





















December 2017 UofM Academic, Research and Student Success Committee Meeting

Schedule	Thursday, December 07, 2017, 09:00 AM — 10:00 AM CST
Venue	Wilder Student Union Room 218, Lambuth Campus, Jackson, TN
Organizer	Jean Rakow

Agenda

1. Call to Order	1
2. Roll Call	2
3. Approval of Minutes - October 4, 2017 For Approval - Presented by Kate Schaffzin	3
 ARSS committee minutes 10.4.2017.docx	4
4. Research Investment Presentation - Presented by Andy Meyers	8
5. Student Affairs	9
5.1. Career Services Redesign Report - Presented by Darrell Ray	10
 Agenda Item - Darrell Ray Career Services.docx	11
 Career Services Redesign - Explanation of FY 18 SRI Requests June 2017.docx	12
 The-Coming-Disruption-Busteed.pdf	14
5.2. THEC Grant - Memphis Career Preparation Academy Report - Presented by Darrell Ray	43
 Agenda Item - Memphis Career Preparation Academy.docx	44

 UM Memphis Career Preparation Academy Grant Application rev.pdf	45
<hr/>	
5.3. Fraternity and Sorority Community Action Plan	67
Report - Presented by Darrell Ray	
 Agenda Item - Greek Life Community Action Plan.docx	68
 Fraternity and Sorority Community Action Plan student final.pdf	69
<hr/>	
6. Finish Line Program	71
Presentation - Presented by Richard Irwin	
<hr/>	
7. UofM Global Trends	72
Presentation - Presented by Richard Irwin	
<hr/>	
8. River City Partnership	73
Presentation - Presented by Kandi Hill-Clarke	
<hr/>	
9. Quality Assurance and Review of Academic Programs: 5-year Retrospective	74
Report - Presented by Karen Weddle-West	
 Agenda Item - Quality Assurance and Review of Academic Programs .docx	75
 3a.Undergraduate Programs with accreditations and peer review dates.xlsx	76
 3a.Graduate Programs with accreditations and peer review dates.xlsx	119
 3b.Enrollments 2011-2017.xlsx	146
 3b.Degrees 2011-2017.xlsx	158
<hr/>	
10. Middle and High School Recruitment Efforts	166
Report - Presented by Karen Weddle-West	
 Agenda Item - Middle and High School Recruitment Efforts.docx	167
 4.Middle and High School Recruitment Initiatives.xlsx	168
 4.Office of Admissions Recruitment Activities 2016-2017.docx	207
<hr/>	
11. 2025 Vision for Academic Programs	213
Report - Presented by Karen Weddle-West	
 Agenda Item - 2025 Vision for Academic Programs.docx	214
 5.2025 planning template.xlsx	215
 5.CCFA Departmental Projections Through 2025.xlsx	216
 5.LCON_2025_Final 11.08.17.xlsx	219
<hr/>	

12. Additional Committee Business	224
13. Adjournment	225

1. Call to Order

2. Roll Call

3. Approval of Minutes - October 4, 2017

For Approval

Presented by Kate Schaffzin

THE UNIVERSITY OF MEMPHIS
BOARD OF TRUSTEES

MINUTES OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE
October 4, 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, October 4, 2017, on the campus of the University of Memphis in Memphis, Tennessee.

I. CALL TO ORDER

Chair Schaffzin 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. Approval of Minutes – June 6, 2017

Chair Schaffzin moved to approve the minutes. The motion was properly seconded. Chair Schaffzin agreed that the grammatical errors could be corrected following the meeting. A voice vote was taken and the motion passed.

IV. New Academic Programs

Provost Weddle-West reviewed background of Agenda Item 4: Approval of New Academic Programs which included the Bachelor of Arts in Creative Mass Media and the Ph.D. in Counselor Education and Supervision. A summary of each program was presented as described in the meeting materials.

Trustee Roberts asked that the Board be reminded of the rigor that an academic program proposal goes through before being presented to the Board for approval. Dr. Weddle-West provided an overview of the process for program approval.

Trustee North asked if there was a similar process to disband or cancel degrees. Dr. Weddle-West explained that the accreditation and external peer review processes determine the viability and continuation of programs through their own evaluation process. THEC also set graduation benchmarks to evaluate the viability of programs and other programs are merged instead of sunseting in response to the viability of other programs.

Trustee North inquired as to how the Board can assist the University in bringing new innovation programs considering how fast the world is changing. Dr. Weddle-West previewed a future agenda item providing an overview of all undergraduate and graduate programs while looking for feedback from the Board. President Rudd stated that the budget model was changed two years ago that pushes the budgeting process back into the departments, giving them more motivation to manage the viability of programs. He also offered that the University will share a list of programs that have been terminated in the past. Trustee Edwards stated a concern that it appears that less than 100 majors are represented by the enrollment data, yet the University has around 140 undergraduate programs. He inquired whether program decisions are driven on demand or student need. Dr. Weddle-West responded by using the Health Sciences degrees and school as an example of when decisions are made as a response to the students' needs and requests. Dr. Weddle-West stated that some programs exist because they provide the knowledge base, such as physics, but will never have large enrollment numbers. Trustee Roberts stated the alignment of resources with the schools to answer capacity issues is important to keep in mind while looking at the future programing. Trustee Martin commented that it would also be helpful to understand where the University wants to go in the future as it relates to academic programs. He asked that the University look at the future so that we can be responsive to gaps and growth. President Rudd mentioned that future meetings will bring forth new programs that will be responsive. Trustee Martin further asked that the University bring forth a post audit process template that includes demands, outcomes and one, three, or five-year reviews as part of the Board reporting process. He suggested a practice run be developed with a 5-year retrospective look at programs, looking at new programs instituted in the past five years. President Rudd stated that an overall enrollment table for existing programs can be provided to demonstrate the current investment. Dr. Weddle-West mentioned that dashboards already exist that provide this type of data and stated that external peer reviews and accreditations that support our quality assurance process can be shared. Trustee North supported Trustee Martin's suggestion. Chair Schaffzin asked that these templates and data be presented at the next Board meeting.

Chair Schaffzin moved that the Committee recommend to the Board of Trustees the adoption of the two new programs. The motion was moved by Trustee Roberts and seconded by Trustee North. A roll call vote was taken and the motion passed.

V. Tenure Upon Appointment

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

Chair Schaffzin moved that the Academic Affairs and Student Success Committee recommended the granting of tenure upon appointment to Dr. James Jacob and Dr. Ali Fatemi. It was properly seconded by Trustee Roberts. Chair Schaffzin called for discussion – there was none. A roll call vote was taken and the motion passed.

VI. Overview of Degree Programs as requested by Board of Trustees

Chair Schaffzin recognized Provost Karen Weddle-West to present an overview of degree programs.

Dr. Weddle-West presented an overview of the programs to include not just degrees but minors and concentrations along with certificates. Trustee Edwards asked how these programs fit into the online degree programs. Dr. Weddle-West responded that most students prefer a hybrid approach, both online and face to face. She further explained that the University offers completely online programs through UofM Global. President Rudd stated that one of the biggest challenges is the fee structure for online courses. The fee structure is more expensive for online courses and will need to be adjusted. Historically additional fees were used to incentivize faculty to develop online courses; however, we are looking to reduce fees to be competitive with other institutions. We hope to have a proposal of new online fees ready for either the December or March board meeting. Trustee North asked whether, for the other institutions, the fee is discounted. President Rudd responded that most likely it is a discount; however, the problem is the way in which the budget was structured. The budgets were built to depend on the online fees. Therefore, the challenge is to reduce online fees but still provide the needed departmental support. The University's most significant growth is in online enrollment, at 9% last year which is projected to grow to double digits this year. Currently one-third of students take an online course. Trustee Edwards stated that is difficult to enroll in some institution's online programs, so the question is, "How do we make it easier than our competitors to enroll?" Trustee North asked that we focus on online enrollment and programs at the next Board meeting. Dr. Weddle-West shared ways we ease enrollment process such as the online concierge and a 24-hour online advisor to facilitate student completion of online programs. President Rudd suggested the University provide reading material related to a national analysis of online enrollment trends which shows that students take online courses near where they live. Trustee Springfield asked how effective the online program is in helping students come back to complete a degree. Dr. Weddle-West gave a brief overview of the Finish Line program that is designed to help returning students finish a degree program. Trustee Martin suggested the University consider scaling the benefits of online models to improve the affordability of programs such as bundling courses that include both online and face to face courses. President Rudd responded that the number one barrier issue is affordability and provided that a delivery analysis can be indexed and reviewed.

VII. Overview of Success of Access and Diversity Funds for the State of Tennessee

Chair Schaffzin recognized Provost Karen Weddle-West to discuss an overview of success of access and diversity funds. Dr. Weddle-West gave an overview emphasizing the impact of the program on student successes. Trustee Roberts asked how many students are receiving access and diversity scholarships. Dr. Weddle-West indicated that it depends on the funding; however, currently the funds support about 75 undergraduate, 40 graduate and approximately 33 law students. Trustee Graff asked what the University does to get minorities qualified to be admitted to the University such as ACT prep classes. Dr. Weddle-West mentioned the Talented 10th program that focuses on the top percent of high school seniors as an example of how we reach out to those schools that were abandoned while using the diversity dollars to pay for their application fees. President Rudd stressed that the University needs the assistance of the Board to raise awareness at the legislative levels to encourage continuation of these funds as they have profound effects on students; perhaps a return on investment analysis is needed to support the need for the funding. Bobby Prince stated the University is working with donors to provide private support to minority populated schools to bring their students to the University. Chair Schaffzin overviewed the TIP program the Law School provides as a part of these funds. The program has resulted in higher graduation and BAR passage rates for students involved in the program. Trustee Martin mentioned that it is important to “prime the pump” for supply by going into the school systems and creating programs for middle school students to learn about the University of Memphis. Dr. Weddle-West stated that we do offer many types of recruiting activities and that a list will be supplied for the next Board meeting.

VIII. Update from the Division of Research

Chair Schaffzin recognized Dr. Andy Meyers to provide an update from the Division of Research.

Dr. Andy Meyers gave an update focusing on accomplishments in the last fiscal year that drives the University toward growing the research enterprise and reaching the Carnegie I level standard.

IX. 2017-2018 Committee Planning

Chair Schaffzin restated the commitments from the meeting; a report on online programs and delivery costs, an overview of the Finish Line program, a post audit of programs as well as considering where we want to be with academic programming in 5 years which will be part of the strategic planning process.

X. Additional Committee Business

There was no further business to come before the Committee.

XI. Adjournment

With no further business, Chair Schaffzin moved to adjourn the meeting. The motion was properly seconded.

4. Research Investment

Presentation

Presented by Andy Meyers

5. Student Affairs

5.1. Career Services Redesign

Report

Presented by Darrell Ray

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: 12/07/17

Committee: Academic, Research, & Student Success

Presentation Title: Career Service Redesign

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Synopsis:

During the previous academic year, the University approved a pilot to expand the Career Services staffing. The model called for academic colleges to be grouped into talent communities facilitated by an embedded Career Services Specialist. The specialist role was designed to work directly with faculty and students to infuse career programming and outreach based on specific areas. The pilot has proven successful and, through the University's SRI budgeting process, four additional positions were approved. The expanded staffing structure positions the university to work intentionally with students so that they take prompt action around career exploration, academic program selection, internships, and the interview process.

National data from a presentation by the Gallup Organization provides indicators of the national direction of career planning and provide insight on student perceptions of what they need and what they should be receiving. The current model being implemented at the University of Memphis places us ahead of many peers nationally.

Career Services Redesign
FY18 SRI Budget Requests

I. Salaries (\$255,000)

A network of seven career development specialists will be responsible for providing customized professional development and industry engagement opportunities for students within academic departments. These specialists will support students' career development and success by leading, developing, and delivering major/industry specific comprehensive student career/professional development services. Additionally, career development specialists will generate new internship, employment, and professional development opportunities for students.

We have developed this structure with seven talent communities in mind:

1. Fine Arts, Design & Architecture,
2. Education, Child Development, PE Teacher Ed,
3. Nursing, Health Studies, Health Services,
4. Hospitality & Sport Management,
5. Social Sciences, Organizational Leadership, Legal Studies,
6. Engineering, Natural Sciences, and
7. Communication and Humanities.

These talent communities represent new areas of focus joining Fogelman College and Business and Economics, which already has this model in place and managed by staff for the last five years.

Our request for \$255,000 is broken down as follows:

- a. \$50,000 annual salary for five new Career Development Specialists;*
- b. \$5,000 for increasing the salary of the vacant Corporate Relations Manager position (currently at \$45,000) reclassified to a Career Development Specialist position.*

Three staff members currently funded with the base budget for Career Services will have responsibilities redesigned in order to support the implementation of this proposed model.

II. Career Peer Educators and Operating Costs (\$29,500)

Career Peer Educators are student workers who assist with promoting and educating the University of Memphis community about resources and programming that enhance students' career readiness. Peer Educators will provide valuable career outreach and advising support for fellow students.

Other activities of the Career Peer Educators include delivering career-related workshops, assisting with logistics at career fairs, planning career-related programs/events, and working with peers/students with resume writing and interviewing tips within each of the talent communities.

Career Peer Educators will gain extensive hands-on training and experience within the career center. Students in these roles will develop work-related skills such as communication, leadership, interpersonal, teamwork, presentation and additional career competencies that employers seek in interns and employees.

Our request for \$29,500 includes \$3,000 annually for six Career Peer Educators.

The remaining \$11,500 of the request is to cover the additional costs associated with scaling career services across the campus. Based on current expenses, we estimate about \$825 more a month is needed to support employer related programming, properly marketing the expansion of career services through this new model, and provide supplies, equipment, space, and phone access to our Career Development Specialists. Funds estimated at \$1,500 will help us provide professional development to these new staff members.

**** During FY 2016-2017 divisional one time funds of \$125,000 were used to launch the Career Services Re-design pilot. Two Career Development Specialists were hired; one assigned to the Hospitality & Sports Management Community, and the other assigned to the Engineering and Natural Sciences Community. The two specialists were hired as temporary employees with an appointment end date of June 30, 2017.**

An aerial photograph of a university campus, likely the University of Manitoba, featuring a prominent clock tower, a large stadium, and various academic buildings surrounded by trees.

The Coming Disruption in Higher Education

Brandon Busteed

Executive Director | Education & Workforce Development

Copyright Standards

This document contains proprietary research, copyrighted and trademarked materials of Gallup, Inc. Accordingly, international and domestic laws and penalties guaranteeing patent, copyright, trademark and trade secret protection safeguard the ideas, concepts and recommendations related within this document.

The materials contained in this document and/or the document itself may be downloaded and/or copied provided that all copies retain the copyright, trademark and any other proprietary notices contained on the materials and/or document. No changes may be made to this document without the express written permission of Gallup, Inc.

Any reference whatsoever to this document, in whole or in part, on any web page must provide a link back to the original document in its entirety. Except as expressly provided herein, the transmission of this material shall not be construed to grant a license of any type under any patents, copyright or trademarks owned or controlled by Gallup, Inc.

Copyright © 2017 Gallup, Inc. All rights reserved. Gallup® is a trademark of Gallup, Inc. All other trademarks are the property of their respective owners.

Higher Ed Under Pressure — Public Perceptions

Demand for Higher Education is High ...

97%

say it is very important
to somewhat important
to have a **certificate or
degree beyond high
school**

41%

of Americans, in the
last 12 months, have
thought about **going
back to get a
certificate or degree**

... But Quality Is in Question

46%

say U.S. higher education is the **same or worse** than higher education in **other countries**

29%

strongly agree traditional colleges and universities offer high-quality education

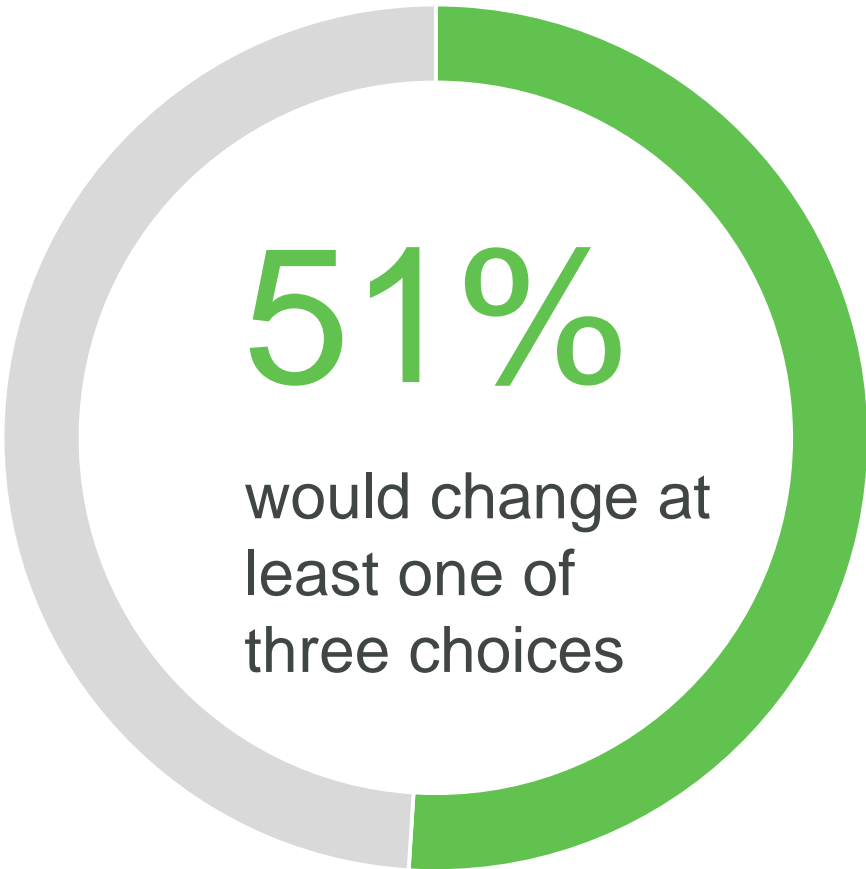
58%

say U.S. higher education is the **same as or worse than** it's been **in the past**

8/10

U.S. adults **agree** or **strongly agree** that colleges and universities need to change to better meet the needs of today's students

Majority of U.S. Adults Would Do Their Education Differently



12% would change degree

28% would change institution

36% would change field of study

Major Rifts by Political Party

58%

of Republicans say colleges and universities have a negative effect on the way things are going in the U.S.

Source: Pew Research Center

Top reasons why:

- too liberal/political
- don't allow students to think for themselves/are pushing their own agenda

Source: Gallup

Higher Ed Under Pressure — Cost and Business Model

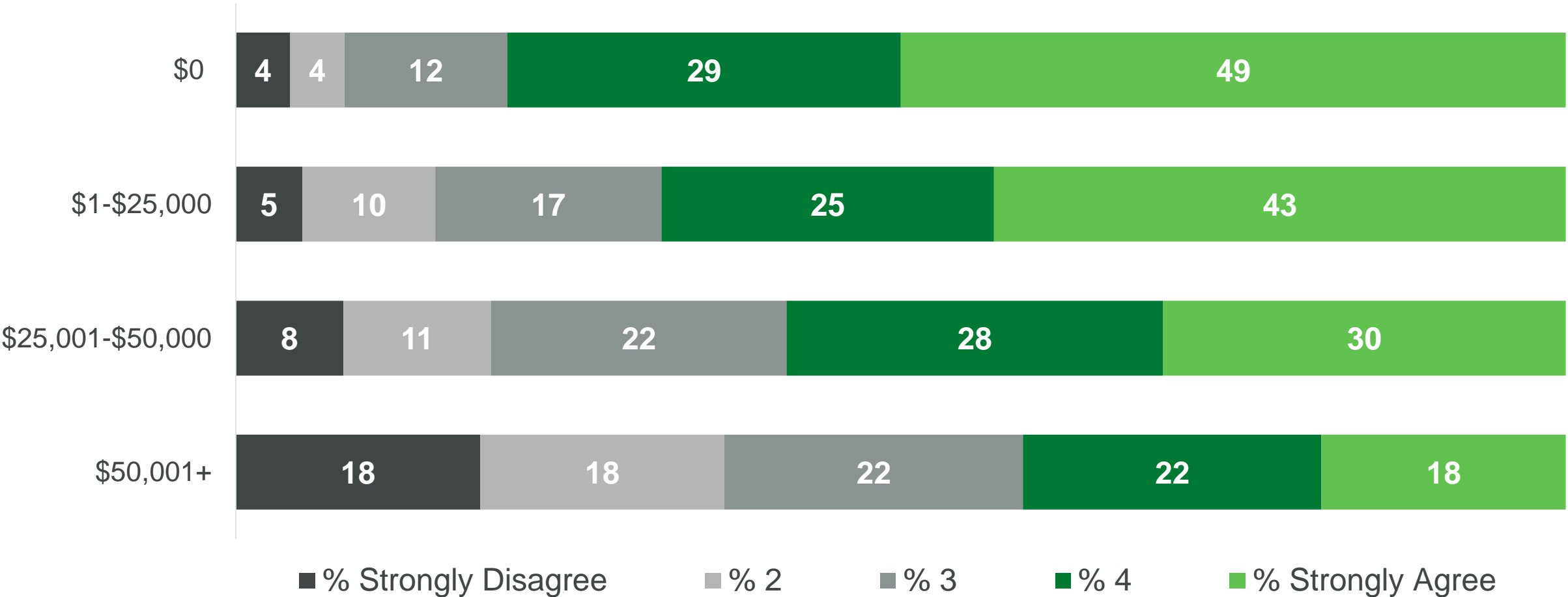


79%

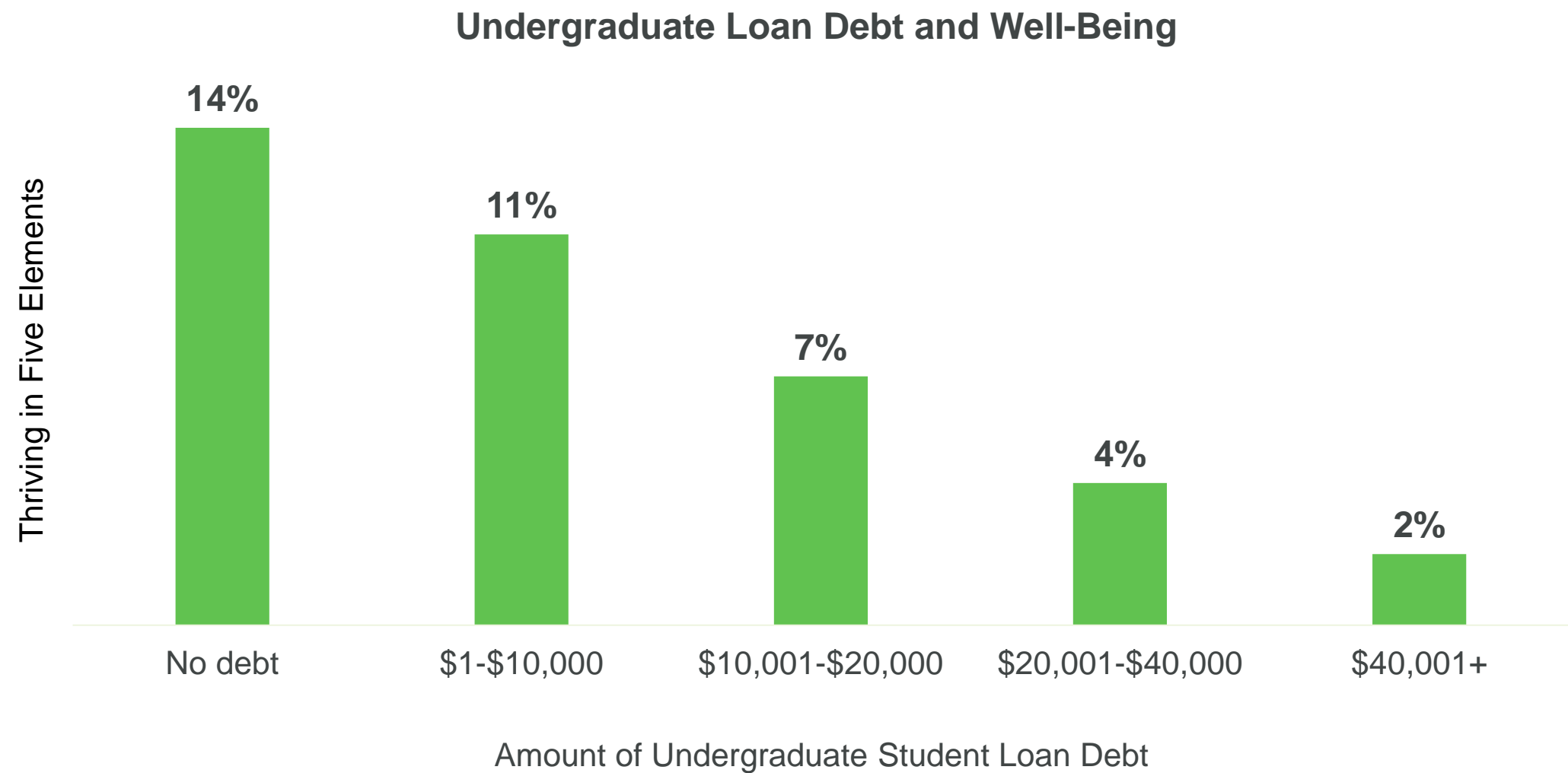
of U.S. adults say they do not think education beyond high school is affordable for everyone in this country who needs it.

