 – 2017**

	B/AA	White	Asian	Hispanic	American Indian	Other	Total
2008	42	1	1	1	0	0	45
2009	38	5	4	2	1	2	52
2010	23	4	6	5	0	3	41
2011	32	11	6	6	1	3	59
2012	31	9	7	6	1	3	57
2013	31	5	3	4	2	0	45
2014	41	4	3	6	5	0	59
2015	30	3	6	8	2	0	49
2016	33	12	4	11	3	0	63
2017	32	12	2	7	1	0	54
Total	333	66	42	56	16	11	524

Total University of Memphis Access & Diversity Law Scholarships, 2008-2017

ACCESS & DIVERSITY PROGRAMS

These funds also have helped increase diversity and inclusion through programs like the Tennessee Institute for Pre-Law (TIP), Diversity & Pre-Law Day, the Law Student Diversity Committee, Summer Law Intern Program (SLIP), and the new Access & Diversity LSAT Prep Program.¹ These access and diversity efforts have contributed significantly to our reputation as a law school that values diversity. These initiatives, along with scholarship support, have led to increased enrollment, an inclusive learning environment, and numerous **licensed attorneys** in the State of Tennessee and throughout the United States.

TIP PROGRAM SUCCESS

“It was the TIP program that created the work-ethic that I needed to be successful in law school.” Attorney Anthony A. Adewumi (JD ’14)

The Tennessee Institute for Pre-Law (TIP) Program is a five-week alternative admission program that simulates the first year of law school. Its **purpose is to increase the admission of capable underrepresented individuals and to provide skills and support to ensure their retention, graduation, and bar passage.** It is coordinated each summer by the University of Memphis Cecil C. Humphreys School of Law and is the State of Tennessee’s **only** admission by performance program for diverse Tennessee or border-county residents who are not admitted to law school through the regular admission process, but whose law school application shows potential for academic success.

¹ *Diversity & Pre-Law Day* is a recruiting event that attracts over 50 diverse prospective law students from throughout the region. *The Law Student Diversity Committee* is a committee of law students under the guidance of the Director of Diversity who participate in diversity and inclusion training, help coordinate diversity-related programming, and present at local high schools on legal topics relevant to diversity. *SLIP* is a summer internship program for diverse high school students that is coordinated by the Memphis Bar Association in partnership with the law school. The law school provides program and financial support to this pipeline effort. The *LSAT Prep Program* is a new initiative to help diverse students improve their performance on the LSAT and, ultimately, increase our enrollment of qualified diverse law students.

Students who successfully complete the program are offered fall admission to the University of Memphis School of Law. **Between 2008 and 2016, 109 participants successfully completed the program and matriculated at the University of Memphis School of Law.**

TIP: RACE/ETHNICITY

“TIP gave me the tools needed to succeed in law school, while helping me to discover the sense of community and inclusivity at Memphis Law.” Noor Obaji

As a diversity initiative, TIP has been instrumental in increasing racially/ethnically diverse student enrollment at the University of Memphis School of Law for many years.² Of the 109 successful participants who matriculated between 2008-2016, 73 were Black/African-American, 21 were White/Caucasian, 6 were American Indian/Alaskan Native, 4 were Asian/Pacific Islander, and 5 were Hispanic. This directly contributes to the size of the class and enhances the learning environment through diversity.

The chart below illustrates the racial/ethnic diversity of students admitted through the TIP program between 2008 and 2016.

TIP 2008-2016 BY RACE/ETHNICITY

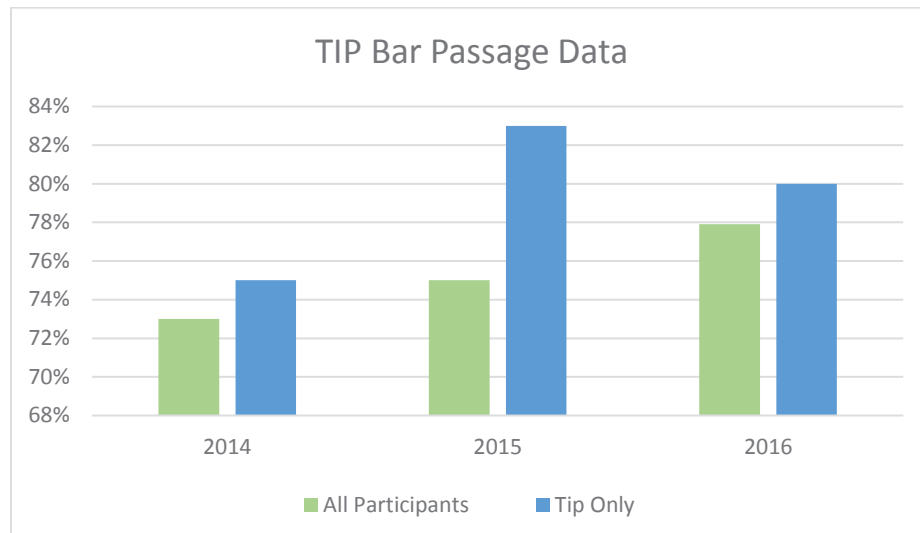
RACE/ETHNICITY	TOTAL
American Indian/Alaskan Native	6
Asian/Pacific Islander	4
Black/African-American (not Hispanic)	73
Hispanic	5
White/Caucasian	21

Total: 109

² In addition to racial/ethnic diversity, approximately 50% of TIP students who matriculated at the law school were first-generation college graduates.

TIP: 2008-2016 BAR PASSAGE

The following chart illustrates the 2014-2016 Tennessee bar passage data for these graduates.