Source: Gallup-Lumina Poll, 2015

My Education Was Worth the Cost



Student Loans Can Crush Well-Being





44%

of higher ed CBOs are not confident in their institution's financial stability over the next five years.

Source: 2017 Inside Higher Education Survey of College and University Chief Business Officers

Big Disconnects Inside The Academy



12%

Only 12% of presidents strongly agree or agree that most Americans have an accurate view of the purpose of higher education.

Presidents' Priorities for Faculty Aligned With Values and Incentives?

College Presidents' Opinions on the Most Important Role of Faculty at Their Institution



Source: 2016 Inside Higher Ed/Gallup Survey of College and University Presidents

We Are What We Measure

Current Education Measures Are Horribly Insufficient

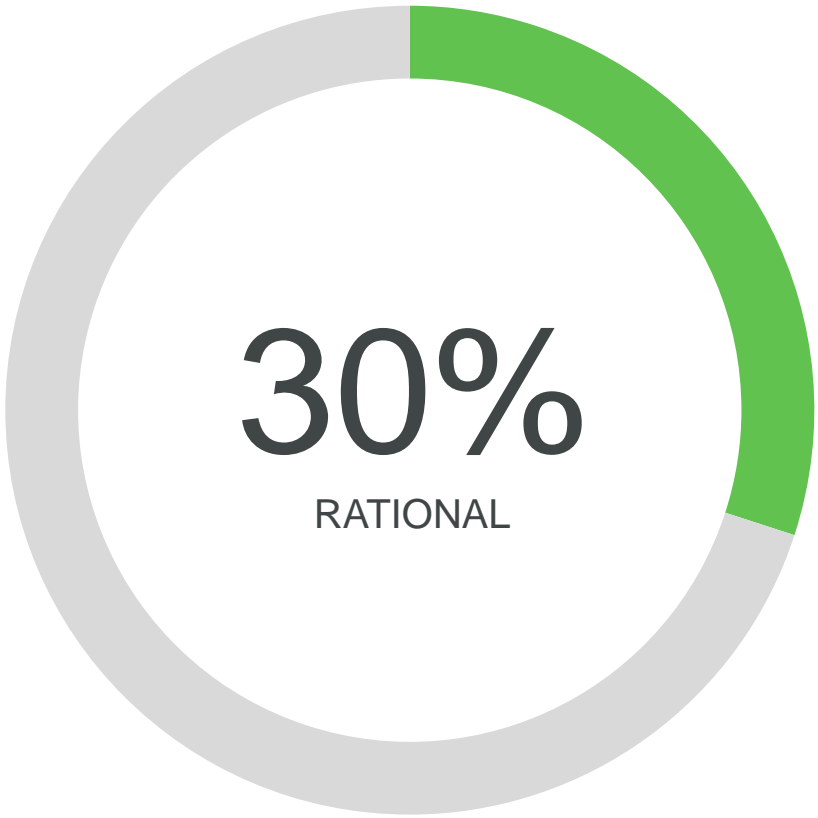
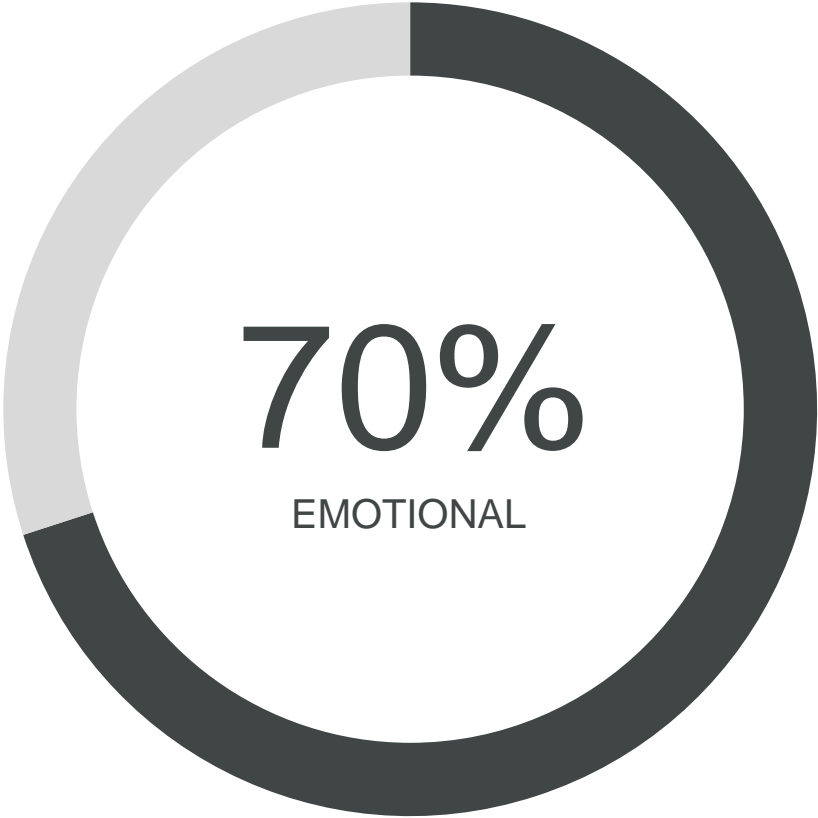
Inputs

- High School GPA, Rank in Class
- SAT, ACT Scores

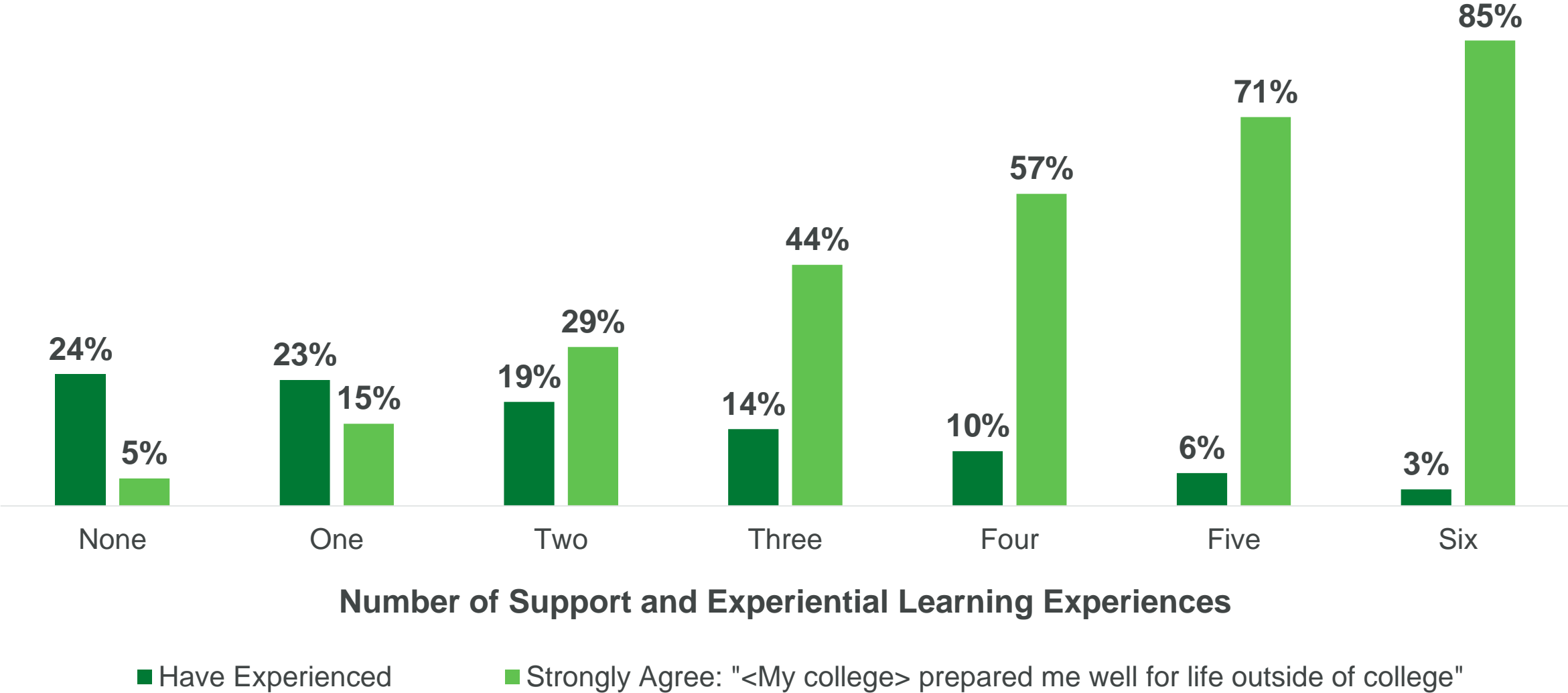
Outputs

- GPA, Rank in Class
- Retention Rates, Degree Attainment
- Gainful Employment

The 70/30 Ratio



Positive Experiences and Preparedness for Life Outside of College



Broken Link Between Education and Employment

Is Higher Education Preparing Students for Work?

99%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work

13%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**

11%

of **business leaders** strongly agree that **graduating students** have the skills and competencies their businesses need

Sources: Lumina Foundation/Gallup Poll 2013, The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers Report



What Employers Want Most

In your opinion, what talent, knowledge or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?

#1:

Internships/on-the-job experience

What Americans Want from Higher Ed: To Get a Good Job

67%

Americans: “very important” reason for getting education beyond high school

88%

Top reasons **freshmen** cite for going to college

38%

Parents of 5th-12th graders: “very important” reason for getting education beyond high school

Sources: Gallup/Lumina poll, UCLA CIRP, Gallup/IHE poll

Only 27% of Recent Graduates Have a Good Job Upon Graduation

About how long did it take for you to obtain a good job after you completed your undergraduate education at [Institution]?

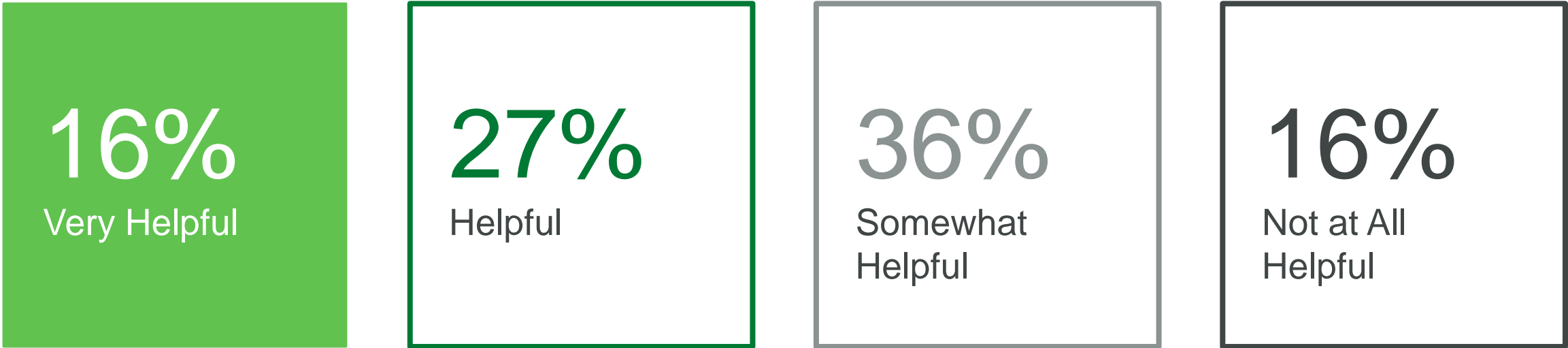


- % I Had a Job Waiting for Me When I Graduated
- % Two Months or Less
- % Three to Six Months
- % Seven Months to a Year
- % More Than a Year
- % Not Applicable Because I Was Not Seeking Employment Upon Graduation
- % Don't Know

Career Services Undervalued and Underperforming

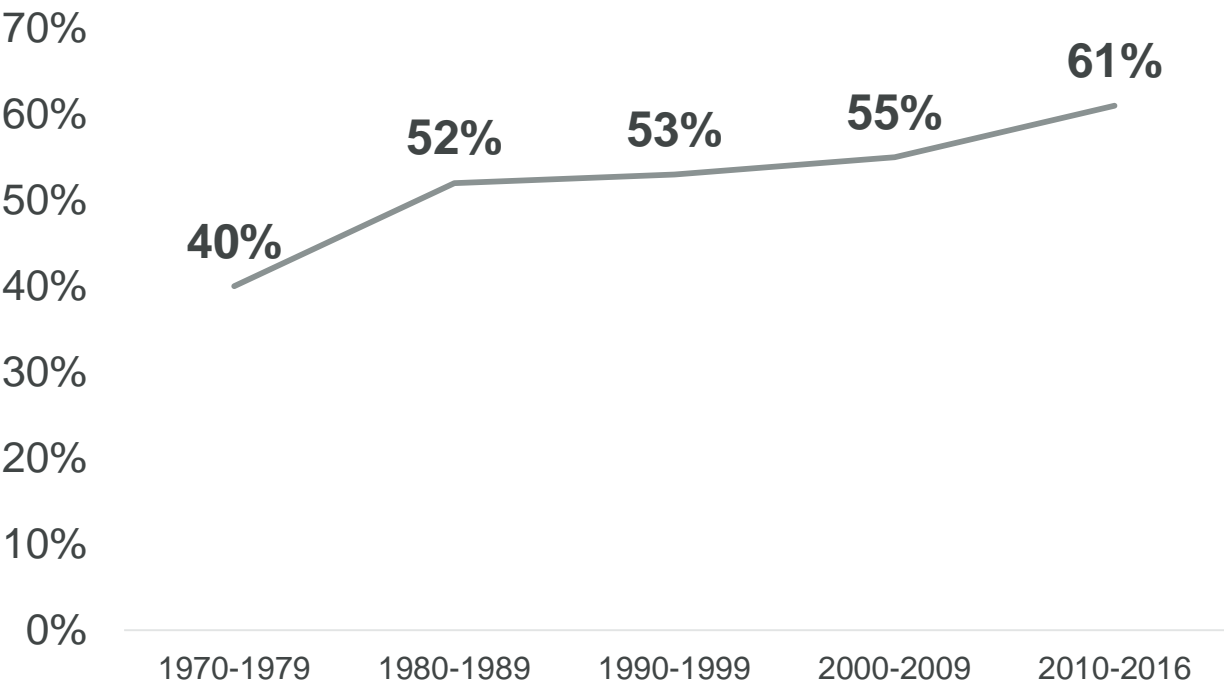
About Half of All Grads Visited Career Services

Equal Amounts Report It Was Very Helpful and Not at All Helpful

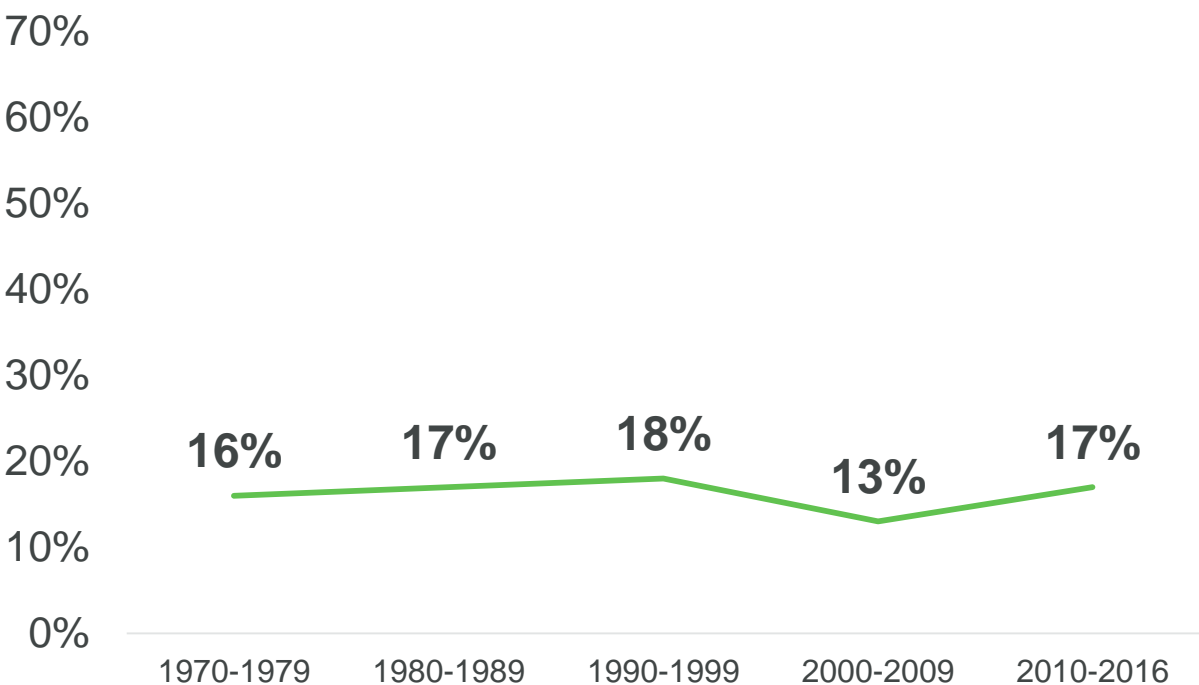


Recent Grads More Likely To Visit, Equally Likely to Report Very Helpful

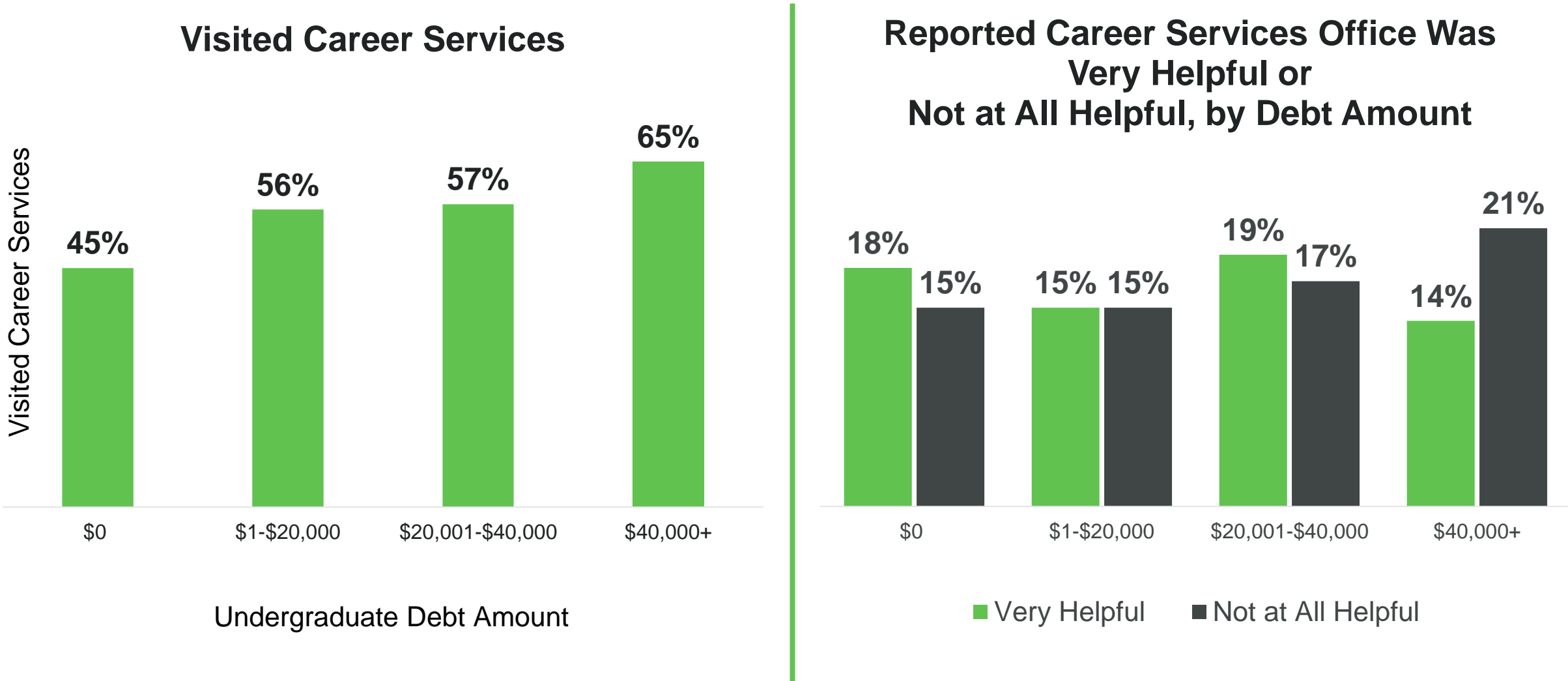
Visited Career Services Office



Reported Career Services Office Was Very Helpful



Heavily Indebted Grads More Likely to Visit and Report Not at All Helpful





2.6x

Only 20% of grads have donated to their alma mater in the last 12 months, but those reporting that career services was very helpful are more than two and a half times as likely to have donated.

5.2. THEC Grant - Memphis Career Preparation Academy

Report

Presented by Darrell Ray

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: 12/07/17

Committee: Academic, Research, & Student Success

Presentation Title: Memphis Career Preparation Academy (THEC Grant)

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Synopsis:

During Summer 2017, THEC released the grant request for proposal (RFP) for Improving Student Success and Institutional Outcomes. The Division of Student Affairs submitted a proposal for the Memphis Career Preparation Academy (MCPA). MCPA is designed to be a two-year engagement program focused on assisting first generation students during the process of career exploration and future planning. Key elements of the program include direct programming, student peer mentor assistance, assessments, and engagement with employers. Incoming first year and transfer students are the target group. A primary objective of the program is for students to begin the process of connecting career paths to academic majors. Staff would then assist students in gaining deeper levels of understanding of the workforce.

The grant is for a two year cycle and the Division of Student Affairs is committed to continuing the program beyond the initial grant period.

**Tennessee Higher Education Commission
Institutional Outcome Improvement Fund (IOIF) Grant
Section A: COVER PAGE**

Applying Organization: University of Memphis	
Designated Official for this Organization: Andrew Meyers, VP for Research	
Institutional Outcome(s) of Focus: 30 and 60 Credit Hour attainment	
Project Title: Memphis Career Preparation Academy	
Program Director: Darrell C. Ray, PhD, Vice President for Student Affairs	
Contact Name: Heather Winters	
Title: Director, Office of Sponsored Programs	
Address: 315 Admin. Bldg. Memphis, TN 38152	
Telephone: (901) 678-3251	Fax: 901-678- 4409
E-Mail: hwinters@memphis.edu	
Amount of funding Requested	\$186,744
Anticipated Number of Students to Be Served	300

Certification by Authorized Official of the Designated Official:

The designee certifies that, to the best of his/her knowledge, the information in this application is correct and that the filing of this application is duly authorized by the applicant organization specified above.

Andrew Meyers, Vice President for Research

Name and Title of Authorized Official of Designated Official

Signature of Authorized Official of Designated Official

Date

Section B: Project Abstract

The Memphis Career Preparation Academy (MCPA) is a multi-year program, designed to support first generation students through the critical phase of aligning academic majors with career paths. Alignment of personal goals, academic major, and career options can increase persistence and competitiveness in the internship and job search processes. A coordinated, holistic approach to career education at the onset of the college experience positions students to identify an academic curriculum and engage in critical preparation activities prior to graduation and seeking employment.

Workshops, assessments, and experiential learning are at the base of the exploration phase. Site visits, research, practice activities, and employer engagement are the focus of the career definition phase. Culminating activities center on seeking internships, academic major confirmation, and goal setting. Additionally, retreat activities and individual sessions with the program coordinator will equip students with self-confidence, cultural capital, and a vision for mapping out their future. As a two year program, students will have support as they navigate the initial transition to college and as they develop life-long goals.

Section C: Project Proposal

The University of Memphis (UofM), if funded, will expand on successful initiatives currently in place. Through the infusion of THEC funds, UofM will create the University of Memphis Career Preparation Academy (MCAP), a holistic, coordinated approach to career education targeting low income and first generation college students and based upon best practices. UofM will expand on our successful Complete to Compete program, newly decentralized Career Services Center, and focus recruitment to student leadership programming, resulting in a program which will lead to completed hours, earned degrees, and support the Drive to 55 goals of 55% of Tennesseans equipped with a college degree by 2025.

As part of our ongoing work and in conjunction with the development of this proposal, UofM has identified the following challenges in achieving the outcomes (specifically the accumulation of 30 and 60 credit hours) related to the THEC funding formula: 1) large numbers of low-income students; and 2) large number of first generation college students. The proposed program, MCAP, will address these challenges and assist the UofM in achieving growth towards our goals.

Table 1: Formula Outcomes: University of Memphis Low Income Students

Year	30 Credit Hours	60 Credit Hours
2011-12	1,326	1,438
2012-13	1,301	1,464
2013-14	1,163	1,511
2014-15	1,153	1,401
2015-16	1,094	1,281
2016-17—goal 3% growth	1,127	1,319
2017-18—goal 3% growth	1,161	1,359

A 2017 Chronicle of Higher Education report illuminates the necessary focus and new role colleges and universities must play in preparing students for an evolving work force and diverse work places. This and other recent research is a driving force behind the Memphis Career Preparation Academy (MCPA). The academy is a two-year program to target first generation, low

income students at the onset of their college career with an emphasis on reshaping their understanding of and engagement in the career planning process.

Nationally, there has been a more concerted effort to encourage students to complete college, with little attention to the role of other variables. Data on quality of life, life time earnings, and career mobility overshadow the conversation and assume a common knowledge base for all college going students. Minimal attention is given to student sub-populations who may lack understanding and exposure to higher education processes. Research has shown **first generation** and **low income students** are vulnerable and at risk for not persisting to degree completion (Davis, 2010). There are opportunities for campuses to be more intentional in how those student populations are supported and guided through the career decision-making and preparation processes while explaining the connection to academic major and completion. First generation and low income students are more likely to declare academic majors that are not aligned with their interests, goals, or aptitudes. Most importantly, they may be selecting majors for perceived future earnings or based on miss-information. They also may not have a full understanding of the career paths associated with those majors. Furthermore, if the importance of engaging the career process early is not stressed to first generation students, it may reduce the likelihood of them utilizing career services resources until later in their college experience. As a result, students miss valuable internship experiences, leadership development activities to develop the soft skills, or experiences to build a competitive resume. Those elements reduce the students' competitiveness in the job search process, increasing the difficulty of securing employment upon graduation. The **Memphis Career Preparation Academy** seeks to address these aspects in reshaping first generation and low income students understanding of the career process through intentional recruitment, career education and exploration workshops delivered over two years, student leadership events, and the development and implementation of student-developed personal campus/community engagement plans. In addition, students will benefit from programming from existing staff in the Complete to Compete program and Career Services.

Core Academy Elements:

Recruitment/Marketing: The Academy will use the Enrollment Management customer relationship software package to identify students who identify as first generation within certain ranges of estimated family contribution. The pool will received electronic messages, a postcard, and email to introduce the program and direct them to a website with more information and the application.

Marketing will also be sent via the Parent Programs newsletter, faculty, staff, living learning communities, and first year seminar courses. The target population will be new first time freshmen and transfer students to build a first year cohort of up to 150 (100 freshmen; 50 transfer). Capacity will be increased to 300 total students for year two (225 freshmen; 75 transfer). Year one implementation will begin in mid-September, allowing the first few weeks of the semester for recruitment efforts. While there is an identified program capacity set, students will not be turned away.

Table 2 details the workshops in which MCAP participants will learn career skills, map their internships, and take the Strengths Quest assessment.

Table 2: MCAP Workshops

Year 1 Fall	Year 2 Spring	Year 2 Fall	Year 2 Spring
Basics of Career Exploration	Advanced Career Exploration	Internship Research & Exploration	A Road Map to Graduate & Professional School
Determining the Correct Major for Your Career Path	Strengths Quest Results Explained & Applied	Employer Site Visits	The Art of the Deal: Understanding Salary Negotiations and job offer analysis
Student Success @ Memphis: Understanding Campus Resources for your major and career	Panel of Experts: Human Resource Professionals – Mapping out your college experiences for the work force	The Interview Process Demystified: All you need to know to have a successful interview	Mock Interview Preparation & Debriefing
Strong Interest Inventory Results Explained & Applied	Building a Resume for your Career Path	Dress for Success: How to Build Your Professional Wardrobe	Information Literacy: Utilize Library resources to conduct career and academic research
Public Speaking 101: Finding your Voice	Small Talk: Understanding the Art of Conversation in Professional Settings	The Competitive Edge: Developing your Self-Confidence	

Additional MCAP Elements: In addition to workshops there will be optional and required programmatic elements to supplement to workshop content. Optional program elements will be participation spots in the annual leadership development conference and a mini-retreat focused on

specific career elements. The retreat content will be developed based on student needs articulated in the initial assessment. The retreat format will allow for a deeper level of engagement on pertinent topics. This could also allow for academic discipline-specific content, for example career planning for STEM careers. The annual leadership conference connects students to an existing resource on campus allowing them to enhance their understanding of and application of their leadership skills.

Program participants will be required to meet with the program coordinator or one of the student staff once per semester. The individual conversations offer a more intimate format for building rapport, assessing and addressing student needs, and most importantly connecting them to any other needed resources, such as tutoring, counseling, etc. There will be coordinated sessions with Financial Aid to ensure students complete processes for the upcoming academic year, work to identify additional funding sources for students with gaps, and address any financial problems early in the semester.

Participants will be required to meet with their academic advisor once per semester. The academic advisor relationship is critical to ensuring students are progressing toward degree completion. The academy will also offer an opening workshop for academic advisors. It will be critical that academic advisors are familiar with all elements of MCAP to better direct students, refer them to career resources and have more in depth conversations to connect career preparation with courses taken.

Complete to Compete: In 2014, the National Association of Colleges and Employers (NACE) identified the following skills as essential to employers: teamwork, decision making and problem solving, workflow planning, verbal and written communication, informational processing, quantitative analysis, career-specific knowledge, computer software skills, writing and editing reports, and selling and influencing. These outcomes should be achieved across curricular and co-curricular pursuits of students (Griffin, Peck, LeCount, 2017). To respond to those needs, the UofM has implemented several initiatives to ensure graduates are workforce ready, including the *Complete to Compete* (C2C) program. C2C includes a series of activities and engagement opportunities which focus on steps to degree completion, but also include the skills necessary to be competitive in the work force. Students are encouraged to become involved in campus life and live on campus (both of which can lead to enhanced strength in any of these career competencies), emphasize experiential learning, study abroad, undergraduate research, and internships, all of

which are cited in the literature as “high impact practices”. These high impact practices often help students develop and enhance career competencies. MCPA staff will link participating students with the C2C program staff.

An additional new initiative has been to adopt a decentralized Career Services Center. This model maintains a central office executing broad functions and providing core services, but places career counselors across campus in the various colleges. Staff dispersed at the college level are able to assist students in a more focused approach connecting the curriculum to career planning activities. The deeper level of focus engages students in the career process at an earlier phase and integrates student and academic affairs in a more intentional way. The pilot phase of the new model was extremely successful and the university leadership seeks to expand the model to all colleges. MCPA staff will link participating students with related Career Services staff.

Table 3: Timeline and Deliverables

Month	Deliverable	Month	Deliverable
September 2017	<ul style="list-style-type: none"> • Interviews for Staff • Purchase supplies and equipment • Recruit program participants 	September 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 11
October 2017	<ul style="list-style-type: none"> • Recruit program participants • Staff onboarding • MCAP Career Workshop 1, 2 & 3 	October 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 12 & 13
November 2017	<ul style="list-style-type: none"> • MCAP Career Workshop 4 & 5 • Strengths Quest Training 	November 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 14 & 15
December 2017	<ul style="list-style-type: none"> • Send out end of year evaluations 	December 2018	<ul style="list-style-type: none"> • Send out end of year evaluations
January 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 6 	January 2019	<ul style="list-style-type: none"> • MCAP Career Workshop 16
February 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 7 & 8 • Progress Report Submitted 	February 2019	<ul style="list-style-type: none"> • MCAP Career Workshop 17 • Progress Report Submitted
March 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 9 	March 2019	<ul style="list-style-type: none"> • MCAP Career Workshop 18
April 2018	<ul style="list-style-type: none"> • MCAP Career Workshop 10 	April 2019	<ul style="list-style-type: none"> • MCAP Career Workshop 19
May 2018	<ul style="list-style-type: none"> • End of year recognition 	May 2019	<ul style="list-style-type: none"> • End of year recognition
June 2018	--	June 2019	--
July 2018	<ul style="list-style-type: none"> • Recruit program participants 	July 2019	--
August 2018	<ul style="list-style-type: none"> • Performance Report Submitted • Recruit program participants 	August 2019	<ul style="list-style-type: none"> • Performance Report Submitted

Section D: Organizational Capacity

The University of Memphis aggressively pursues its mission to be a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. At the core, the UofM commits to providing an affordable, high quality college experience, while preparing graduates for the success in every endeavor. The commitment has been manifested through increasing capacity in student support services, academic advising, counseling support, and leadership development training.

Complete to Compete (C2C) is a major initiative to support students at all level with ten core principles. Program components not only align with existing services and initiatives, but expands the key constructs of supporting student in the career exploration and definition phases. Complete to Compete emphasizes ten behaviors shown in the literature to enhance the likelihood of retention and on-time graduation. The Memphis Career Preparation Academy is anchored in four of the C2C components, which are bolded in the following list: 1) Take 15 credits each semester (and ensure they apply toward major, minor, general education requirement, and/or elective); 2) Continuously Enroll: Do not take time off as you pursue your degree; 3) Attend Class (explaining the cost a student pays per class); **4) Commit to a Major (and early); 5) Use Your Advising Resources;** 6) Use Your Learning Resources; 7) Earn Credit for Prior Learning; **8) Gain Practical Experience: internships,** study abroad, undergraduate research; **9) Get Involved;** and 10) Live on or near campus.

Much of the literature focuses on helping students recognize a natural path toward academic, career, and psychosocial success in order to achieve their goals (Elston, 2017; Pascarella & Terenzini, 2005; Tinto, 2006). The University of Memphis has attempted to provide a structure so that students can simply apply or adapt as they need in order to personalize their goals. Consistent across our message though is that these behaviors are most likely to influence their success and not achieving even one of them can jeopardize academic and career goals.

Developed in 2015, this program has become a part of our institution's culture. It is strongly embedded into the vernacular and structure of a number of programs on campus, including many of which are attended by new and transfer students: New Student Orientation, New Student Convocation, Frosh Camp, and Parent and Family Weekend.

We have assessed *Complete to Compete* by tracking key metrics from cohort to cohort. In order to document how these ten tactics have historically influenced our retention and graduation rates as well as plan for how implementation may impact these numbers, our Office of Institutional Research (OIR) analyzed student persistence and progress toward degree information. While these phenomena are influenced by a range of factors, differences between cohorts that entered pre-Fall 2015 to those who have entered since could be indicators that we have been successful. Looking at the Fall 2009 cohort, OIR determined that:

- Students who take 30 hours a year graduate a full three semesters earlier than those who take 26 hours a year;
- 64% of First Time Freshmen (FTF) who attempted 30 Hours in Year 1 later graduated, vs a 35% graduation rate for FTF who attempted fewer than 30 hours their first year;
- Consistently over time, retention rates for those living on campus was at or around 90% while living off campus was at or around 82%.

We have a plan to assess changes since the implementation of *Complete to Compete* after we run 14-day data in fall 2017. We are also strengthening the importance of collecting evidence about the extent to which we are influencing these behaviors and have made tracking our progress in improvement through a collection of key metrics that will be reported on annually. Using Complete College America's structure of "Purpose First" we will help students make academic, career, and involvement choices that put them on the pathway toward completing college.

The Memphis Career Preparation Academy is anchored in four of the elements of *Complete to Compete*. The specific focus on career exploration and definition positions the university to direct the student's path upon entry, rather than allowing students to delay engaging in the process. As campus norms have shifted the culture to focus on completion, this program expands the norms to align with students and families' ultimate goal of gainful employment.

Career readiness and competitiveness in the job search process determines success beyond degree completion. Stakeholders external to higher education are becoming more vocal on the measureable outcomes of higher education as increases in cost of attendance outpace family earnings. Increasing reliance upon student loans for first generation students make it critical that students are employable at completion. The State of Tennessee has made this a primary metric by which leaders are evaluating the success of The Drive to 55 initiatives. Via the website for Drive to 55, it is clear that higher education is a priority "for Tennessee's future workforce and economic

development” (Drive to 55 Alliance, 2017). As state objectives connect so strongly to this mission, it is vital that Career Service functions work toward achieving those goals. Career Services at the University of Memphis offers career and professional development to more than 20,000 students and connects students to employers for job and internship opportunities. Expanding the scope and depth of Career Services to the student sub-populations most likely to not be retained is central to the initiatives outline in this proposal. The MCPA also meets the needs of employers across the state in strengthening the credentials and preparation of the potential applicants for employment. The following personnel will responsible for the management and coordination of the Memphis Career Preparation Academy project.

Table 4: Key Program Personnel

Name	UofM Title	MCAP Role
Dr. Darrell Ray	Vice President for Student Affairs	Principal Investigator, Responsible for ensuring that MCAP has required resources, supervises all staff listed here, ensures that all reporting is completed
Alisha Henderson	Director, Career Services	Program Director, hires and supervises project staff
Dr. Daniel Bureau	Executive Assistant to the Vice President for Student Affairs	Supervise Henderson and Radimer
Dr. Scott Radimer	Director of Student Affairs Learning and Assessment	Oversee implementation, operations, and assessment
To be hired	Project Coordinator	Coordinate project activities, complete reporting, supervise student workers, schedule workshops
To be hired	Student Workers (5)	Conduct recruitment outreach, assist with program activities and event setup, serve as role models and informal peer mentors

Section E: Project Goals and Evaluation

The MCPA will utilize a mixed methods evaluation process. It will be critical to hear the stories and understand students' prior experience as we shape interventions for future cohorts. Dr. Scott Radimer, a member of the project implementation team also serves as the Director of Research, Assessment, & Planning for the Division of Student Affairs. Dr. Radimer will design and assist in implementing the assessment measures. This will include participant pre- and post-tests for each year of participation, focus groups each semester to evaluate student needs and growth, and will administer a commercially developed instrument to be determined. This mixed methods approach will allow us to capture richer data on student growth and preparation. There will also be focus groups conducted with human resource professionals from key employers to identify skills to refine program elements and how to structure services for students. Key measures of program success will include:

1. 60% of participants will have earned 30 credit hours at the end of year one. 50% of participants will have earned 60 credit hours at the end of year two. This measure is directly aligned to Table 1, and Appendix F: Outcomes Data.
2. Major declaration of all participants by the end of year one.
3. Participants will be able to identify career paths associated with declared majors.
4. Participants will meet with academic advisors and the program coordinator each semester of the academy.
5. Participants will attend 80% of the seminars offered by the academy.
6. Participants will complete commercially developed instruments and career assessment and be able to articulate a growth in knowledge and articulate future goals as a result
7. Participants will develop a campus/community engagement plan aligned with the career paths identified to gain necessary skills for future employment.
8. Participants will have resumes and complete a mock interview by the end of year one.
9. Participants will identify internship opportunities during year two.

Section F: Sustainability

Student Affairs is committed to continuing and expanding the MCPA to serve larger populations of students, with an ultimate goal of weaving program elements into the colleges. The University of Memphis implemented a pilot during the 16-17 academic year to decentralize aspects of Career Services, placing a career advisor in two of the colleges. This has allowed career services to be woven into aspects at the college level and provide more specialized support for students based on their academic discipline. MCPA will allow for more detailed and specific attention to first generation students, targeting those who have not identified a major. Data from the initial year of the academy will be utilized to build the case for support to continue the program. To ensure sustainability, the Division of Student Affairs is currently examining the budget to identify resources and ways to restructure operating budgets to fund the academy at the conclusion of the grant, if awarded. The division has already allocated the matching funds for the program staffing and is working to identify internship opportunities with key academic departments. Potential partnerships include the counseling, higher education administration, and social work programs. The division is actively researching grant opportunities tied to work force development and working with fundraising and development staff to identify potential donors or corporate partners to pursue.

References

- Banta, T.W. & Palomba, C.A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass & Pfeiffer Imprint.
- Davis, J. (2010). *The first generation student experience: Implications for campus practice, and strategies for improving persistence and success*. Sterling, VA. Stylus Publishing.
- Elston, D.E. (2017, June 8). Purpose first. Presentation provided at Complete College America Purpose First Conference. Indianapolis, IN.
- Griffin, K., Peck, A., & LaCount, S. (2017). How students gain employability skills: Data from Project CEO. From A. Peck (Ed.) *Engagement & Employability: Integrating Career Learning through Cocurricular Experiences in Postsecondary Education*. pp. 39-64.
- McPherson, P. (2017). What should be done to strengthen the pathway of degrees jobs careers. Retrieved from:
<http://www.aplu.org/members/councils/presidents/presidentsdocuments/6-2017/What-should-be-done-to-strengthen-the-pathway-of-degrees-jobs-careers.pdf>.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). San Francisco, CA: Jossey-Bass.
- Selingo, J.J. (2013). *College (un)bound: The future of higher education and what it means for students*. New York, NY. Houghton Mifflin Harcourt Publishing.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). San Francisco, CA: Jossey-Bass.
- State of Tennessee (2017). Drive to 55 alliance. Retrieved from <http://driveto55.org/>.
- Tinto, V. (2006). Research and practice of student retention: what next? *Journal of College Student Retention: Research, Theory and Practice*, 8(1), 1–19. Baywood.
<http://dx.doi.org/10.2190/4YNU-4TMB-22DJ-AN4W>

Section G: Project Budget

The primary costs of the program will include the staffing for executing the initiatives and the costs associated with program implementation (marketing, materials, reservations, meals, incentives, and commercially developed instruments).

Salaries, Benefits, & Taxes - The academy will be staffed by a **program coordinator** and five **work study students**. The division of student affairs will provide additional human resources if necessary. The program coordinator will be critical in engaging the students in individual sessions and creating an atmosphere of support for the various initiatives.

The supplemental support staff will be student workers. Students who have been successful on campus will be targeted as applicant pools to implement programs and connect with participants. Countless research has shown the importance of peer relationships in supporting first generation college students (insert reference). Providing first generation students with a model of success and peers who can share direct experiences has been shown to increase confidence and direction when navigating the college experience.

Professional fees, grants, & awards - Outreach costs will include the space reservations, program materials, and meals for each the retreat, programs, and annual closing/recognition events. Additional program elements will include costs associated with employer site visits and employer panels.

Supplies, telephone, postage & shipping, occupancy, rental, maintenance, printing & publications – Major expenses will include the purchase of the Strengths Quest instrument and career planning tool. Strengths Quest is an internet based instrument designed in positive psychology that allows users to develop strengths by building on what they do best – the way you most naturally think, feel, and behave as a unique individual. The 30-minute online Clifton StrengthsFinder assessment has international presence as a talent measurement instrument and has currently helped students at more than 600 schools and universities to discover and build upon:

1. Behavior patterns that make you effective
2. Thought patterns that make you efficient
3. Beliefs that empower you to succeed
4. Attitudes that sustain your efforts toward achievement and excellence
5. Motivations that propel you to take action and maintain the energy needed to achieve

The talent based approach of the instrument is nationally known in assisting users to align talent with career interests. Participants will also take the Strong Interest Inventory, which is widely known as a career planning tool. Based in psychological research, the instrument is rooted in six theme areas, where by users can identify career options based on their interests.

Costs also include a computer and printer for the program coordinator. Printing and publication costs will include the program booklets and materials. Many of the program components will be web-based. There will be materials purchased from the National Association of Colleges & Employers (NACE). NACE is the national association for career services on college campuses. Resources will include books, online workshops, webinars, and trainings on career related materials. A small amount is included for space rental for campus spaces that charge fees for use.

Travel, Conferences, & Meetings – A staff member in Career Services will be attend the Strengths Quest training to be able to interpret results and advise students on how to implement the information. The academy program coordinator will also participate in local conferences to bring knowledge in the design, implementation, and assessment of the program elements. There will also be in depth training for the student staff members to ensure they are equipped to support the students.

Other non-personnel – While most marketing elements will be web-based, there will be a need to have some printed marketing collateral material for use at major recruiting and campus events to educate the campus on the program and increase participants. There will be some collateral incentives for participation. Membership for the National Association of Colleges & Employers (NACE) will be covered for the academy program coordinator.

Capital Purchases – There are no capital purchases required for program implementation.

Appendix D – Project Budget Summary Form

Institutional Outcome Improvement Fund: Proposed Budget Allocation Template							
				Sept 1, 2017 - August 31, 2018		Sept 1, 2018 - August 31, 2019	
Policy 03 Object Line-Item Reference	Expenditures	(#) FT/PT	Total Funds	IOIF Grant Funds	Grantee Match*	IOIF Grant Funds	Grantee Match*
1, 2	Salaries, Benefits & Taxes						
	Principal Investigator	1 (2%)	6,798	3,399	0	0	3,399
	Director Salary (Program Coord.)	1	\$38,570	19,000	19,000	19,570	19,570
	Student Workers		\$17,000	9,000	9,000	8,000	8,000
	Payroll Taxes/Expenses		31,684	8,454	7,193	7,388	8,649
4, 15	Professional Fees, Grants & Awards						
	Administrative Support		\$0.00				
	Outreach/Recruitment Events	NA	\$30,000	15,000		15,000	
	Evaluation	NA	\$5,000	2,500		2,500	
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications						
	Office Supplies	NA	\$4,000	2,000		2,000	
	Space Rental	NA	\$1,000	500		500	
	Career Assessment and Planning	NA	\$30,000	15,000		15,000	
	Computer and Printer	NA	\$2,500	2,500			
11, 12	Travel, Conferences & Meetings						

	Travel	NA	\$8,000	4,000		4,000	
	Meetings	NA	\$8,000	4,000		4,000	
18	Other Non-Personnel						
	Marketing/Advertising	NA	\$10,000	5,000		5,000	
	Membership Dues/Registrations	NA	\$1,600	800		800	
	Indirect Costs						
	Indirect Costs @ 8%	--	19,817	7,291	2,815	6,541	3,169
			\$267,53	186,74		88,29	
	Grand Total	NA	9	4	38,008	9	42,787

* Grantee Match only required on Salaries and Benefits line items.

Instructions:							
Complete Columns D & F, <i>IOIF Grant Funds</i> , allocating total grant funding over the <i>two</i> fiscal years identified. These can be estimates; the purpose of this document is to understand how you plan to allocate the IOIF grant funds over the contract period. Please include a budget narrative section with your proposal.							

APPENDIX D – BUDGET (cont.)

GRANT BUDGET LINE-ITEM DETAIL (Add Lines as Needed):

SALARIES, BENEFITS & TAXES	AMOUNT
Program Coordinator (salary, taxes)	54,140
Student interns (5 total) (salary, taxes)	17,144
TOTAL	71,284

PROFESSIONAL FEE, GRANT & AWARD²	AMOUNT
--	---------------

Outreach/Recruitment Events	30,000
Evaluation	5,000
TOTAL	35,000

SUPPLIES, TELEPHONE, POSTAGE & SHIPPING, OCCUPANCY, EQUIPMENT RENTAL & MAINTENANCE, PRINTING & PUBLICATIONS	AMOUNT
Supplies - General office supplies and materials, and Printing & Publications – printing of program, advertising, and collateral materials	4,000
Space Rental	1,000
Career Assessment and Planning tool (Strength Quest)	30,000
Computer and Printer	2,500
TOTAL	20,000

OTHER NON-PERSONNEL²	AMOUNT
Strength's Quest instrumentation training	3,000
Membership National Association of Colleges & Employers	500
TOTAL	3,500

CAPITAL PURCHASE²	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	0
	0
TOTAL	0

33201-04518 FY18-19 IOIF UM *Memphis Career Preparation Academy* (CORRECTED)

		IOIF Funds	Match	Total
1. 2	Salaries, Benefits & Taxes	\$74,811.00	\$74,811.00	\$149,622.00
4, 15	Professional Fee, Grant & Award ²	\$35,000.00	\$0.00	\$35,000.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$37,500.00	\$0.00	\$37,500.00
11. 12	Travel, Conferences & Meetings	\$16,000.00	\$0.00	\$16,000.00
13	Interest ²	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00
16	Specific Assistance To Individuals	\$0.00	\$0.00	\$0.00
17	Depreciation ²	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel ²	\$11,600.00	\$0.00	\$11,600.00
20	Capital Purchase ²	\$0.00	\$0.00	\$0.00
22	Indirect Cost	\$13,992.88	\$5,984.88	\$19,977.76
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$188,903.88	\$80,795.88	\$269,699.76

² Detail Included

				STATE
	IR	8%	FY16 \$	170,013
			FY17 \$	18,890
			\$	188,904
Year 1				
\$188,903.88				
INITIAL ADV PYMT	2ND QTR	3RD QTR	BALANCE	
Jul - Sep	Oct - Dec	Jan - Mar		
50%	20%	20%		10%
\$94,451.94	\$37,780.78	\$37,780.78		\$18,890.39

SALARIES	TOTAL	Inst Match @ 50%
Position	Computation (y1-y2)	
Principal Investigator	\$6,798.00	
Director Salary	\$77,140.00	
Student Workers	\$34,000.00	
Fringe	\$31,684.00	
Less Inst Match @ 50%	\$74,811.00	\$74,811.00
TOTAL	\$149,622	

PROFESSIONAL FEES, GRANT AND AWARDS	
Outreach/Recruitment Events to include Materials for the Retreat and Annual Closing / Recognition Ceremonies	\$30,000
Evaluation	\$5,000
TOTAL	\$35,000

SUPPLIES, TELEPHONES, PRINTING	
Office Supplies	\$4,000.00
Space Rental	\$1,000.00
Career Assessment and Planning Tool (Strength Quest)	\$30,000.00
Computer and Printer	\$2,500.00
TOTAL	\$37,500

TRAVEL, CONFERENCES AND MEETINGS

Travel Strengths Quest Training	\$8,000.00
Meetings	\$8,000.00
TOTAL	\$16,000

OTHER NON-PERSONNEL

Marketing/Advertising	\$10,000.00
Membership Dues/Registrations National Association of College and Employers	\$1,600.00
TOTAL	\$11,600

GRAND TOTAL \$174,911

5.3. Fraternity and Sorority Community Action Plan

Report

Presented by Darrell Ray

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: 12/07/17

Committee: Academic, Research, & Student Success

Presentation Title: Greek Life Community Action Plan

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Synopsis:

The Division of Student Affairs works diligently to enhance the student experience and provide a positive learning environment for all students. Challenges have been posed by the actions of some chapters within the Greek community. To directly address these challenges, staff have developed a plan of action for the Greek community. The plan includes clearly defined expectations, mandatory trainings, and an expanded structure for membership processes. While chapters will continue to be held accountable for actions that violate the Code of Student Rights & Responsibilities, the primary objective is to help members make better decisions.