Former TIP participants pass the bar at the same rate or higher than regularly admitted Memphis Law graduates. For example, in July 2014 the overall pass rate for first time test takers, former TIP students included, was **73%**. Former TIP participants who were first-time Tennessee bar exam takers passed the bar exam at a rate of **75%**. In July 2015, the overall pass rate for all first time takers, former TIP students, included was **75%**. Former TIP participants who were first-time Tennessee bar exam takers passed the bar exam at a rate of **83%**. In July 2016, the overall pass rate for all first-time takers was **76.54%**. Former TIP participants who were first-time Tennessee bar exam takers passed the bar exam at a rate of **80%**.

AWARDS & RECOGNITION

As result of our efforts and achievements in diversity, the law school has been recognized as a leader in diversity by the Council on Legal Education Opportunity (CLEO) and was awarded the *INSIGHT to Diversity Magazine* **Higher Education Excellence in Diversity (HEED) award** in 2015. The University of Memphis School of Law was **one of three law schools in the country** to receive this award. Due to the success of the Tennessee Institute for Pre-Law, the program also has been praised by a team of national program evaluators as a **“national model”** for success.

CONCLUSION

In the past nine years, more than two hundred diverse candidates have been awarded funding. Many of our diverse students enter law school with aspirations of assisting others and more specifically working in the public sector. Entry level jobs in state or federal government, while rewarding, the sector of the legal market starting salaries are at the lower end of the industry. Attending law school is an expensive endeavor and one that requires a number of sacrifices on both a professional and personal level. The University of Memphis endorses the American Bar Association statement that working during law school will adversely impact your success.

Having scholarship assistance enables these students to focus on their academics and gain invaluable experience. This experience goes beyond the classroom. The opportunities range from legal aid clinics, externships, or one of our many advocacy programs. Enrolling in these programs allow diverse students to gain valuable skills that are essentials to be practice ready and employable. A student must have the free-time available to pursue these options. Many diverse, economically disadvantaged, students would have to choose part-time, non-legal,

employment if they did not have scholarship funding. This would put them at a disadvantage compared to more traditional law students fortunate enough to have resources allowing them the time to take full advantage of what University of Memphis offers. Additionally, without the scholarship assistance, many of these students would be exploring private practice where the salary range is higher so they can serve their debt.



The law school has placed a good number of our diverse graduates in public sector careers where they are increasing the number of underrepresented minorities in this sector of the legal market. Five diverse students on the 2011 National Thurgood Marshall Mock Trial National Team earned the distinction of being national finalists. This achievement was possible because they were Memphis Access and Diversity recipients and now practice in various settings throughout the state. The success did not end there. These individuals now all have thriving law practices in a variety legal settings throughout the state. One works in a large labor and employment firm in Nashville; another teaches at the University of Memphis in the political science department after working in the District Attorney's Office in Memphis; and, another clerked for Tennessee Court of Criminal Appeals in Nashville.

These success stories are the norm for our diversity scholarship students. Upon graduation, we have placed diverse students in a wide range of public sector setting including but not limited to U.S. Bankruptcy Court, 6th Circuit Court of Appeals, Shelby County Public Defender's Office, U.S. Magistrate, Memphis District Attorney's Office, City of Memphis

Mayor's Office, State of Tennessee, FDIC, and Tennessee Court of Appeals. Additionally, the University is targeting new positions for diversity candidates every year.

As illustrated above, the law school has shown great stewardship in the use of the Access & Diversity funds to achieve notable results in student enrollment, diversity, retention, graduation, and bar passage. Furthermore, these results have garnered national recognition and awards. Access & Diversity funds are pivotal to the law school's continued success in these areas.

The words of a recent graduate, Cesar Arbelaez, say more than any statistics could. *"I have always wanted to pursue a career in public*



service since I was very young. I have strong memories of being 10 years old, when my family emigrated from Colombia, and how helpful the U.S. government was with our transition. As a first-generation U.S. citizen and first-generation college graduate, my family was not in a

position to assist with my educational expenses. However, with hard work, I was able to attend the University of Memphis as an undergraduate with an eye toward attending law school. Memphis Law has been a crucial part of my goal of becoming a public servant. However, without assistance, the public sector salaries would be unable to finance my student loans after law school. Thanks to the Memphis Access and Diversity scholarship, though, I was able to explore opportunities and pursue my interests. During my second year of law school, I volunteered in the Shelby County District Attorney's Office. From that point forward, I knew how I wanted to serve in government. I wanted to be a prosecutor. After graduation and passing the bar, I accepted a position as the first male Latino to join the Davidson County District Attorney's Office as an Assistant District Attorney. I have the privilege of being able to help the most vulnerable as a member of the Domestic Violence Team. The Memphis Access and Diversity Scholarship allowed me to enter civil service with an eye towards helping others, rather than worrying

about my student debt. My gratitude for the investment made in my future goes beyond my ability to express it.”

Cesar Arbelaez
Nashville, TN
University of Memphis, B.A., 2013
University of Memphis, J.D., 2016

8. Update from the Division of Research

Presentation

Presented by Andy Meyers



Growing the Research Enterprise

- New systems and policies
- Strategic investments in interdisciplinary research and research infrastructure
- Targeted, individualized assistance for faculty
- Building unit-based capacity



Success Stories

- Mobile Sensors
 - \$13.8 million IARPA - Mobile Sensor Technology
 - \$4 million NSF – Data Privacy and Security
- Disaster Resilience
 - \$3.2 million HUD – West TN Resilience
- Cyber Security
 - \$3 million FEMA – CyberSecurity Training
- Ground Water (21 funded)
 - \$3 million Local Gov't– Improving Ground Water Supplies

9. 2017-18 Committee Planning

For Discussion

10. Additional Committee Business

11. Adjournment