The plan also calls for increased engagement with chapter advisors, local alumni groups, and headquarters staff.

Fraternity and Sorority Community Action Plan

Immediate Recommendations

- **Mandatory Training & Student Development Sessions:** These sessions will be held weekly from November 3 to December 6 in an effort to educate and support member development related to issues facing greek communities nationally. All members are required to attend one by December 6. Failure of 100% of chapter members participating results in the chapter not being in good standing, which includes notification of the national organization and a loss of social event privileges for the following semester. Failure to participate would also prevent the chapter from meeting minimum chapter standards.

Content to include:

- Fraternity & Sorority Risk Management Guidelines
 - Hazing Prevention
 - Title IX/Sexual Assault Prevention
 - Bystander Intervention
- Listing of fraternity and sorority judicial summaries on the Student Leadership & Involvement website to inform potential members of chapters who have a history of judicial incidents. Similar to:
<https://greeklife.missouri.edu/about/greek-statistics/judicial-summary/>
 - Updated Pillars of Excellence assessment and awards program to include minimum standards for chapters. Meeting minimum standards includes but is not limited to participation in hazing prevention workshops, title IX and bystander trainings, risk management trainings, leadership and organizational workshops, service, ritual, new member education, etc. Failure to meet minimum standards for one year results in the chapter not being in good standing which includes a loss of social event privileges for the following semester and notification of the national organization. Failure to meet minimum standards for two consecutive years results in the chapter not being allowed to operate on campus.
 - Mandatory advisor trainings to be held once per year. Content will include hazing prevention, title IX and bystander trainings, risk management training, and how to partner with the university to support students. Failure to participate results in the chapter not being in good standing which includes a loss of social event privileges for the following semester and notification of the national organization. Failure to participate would also prevent the chapter from meeting minimum chapter standards.

Expanded Community Standards

- Implementation of a formal recruitment process for the Interfraternity Council with dates set by Student Leadership & Involvement. Removal of all informal IFC recruitment events.
- Mandatory Potential New Member Orientation for all students wishing to participate in a recruitment or membership intake process including topics such as the following: alcohol/drug safety, hazing prevention, Title IX/sexual assault/bystander intervention, and hazing. Failure to participate results in failure to participate in formal or informal recruitment processes.
- Mandatory completion of Haven for any student wishing to participate in a recruitment or membership intake process.

- Required university provided officer trainings for the following chapter positions: President, New Member Educator, Risk Manager, Recruitment Chair, Vice President for Standards and Social Chair. Failure for required positions to participate results in the chapter not being in good standing which includes a loss of social event privileges for the following semester and notification of the national organization. Failure to participate would also prevent the chapter from meeting minimum chapter standards.
- Required attendance at the New Member Symposium for all new members and previous semester initiates of culturally based organizations. Failure to participate results in the chapter not being in good standing which includes a loss of social event privileges for the following semester and notification of the national organization. Failure to participate would also prevent the chapter from meeting minimum chapter standards.
- All Chapters will adopt practices outlined in the [NIC's Enhanced Health and Safety Policies Pilot Program](#). To include the following practices:
 - Alcohol is only permitted in private living quarters of chapter facilities for residents above the legal drinking age, and must be below 15% alcohol by volume (ABV). Guests are not allowed to consume alcohol in private living quarters.
 - During a registered event, alcohol possession and distribution must be restricted to common spaces of a chapter facility for the duration of the event.
 - All national organization risk management policies related to guest access, alcohol distribution, etc. must be adhered to for any social event or the event will be cancelled in its entirety.
 - Alcohol above 15% ABV may only be served by a licensed and insured third-party vendor (regardless of event location) at registered events.
 - In partnership with each host institution, chapters are limited to three social events per semester that include alcohol, all of which must be registered online via TigerZone in advance. These events include socials, parties, formals, swaps, date parties, philanthropy events, etc. Philanthropy events with alcohol or held at bars/taverns are highly discouraged.
 - Each chapter will utilize a standardized event management and guest registration procedure (regardless of event location) which will require the pre-registration of all invited guests, their host member and their contact information. Guest lists must be provided to the university 24 hours in advance of the social event.
 - Events must be limited to no more than 400 individuals for events with alcohol or to the attendance specified by fire code for the location (whichever is lower).
 - All events held at off campus locations including local bars, rented venues, etc. must be closed to the public for specific organizational use if alcohol is served.

Failure to adhere to these practices will result in immediate social probation of the organization as well as the chapter not being in good standing which includes a loss of social event privileges for the following semester and notification of the national organization.

- Any chapter deemed not in good standing will receive written notification from the Assistant Director for Student Engagement. All appeals must be made in writing to the Associate Dean of Student Leadership & Involvement.

6. Finish Line Program

Presentation

Presented by Richard Irwin

7. UofM Global Trends

Presentation

Presented by Richard Irwin

8. River City Partnership

Presentation

Presented by Kandi Hill-Clarke

9. Quality Assurance and Review of Academic Programs: 5-year Retrospective

Report

Presented by Karen Weddle-West

Report to the Board of Trustees

The University of Memphis Board of Trustees
Report
For Information

Date: 12/7/2017

Committee: Academic Research and Student Success

Report Title: Quality Assurance and Review of Academic Programs: 5 year Retrospective

Presented by: Karen Weddle-West, Provost

Report Synopsis:

As requested at the October Board meeting, Dr. Weddle-West presents factors that ensure quality of academic programs with a five year retrospective of accreditation and external peer reviews, enrollments, and degrees awarded.

Undergraduate Programs: All academic programs are accredited by their respective national agencies. All external peer reviews of academic programs demonstrate good standing.											
							*Accreditations and Peer Reviews are conducted at the Major level (not concentration or minor).				
College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2010-2011	2017-2018
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2013-2014	2020-2021
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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				2011-2012	2018-2019
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				2016-2017	2023-2024

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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	2015	2019	Accreditation Board for Engineering and Technology/Computing Accreditation Commission		
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/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2010-2011	2017-2018
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				2011-2012	2018-2019

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2016-2017	2023-2024
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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,					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2012-2013	2019-2020
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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				2016-2017	2023-2024

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2014-2015	2021-2022

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2013-2014	2020-2021
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				2010-2011	2017-2018
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				2011-2012	2018-2019

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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 address 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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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,	X		X	Psychologist, , Employment Counselor, Industrial Relations Arbitrator, Underwriter	2015	2021	American Psychological Association		
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2013	2021	Council on Social Work Education		
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				2014-2015	2021-2022

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2012-2013	2019-2020
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	2015	2023	National Architectural Accrediting Board		
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	2015	2021	National Association of Schools of Art and Design		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2009	2017	National Association of Schools of Art and Design		
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				2012-2013	2019-2020
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2015	2021	Council for Interior Design Accreditation		
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	2013	2019	Accrediting Council on Education in Journalism and Mass Communications		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2014	2024	National Association of Schools of Music		
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, Producer, Musicologist, Tour Manager, Tour Publicist	2014	2024	National Association of Schools of Music		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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 is 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					
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	2006	2016	National Association of Schools of Theatre		
College of Education	Community Physical Education	Prepares the student to teach and coach children physical activity patterns in community settings.		X		Gym Teacher, Coach					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2022	National Council for Accreditation of Teacher Education		
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	2016	2022	National Council for Accreditation of Teacher Education		
College of Education	Middle Grades Licensure (4-8)	Prepares students for TN Teacher License: Middle Schools(4-8) and a non-licensure		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	2016	2022	National Council for Accreditation of Teacher Education		
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	2016	2022	Accreditation Board for Engineering and Technology		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2022	Accreditation Board for Engineering and Technology		
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	2016	2022	Accreditation Board for Engineering and Technology		
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2022	Accreditation Board for Engineering and Technology		
College of Engineering	Electrophysics			X		Electrophysics Engineer, Electrophysics Scientist					
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	2016	2022	Accreditation Board for Engineering and Technology		
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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	2016	2022	Accreditation Board for Engineering and Technology		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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	2016	2021	Association to Advance Collegiate Schools of Businesses		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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	2016	2021	Association to Advance Collegiate Schools of Businesses		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2013-2014	2020-2021
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	2016	2022	National Council for Accreditation of Teacher Education		

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2016	2021	Association to Advance Collegiate Schools of Businesses		
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				2013-2014	2020-2021

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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	2009	2019	Commission on Collegiate Nursing Education		
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) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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 (ASIT) 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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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					

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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				2015-2016	2022-2023
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					

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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				2015-2016	2022-2023

Undergraduate Programs (Majors, Concentrations, Minor, Program Descriptions, and Careers) with Accreditations and Peer Reviews

College/School	Program	Program Description	Major	Concentration	Minor	CAREERS	Last Accreditation *	Next Accreditation *	Accrediting Agency*	Last Peer Review*	Next Peer Review*
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					
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					

Graduate Programs: All academic programs are accredited by their respective national agencies. All external peer reviews of academic programs demonstrate good standing.									
COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2013-2014	2020-2021
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.				2013-2014	2020-2021
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.				2011-2012	2018-2019
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.				2011-2012	2018-2019
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.				2016-2017	2023-2024

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
College of Arts and Sciences	Chemistry	Analytical Chemistry, Computational Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry	PhD	(1) Advanced competence in 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.				2016-2017	2023-2024
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> .	2014	2018	Association of Collegiate Schools of Planning, Inc.		
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)				2012-2013	2019-2020

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2012-2013	2019-2020
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.				2016-2017	2023-2024
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.				2010-2011	2017-2018
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.				2011-2012	2018-2019
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.				2011-2012	2018-2019

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2011-2012	2018-2019
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.				2016-2017	2023-2023
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.				2016-2017	2023-2024

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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 historiography and practices of Egyptological research and 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.				2013-2014	2020-2021
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.				2014-2015	2021-2022
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.				2014-2015	2021-2022
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.				2013-2014	2020-2021

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2013-2014	2020-2021
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.				2010-2011	2017-2018
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.			2011-2012/2018-2019		
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.	2015	2021	American Psychological Association		
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.	2015	2021	American Psychological Association		
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.	2016	2023	Network of Schools of Public Policy, Affairs, and Administration		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2012-2013	2019-2020
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.	2016	2022	National Council for Accreditation of Teaching Education		
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	2016	2022	National Council for Accreditation of Teaching Education		
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.	2014	2018	CSWE		
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.				2014-2015	2021-2022

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021			
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		
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.	2016	2021	Association to Advance Collegiate Schools of Business		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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	2016	2021			
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.	2021 (new program)		Association to Advance Collegiate Schools of Business		
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.	2015	2023	National Architectural Accrediting Board		
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.	2009	2017	National Association of Schools of Art and Design		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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	2009	2017	National Association of Schools of Art and Design		
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.				2012-2013	2019-2020
College of Communication and Fine Arts	Communication		PhD	Trains students mainly for careers in higher education, though some COMM 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.				2012-2013	2019-2020

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2011-2012	2018-2019
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.	2014	2024	National Association of Schools of Music		
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	2014	2024	National Association of Schools of Music		
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	2014	2024	National Association of Schools of Music		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2006	2016	National Association of Schools of Theatre		
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.	2011	2017	Council for Accreditation of Counseling and Related Educational Programs		
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.	2011	2017	Council for Accreditation of Counseling and Related Educational Programs		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2015	2021	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2022	National Council for Accreditation of Teaching Education		
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.	2016	2022	National Council for Accreditation of Teaching Education		
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 diAccreditation Board for Engineering and Technologies.	2016	2022	Accreditation Board for Engineering and Technology		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2022	Accreditation Board for Engineering and Technology		
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.	2016	2022	Accreditation Board for Engineering and Technology		
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.	2016	2022	Accreditation Board for Engineering and Technology		
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.	2016	2022	Accreditation Board for Engineering and Technology		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2016	2022	Accreditation Board for Engineering and Technology		
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.	2016	2022	Accreditation Board for Engineering and Technology		
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.	2009	2019	Commission on Collegiate Nursing Education		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2010	2018	American Speech-Language-Hearing Association		
School of Communication Sciences and Disorders	Communication Sciences & Disorders	Speech Language Sciences & Disorders, Hearing Sciences & Disorders	PhD	<p>(1) Demonstrate the breadth and depth of foundational communication science, including biological, etiological, theoretical, acoustic, physiological, cognitive and psychological bases of communication.</p> <p>(2) Develop independent research skills through direct laboratory experiences that encompass planning and conducting research projects in the speech, language, and/or hearing sciences.</p> <p>(3) Acquire and apply advanced knowledge and understanding of the communication sciences related to research, teaching, and scholarship.</p> <p>(4) Apply research techniques that support evidence-based clinical application.</p> <p>(5) Effectively disseminate discipline-related knowledge in oral and written modalities with the larger research and professional community.</p> <p>(6) Understand and accommodate cultural or linguistic differences related to communication development or to perceptions and attitudes toward communication disorders, differences, or intervention.</p> <p>(7) Exhibit attributes and abilities characteristic of competent researchers, including accountability, integrity, adaptability, leadership, and professionalism.</p>				2010-2011	2017-2018

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2010	2018	American Speech-Language-Hearing Association		
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.				2013-2014	2020-2021
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.	2015	2023	Accreditation Council for Education in Nutrition and Dietetics		
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.				2014-2015	2021-2022

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2015	2020	Council on Education for Public Health		
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.	2012	2019	Commission of Accreditation of Healthcare Management Education		
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.	2015	2020	Council on Education for Public Health		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.	2015	2020	Council on Education for Public Health		
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.	2015	2020	Council on Education for Public Health		

COLLEGE/SCHOOL	MAJOR	AREAS OF CONCENTRATION	DEGREES	PROGRAM OBJECTIVES	Last Accreditation	Next Accreditation	Accrediting Agency	Last Peer Review	Next Peer Review
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.				2015-2016	2022-2023
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.				2012-2013	2019-2020

COLLEGE/SCHOOL	APPROVED ACADEMIC MAJORS	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	African American Literature	GC	Provide students with the preparation they need to teach African American Literature, and give official recognition of preparation to help students qualify for jobs both within and outside the United States.
College of Arts and Sciences	Bioinformatics	GC	Provide knowledge of probability and statistics, statistical tools, and application of statistical methods to genomics and health related areas. Knowledge of computer programming, data structures, and algorithm design. Knowledge of genomic technologies and analysis of genomic data.
College of Arts and Sciences	Cyber Security and Information Assurance	GC	This certificate program highlights important aspects of information security and assurance technologies. The University of Memphis is designated by DHS and NSA as a National Center of Academic Excellence in Information Assurance, and its IA courses are accredited by the Committee for National Security Systems for Computer Security standards 4011, 4012, and 4013. These security standards specify the minimum knowledge, skills, and abilities required to fulfill the duties, respectively, of an Information Systems Security Professional, Senior System Manager, and System Administrator. The IA certificate program is administered by the Computer Science Department, the courses are taught by different departments and colleges, and any graduate student meeting admission requirements will be eligible to join the certificate program.
College of Arts and Sciences	Data Science	GC	The goal of the Data Science certificate is to help train a workforce of future data scientists able to tackle the challenges and reap the promising benefits of the vast quantities of data available today in all parts of the economy, society, and government. At the end of the program, students will exhibit a deep understanding of how to manage large volumes of data, discover patterns and make inferences from the data, use models to make predictions about potential solutions, and quantify the reliability and effectiveness of the outcomes.
College of Arts and Sciences	Geographic Information Systems	GC	The Graduate Certificate Program in Geographic Information Systems is an interdisciplinary program open to students from departments in all colleges at the University of Memphis. The program draws on the expertise of faculty from different departments and colleges and includes elective courses from a wide variety of departments. The academic program for each student will be individually crafted by the student in consultation with members of the GIS Certificate Program Committee. The program is intended for students currently admitted to a graduate program at the UofM or another university or students holding a graduate degree with an interest in using GIS as a spatial problem-solving tool.
College of Arts and Sciences	Local Government Management	GC	The objectives of the certificate program are to: (1) Help working professionals upgrade their knowledge and skills of local government and theory. (2) Empower graduates of the program to succeed as effective and ethical leaders in local government administration. (3) Enhance the analytical and management capabilities of individuals who are responsible for the provision of varied services directly to citizens.

COLLEGE/SCHOOL	APPROVED ACADEMIC MAJORS	DEGREES	PROGRAM OBJECTIVES
College of Arts and Sciences	Philanthropy and Nonprofit Leadership	GC	Every employee and volunteer in a nonprofit organization plays a role in meeting the philanthropic goals and charitable purposes of the organization. The Certificate in Philanthropy and Nonprofit Leadership is designed to meet the needs of these employees and volunteers looking for advanced study in the theory and practice of nonprofit administration. Ideal for nonprofit professionals, community volunteer leaders and active philanthropists, the Certificate is offered by the Division of Public and Nonprofit Administration. The Certificate requires 15 hours of graduate coursework, all available in both on-campus and online formats.
College of Arts and Sciences	Teaching English as a Second Language	GC	We live in a global community, where different languages and cultures interact on a daily basis. The TESL Certificate trains students how to teach English to speakers of different languages. And such training also helps students qualify for jobs within and outside the United States.
College of Arts and Sciences	Women's and Gender Studies	GC	The Women's and Gender Studies Program offers a graduate certificate program for students seeking work beyond the bachelor's level, whether for self-enrichment or to enhance a master's or doctoral degree program. Program objectives are: (1) development of an interdisciplinary understanding of the social, political, and cultural roles of gender; and (2) an appreciation of and the ability to synthesize theoretical perspectives on gender and race from both the humanities and the social sciences.
College of Business and Economics	Business Information Assurance	GC	The Business Information Assurance (BIA) certificate prepares students to perform critical activities needed to properly manage an organization's assets related to a wide range of information security/privacy threats. Training related to effective managerial methodologies has become increasingly important in planning for possible breaches of security and handling resulting problems.
College of Business and Economics	Business Intelligence and Analytics	GC	The business analytics discipline has become very important in information systems and industry, due to increased access to big data, unstructured and structured data, and strategic business decision making. These increasingly complex decision making capabilities lead directly to competitive advantage and increased profits. Thus, trained business analysts with skills in addressing data management and business intelligence and analytics are in high demand.
College of Business and Economics	Business Project Management	GC	Provide knowledge of the theoretical and practical concepts of managing IT projects, Understand and be able to perform project management activities, Understand and be able to use project management tools and techniques, Understand the role of project managers in the modern organization, Explore unique and particular challenges resulting from rapid technological change in dynamic business environments, and Exploring the role of the IS business professional in change management
College of Business and Economics	Software Testing	GC	Software testing is a critical discipline as organizations increasingly rely on information systems that are becoming increasingly more complex. This certificate prepares students to both manage and participate in testing at all stages of the software development process. The topics and techniques are applicable to testing all types of software.
College of Communication and Fine Arts	Artist Diploma in Music	GC	Concentrated post-baccalaureate training for prospective professional musicians. Currently it is offered to violin, voice, opera direction, and opera coaching; it involves lessons and recitals (or equivalent performances) at the School of Music and an internship at the Memphis Symphony (for violinists) or Opera Memphis (for all others).

COLLEGE/SCHOOL	APPROVED ACADEMIC MAJORS	DEGREES	PROGRAM OBJECTIVES
College of Communication and Fine Arts	Entrepreneurial Journalism	GC	The Entrepreneurial Journalism Certificate program prepares students to start their own media-related businesses or bring innovation to legacy media organizations as "intrapreneurs." The program emphasizes knowledge of business fundamentals, marketing, advertising and public relations strategies for new businesses, and creating digital, multimedia content for media products or promotions.
College of Communication and Fine Arts	Museum Studies	GC	Museums are a vibrant sector of our communities, with new and innovative ones opening every year. The Interdisciplinary Graduate Certificate Program in Museum Studies is designed to give scholars enrolled in graduate study in art, anthropology, history, public administration, business, and education, or who hold graduate degrees in such disciplines, the skills to enter museum professions.
College of Education	Autism Studies	GC	The purpose of the Graduate Certificate in Autism Studies is to provide practical educational training to individuals who are presently working within healthcare, adult disability and/or educational settings. This certificate course sequence will provide a) an overview of autism spectrum disorders, b) instruction in making evidence-based treatment decisions, and c) advanced instruction in designing, implementing, and monitoring evidence-based instructional and behavior/classroom management programs.
College of Education	Career and College Counseling	GC	The certificate in College and Career Counseling is an online and field based post-degree program designed to address contemporary issues related to career and college counseling in schools. The certificate focuses on developing technical skills and expertise to effectively prepare students to transition from high school to college or from high school to vocational programs. The program is committed to addressing contemporary issues influencing the field, by building awareness of social justice issues in the college going process and utilizing student achievement data as a lever to design programs that strategically target the achievement gap.
College of Education	Community College Teaching & Leadership	GC	The Department of Leadership offers a certificate for individuals interested in either a teaching or an administrative career in a community college setting. Consisting of 15-18 hours of course work, this program can be applied to or taken simultaneously with a Master of Science degree in Leadership, Student Personnel Services, or a Doctor of Education degree in Higher and Adult Education. Students not pursuing a degree may apply for admission to the Graduate School as certificate seeking.
College of Education	Disabilities Studies	GC	This certificate program provides training for professionals who have, or plan to have, the opportunity to work with person who have disabilities. It will also provide students with a comprehensive background on the physical, psychosocial, vocation and legal issues that face persons with disabilities.
College of Education	Instructional Design and Technology	GC	Computers are essential in today's classrooms. Teachers who know how to operate them are in the highest demand. Graduates completing this certificate learn to make the most effective use of technology in classrooms, K-12, as well as serve as consultants to faculty members and school administrators.
College of Education	Literacy Leadership and Coaching	GC	The goals of this certificate program are: 1) to offer literacy teachers education beyond the state certified reading endorsement to prepare them to address the leadership needs across the region and beyond, 2) to provide an accelerated cohort-driven program of study that will enable students to receive a Certificate in Literacy Leadership and Coaching in a timely and meaningful fashion, and 3) to give official recognition of an expertise in literacy leadership to help students qualify for jobs both within and outside the United States.

COLLEGE/SCHOOL	APPROVED ACADEMIC MAJORS	DEGREES	PROGRAM OBJECTIVES
College of Education	Qualitative Studies in Education	GC	The Graduate Certificate in Qualitative Studies in Educational Research is intended to prepare students enrolled in any Doctoral program in the School of Education, Health and Human Sciences and throughout the University to design, conduct, publish, and teach rigorous qualitative research. The current academic climate has seen a paradigm shift from a strict focus on objectivist quantitative research to a broader focus on constructionist/subjectivist qualitative research methodologies. Recognizing this shift, our program offers students the appropriate coursework and mentorship to advance their knowledge and application of qualitative research traditions/methodologies such as ethnography, case study, narrative inquiry, post-structural approaches, and creative analytic practices.
College of Education	Quantitative Studies in Educational Research	GC	The certificate program is designed to provide students with formalized training in quantitative methods, including research design, univariate and multivariate statistical analysis, and advanced training in statistical software and programming.
College of Education	School Library Information Specialist	GC	The purpose of the Graduate Certificate for School Library Information Specialists is to provide preparation and practical training to individuals who are presently teaching or are interested in obtaining teacher licensure with a specialization/endorsement as a School Library Information Specialist (TN DOE endorsement for Library Information Specialist PreK-12 - 473).
College of Education	STEM (Science, Technology, Engineering, and Mathematics) Teacher Leadership	GC	The goal of the certificate program in STEM (Science, Technology, Engineering, and Mathematics) Teacher Leadership is to develop the knowledge and skills of secondary mathematics, science, and engineering teachers who are currently teaching in local area schools. The coursework is designed to promote in-depth understanding of current standards and instructional practices with a particular focus on building teacher leaders in STEM education.
College of Education	Teacher Leader	GC	The Teacher Leader Certificate Program at the University of Memphis is designed to prepare practitioners in the field of education to develop leadership skills to support instruction at the school level. This four course certificate can be completed in three semesters. Specific focus will be placed upon developing leadership styles, using data to improve student learning and developing instructional skills to support colleagues.
College of Education	Urban Education	GC	The 12 credit-hour Graduate Certificate in Urban Education offers an advanced program of study in the expansive and distinct historical and contemporary knowledge, scholarship, and practical issues related to instruction and curriculum leadership in an urban educational context that has a diverse population, is geographically bounded, and is unique in its political, economic and cultural history, relationships, and interactions. The program of study includes a 3 credit-hour workshop that allows the student to explore an issue individually through independent study, online engagement, and engaged scholarship.
College of Engineering	Applied Lean Leadership	GC	This graduate certificate provides students with competitive knowledge and skills for jobs in which Lean is practiced, and a cost-effective way to upgrade technical skills in Lean techniques. The certificate is intended for the student who has a bachelor's degree and who is currently working full-time in a production or service industry, and is specifically interested in learning about Lean principles and practices. Based on the Society of Manufacturing Engineers' "Lean Certification Body of Knowledge," a student who completes the certificate program will be expected to be able to pass the SME/AME/Shingo prize, Lean Certification Exam at the Bronze level.

Undergraduate Enrollments as of November 14, 2017 (total from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
Acad. Counseling Center*	Acad Focus-Arts	NONE	UG	135					
Acad. Counseling Center*	Acad Focus-Business	NONE	UG	1,611					
Acad. Counseling Center*	Acad Focus-Education	NONE	UG	343					
Acad. Counseling Center*	Acad Focus-Gen Ed Core	NONE	UG	1,039					
Acad. Counseling Center*	Acad Focus-Health Professions	NONE	UG	865					
Acad. Counseling Center*	Acad Focus-Humanities	NONE	UG	265					
Acad. Counseling Center*	Acad Focus-Social Sciences	NONE	UG	1					
Acad. Counseling Center*	Acad Focus-Social Sciences	NONE	UG	1,526					
Acad. Counseling Center*	Acad Focus-STEM	NONE	UG	3					
Acad. Counseling Center*	Acad Focus-STEM	NONE	UG	6					
Acad. Counseling Center*	Acad Focus-STEM	NONE	UG	1,768					
Acad. Counseling Center*	No Major	NONE	UG	2					
Acad. Counseling Center*	No Major	NDPB	UG	419					
Acad. Counseling Center*	No Major	NDUG	UG	5,819					
Acad. Counseling Center*	PreMusic	NONE	UG	2					
Acad. Counseling Center*	PreMusic Industry	NONE	UG	1					
Acad. Counseling Center*	PreNursing	NONE	UG	5,761					
Acad. Counseling Center*	PreProfessional	NONE	UG	77					
Acad. Counseling Center*	Undecided	NONE	UG	4,416					
College of Arts & Sciences	Afrcn and African Amer Studies	BA	UG	208	Active	Major		2000	
College of Arts & Sciences	Anthropology	BA	UG	406	Active	Major			
College of Arts & Sciences	Biology	BS	UG	2,326	Active	Major			
College of Arts & Sciences	Chemistry	BSCH	UG	39	Inactive	Major			2009
College of Arts & Sciences	Chemistry	BS	UG	891	Active	Major			
College of Arts & Sciences	Computer Science	BSCP	UG	6	Active	Major		1982	
College of Arts & Sciences	Computer Science	BSCPE	UG	16	Active	Major		1982	
College of Arts & Sciences	Computer Science	BS	UG	1,255	Active	Major		1982	
College of Arts & Sciences	Criminology and Criminal Justice	BA	UG	2,746	Active	Major		1979	
College of Arts & Sciences	Earth Sciences	BS	UG	10	Inactive	Major	(was Geological Sciences until 2006)		2014
College of Arts & Sciences	Earth Sciences	BA	UG	278	Active	Major	(was Geography until 2011)	2011	
College of Arts & Sciences	Economics	BA	UG	158	Active	Major			
College of Arts & Sciences	English	BA	UG	1,532	Active	Major			
College of Arts & Sciences	History	BA	UG	1,111	Active	Major			
College of Arts & Sciences	International Studies	BA	UG	310	Active	Major		1974	
College of Arts & Sciences	Mathematical Sciences	BSCP	UG	4					
College of Arts & Sciences	Mathematical Sciences	BSET	UG	4					
College of Arts & Sciences	Mathematical Sciences	BSCE	UG	10					

Undergraduate Enrollments as of November 14, 2017 (total from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	Mathematical Sciences	BSCPE	UG	20					
College of Arts & Sciences	Mathematical Sciences	BSEE	UG	31					
College of Arts & Sciences	Mathematical Sciences	BSBE	UG	32					
College of Arts & Sciences	Mathematical Sciences	BSME	UG	37					
College of Arts & Sciences	Mathematical Sciences	BS	UG	412	Active	Major			
College of Arts & Sciences	Philosophy	BA	UG	274	Active	Major			
College of Arts & Sciences	Philosophy	BA	UG	274	Active	Major			
College of Arts & Sciences	Physics	BSCE	UG	6					
College of Arts & Sciences	Physics	BSEE	UG	7					
College of Arts & Sciences	Physics	BSBE	UG	9					
College of Arts & Sciences	Physics	BSME	UG	11					
College of Arts & Sciences	Physics	BS	UG	163	Active	Major			
College of Arts & Sciences	Political Science	BA	UG	949	Active	Major			
College of Arts & Sciences	Pre Social Work	NONE	UG	615					
College of Arts & Sciences	PreProfessional	NONE	UG	2					
College of Arts & Sciences	Psychology	BA	UG	3,708	Active	Major			
College of Arts & Sciences	Social Work	BA	UG	899	Active	Major			
College of Arts & Sciences	Sociology	BA	UG	780	Active	Major			
College of Arts & Sciences	Undecided	NONE	UG	4					
College of Arts & Sciences	World Languages	BA	UG	1,162	Active	Major	(was Foreign Languages until summer 2017)	1979	
College of Business & Economics	Acad Focus-Business	NONE	UG	262					
College of Business & Economics	Accounting	BBA	UG	3,155	Active	Major			
College of Business & Economics	Business Economics	BBA	UG	748	Active	Major			
College of Business & Economics	Business Information & Tech	BBA	UG	433	Active	Major	(was Mgmt Info Systems until 2015)	2015	
College of Business & Economics	Finance	BBA	UG	1,423	Active	Major			
College of Business & Economics	International Business	BBA	UG	715	Active	Major		1974	
College of Business & Economics	Logistics Supply Chain Mgmt	BBA	UG	3	Active	Major	(was Logistics/Marketing until 2002) (was Logistics/Supply Chain Mgmt until 2012)	2012	

Undergraduate Enrollments as of November 14, 2017 (total from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Business & Economics	Management	BBA	UG	2,325	Active	Major			
College of Business & Economics	Management Information Systems	BBA	UG	754	Inactive	Major	(Became Business Information and Technology 2015)	1984	2015
College of Business & Economics	Marketing Management	BBA	UG	1,638	Active	Major			
College of Business & Economics	Supply Chain Management	BBA	UG	527	Inactive	Major	(Became Supply Chain Mgmt 2012)	1985	2012
College of Business & Economics	Undecided	NONE	UG	138					
College of Communications & Fine Arts	Acad Focus-Arts	NONE	UG	9					
College of Communications & Fine Arts	Advertising	BA	UG	35	Active	Major	(was concentration in Journalisn until 2016)	2016	
College of Communications & Fine Arts	Architecture	BFA	UG	436	Active	Major	(was Architectural Technology until 2000)		
College of Communications & Fine Arts	Art	BFA	UG	1,309	Active	Major			
College of Communications & Fine Arts	Art History	BA	UG	87	Active	Major		1978	
College of Communications & Fine Arts	Communication	BA	UG	1,372	Active	Major		1995	
College of Communications & Fine Arts	Interior Design	BFA	UG	207	Active	Major		2010	
College of Communications & Fine Arts	Journalism	BA	UG	1,456	Active	Major		1978	
College of Communications & Fine Arts	Journalism	BA	UG	1,456	Active	Major		1978	
College of Communications & Fine Arts	Music	BM	UG	890	Active	Major		1978	
College of Communications & Fine Arts	Music Industry	BM	UG	575	Active	Major	(was Commercial Music until 2001)	1981	
College of Communications & Fine Arts	PreMusic	NONE	UG	5					
College of Communications & Fine Arts	PreMusic Industry	NONE	UG	5					

Undergraduate Enrollments as of November 14, 2017 (total from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Communications & Fine Arts	Public Relations	BA	UG	84	Active	Major	(was concentration in Journalism until 2016)	2016	
College of Communications & Fine Arts	Theatre	BFA	UG	587	Active	Major		1978	
College of Communications & Fine Arts	Undecided	NONE	UG	8					
College of Education	Acad Focus-Education	NONE	UG	31					
College of Education	Human Development and Learning	BSED	UG	629	Active	Major	[was 21.30.9999.01]	1990	
College of Education	Integrative Studies	BSED	UG	855	Active	Major	[was 08.13.1206.00]	1999	
College of Education	Special Education	BSED	UG	2	Inactive	Major	(Became Teaching All Learners 2009)		2009
College of Education	Teaching All Learners	BSED	UG	1,954	Active	Major	(was Special Education until 2009)	2009	
College of Education	TGLF	NDUG	UG	9					
College of Education	Undecided	NONE	UG	22					
College of Engineering	Acad Focus-STEM	NONE	UG	12					
College of Engineering	Biomedical Engineering	BSBE	UG	510	Active	Major		2005	
College of Engineering	Civil Engineering	BSCE	UG	456	Active	Major		1969	
College of Engineering	Computer Engineering	BSCP	UG	10	Active	Major		1999	
College of Engineering	Computer Engineering	BSCPE	UG	390	Active	Major		1999	
College of Engineering	Electrical Engineering	BSEE	UG	377	Active	Major		1969	
College of Engineering	Engineering Technology	BSET	UG	619	Active	Major	(was Manufacturing Engineering Technology until 2009)	2009	
College of Engineering	Mechanical Engineering	BSME	UG	778	Active	Major			
College of Engineering	PreBiomedical Engineering	NONE	UG	417					
College of Engineering	PreCivil Engineering	NONE	UG	322					
College of Engineering	PreComputer Engineering	NONE	UG	372					
College of Engineering	PreElectrical Engineering	NONE	UG	266					
College of Engineering	PreEngineering Technology	NONE	UG	325					
College of Engineering	PreMechanical Engineering	NONE	UG	692					
College of Engineering	Undecided	NONE	UG	12					
College of Nursing	Nursing	BSN	UG	3,470	Active	Major	[was 31.51.1601.00]	1977	
School of Health Studies	Health and Human Performance	BSED	UG	2,895	Inactive	Major	(was Exercise & Sport Sci.until 2004) moved to School of Health Studies in 2015	1974	

Undergraduate Enrollments as of November 14, 2017 (total from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
School of Health Studies	Health Studies	BSED	UG	69	Active	Major	(was Exercise & Sport Sci.until 2004) (was Health & Human Per until 2016) (changed to BS fall 2016)	1974	
School of Health Studies	Health Studies	BS	UG	767	Active	Major	(was Exercise & Sport Sci.until 2004) (was Health & Human Per until 2016) (changed to BS fall 2016)	2016	
School of Health Studies	Physical Education Teacher Education	BSED	UG	449	Active	Major		2000	
University College	Individual Studies	BLS	UG	1	Inactive	Major	Became Liberal Studies	1975	2009
University College	Individual Studies	BPS	UG	2	Inactive	Major	(Became Professional Studies 2009)	1975	2009
University College	Interdisciplinary Studies	BLS	UG	1,037	Active	Major		2001	
University College	Liberal Studies	BLS	UG	271	Active	Major	(was Individual Studies until 2009 21.30.9999.04)	1975	
University College	Professional Studies	BPS	UG	460	Active	Major		2001	
University College	Professional Studies	BPS	UG	4,824	Active	Major	(was Individual Studies until 2009)	1975	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BBA	UG	116	Active	Major		1999	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BA	UG	636	Active	Major	(was BBA until Fall 2012)	2012	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BA	UG	636	Inactive	Major	was BBA until Fall 2012 became School fall 2014	1999	
Wilson School of Hospitality & Resort Mgmt	Sport and Leisure Management	BS	UG	43	Inactive	Major	Changed to BSED Degree in 2015		2015
Wilson School of Hospitality & Resort Mgmt	Sport and Leisure Management	BSED	UG	861	Active	Major	(was Sport & Leisure Studies in HSS)	2015	
*Academic Counseling Center serves those students who have not declared a major or who are in "pre" majors.									

Graduate Enrollments as of November 14, 2017 (totals from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
Wilson School of Hospitality & Resort Mgmt	Hospitality Mgmt Specialist	GCRT	GR	3	Active	Major		2016	
Wilson School of Hospitality & Resort Mgmt	Sport Commerce	MS	GR	61	Active	Major	(was Sport & Leisure Commerce concentration in HSS)	2016	
University College	Liberal Studies	MALS	GR	311	Active	Major		1997	
University College	Liberal Studies	GCRT	GR	33	Active	Major		2014	
University College	Professional Studies	MPS	GR	388	Active	Major		2006	
University College	Strategic Leadership	GCRT	GR	10	Active	Major		2016	
School Public Health	Epidemiology	PHD	GR	79	Active	Major		2011	
School Public Health	Health Administration	MHA	GR	192	Active	Major		1992	
School Public Health	Health Analytics	GCRT	GR	8	Active	Major		2016	
School Public Health	Health Systems & Policy	PHD	GR	23	Active	Major		2014	
School Public Health	Population Health	GCRT	GR	55	Active	Major		2015	
School Public Health	Public Health	MPH	GR	357	Active	Major		2006	
School Public Health	Social & Behavioral Sciences	PHD	GR	52	Active	Major		2010	
School of Health Studies	Faith and Health	GCRT	GR	4	Active	Major		2016	
School of Health Studies	Health and Sport Sciences	MS	GR	302	Inactive	Major	(was Human Movement Science until 2009) (Became Health Studies 2016)		2016
School of Health Studies	Health Studies	MS	GR	60	Active	Major	(was Health & Sport Science until 2016)	2016	
School of Health Studies	Nutrition	MS	GR	87	Inactive	Major	moved to School of Health Studies in 2015	1988	
School of Health Studies	Nutrition	MS	GR	72	Active	Major	(was Clinical Nutrition until 2016)	1988	
School of Communication Sciences & Disorders	Audiology	AUD	GR	174	Active	Major		2000	
School of Communication Sciences & Disorders	Communication Sciences & Disorders	PHD	GR	77	Active	Major	(was Audiology & Speech Language Path until Spring 2011)	2011	
School of Communication Sciences & Disorders	Communication Sciences & Disorders	PHD	GR	5	Inactive	Major	(Became Communication Sciences & Disorders 2011)	1974	2011
School of Communication Sciences & Disorders	Speech-Language Pathology	MA	GR	257	Active	Major	(was Audiology & Speech Language Path until 2008)		
RODP	Nursing Administration	GCRT	GR	2	Active	Major		2012	
RODP	Nursing Education	GCRT	GR	3	Active	Major		2012	
College of Nursing	Family Nurse Practitioner	GCRT	GR	38	Active	Major	[was 31.51.1605.11]	2005	
College of Nursing	Nursing	MSN	GR	1,271	Active	Major	[was 31.51.1601.00]	2004	
College of Engineering	Applied Lean Leadership	GCRT	GR	40	Active	Major		2007	
College of Engineering	Biomedical Engineering	PHD	GR	93	Active	Major		1996	
College of Engineering	Biomedical Engineering	MS	GR	67	Active	Major		1996	

Graduate Enrollments as of November 14, 2017 (totals from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Engineering	Civil Engineering	MS	GR	113	Active	Major			
College of Engineering	Electrical & Computer Engineering	MS	GR	170	Active	Major	(was Electrical Engineering until Fall 2007)	2007	
College of Engineering	Engineering	PHD	GR	344	Active	Major		1987	
College of Engineering	Engineering Technology	MS	GR	33	Active	Major		1969	
College of Engineering	Mechanical Engineering	MS	GR	63	Active	Major		1969	
College of Education	Advanced Stds Tchng and Lrng	MED	GR	6	Inactive	Major		2003	2017
College of Education	Autism Studies	GCRT	GR	19	Active	Major		2013	
College of Education	Career and College Counseling	GCRT	GR	6	Active	Major		2014	
College of Education	CC Teaching and Leadership	GCRT	GR	49	Active	Major		2003	
College of Education	Clinical Mental Health Counsel	GCRT	GR	1	Active	Major		2017	
College of Education	Counseling	MS	GR	598	Active	Major			
College of Education	Counseling	EDD	GR	115	Active	Major		1984	
College of Education	Counseling Psychology	PHD	GR	174	Active	Major	[was 26.42.0601.00]	1980	
College of Education	Disabilities Studies	GCRT	GR	15	Active	Major		2010	
College of Education	Education	EDS	GR	109	Active	Major			
College of Education	Educational Psychology & Research	PHD	GR	153	Active	Major	[was 26.42.1801.00]	1980	
College of Education	Educational Psychology & Research	MS	GR	47	Active	Major	[was 26.42.1801.00]		
College of Education	Higher & Adult Education	EDD	GR	333	Active	Major		1980	
College of Education	Instruction & Curriculum Leadership	MAT	GR	796	Active	Major	[08.13.0301.00]	1980	
College of Education	Instruction & Curriculum Leadership	MS	GR	529	Active	Major		1980	
College of Education	Instruction & Curriculum Leadership	EDD	GR	488	Active	Major		1967	
College of Education	Instructional Computer Appl	GCRT	GR	32	Active	Major	Renamed to Instructional Computer Design & Tech	1996	2014
College of Education	Instructional Design and Tech	GCRT	GR	58	Active	Major	(was Instructional Computer Application until 2014)	1996	
College of Education	Leadership & Policy Studies	EDD	GR	321	Active	Major		1967	
College of Education	Leadership & Policy Studies	MS	GR	115	Active	Major			
College of Education	Literacy Leadership and Coaching	GCRT	GR	21	Active	Major		2011	
College of Education	Qualitative Studies in Ed. Research	GCRT	GR	13	Active	Major		2013	
College of Education	Quantitative Studies in Ed. Research	GCRT	GR	7	Active	Major		2014	
College of Education	School Library Info Specialist	GCRT	GR	21	Active	Major		2016	
College of Education	STEM Teacher Leadership	GCRT	GR	1	Active	Major		2014	

Graduate Enrollments as of November 14, 2017 (totals from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Education	Teacher Edu or Lic Program	NDGR	GR	9					
College of Education	Teaching	GCRT	GR	21	Active	Major		1998	
College of Education	TRLD	GCRT	GR	1	Active	Major		2016	
College of Education	Urban Education	GCRT	GR	38	Active	Major		2009	
College of Communications & Fine Arts	Architecture	MARCH	GR	63	Active	Major		2007	
College of Communications & Fine Arts	Art	MFA	GR	67	Active	Major		1974	
College of Communications & Fine Arts	Art History	MA	GR	83	Active	Major			
College of Communications & Fine Arts	Artist Diploma in Music	GCRT	GR	27	Active	Major		2008	
College of Communications & Fine Arts	Communication	PHD	GR	140	Active	Major		1996	
College of Communications & Fine Arts	Communication	MA	GR	71	Active	Major			
College of Communications & Fine Arts	Entrepreneurial Journalism	GCRT	GR	6	Active	Major		2013	
College of Communications & Fine Arts	Journalism	MA	GR	177	Active	Major	(became Journalism & Strategic Media 2016)	1985	2016
College of Communications & Fine Arts	Journalism	MA	GR	19	Active	Major	(was Journalism until 2016)	1985	
College of Communications & Fine Arts	Museum Studies	GCRT	GR	57	Active	Major		2003	
College of Communications & Fine Arts	Music	DMA	GR	258	Active	Major		1977	
College of Communications & Fine Arts	Music	MMU	GR	233	Active	Major			
College of Communications & Fine Arts	Music	PHD	GR	81	Active	Major		1982	
College of Communications & Fine Arts	Theatre	MFA	GR	86	Active	Major		1972	
College of Business & Economics	Accounting	MS	GR	360	Active	Major			
College of Business & Economics	Business Administration	MBA	GR	1,712	Active	Major			
College of Business & Economics	Business Administration	MS	GR	404	Active	Major			
College of Business & Economics	Business Administration	PHD	GR	325	Active	Major		1978	

Graduate Enrollments as of November 14, 2017 (totals from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Business & Economics	Business Information Assurance	GCRT	GR	99	Active	Major	was [32.52.1207.11] until Jan 2014	2010	
College of Business & Economics	Business Intel & Analytics	GCRT	GR	73	Active	Major		2015	
College of Business & Economics	Business Project Management	GCRT	GR	48	Active	Major		2013	
College of Business & Economics	Economics	MA	GR	62	Active	Major			
College of Business & Economics	International Business Administration	IMBA	GR	183	Active	Major		2002	
College of Business & Economics	Management Information Systems	MS	GR	133	Active	Major	(was Business Info & Tech concentration until 2016)	2016	
College of Business & Economics	Software Testing	GCRT	GR	14	Active	Major		2009	
College of Arts & Sciences	African American Literature	GCRT	GR	39	Active	Major		2007	
College of Arts & Sciences	Anthropology	MA	GR	100	Active	Major		1976	
College of Arts & Sciences	Applied Computer Science	MS	GR	16	Inactive	Major	(was Electronic Commerce until 2006)	2006	2015
College of Arts & Sciences	Bioinformatics	MS	GR	60	Active	Major		2005	
College of Arts & Sciences	Bioinformatics	GCRT	GR	21	Active	Major		2015	
College of Arts & Sciences	Biology	PHD	GR	154	Active	Major		1970	
College of Arts & Sciences	Biology	MS	GR	100	Active	Major			
College of Arts & Sciences	Chemistry	PHD	GR	157	Active	Major		1968	
College of Arts & Sciences	Chemistry	MS	GR	37	Active	Major			
College of Arts & Sciences	City & Regional Planning	MCRP	GR	133	Active	Major		1973	
College of Arts & Sciences	Cognitive Science	GCRT	GR	60	Active	Major		2010	
College of Arts & Sciences	Computer Science	PHD	GR	215	Active	Major		2006	
College of Arts & Sciences	Computer Science	MS	GR	200	Active	Major		2006	
College of Arts & Sciences	Creative Writing	MFA	GR	170	Active	Major	[was 15.23.0501.00]	1989	
College of Arts & Sciences	Criminal Justice	MA	GR	121	Active	Major		1979	
College of Arts & Sciences	Cyber Security Info Assurance	GCRT	GR	1	Active	Major	(was Information Assurance until 2016)	2016	
College of Arts & Sciences	Data Science	GCRT	GR	6	Active	Major		2016	
College of Arts & Sciences	Earth Sciences	PHD	GR	164	Active	Major	(was Geophysics until 1999)	1999	
College of Arts & Sciences	Earth Sciences	MS	GR	128	Active	Major	(was Geophysics until 1999) (was Geological Sciences)	1999	
College of Arts & Sciences	Earth Sciences	MA	GR	17	Active	Major			
College of Arts & Sciences	English	PHD	GR	424	Active	Major		1999	
College of Arts & Sciences	English	MA	GR	201	Active	Major			
College of Arts & Sciences	Geographic Information Systems	GCRT	GR	57	Active	Major		2005	

Graduate Enrollments as of November 14, 2017 (totals from 2011-									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	History	PHD	GR	217	Active	Major		1969	
College of Arts & Sciences	History	MA	GR	179	Active	Major			
College of Arts & Sciences	Information Assurance	GCRT	GR	3	Inactive	Major	(Became Cyber Security 2016)	2006	2016
College of Arts & Sciences	Local Government Management	GCRT	GR	9	Active	Major		2007	
College of Arts & Sciences	Mathematical Sciences	PHD	GR	208	Active	Major		1972	
College of Arts & Sciences	Mathematical Sciences	MS	GR	93	Active	Major			
College of Arts & Sciences	Philanthropy and Nonprofit Leadership	GCRT	GR	61	Active	Major		2010	
College of Arts & Sciences	Philosophy	PHD	GR	123	Active	Major		1990	
College of Arts & Sciences	Philosophy	MA	GR	46	Active	Major		1968	
College of Arts & Sciences	Physics	MS	GR	66	Active	Major			
College of Arts & Sciences	Political Science	MA	GR	117	Active	Major			
College of Arts & Sciences	Psychology	PHD	GR	360	Active	Major		1967	
College of Arts & Sciences	Psychology	MS	GR	197	Active	Major			
College of Arts & Sciences	Public Administration	MPA	GR	238	Active	Major	(was Public Administration until 2001)	1971	
College of Arts & Sciences	Romance Languages	MA	GR	105	Active	Major		1979	
College of Arts & Sciences	School Psychology	MA	GR	67	Active	Major	[was 26.42.1701.00]		
College of Arts & Sciences	Social Work	MSW	GR	552	Active	Major		2011	
College of Arts & Sciences	Sociology	MA	GR	74	Active	Major			
College of Arts & Sciences	Teaching Engl as Second Lang	GCRT	GR	69	Active	Major		2006	
College of Arts & Sciences	Womens and Gender Studies	GCRT	GR	31	Active	Major		2004	
(no designation)	No Major	Non-degree seeking	GR	1,808					

Certificate Enrollments as of November 14, 2017 (totals from 2011-2017)									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	African American Literature	GCRT	GR	39	Active	Major		2007	
College of Arts & Sciences	Bioinformatics	GCRT	GR	21	Active	Major		2015	
College of Arts & Sciences	Cognitive Science	GCRT	GR	60	Active	Major		2010	
College of Arts & Sciences	Cyber Security Info Assurance	GCRT	GR	1	Active	Major	(was Information Assurance until 2016)	2016	
College of Arts & Sciences	Data Science	GCRT	GR	6	Active	Major		2016	
College of Arts & Sciences	Geographic Information Systems	GCRT	GR	57	Active	Major		2005	
College of Arts & Sciences	Information Assurance	GCRT	GR	3	Inactive	Major	(Became Cyber Security 2016)	2006	2016
College of Arts & Sciences	Local Government Management	GCRT	GR	9	Active	Major		2007	
College of Arts & Sciences	Philanthropy and Nonprofit Leadership	GCRT	GR	61	Active	Major		2010	
College of Arts & Sciences	Teaching Engl as Second Lang	GCRT	GR	69	Active	Major		2006	
College of Arts & Sciences	Womens and Gender Studies	GCRT	GR	31	Active	Major		2004	
College of Business & Economics	Business Information Assurance	GCRT	GR	99	Active	Major	was [32.52.1207.11] until Jan 2014	2010	
College of Business & Economics	Business Intel & Analytics	GCRT	GR	73	Active	Major		2015	
College of Business & Economics	Business Project Management	GCRT	GR	48	Active	Major		2013	
College of Business & Economics	Software Testing	GCRT	GR	14	Active	Major		2009	
College of Communications & Fine Arts	Artist Diploma in Music	GCRT	GR	27	Active	Major		2008	
College of Communications & Fine Arts	Entrepreneurial Journalism	GCRT	GR	6	Active	Major		2013	
College of Communications & Fine Arts	Museum Studies	GCRT	GR	57	Active	Major		2003	
College of Education	Autism Studies	GCRT	GR	19	Active	Major		2013	
College of Education	Career and College Counseling	GCRT	GR	6	Active	Major		2014	
College of Education	CC Teaching and Leadership	GCRT	GR	49	Active	Major		2003	
College of Education	Clinical Mental Health Counsel	GCRT	GR	1	Active	Major		2017	
College of Education	Disabilities Studies	GCRT	GR	15	Active	Major		2010	
College of Education	Instructional Computer Appl	GCRT	GR	32	Active	Major	Renamed to Instructional Computer Design & Tech	1996	2014
College of Education	Instructional Design and Tech	GCRT	GR	58	Active	Major	(was Instructional Computer Application until 2014)	1996	
College of Education	Literacy Leadership and Coaching	GCRT	GR	21	Active	Major		2011	

Certificate Enrollments as of November 14, 2017 (totals from 2011-2017)									
College/School	Major	Degree	Level	Enrolled	Status	Program Type	History	Inception	Phase Out
College of Education	Qualitative Studies in Ed. Research	GCRT	GR	13	Active	Major		2013	
College of Education	Quantitative Studies in Ed. Research	GCRT	GR	7	Active	Major		2014	
College of Education	School Library Info Specialist	GCRT	GR	21	Active	Major		2016	
College of Education	STEM Teacher Leadership	GCRT	GR	1	Active	Major		2014	
College of Education	Teaching	GCRT	GR	21	Active	Major		1998	
College of Education	TRLD	GCRT	GR	1	Active	Major		2016	
College of Education	Urban Education	GCRT	GR	38	Active	Major		2009	
College of Engineering	Applied Lean Leadership	GCRT	GR	40	Active	Major		2007	
College of Nursing	Family Nurse Practitioner	GCRT	GR	38	Active	Major	[was 31.51.1605.11]	2005	
RODP	Nursing Administration	GCRT	GR	2	Active	Major		2012	
RODP	Nursing Education	GCRT	GR	3	Active	Major		2012	
School of Health Studies	Faith and Health	GCRT	GR	4	Active	Major		2016	
School Public Health	Health Analytics	GCRT	GR	8	Active	Major		2016	
School Public Health	Population Health	GCRT	GR	55	Active	Major		2015	
University College	Liberal Studies	GCRT	GR	33	Active	Major		2014	
University College	Strategic Leadership	GCRT	GR	10	Active	Major		2016	
Wilson School of Hospitality & Resort Mgmt	Hospitality Mgmt Specialist	GCRT	GR	3	Active	Major		2016	

Undergraduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	Afrcn and African Amer Studies	BA	UG	65	Active	Major		2000	
College of Arts & Sciences	Anthropology	BA	UG	136	Active	Major			
College of Arts & Sciences	Biology	BS	UG	512	Active	Major			
College of Arts & Sciences	Chemistry	BSCH	UG	13	Inactive	Major			2009
College of Arts & Sciences	Chemistry	BS	UG	196	Active	Major			
College of Arts & Sciences	Computer Science	BSCPE	UG	1	Active	Major		1982	
College of Arts & Sciences	Computer Science	BSCP	UG	2	Active	Major		1982	
College of Arts & Sciences	Computer Science	BS	UG	162	Active	Major		1982	
College of Arts & Sciences	Criminology and Criminal Justice	BA	UG	636	Active	Major		1979	
College of Arts & Sciences	Earth Sciences	BS	UG	23	Inactive	Major	(was Geological Sciences until 2006)		2014
College of Arts & Sciences	Earth Sciences	BA	UG	59	Active	Major	(was Geography until 2011)	2011	
College of Arts & Sciences	Economics	BA	UG	62	Active	Major			
College of Arts & Sciences	English	BA	UG	525	Active	Major			
College of Arts & Sciences	History	BA	UG	406	Active	Major			
College of Arts & Sciences	International Studies	BA	UG	78	Active	Major		1974	
College of Arts & Sciences	Mathematical Sciences	BSCE	UG	2					
College of Arts & Sciences	Mathematical Sciences	BSET	UG	2					
College of Arts & Sciences	Mathematical Sciences	BSCP	UG	3					
College of Arts & Sciences	Mathematical Sciences	BSCPE	UG	7					
College of Arts & Sciences	Mathematical Sciences	BSME	UG	8					
College of Arts & Sciences	Mathematical Sciences	BSEE	UG	9					
College of Arts & Sciences	Mathematical Sciences	BSBE	UG	15					
College of Arts & Sciences	Mathematical Sciences	BS	UG	159	Active	Major			
College of Arts & Sciences	Philosophy	BA	UG	2	Active	Major			
College of Arts & Sciences	Philosophy	BA	UG	111	Active	Major			
College of Arts & Sciences	Physics	BSCE	UG	1					
College of Arts & Sciences	Physics	BSBE	UG	3					
College of Arts & Sciences	Physics	BSEE	UG	5					
College of Arts & Sciences	Physics	BSME	UG	5					
College of Arts & Sciences	Physics	BS	UG	32	Active	Major			
College of Arts & Sciences	Political Science	BA	UG	303	Active	Major			
College of Arts & Sciences	Psychology	BA	UG	989	Active	Major			
College of Arts & Sciences	Social Work	BA	UG	336	Active	Major			
College of Arts & Sciences	Sociology	BA	UG	249	Active	Major			
College of Arts & Sciences	World Languages	BA	UG	434	Active	Major	(was Foreign Languages until summer 2017)	1979	
College of Business & Economics	Accounting	BBA	UG	896	Active	Major			
College of Business & Economics	Business Economics	BBA	UG	119	Active	Major			

Undergraduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Business & Economics	Business Information & Tech	BBA	UG	21	Active	Major	(was Mgmt Info Systems until 2015)	2015	
College of Business & Economics	Finance	BBA	UG	377	Active	Major			
College of Business & Economics	International Business	BBA	UG	214	Active	Major		1974	
College of Business & Economics	Logistics Supply Chain Mgmt	BBA	UG	28	Active	Major	(was Logistics/Marketing until 2002) (was Logistics/Supply Chain Mgmt until 2012)	2012	
College of Business & Economics	Management	BBA	UG	683	Active	Major			
College of Business & Economics	Management Information Systems	BBA	UG	307	Inactive	Major	(Became Business Information and Technology 2015)	1984	2015
College of Business & Economics	Marketing Management	BBA	UG	457	Active	Major			
College of Business & Economics	Supply Chain Management	BBA	UG	151	Inactive	Major	(Became Supply Chain Mgmt 2012)	1985	2012
College of Communications & Fine Arts	Architecture	BFA	UG	60	Active	Major	(was Architectural Technology until 2000)		
College of Communications & Fine Arts	Art	BFA	UG	277	Active	Major			
College of Communications & Fine Arts	Art History	BA	UG	31	Active	Major		1978	
College of Communications & Fine Arts	Communication	BA	UG	416	Active	Major		1995	
College of Communications & Fine Arts	Interior Design	BFA	UG	35	Active	Major		2010	
College of Communications & Fine Arts	Journalism	BA	UG	1	Active	Major		1978	
College of Communications & Fine Arts	Journalism	BA	UG	419	Active	Major		1978	
College of Communications & Fine Arts	Music	BM	UG	160	Active	Major		1978	
College of Communications & Fine Arts	Music Industry	BM	UG	71	Active	Major	(was Commercial Music until 2001)	1981	
College of Communications & Fine Arts	Public Relations	BA	UG	1	Active	Major	(was concentration in Journalism until 2016)	2016	
College of Communications & Fine Arts	Theatre	BFA	UG	131	Active	Major		1978	
College of Education	Human Development and Learning	BSED	UG	149	Active	Major	[was 21.30.9999.01]	1990	
College of Education	Integrative Studies	BSED	UG	652	Active	Major	[was 08.13.1206.00]	1999	

Undergraduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Education	Teaching All Learners	BSED	UG	534	Active	Major	(was Special Education until 2009)	2009	
College of Engineering	Biomedical Engineering	BSBE	UG	98	Active	Major		2005	
College of Engineering	Civil Engineering	BSCE	UG	122	Active	Major		1969	
College of Engineering	Computer Engineering	BSCP	UG	20	Active	Major		1999	
College of Engineering	Computer Engineering	BSCPE	UG	57	Active	Major		1999	
College of Engineering	Electrical Engineering	BSEE	UG	108	Active	Major		1969	
College of Engineering	Engineering Technology	BSET	UG	186	Active	Major	(was Manufacturing Engineering Technology until 2009)	2009	
College of Engineering	Mechanical Engineering	BSME	UG	184	Active	Major			
College of Nursing	Nursing	BSN	UG	1530	Active	Major	[was 31.51.1601.00]	1977	
School of Health Studies	Health and Human Performance	BSED	UG	619	Inactive	Major	(was Exercise & Sport Sci.until 2004) moved to School of Health Studies in 2015	1974	
School of Health Studies	Health Studies	BS	UG	30	Active	Major	(was Exercise & Sport Sci.until 2004) (was Health & Human Per until 2016) (changed to BS fall 2016)	2016	
School of Health Studies	Physical Education Teacher Education	BSED	UG	148	Active	Major		2000	
University College	Interdisciplinary Studies	BLS	UG	786	Active	Major		2001	
University College	Liberal Studies	BLS	UG	109	Active	Major	(was Individual Studies until 2009 21.30.9999.04)	1975	
University College	Professional Studies	BPS	UG	183	Active	Major		2001	
University College	Professional Studies	BPS	UG	1,986	Active	Major	(was Individual Studies until 2009)	1975	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BA	UG	90	Active	Major	(was BBA until Fall 2012)	2012	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BA	UG	90	Inactive	Major	was BBA until Fall 2012 became School fall 2014	1999	
Wilson School of Hospitality & Resort Mgmt	Hospitality and Resort Mgmt	BBA	UG	106	Active	Major		1999	
Wilson School of Hospitality & Resort Mgmt	Sport and Leisure Management	BSED	UG	276	Active	Major	(was Sport & Leisure Studies in HSS)	2015	

Graduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	Anthropology	MA	GR	59	Active	Major		1976	
College of Arts & Sciences	Applied Computer Science	MS	GR	12	Inactive	Major	(was Electronic Commerce until 2006)	2006	2015
College of Arts & Sciences	Bioinformatics	MS	GR	25	Active	Major		2005	
College of Arts & Sciences	Biology	PHD	GR	29	Active	Major		1970	
College of Arts & Sciences	Biology	MS	GR	53	Active	Major			
College of Arts & Sciences	Chemistry	PHD	GR	23	Active	Major		1968	
College of Arts & Sciences	Chemistry	MS	GR	40	Active	Major			
College of Arts & Sciences	City & Regional Planning	MCRP	GR	62	Active	Major		1973	
College of Arts & Sciences	Computer Science	PHD	GR	31	Active	Major		2006	
College of Arts & Sciences	Computer Science	MS	GR	97	Active	Major		2006	
College of Arts & Sciences	Creative Writing	MFA	GR	57	Active	Major	[was 15.23.0501.00]	1989	
College of Arts & Sciences	Criminal Justice	MA	GR	49	Active	Major		1979	
College of Arts & Sciences	Earth Sciences	MA	GR	10	Active	Major			
College of Arts & Sciences	Earth Sciences	PHD	GR	19	Active	Major	(was Geophysics until 1999)	1999	
College of Arts & Sciences	Earth Sciences	MS	GR	53	Active	Major	(was Geophysics until 1999) (was Geological Sciences)	1999	
College of Arts & Sciences	English	PHD	GR	54	Active	Major		1999	
College of Arts & Sciences	English	MA	GR	140	Active	Major			
College of Arts & Sciences	History	PHD	GR	35	Active	Major		1969	
College of Arts & Sciences	History	MA	GR	75	Active	Major			
College of Arts & Sciences	Mathematical Sciences	PHD	GR	31	Active	Major		1972	
College of Arts & Sciences	Mathematical Sciences	MS	GR	52	Active	Major			
College of Arts & Sciences	Philosophy	PHD	GR	16	Active	Major		1990	
College of Arts & Sciences	Philosophy	MA	GR	38	Active	Major		1968	
College of Arts & Sciences	Physics	MS	GR	37	Active	Major			
College of Arts & Sciences	Political Science	MA	GR	49	Active	Major			
College of Arts & Sciences	Psychology	PHD	GR	84	Active	Major		1967	
College of Arts & Sciences	Psychology	MS	GR	107	Active	Major			
College of Arts & Sciences	Public Administration	MPA	GR	117	Active	Major	(was Public Administration until 2001)	1971	
College of Arts & Sciences	Romance Languages	MA	GR	47	Active	Major		1979	
College of Arts & Sciences	School Psychology	MA	GR	38	Active	Major	[was 26.42.1701.00]		
College of Arts & Sciences	Social Work	MSW	GR	179	Active	Major		2011	
College of Arts & Sciences	Sociology	MA	GR	36	Active	Major			
College of Business & Economics	Accounting	MS	GR	263	Active	Major			

Graduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Business & Economics	Business Administration	PHD	GR	78	Active	Major		1978	
College of Business & Economics	Business Administration	MS	GR	238	Active	Major			
College of Business & Economics	Business Administration	MBA	GR	739	Active	Major			
College of Business & Economics	Economics	MA	GR	27	Active	Major			
College of Business & Economics	International Business Administration	IMBA	GR	73	Active	Major		2002	
College of Business & Economics	Management Information Systems	MS	GR	23	Active	Major	(was Business Info & Tech concentration until 2016)	2016	
College of Communications & Fine Arts	Architecture	MARCH	GR	31	Active	Major		2007	
College of Communications & Fine Arts	Art	MFA	GR	36	Active	Major		1974	
College of Communications & Fine Arts	Art History	MA	GR	31	Active	Major			
College of Communications & Fine Arts	Communication	PHD	GR	20	Active	Major		1996	
College of Communications & Fine Arts	Communication	MA	GR	29	Active	Major			
College of Communications & Fine Arts	Journalism	MA	GR	75	Active	Major	(became Journalism & Strategic Media 2016)	1985	2016
College of Communications & Fine Arts	Music	PHD	GR	4	Active	Major		1982	
College of Communications & Fine Arts	Music	DMA	GR	53	Active	Major		1977	
College of Communications & Fine Arts	Music	MMU	GR	113	Active	Major			
College of Communications & Fine Arts	Theatre	MFA	GR	31	Active	Major		1972	
College of Education	Advanced Stds Tchng and Lrng	MED	GR	1	Inactive	Major		2003	2017
College of Education	Counseling	EDD	GR	16	Active	Major		1984	
College of Education	Counseling	MS	GR	231	Active	Major			
College of Education	Counseling Psychology	PHD	GR	45	Active	Major	[was 26.42.0601.00]	1980	
College of Education	Education	EDS	GR	69	Active	Major			
College of Education	Educational Psychology & Research	MS	GR	19	Active	Major	[was 26.42.1801.00]		
College of Education	Educational Psychology & Research	PHD	GR	19	Active	Major	[was 26.42.1801.00]	1980	
College of Education	Higher & Adult Education	EDD	GR	43	Active	Major		1980	
College of Education	Instruction & Curriculum Leadership	EDD	GR	86	Active	Major		1967	
College of Education	Instruction & Curriculum Leadership	MS	GR	212	Active	Major		1980	
College of Education	Instruction & Curriculum Leadership	MAT	GR	561	Active	Major	[08.13.0301.00]	1980	
College of Education	Leadership & Policy Studies	MS	GR	52	Active	Major			
College of Education	Leadership & Policy Studies	EDD	GR	57	Active	Major		1967	
College of Engineering	Biomedical Engineering	PHD	GR	16	Active	Major		1996	
College of Engineering	Biomedical Engineering	MS	GR	44	Active	Major		1996	
College of Engineering	Civil Engineering	MS	GR	44	Active	Major			

Graduate Degrees Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Engineering	Electrical & Computer Engineering	MS	GR	94	Active	Major	(was Electrical Engineering until Fall 2007)	2007	
College of Engineering	Engineering	PHD	GR	41	Active	Major		1987	
College of Engineering	Engineering Technology	MS	GR	27	Active	Major		1969	
College of Engineering	Mechanical Engineering	MS	GR	25	Active	Major		1969	
College of Nursing	Nursing	MSN	GR	525	Active	Major	[was 31.51.1601.00]	2004	
School of Communication Sciences	Audiology	AUD	GR	39	Active	Major		2000	
School of Communication Sciences	Communication Sciences & Disorder	PHD	GR	14	Active	Major	(was Audiology & Speech Language Path until Spring 2011)	2011	
School of Communication Sciences	Speech-Language Pathology	MA	GR	155	Active	Major	(was Audiology & Speech Language Path until 2008)		
School of Health Studies	Health and Sport Sciences	MS	GR	190	Inactive	Major	(was Human Movement Science until 2009) (Became Health Studies 2016)		2016
School of Health Studies	Health Studies	MS	GR	6	Active	Major	(was Health & Sport Science until	2016	
School of Health Studies	Nutrition	MS	GR	2	Active	Major	(was Clinical Nutrition until 2016)	1988	
School of Health Studies	Nutrition	MS	GR	73	Inactive	Major	moved to School of Health Studies in 2015	1988	
School Public Health	Epidemiology	PHD	GR	4	Active	Major		2011	
School Public Health	Health Administration	MHA	GR	111	Active	Major		1992	
School Public Health	Public Health	MPH	GR	141	Active	Major		2006	
School Public Health	Social & Behavioral Sciences	PHD	GR	5	Active	Major		2010	
University College	Liberal Studies	MALS	GR	125	Active	Major		1997	
University College	Professional Studies	MPS	GR	147	Active	Major		2006	
Wilson School of Hospitality & Res	Sport Commerce	MS	GR	11	Active	Major	(was Sport & Leisure Commerce concentration in HSS)	2016	

Certificates Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Arts & Sciences	African American Literature	GCRT	GR	18	Active	Major		2007	
College of Arts & Sciences	Bioinformatics	GCRT	GR		Active	Major		2015	
College of Arts & Sciences	Cognitive Science	GCRT	GR	26	Active	Major		2010	
College of Arts & Sciences	Data Science	GCRT	GR	1	Active	Major		2016	
College of Arts & Sciences	Geographic Information Systems	GCRT	GR	31	Active	Major		2005	
College of Arts & Sciences	Information Assurance	GCRT	GR	2	Inactive	Major	(Became Cyber Security 2016)	2006	2016
College of Arts & Sciences	Local Government Management	GCRT	GR	17	Active	Major		2007	
College of Arts & Sciences	Philanthropy and Nonprofit Leadership	GCRT	GR	47	Active	Major		2010	
College of Arts & Sciences	Teaching Engl as Second Lang	GCRT	GR	50	Active	Major		2006	
College of Arts & Sciences	Womens and Gender Studies	GCRT	GR	20	Active	Major		2004	
College of Business & Economics	Business Information Assurance*	GCRT	GR	158	Active	Major	was [32.52.1207.11] until Jan 2014	2010	
College of Business & Economics	Business Intel & Analytics	GCRT	GR	29	Active	Major		2015	
College of Business & Economics	Business Project Management	GCRT	GR	34	Active	Major		2013	
College of Business & Economics	Software Testing	GCRT	GR	9	Active	Major		2009	
College of Communications & Fine Arts	Artist Diploma in Music	GCRT	GR	14	Active	Major		2008	
College of Communications & Fine Arts	Entrepreneurial Journalism	GCRT	GR	2	Active	Major		2013	
College of Communications & Fine Arts	Museum Studies	GCRT	GR	42	Active	Major		2003	
College of Education	Autism Studies	GCRT	GR	6	Active	Major		2013	
College of Education	Career and College Counseling	GCRT	GR	6	Active	Major		2014	
College of Education	CC Teaching and Leadership	GCRT	GR	25	Active	Major		2003	
College of Education	Disabilities Studies	GCRT	GR	7	Active	Major		2010	
College of Education	Instructional Computer Appl	GCRT	GR	26	Active	Major	Renamed to Instructional Computer Design & Tech	1996	2014
College of Education	Instructional Design and Tech	GCRT	GR	32	Active	Major	(was Instructional Computer Application until 2014)	1996	
College of Education	Literacy Leadership and Coaching	GCRT	GR	14	Active	Major		2011	
College of Education	Qualitative Studies in Ed. Research	GCRT	GR	14	Active	Major		2013	
College of Education	School Library Info Specialist	GCRT	GR	1	Active	Major		2016	
College of Education	Urban Education	GCRT	GR	17	Active	Major		2009	
College of Engineering	Applied Lean Leadership	GCRT	GR	32	Active	Major		2007	

Certificates Awarded as of November 14, 2017 (totals from 2011-2017)									
College	Major	Degree	Level	Degrees Awards	Status	Program Type	History	Inception	Phase Out
College of Nursing	Family Nurse Practitioner	GCRT	GR	18	Active	Major	[was 31.51.1605.11]	2005	
School Public Health	Health Analytics	GCRT	GR	1	Active	Major		2016	
School Public Health	Population Health	GCRT	GR	3	Active	Major		2015	
University College	Liberal Studies	GCRT	GR	3	Active	Major		2014	
University College	Strategic Leadership	GCRT	GR	1	Active	Major		2016	
The certificates below were recently launched and are being marketed to targeted student populations.									
College of Education	Clinical Mental Health Counsel	GCRT	GR		Active	Major		2017	
College of Education	Quantitative Studies in Ed. Research	GCRT	GR		Active	Major		2014	
College of Education	STEM Teacher Leadership	GCRT	GR		Active	Major		2014	
School of Health Studies	Faith and Health	GCRT	GR		Active	Major		2016	
Wilson School of Hospitality & Resort Mgmt	Hospitality Mgmt Specialist	GCRT	GR		Active	Major		2016	
*Students interested in the formally titled "Information Assurance/Cyber Security" were redirected to the "Buisness Information Assurance" to avoid duplication of effort.									

10. Middle and High School Recruitment Efforts

Report

Presented by Karen Weddle-West

Report to the Board of Trustees

The University of Memphis Board of Trustees
Report
For Information

Date: 12/7/2017

Committee: Academic Research and Student Success

Report Title: Middle and High School Recruitment Initiatives

Presented by: Karen Weddle-West, Provost

Report Synopsis:

As requested during the Committee Meeting in October, Dr. Weddle-West presents a summary of middle and high school recruitment initiatives by college/school and University levels.

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
Architecture	Not specifically middle school but Carpenter Art Garden serves middle school age children in addition to others. We have worked with CAG over three years including two AIAS Design+Build Studios. Also a wider age range but we have participated in career day with a local metro Girl Scouts organization and worked with AIA Memphis on an Explorer post. Several community engagement projects have involved middle school age children including most recently the Design Studio 4 (SP17) “Makerspace Project” at Dickson Middle School in Dickson, TN. They intend to institute several of the ideas that our students put forward over the next several years.	Blended might work better but no real thoughts on this at this time. Since almost all of our courses are “hands on” this might be difficult.	NCUR presenter who was from an architecture school. We participate nationally in various AIAS (American Institute of Architecture Students), ACSA (Association of Collegiate Schools of Architecture), and NOMA (National Organization of Minority Architects) recruiting activities. We actively participate in all available Campus Days (now MEMbound Days). We provide shadowing opportunities to area high school students interested in architecture and design. Faculty members attend “college days” at area schools. All of the major lectures in the Department are open to the public and publicized with community partners.	We have partnered with AIA Memphis for over 15 years on our summer “Discovering Architecture + Design” program. Enrollment is generally capped at 15-20. We also offer need-based scholarships. This has evolved into the slightly smaller and more intense Architecture + Design Days with themed Saturday activities for high school students based on the New York Architecture Center model.	

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
Art	Over one fourth of all art teachers in the Shelby County School District and their Visual Art Coordinator are department alumni	We are in the first year of a three-year phase-in of our B.A. in Art History (selected concentrations) being online.	We do not participate in any of the above listed organizations/agencies/activities. We mostly concentrate on sending faculty to local schools to give presentations, hosting Shelby County School activities on campus such as workshops or meetings, giving tours to high schools of our facilities. As members of the community, the Art Faculty have lent their expertise and human hours in volunteer work for a variety of community partners. Our faculty participated in over 17 recruiting activities from open house to portfolio reviews to giving department tours to high school art groups. This year alone our faculty have been invited to speak at over 40 events, are leaders/advisors/board members of over 14 organizations and have participated in over 23 community service activities, have been cultural consultants for over 14 organizations, and are involved in at least 4 community engagement projects.	Annually, for the last three years, we have held on our campus a Summer Art Camp with the Dixon Gallery and Gardens, Overton High School, and the Department of Art. We serve over 100 school age children 3 rd grade through 8 th for two weeks during the month of June. Overton High School provides their best and most responsible students to act as classroom helpers. Schools that participate in sending their students are “neighborhood” schools between the Dixon and the University and include: Willow Oaks, Sherwood Elementary and Middle, Sharp, Colonial, South Park and Sea Isle. At the end of the summer session we host an art exhibition of the student’s work with a reception – 250-300 attendees. We are exploring expanding the camp to include high school students.	<u>The Martha and Robert Fogelman Galleries of Contemporary Art Exhibitions and Programming</u> <ul style="list-style-type: none"> • 14 exhibitions – approximately 3,500 attendees • 9 artist lectures, gallery talks, and panels - Approximately 400 attendees • 4 artist workshops and studio visits - Approximately 140 student participants • Social Media and Marketing • 800 page likes on Facebook • 593 total mailing list subscribers • 326 Mailchimp email list subscribers • 1 paid advertisement • Press and Media • 4 newspaper reviews • 20 media listings • 2 TV appearances • 1 radio interview

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
	Art Education and The Memphis Brooks Museum of Art: Museum Partnership. Art Education majors planned and organized family days at The Brooks Museum of Art in Memphis. This was done for class credit during the secondary methods class. This partnership has occurred for the past three years. Students co-developed lesson plans and worked with staff of education department at The Brooks Museum. The students visited the museum and the staff visited the students on campus. This partnership gave the university students an authentic museum education experience, prior to student teaching and being a first year art teacher. We did a “test run” with the museum employees in December. Each year, Family Day is held in February.		Last year we worked closely with Rozelle Elementary School to design a public piece for the school. We hosted their school on our campus and exhibited their student’s work. Rozelle is Memphis’ only arts magnet elementary school.		Box Gallery – Student Run Gallery • 8 exhibitions – approximately 400 attendees

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
	<p>The Community Art Academy is offered every spring semester. University participants receive course credit, 3h for graduate students and 1h for undergraduate students. Teacher candidates and university faculty engage in ongoing conversations about the relationship between art education and what constitutes effective teaching practices with urban youth. It is a chance for students to experience civic engagement, teach art lessons prior to student teaching and learn strategies for developing community partnerships. The location of the Community Art Academy rotates every two to three years. Previous locations include community centers and public schools. Currently, the Community Art Academy is held at a branch of the Memphis Public Library. The Community Art Academy is free to the participants. The Memphis Public Library was chosen as the 2016 site because it is centrally located, the library's staff was eager to expand art related programs to the community and it is on the Memphis bus line.</p>		<p>The University of Memphis Art Education Alumni Exhibition, held during March, Youth Art Month: A different theme each year is included in the exhibition. It is a great way to showcase alumni and k-12 art. Also, it spreads the word about art education to parents, school administrators, school board members & the community. Recruit students to the university and bring alumni to campus. This is the 11th year of the art education alumni exhibition.</p>		<p><u>Curating/Organizing Exhibitions w/ Community Partners Approximately 3 Selected Activities</u></p> <ul style="list-style-type: none">• 1866 Memphis Massacre Events/2016 - Arturo Lindsey performance 70 attendees• Lynching Sites Project work - 2016- meetings at Caritas - ongoing• Hosting QUARTZMemphis, a queer time-based media salon - ongoing

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
	The Community Art Academy is held every Wednesday from 3:30-5:00. University of Memphis art education majors taught art lessons to Memphis youth. The participants were from public, private and home schools. The ages range from upper elementary to middle school students. The University students developed hands-on art activities. The art activities included: puppets, watercolor painting, collage, ceramics and book arts. An art exhibition and celebration was held at the conclusion in the Memphis Public Library's art gallery.		Bartlett Elementary School – Co-created exhibition at Crosstown Arts with elementary students		Public Tours of our Facilities/Exhibitions – Approximately 3 Selected Activities <ul style="list-style-type: none"> • 28 tours in Art Museum (primarily Egyptian and African Galleries), mostly for K-12 groups – approximately 1,400 attendees • IEAA Ancient Egypt Family Day; with expanded Spanish-language version – approximately 60 attendees • Tour of Egyptian Gallery for group of docents from Saint Louis Art Museum – approximately 60 attendees
	The Memphis Public Library provided funding which allowed all participants and University of Memphis students to receive a Community Art Academy t-shirt, snacks, sketchbooks and art supplies for each art activity. The 2017 Community Art Academy will be held again at the Memphis Public Library.		Public Tours of our Facilities/Exhibitions - Approximately 3 Selected Activities: <p>28 tours in Art Museum (primarily Egyptian and African Galleries), mostly for K-12 groups – approximately 1,400 attendees</p> <p>IEAA Ancient Egypt Family Day; with expanded Spanish-language version - approximately 60 attendees</p> <p>Tour of Egyptian Gallery for group of docents from Saint Louis Art Museum - approximately 60 attendees</p>		

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
	<p>The University of Memphis Art Education Alumni Exhibition, held during March, Youth Art Month: A different theme each year is included in the exhibition. It is a great way to showcase alumni and k-12 art. Also, it spreads the word about art education to parents, school administrators, school board members & the community. Recruit students to the university and bring alumni to campus. This is the 11th year of the art education alumni exhibition.</p>		<p><u>Recruiting activities – Approximately 10 Selected Activities:</u></p> <p>Lausanne Collegiate School - 5 class presentations to Sophomore English classes on Homer and archaeology</p> <p>Memphis College Of Art Career Fair -- professional participant</p> <p>Art Department Open House - faculty participant, portfolio review & student liaison</p> <p>Hutchison School -- coordinated location of freelance designers for ongoing marketing projects, recommendations, & assistance</p> <p>The University of Memphis Art Education Alumni Exhibition</p> <p>Judge - Houston High School Art Awards</p> <p>Hosted Shelby County Art Teachers for the yearly in-service</p> <p>Overton High School visit</p>		

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
			<p><u>Recruitment Tours of our Facilities/Exhibitions – Approximately 7 Selected Activities</u></p> <p>Overton High School Tour – approximately 50 attendees</p> <p>Freed Hardeman Tour – approximately 50 attendees</p> <p>Arlington High School Tour – approximately 50 attendees</p> <p>Bartlett High School Tour – approximately 50 attendees</p> <p>Cordova High School Tour – approximately 50 attendees</p> <p>Tour Kingsbury High School students – approximately 50 attendees</p> <p>Tour Bartlett High School – approximately 50 attendees</p>		

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
Communication	None, although department has had previous relationship with Douglas High School.	Our online enrollments are driven by service courses, like Health Comm, and upper division electives that serve students in various majors, including Communication Studies. We have relatively few 100% online Comm Studies majors, but a fairly large number (about 20% of the total number of Comm Studies students in F17) who are taking all or mostly online courses. Evidently, the ratio of online/on campus courses varies per student (one semester they may take all or mostly online, then the next all or mostly on campus). We've worked with Dick Irwin's office to offer Oral Comm, a gen ed requirement, online, and will be piloting an "intensive" 7-week version in the Spring.	Any involvement with recruitment initiatives including NCUR, Student Research Forum, Peer Power, Talented Ten, Finish Line, Ebooks, Financial Aid Workshops, Beyond Financial Aid (I think this is any other means of support beyond Pell grants and similar programs), Cleo's Closet. We recruited at NCUR and are present at the Student Research Forum (I didn't realize this was a recruiting event, since it's for UofM students). I think we would be open to getting involved with the others, but I was unaware that these were recruiting events we might participate in.	None.	
Journalism & Strategic Media		The enrollment dashboard for the 62 day of Fall semester shows enrolled majors in the B.A. Advertising, B.A. Journalism and B.A. Public Relations grew from 320 in Fall 2016 to 355 in Fall 2017, an 11 percent increase.	Journalism and Strategic Media participated in the CCFA's recruitment event as well as held its own department recruitment open house in both spring 2017 and fall 2017 to attract currently enrolled undecided undergraduates. JRSM participated in the recent UofM Graduate Program Fair and hosted a recruitment table for its on-campus and online M.A. at the annual Student Media Conference in New York City in March 2017. The B.A. Public Relations online program was a participant in the UofM Global pilot in spring 2017.		

Recruitment Programs and/or Events

College/School/Division: College of Communications and Fine Arts

Department	Involvement in Middle School Activities	Online Enrollment Trends	Recruitment Initiative Involvement	Camp Activity Offered	Statistics
Music	We visit middle schools, as well as high schools, in our recruiting efforts, though not to the extent we visit high schools. These visits are done almost exclusively by full-time faculty. We also bring a number of middle-school students to campus each year in conjunction with our Memphis Music Camp in the summer.	We have recently instituted a 100% online Masters Degree in Music Education program. We also offer Gen Ed classes online and have an enrollment of approximately 200 each semester in those. We plan to increase that enrollment over the next two years as we switch some full-time faculty to other courses and increase enrollment in the sections taught by Graduate Assistants.	The School of Music was heavily involved in the NCUR as we provided a performance venue and entertainment for small and large gatherings during that event. We are not currently involved in any of the other specified efforts as our recruiting is heavily focused and selective, targeting specific students in specific schools and at music-related conferences.	Our Memphis Music Camp is an ongoing recruitment and outreach activity that brings in approximately 100 students each summer. This coming year we are expanding that in several ways that should increase participation to between 250 and 300 students. We also bring to campus hundreds of prospective students each year through our Honors Band, Honors Orchestra, Honors Choral and Jazz band Festivals. Concerts in Harris Concert Hall and Rose Theatre brought approximately 49,000 audience members to School of Music performances last year.	
Theatre & Dance	Now offering two free Friday morning performances of season shows for area high school and middle school theatre programs. These draw in 600 students.	No plans for online programs in the BFA or MFA Theatre & Dance degrees.	Finish Line: Theatre & Dance seeks out and refers eligible former students to Finish Line for assistance in completing degrees. NCUR: Theatre & Dance participated in NCUR 2017 by providing presentation spaces. Our students also participated as presenters.	UofM Theatre Season serves about 5,500 patrons. The partnership with Tennessee Shakespeare Company brings an additional 1,000 patrons to our campus theatre.	

Recruitment Programs and/or Events

College/School/Division: Herff College of Engineering

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Fall Lunch Tours	High School	80
Briarcrest HS visit	High School	20
T-Stem Counselor Luncheon	Shelby Co. CTE Counselors	40
Collierville College Fair	High School	100
Chattanooga Area Wide College Fair	High School	150
Tipton Rosemark College Fair	High School	30
Clarksville Area Wide College Fair	High School	100
Fayette Academy College Fair	High School	40
Williamson County College Fair	High School	150
Davidson County College Fair	High School	150
Northwest TN Area Wide College Fair	High School	75
White Station College Fair	High School	100
Tipton Rosemark HS Visit	High School	20
St. Benedict College Fair	High School	75
Memphis Area Wide College Fair	High School	150
Bartlett College Fair	High School	100
Bolton College Fair	High School	100
Arlington College Fair	High School	100
Southwind College Fair	High School	50
Cordova College Fair	High School	50
Membound Day*	High School	50
Five Rivers College Fair	High School	40
Knoxville Catholic College Fair	High School	40
Oakridge College Fair	High School	40
Knox County Wide College Fair	High School	100
Jackson Area Wide College Fair	High School	75

Recruitment Programs and/or Events

College/School/Division: Herff College of Engineering

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
E-Day Open House	All Grades	3,400
Jackson Reception*	High School	10
Houston HS Visit	High School	20
Bolton HS Visit	High School	40
Brighton College Fair	High School	40
Membound Day*	High School	120
Houston TX STEM College Fair	High School	30
Distinguished Student Reception*	High School	30
BSA Troop 207	High/Middle School	50
St. Georges HS Visit	High School	10
Lausanne HS Visit	High School	10
LEAD Nashville Luncheon	High School	30
BSA Troop 73 presentation	High/Middle School	50
Christian Brother HS Visit	High School	10
Area High School Visits (~15)	High School	150
Fayette Academy HS Visit	High School	10
Spring 2016		
One on One Tours of HCOE	High School	100
Spring Lunch Tours	High School	45
Nashville Reception*	High School	50
North MS Reception*	High School	30
Dinner with the Deans*	High School	50
Scholarship Desert reception*	High School	50
Herff Scholars Day	High School	80
Lipman School Tour	Elementary	30
BSA Eagle Day Tour	High School	20

Recruitment Programs and/or Events

College/School/Division: Herff College of Engineering

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Southwest STEM College Fair	College Transfers	50
Class of 2021 Reception*	High School	50
SACAC Mini-Camp College Host	High School	100
Houston TX NACAC Fair	High School	50
Austin TX NACAC Fair	High School	50
Dallas TX NACAC Fair	High School	50
Memphis NACAC Fair	High School	100
Nashville NACAC Fair	High School	50
Middle TN Gear-Up Tour	High School	25
Douglass HS Science Fair	High School	20
T-Stem Presentation	High School	30
Arlington Middle STEM Camp	Middle School	40
PEF Chattanooga College	High School	80
GEE	High/Middle School	100
Transportation Academy	High School	90
T-Stem Monthly Speaker Series	High School	120
GEE/SWE reception	High School	40
W. TN STEM Hub Conference	Science Teachers	130
W. TN STEM HUB Ambassador All Grades		375

* denotes events that the office of recruitment and orientation hosts. The number of students is an estimate of students/parents we engage with at the event.

Recruitment Programs and/or Events

College/School/Division: Kemmons Wilson School of Hospitality and Resort Management

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Remark
2+2 Articulation Agreement	Community College	80	SWCC
Alternate Pathways	Industry professionals	20	ELC, Credit-by-exam, professional certificates etc.
ASU MidSouth Tour for their high school program - annual	High School	40	
ASU MidSouth Tourism Show Case - Annual event	High School/Community College Students	100	
DECA Competition - Shelby County Schools	High School	25 in Hospitality	
Haywood County High School Visit	High School	50	
Melrose High School - tour	high school	40	
Memphis College Fair Night - Annual Event	High School		
New Student Orientations 13 fairs over the summer	High School	1000	
North MS Recruitment Fair - at the Landers Center	High school	100	
Northwest MS Luncheon	College	30	
Sheffield High School - tour	high school	40	
Transfer Student Orientations - 3 over the summer and 1 in January	College	600	
UofM Preview Day for High School Juniors - Annual Event	High School	400	
Wooddale High School - tour	high school	25	

Wooddale High School College/Career Fair	High School	400	
---	-------------	-----	--

Recruitment Programs and/or Events

College/School/Division: College of Education

Activity/Effort	Brief Description	Intended Audience	Academic Program(s)	Approximate number of perspective students and mentors reached/attended	Dept
Kaleidoscope School	Walking Tour & Ernestine Jenkins in Arts Dept. taught a class for them on Art History to Understand Black History	6 th graders	Urban Ed	50	ICL
#MEMbound Day	Informational Fair & Open House	High School Seniors	All ICL UG Programs	25	ICL
LeMoyne Owen College	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	18	ICL
Delta State University	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	20	ICL
Mississippi State	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	7	ICL
Lyon College	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	2	ICL
MTSU	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	9	ICL
Fisk University	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	1	ICL
Rust College	Recruitment Fair	Graduate Students	All ICL MS, MAT, & EdS Programs	54	ICL
U of M Football Game	Recruitment	Graduate Students	All ICL MS, MAT, & EdS Programs	2	ICL
Discovery Your Major Day	Recruitment Fair	Students who have not decided their major	All ICL MS, MAT, & EdS Programs	52	ICL
LITL Flyer	One Page Flyer for Literacy Program	All students interested in LITL	ICL LITL MS, EdD, and Certificate	Various	ICL
Working w/ Landtroop Group	Development of 1-Page Info Card	District Partners	TALN		ICL
Mail Outs to Dropped out Students	Mailed out cards to students in good standing that dropped out.	Dropped Out Students	All MAT and MS students	102	ICL
U of M Senior Recruitment	Monthly emails of Secondary MS & MAT Programs to graduating seniors	Fall 2017	Secondary MAT and ICL MS	1600 students - Received 21 inquiries	ICL
		Spring2018			
		U of M Graduates		500	ICL
State of TN Private School Teacher Recruitment	Email all Secondary Teachers employed at Private Schools in the State of TN about Secondary MS and MAT Programs	High School & Private School Teachers	Secondary MAT and ICL MS	3000	ICL
Recruitment of Shelby County School Teachers	Email all High School Teachers in Shelby County about Secondary MAT, MS, & EdD programs	Shelby County High School Teachers	Secondary MAT and MS	2000	ICL
Pandora Advertisement	Pandora Ad Recruiting for the Secondary MAT Program	Adults between 23 to 39	Secondary MAT	90, 000 eligible contacts per day	ICL

Recruitment Programs and/or Events

College/School/Division: College of Education

Activity/Effort	Brief Description	Intended Audience	Academic Program(s)	Approximate number of perspective students and mentors reached/attended	Dept
Sent out 3 different rounds of emails to principals in the Shelby County and the surrounding areas for possibility of candidates for the Programs	Held a meeting in May 2017 with prospective students and the DOL faculty, where students could learn about our School Administration and Supervision master's and doctoral degrees.	About 20 prospective students attended a follow-up orientation meeting in July 2017	Of these 20 prospective students, 14 applied and were admitted into the EdD in our LDPS Program (School Administration and Supervision [SAS] Concentration)	Emails were sent to 460 SCS, Southaven, Desoto County, Tipton County, Fayette County principals and vice principals. Of the 20 prospective students who responded, 14 applied and were admitted into the EdD in SAS.	LEAD
Graduate School Recruitment Fair	The UofM Graduate School hosted recruitment fair on 21 September 2017	Attended by 100s of prospective students	13 prospective students expressed interest in our HIAD Program; 7 for our LDPS Program (SAS Concentration)	13 prospective students expressed interest in our HIAD Program; 7 for our LDPS Program (SAS Concentration)	LEAD
Southwest CORE Study Council of Superintendents	Meet with 19 Superintendents and ~5 TDOE officials each month at UofM Lambuth Campus	Future School Leaders	LDPS Program (SAS Concentration)	This is a monthly meeting the Dept of Leadership hosts with 19 superintendents in SW Tennessee.	LEAD
Northwest CORE Study Council of Superintendents	Occasionally meet in Martin with NW regional super-intendents	Future School Leaders	LDPS Program (SAS Concentration)	(Indirect Impact) This is a meeting that Drs. Fite and Mitchell attend on behalf of the Dept of Leadership with Superintendents in that region.	LEAD
Tennessee School Boards Association	Meet with superintendents	Future School Leaders	LDPS Program (SAS Concentration)	(Indirect Impact) Drs. Fite and Mitchell attend a statewide meeting with schoolboard members.	LEAD
Graduates of the National Institute of School Leadership	Keeps in touch with graduates because we offer them 15 hours of ELC credit	Future School Leaders	LDPS Program (SAS Concentration)	(Indirect Impact) We remain in touch with NISL graduates, many of whom end up applying and joining our EdD program in SAS.	LEAD
Tennessee Organization of School Superintendents' Directors	Meet with superintendents	Future School Leaders	LDPS Program (SAS Concentration)	(Indirect Impact) Drs. Fite and Mitchell attend a statewide meeting with schoolboard members.	LEAD
Annual Superintendent Study Council meeting in Gatlinburg, TN	Meet with superintendents	Future School Leaders	LDPS Program	(Indirect Impact) Drs. Fite and Mitchell attend a statewide meeting with schoolboard members.	LEAD

Recruitment Programs and/or Events

College/School/Division: College of Education

Activity/Effort	Brief Description	Intended Audience	Academic Program(s)	Approximate number of perspective students and mentors reached/attended	Dept
			(SAS Concentration)		
Social Media Outreach	We engage potential students via a Facebook, Twitter, and Instagram campaign. Although multifaceted, the campaign centers on the theme “#pictureyourselfhere”	Undergraduate and graduate students who might apply to our programs nationwide.	All CEPR programs	This is a bit difficult to quantify, but using the SumAll service, those Tweets/Posts that are recruitment oriented have a viewing reach of about 100 each. There is no way to know who these 100 persons are or if they are duplicative or not. We tweet/post specific recruitment announcements on Twitter, Facebook, and Instagram about once per week. Thus, the cumulative reach at mid-November is about 1,000	CEPR
University of Memphis Graduate School Fair	We host a table at the university’s grad school fair. We provide information, handouts, and swag with our logo.	UofM undergraduate and graduate students who might apply to our programs.	All CEPR programs	We had 41 individuals sign up for additional information and a count of brochures taken was 50.	CEPR
Mississippi State University Graduate School Fair	We host a table at the university’s grad school fair. We provide information, handouts, and swag with our logo.	MSU undergraduate and graduate students who might apply to our programs.	All CEPR programs	We had 20 individuals sign up for more information, and a count of brochures taken was 43.	CEPR
Rhodes College Graduate School Fair	We host a table at the university’s grad school fair. We provide information, handouts, and swag with our logo.	Rhodes undergraduate students who might apply to our programs.	All CEPR programs	We had 15 individuals sign up for more information and a count of brochures taken was 64.	CEPR
Lemoyne-Owen College Career Fair	We host a table at the university’s career fair. We provide information, handouts, and swag with our logo.	LOC undergraduate and graduate students who might apply to our programs.	All CEPR programs	We had 11 individuals sign up for more information and a count of brochures taken was 17.	CEPR
Lemoyne-Owen Graduate School Fair	We host a table at the university’s grad school fair. We provide information, handouts, and swag with our logo.	LOC undergraduate and graduate students who might apply to our programs.	All CEPR programs	This activity takes place in a few months. We hope to reach at least 20 students.	CEPR

Recruitment Programs and/or Events

College/School/Division: College of Education

Activity/Effort	Brief Description	Intended Audience	Academic Program(s)	Approximate number of perspective students and mentors reached/attended	Dept
University of Memphis Department of Psychology Graduate School Fair	We host a table in the UofM Department of Psychology annually. We provide information, handouts, and swag with our logo.	UofM undergraduate and graduate students who might apply to our programs.	All CEPR programs	We had 37 individuals sign up for more information and a count of brochures taken was 40.	CEPR
Direct Student Recruitment in Classes in the University of Memphis Department of Psychology	We make presentations in multiple sections of upper-division UofM Dept. of Psych courses to detail our grad programs	UofM undergraduate students who might apply to our programs.	All CEPR programs	Drs. Brasfield, Schauss, Zanskas, and West make presentations to junior and senior level classes every semester. As of November 10, 2017, presentations have been made to 4 classes with a total attendance of roughly 140 students (some may overlap).	CEPR
University of Mississippi Graduate School Career Fair	We host a table at the university's grad school fair. We provide information, handouts, and swag with our logo.	Undergraduate and graduate students who might apply to our programs.	All CEPR programs	This activity takes place in a few months. Ole Miss grads represent the #2 school in terms of our actual enrollment (behind UofM). We average about 20 students from there per year. Thus, we hope to reach about 50 to 60 students at this fair.	CEPR
Western Kentucky University Graduate School Career Fair	We host a table at the university's grad school fair. We provide information, handouts, and swag with our logo.	WKU undergraduate and graduate students who might apply to our programs.	All CEPR programs	This activity takes place in a few months. We hope to reach 20 to 30 students there.	CEPR
American Psychology Association Annual Training Conference	We co-host a table at the APA's Annual Training Conference. We provide information, handouts, and swag with our logo.	Graduate students who might apply to our Ph.D. program in Counseling Psychology	Doctoral program in Counseling Psychology	We average about 65 potential applicants at this meeting annually.	CEPR

Recruitment Programs and/or Events

College/School/Division: College of Education

Activity/Effort	Brief Description	Intended Audience	Academic Program(s)	Approximate number of perspective students and mentors reached/attended	Dept
West Tennessee Counseling Association Annual Meeting	We host a table at the WTCA's Annual Conference. We provide information, handouts, and swag with our logo.	Current students and working professionals who might apply to our counseling programs	CACREP accredited counseling programs (Clinical Mental Health, Clinical Rehab, School Counseling, Rehabilitation Counseling, Ed.D. in Counselor Education and Supervision)	We had 30 interested parties at this meeting.	CEPR
University of Tennessee, Knoxville Graduate School Career Fair	We host a table at the UT's Annual Conference. We provide information, handouts, and swag with our logo.	UT undergraduate and graduate students who might apply to our programs.	All CEPR programs	This activity takes place in a few months. As with all non-UofM grad fairs, this is the first year we will recruit at UT. We hope to reach 20 to 30 potential applicants here.	CEPR
ACES Conference, Chicago, IL	We presented research at this conference	Masters level counseling students	All Counseling concentrations	80	CEPR
AARC Conference, Phoenix, AZ	We presented research at this conference	Masters level counseling students	All Counseling concentrations	40	CEPR
Psychology Grad Forum	Panel presentation to Psych seniors	Psychology senior students	All Counseling concentrations	50	CEPR
NURC Conference, Univ of Memphis	Open house reception for undergrad research students	National Seniors undergrad students	All CEPR programs	100	CEPR

Recruitment Programs and/or Events

College/School/Division: School of Health Studies

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Southaven Reception	Juniors/ Seniors	80
Nashville Reception	Seniors	150
Health Education Fair	All students attending UofM interested in Health	40
Junior Preview Day	Juniors	150+
Regional One Health Education Fair	Employees who are interested in getting B.S OR M.S.	35
Class of 2021 Reception	Incoming freshman	200+
NCUR Graduate Recruitment Table	Undergrad students	10 to 15
NCUR Open House	Undergrad students	10
NCUR RECRUITMENT FAIR	Undergrad Students from different schools	10 to 15
Bio Mechanics Day	9th and 10th graders from Kingsbury and St. Mary's	45
STEAM Career Fair	Middle School	about 100 students attended, about 10 interests in SHS
VA Medical Fair	Current Employees	10 to 15 employees interested in our programs
Baptist Desoto Education fair	Employees and Nursing Students	2 interested in HCI most interested in Nursing
West TN Healthcare Presentation	Employees	0
Bellevue Baptist Education and Job Fair	Individuals interested in advancing their education or looking for a job	over 100 attended, about 20 interested in SHS grad and undergrad programs
Um Global Reception	UM Global Current and interested students	10 to 15 attendees
White Station High College Fair	High School Students	over 100 Juniors and Seniors attended about 20 to 30 interested in SHS
Agricenter College Wide fair	All high school students	over 300 students attended 30-40 students interested in SHS
MASE High School	Seniors	25
NWCC Education fair	Transfer	6 students interested in SHS
MAHS Presentation	Seniors	20
Jackson TN Reception	High School Students	10 to 15 interested in SHS 40 students attended
Health Education Fair	Current UofM Students interested in a career in health	55
St. Louis Reception	High School Students	20 students 4 interested in SHS
Little Rock Reception	High School Students	About 80 attended about 10 students interested in SHS

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
UofM's Top 10% high school student recognition ceremony	High School	Fall 2017; 250
FCBE Open House	College	100s

FCBE Marketing Recruitment Efforts

National Public Radio for Exec MBA Program	College	1000s
FCBE College website	All	1000s
College-specific Facebook page	All	1000s
College-specific Twitter page	All	1000s
College-specific LinkedIn page	All	1000s
Dept-specific Facebook groups (6)	All	1000s
MBA program-specific Facebook groups (5)	All	1000s
FCBE Internship and Professional Development Facebook group	All	100s
BIT Dept LinkedIn paid sponsorship advertisements	All	1000s
LinkedIn advertisements for MBA programs	All	1000s
Google advertisements for MBA programs	All	millions
Recent graduating senior flyer/email blast	College	1000s
Fogelman Flash eBlast	Alums	1000s

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Recruitment Viewbooks for UG, MBA, and PhD programs	All	1000s
Recruitment e-Viewbooks for UG, MBA, and PhD programs	All	1000s
Outdoor Billboards	All	1000s
Hardcopy flyers and brochures for all FCBE programs (UG, masters, MBA, PhD, CPP)	All	1000s
e-Fliers and brochures for all FCBE programs (UG, masters, MBA, PhD, CPP)	All	1000s
Backlit boards	College	100s
Retractable Banners for UG, MBA, and masters programs	All	100s
Enterprise TV segment in the Southeastern US	All	1000s
YouTube Videos for MBA programs and each dept	All	1000s
Morgan Morton study abroad fund	College	100s
Tiger Sports Properties - Football	All	1000s
Tiger Sports Properties - Basketball	All	1000s
UofM Campus Visitor Guide - UG	College	100s
UofM Campus Visitor Guide - MBA	College	100s
Fogelman Focus	Alums	1000s
Professional Development Center	High School, College	100s
Cook Analytics and Trading Lab	All	100s

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
FCBE MBA Programs Recruitment Efforts		
Information session at MLGW	Adults	less than 100
Information session at FedEx	Adults	less than 100
Open Information session at Holiday Inn	Adults	less than 100
Personalized Information session with individual EMBA students	Adults	less than 100
Class visits by EMBA students	Adults	less than 100
Study portals to recruit International and online students	Adults	1000s
Development of videos for recruitment	Adults	tens of 1000s
#MEM Bound	Adults	less than 100
Campus visit – Rhodes	Adults	less than 100
Campus visit – UTK	Adults	less than 100
Campus visit - UTC	Adults	less than 100
Visit to International Business class	Adults	100s
Visit to International studies class	Adults	less than 40
Emails to all graduating students in Fall, Spring and Summer	Adults	100s
GMAT lists	Adults	1000s
LinkedIn announcements	Adults	1000s
Email to alumni	Adults	100s
Facebook announcements	Adults	1000s

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Mentoring DECA students	High School	less than 100
NBMBAA sponsorship	Adults	100s
SHRM sponsorship	Adults	100s
Skype Interviews for International Students	Adults	less than 100
Collaborating with international recruiting agents	Adults	less than 100
Hardcopy flyers and brochures for all masters programs	Adults	1000s
e-Fliers and brochures for all masters programs	Adults	1000s
Dept Advisory Boards	Adults	less than 100
UofM Graduate Programs Fair in UC	College	100s
Rhodes College Graduate Programs Fair	College	100s
Christian Brothers University Graduate Programs Fair	College	100s
FCBE Undergraduate Student Services Recruitment Efforts		
High School Receptions & Fairs	Target Population	Students Reached
North MS Reception	High School Students	30
Nashville Reception	High School Students	40
UOM Scholarship Dessert Reception	High School Students	30
Grizzle College Fair	High School Students	150

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
UOM Junior Preview Day	High School Students	80
UOM CLASS 2019	High School Students	20
Class of 2020 Reception	High School Students	25
UOM Junior Preview Day	High School Students	55
UOM Campus Day	High School Students	45
UOM Campus Day	High School Students	25
Memphis Area College Night	High School & Middle School	160
Bartlett High College Night	High School Students	30
Covington College Reception	High School Students	15
Humboldt College Reception	High School Students	10
MS Regional Reception	High School Students	25
Dyersburg Regional Reception	High School Students	30
Talented Top 10% Program	High School Students	15
Preview Day for High School Juniors	High School Students	60
Campus Day for High School Seniors Day 1	High School Students	15
Campus Day for High School Seniors Day 2	High School Students	45
Jackson, TN Reception	High School Students	10
Little Rock, AR Reception	High School Students	15
High Achieving Reception	High School Students	12
Desoto Co. Reception	High School Students	30
Fogelman College Tour	Target Population	Students Reached
Southwind High School Group	High School Students	37
Brighton High School FBLA Group	High School Students	70

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
White Station High School FBLA Group	High School Students	45
Trezevant High School FBLA Group	High School Students	43
Haywood High School FBLA Group	High School Students	49
One on One Fogelman Shadow Visit	Target Population	Students Reached
Football Athletes	High School & Transfer Students	5 Students a semester
Cross Country/Track Recruits	High School & Transfer Students	6 students a semester
Men's Basketball Recruits	High School & Transfer Students	4 Students a semester
High Ability Students Recruits	High School & Transfer Students	10 Students a semester
Out of State Students interested in Business	High School & Transfer Students	5 Students a semester
Adult College Fairs	Target Population	Students Reached
MLGW College Fair Admin Location	Adult Students & Returning Students	20
MLGW College Fair Raleigh Location	Adult Students & Returning Students	10
MLGW College Fair Hickory Hill Location	Adult Students & Returning Students	10
MLGW College Fair Whitten Location	Adult Students & Returning Students	17
MLGW College Fair Grandview Location	Adult Students & Returning Students	7
MLGW College FAIR Prescott Location	Adult Students & Returning Students	12
Nike Career Day	Adult Students & Returning Students	45
First Tennessee Bank Main Location	Adult Students & Returning Students	12

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
First Tennessee Bank Prescott Location	Adult Students & Returning Students	15
Scheduled One on One Meeting with Faculty	Target Population	Students Reached
ACCT DEPARTMENT	High School Students & Parents	3 students a semester
BIT DEPARTMENT	High School Students & Parents	2 students a semester
ECON DEPARTMENT	High School Students & Parents	1 student a semester
FIN DEPARTMENT	High School Students & Parents	6 students a semester
MGMT/IBSO DEPARTMENT	High School Students & Parents	8 students a semester
MKTG/SCMS DEPARTMENT	High School Students & Parents	7 students a semester
Received Recruiting Material	Target Population	Students Reached
East High School Students	High School Students	45
FCBE Professional Development Center Recruitment		
Avron B. Fogelman pages on website	Per year, weekly messages to all 2500 undergrads and graduate students	
Weekly Emails	3 + times per week	
Print posters	Weekly throughout the academic year	
Electronic Boards	2 boards, weekly throughout the semester (second floor and first floor)	

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Facebook	Professional and Internships page, 2 messages per week to followers	
Backlit Panels	3 panels, all academic year	
4 C's Speakers	1500 students via classroom presentations with industry professionals	
PD Programs	500 students	
Workshops by PDC staff	450 students, advertised by print and email, LinkedIn, Resume, and Interview Workshops	
CPP Electronic Registration System	1,000 students per academic year for program registrations	
FIN Electronic Networking System	1,250 students with resumes on file, 600 employers	
Internship Fairs (2x per year)	650 students, 120 employers	
On campus interviews	Publicized through FIN to students, approximately 300 students with 19 employers	
Open House	Same numbers as college	
SHRM Diversity and Inclusion Conference	100s	
Master List Marketing to Employers	750 employers, invitations to events	
Internship Documentation	Emails 5 x per semester to all undergraduate students	
Fogelman Serves	300 students per year, multiple employers, email promotion	
Fogelman Fit	250 students per year, multiple presenters in workshops	
Recognition Events	2 per year, 100 students, 10 employers	
FCBE FIR Dept Recruitment Efforts		

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Summer Camp in Cook Lab in collaboration with Shelby County Trustee	High School	30
MPLOY youth paid internships and other unpaid Cook Lab internships	High School	10
Program recognition on website of CFP Board	All	100s
Program recognition on website of CFA institute	All	100s
FIR 1220 Dual Enrollment course	High School	15
Cross disciplinary FISC internships	College	10
Research colloquia at other universities	College	25
Direct mailing to high SAT GMAT GRE students	All	1000s
FCBE BIT Dept Recruitment Efforts		
Created flyers of all programs including job prospects in our field	All	100s
For grad certificates taken out a billboard, LinkedIn campaign, and mentoring event with our advisory board last summer	All	100s
Attend UofM grad fairs, Rhodes grad fair, and India Fest to host a booth [planning on Israel fest]	All	100s

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
Work with our advisory board to propagate information to their companies	All	100s
Posters for company cafeterias about our graduate programs	College	100s
Mailed information to India to program advisors at local universities about our master's and PhD programs	College	100s
Staffed a table at the UC starting mid-semester to share about BIT and FCBE programs	College	100
Publish a resume book of our students for our advisory board members to take with them	College	50
Promoted our programs at PMI and SHRM meetings	College	50
Held AMIS events and promoted our scholarship programs	College	50
BIT Colloquium is always listed in This Week which goes across campus to draw interested parties to attend	College	50

Recruitment Programs and/or Events

College/School/Division: Fogelman College of Business and Economics (FCBE)

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended
TV installed outside BIT/Marketing main office which promotes our faculty, staff, and events to all walking down the hall	College	50
FCBE ECON Dept Recruitment Efforts		
We are marketing an undergraduate Certificate in Empirical Economic Analysis that provides training in econometrics and analytics.	College	50
We are successfully attracting undergraduates into our MA through our "Accelerated Status," which allows students to get both graduate and undergraduate credit for graduate courses.	College	50
We have just initiated the process of becoming affiliated with the National Association of Business Economists (NABE). We will become a NABE Partner in offering courses for the Certified Business Economist (CBE) exam.	College	50

Recruitment Programs and/or Events

College/School/Division: College of Arts and Sciences

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Department
* Lausanne Collegiate School (Confucius Classroom)			
* St. Mary's Episcopal School (Confucius Classroom)			
* Houston High School			
* Hillsboro High School (Nashville, Confucius Classroom)			
* Dobyys Bennet High School (Kingsport)			
* Tennessee High School (Bristol)			
Chinese Bridge Summer Camp for US high school students	High School Students	About 25 students per year for several years	Confucius Institute
Our teachers teach in the Governors School and invite	High School Students	About 20 students per year for three years	Confucius Institute
Hillsboro high school students visited CIUM on April 19 in	High School Students	About 50 students, 4 mentors	Confucius Institute
Lausanne Collegiate School students visited CIUM to know	High School Students	About 10 students per year for several years	Confucius Institute

Sit in on the CJUS 4160 class to observe the Crime Scene Perimeter Establishment Scenario-February 21, 2018	Middle and High School Students		Criminal Justice
Sit in on the CJUS 4170 Mock Crime Scene scenario- March 14, 2018	Middle and High School Students		Criminal Justice
Invitation to sit in and participate in courses (Continuous and Ongoing)	Dual Enrollment Instructors and Students		Criminal Justice
The Criminal Justice Faculty will work with Dr. William Akey by participating in upcoming panel discussions on mass incarceration with the Genius Team at East High School	High School Students		Criminal Justice
West Tennessee History Day	Middle and High School Students	Hundreds of students per year	History
High School Visits (Houston Hig	High School Students	about 150 students per year	Physics
Open house (spring and fall)	High School Students and teachers	about 140 students per year	Physics
Science Career Day (Cordova El	Elementary School Students	about 100 students per year	Physics
Science Career Fair (Springdale	Elementary School Students	about 150 students per year	Physics
Summer CRESH Workshop	High School Students	About 30 students per summer	Physics
Summer Boot Camp	Middle and High School Students	About 50 students per summer	Computer Science

Dinner (every Fall Semester)			
Language Fair (every March)	High School Students and Parents	About 50 students per year	Computer Science
WordSmith (every Spring Semester)	High School Students	About 750 students per year	World Languages and Literatures
Fayette County Public School Visitation	Middle and High School Students	About 200 students per year	English
Bolton High School Visit (December)	High School Students	About 75 students per year	Chemistry
GSIS	High School Students	About 20 students per year	Chemistry
White Station Model UN	High School Students	64 students (20-25 of whom are local to West Tennessee)	Anthropology
Chucalissa: Volunteer Days, Field	High School Students		Anthropology/ International Studies
Lecture Series			Anthropology
Faculty deliver Visiting Lectures	Students and Community Members		Judaic Studies
MentorU (Lambuth)	Community Members		Judaic Studies
SWRK3904 lead group at middle schools in the Green Dot School District			Social Work
Faculty Presentation at Cordova	Middle School Students		Social Work
BRIDGES Community Action	Middle School Students		Social Work
On-campus information session	High school	About 20 Students	City and Regional Planning
Campus tour for students in the	High school	About 20 Students	Pre-Health Advising
Campus Visit and Tour	High school	About 20 Students	Pre-Health Advising
Campus Visit and Tour	High school	25 Students per year	African and African American Studies

Math Boot Camp	High school	40-70 students	Mathematical Sciences
Saturday Mathematics in Memphis	High school and Middle School		Mathematical Sciences
High school Visit	High school		Mathematical Sciences
Recruitment Meeting	High school		Mathematical Sciences
Discover Math Day	Undergraduate	60 Students	Mathematical Sciences
Bring a Student to Work	High school		Mathematical Sciences
School Tour	High school		Institute for Intelligent Systems
Comic Convention	High school, Middle School, Elementary		Institute for Intelligent Systems
Membound	High school	300 Students	Biology
Graduate Recruitment	College	50 - 75 Students	Biology
BioBlitz Meeman	Middle and High school	250 Students	Biology
Scientific Message Boards	College	300 Students	Biology
Field Station Outreach	Middle	170 Students	Biology
National Lab Day	Middle	400 students	Biology
NCUR Open House	College Grad students	50 Students	Biology
Overton Park Science Day	Middle and High school	40 students	Biology

Recruitment Programs and/or Events

College/School/Division: Loewenberg College of Nursing

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Description
One on-field presentation for the College of Nursing at a Home UM Football Game	Nurses and potential students in attendance at College Games who may be interested in the RN-BSN program or pursuing a Graduate degree in Nursing	The game attendance is on average 9K per game; however the number of prospective students varies based on the audience demographics	Part of Memphis Tigers Athletic Partnership Agreement entered on August 2017 between LCON and Tigers Sports Properties LLC for the 17/18 AY.
Table and Display for all 7 home football games	Nurses and potential students in attendance at College Games who may be interested in the RN-BSN program or pursuing a Graduate degree in Nursing	The game attendance is on average 9K per game; however the number of prospective students varies based on the audience demographics	Part of Memphis Tigers Athletic Partnership Agreement entered on August 2017 between LCON and Tigers Sports Properties LLC for the 17/18 AY.
30 Second Radio Spot aired during each of the football games on Rock 103	Nurses and potential students in attendance at College Games who may be interested in the RN-BSN program or pursuing a Graduate degree in Nursing	Memphis Athletic Department airs on Rock 103 that serves the greater Memphis area and regional area including TN, MS, & AR	Part of Memphis Tigers Athletic Partnership Agreement entered on August 2017 between LCON and Tigers Sports Properties LLC for the 17/18 AY.
100,000 Web Impressions for College of Nursing on Gotigersgo.com	Nurses and potential students in attendance at College Games who may be interested in the RN-BSN program or pursuing a Graduate degree in Nursing	This is the website used to purchase Tiger football tickets and is visited by thousands each week.	Part of Memphis Tigers Athletic Partnership Agreement entered on August 2017 between LCON and Tigers Sports Properties LLC for the 17/18 AY.

Recruitment Programs and/or Events

College/School/Division: Loewenberg College of Nursing

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Description
College of Nursing Logo and website link included on gotigersgo.com	Nurses and potential students in attendance at College Games who may be interested in the RN-BSN program or pursuing a Graduate degree in Nursing	This is the website used to purchase Tiger football tickets and is visited by thousands each week.	Part of Memphis Tigers Athletic Partnership Agreement entered on August 2017 between LCON and Tigers Sports Properties LLC for the 17/18 AY.
AACN TV Video	Videos are distributed to a national audience via media outreach at nursing conferences, through the association's nursing school directory and AACN app.	AACN (American Association Colleges of Nurses) host on average 10 conferences per year with an average of 3K-5K in attendance.	We produced a 4-minute video showcasing the LCON for recruitment. AACN TV is an online portal showcasing the latest innovations in academic nursing for recruitment and outreach.
Dyersburg Community College - 10/12/2017	Associate Degree Nurses	49	We have an articulation agreement with DSCC for our RN-BSN program. We visit the campus 2-3 times each AY particularly close to graduation to recruit students and provide them with a detailed matriculation plan as a pathway to the completion of the baccalaureate degree.

Recruitment Programs and/or Events

College/School/Division: Loewenberg College of Nursing

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Description
Graduate School Recruitment Fair - 9/21/17	Undergraduate Nursing Students	35-40	The graduate school recruitment fair is held every year and LCON faculty and staff participate to recruit student into our MSN degree programs.
Campus Day #MEMBound Day 9/30/17	High School	75-80	We attend MEMBound to meet high school seniors interested in nursing and answer questions about our program and admissions process.
Jackson State Community College - 10/30/17	Associate Degree Nurses	8	We have an articulation agreement with JSCC for our RN-BSN program. We visit the campus 2-3 times each AY particularly close to graduation to recruit students and provide them with a detailed matriculation plan as a pathway to the completion of the baccalaureate degree.

Recruitment Programs and/or Events

College/School/Division: Loewenberg College of Nursing

Recruitment Program/Event	Target Population: (Middle School, High School, Other [describe])	Approximate number of perspective students and mentors reached/attended	Description
Nursing Learning Community CHB Tour - 10/31	College	65	We provide tours for students who are pre-nursing of the CHB. We also have open tours every Friday at 11am for interested prospective students.
Northwest Community College -11/01/2017	Associate Degree Nurses	88	We attend recruitment fairs at Northwest community College to recruit new Associate Degree nursing students into our RN-BSN program.
Campus Day-2 #MEMBound Day 11/4/17	High School	75-80	We attend MEMBound to meet high school seniors interested in nursing and answer questions about our program and admissions process.



**OFFICE OF UNDERGRADUATE ADMISSIONS &
ORIENTATION**

RECRUITMENT ACTIVITIES

2016-2017

REVISED: MONDAY, NOVEMBER 20, 2017

HIGH SCHOOL RECRUITMENT ACTIVITY FOR 2016-2017

- Attended over 280 College Fairs. Locations include:
 - All across TN
 - Atlanta
 - Birmingham
 - Little Rock
 - St. Louis
- New national college fairs added for 2017-2018 academic year include:
 - Austin
 - Dallas
 - Houston
 - Chicago
- Conducted 329 private visits at high schools across TN, AR, MS, and MO
- Hosted 107 student/family one-on-one visits in the office
- Hosted 25 recruitment events and programs (see Table 1)
 - Total students attended = 1,267
 - Total parents attended = 1,671
 - Total all guests attended = 2,938

Undergraduate Admissions & Orientation

Recruitment Activities 2016-2017

Table 1: 2016-2017 Recruitment Events and Programs

2016-2017 Recruitment Events							
Event	Date	Reservations			Attendance		
		Students	Parents	Total	Students	Parents	Total
Jackson, MS Reception	9/29/2016	18	5	23	9	11	20
Lambuth Campus Day	10/15/2016	52		52	27	35	62
Campus Day for High School Seniors	10/22/2016	65	73	138			0
Campus Day for High School Seniors	11/5/2016	404	465	869	271	336	607
Humboldt Reception	10/11/2016	3	1	4	8	4	12
Dyersburg Reception	10/13/2016	9	1	10	11	5	16
Covington Reception	11/1/2016	43	7	50	7	7	14
Memphis Mondays: Freedom Prep Academy	10/31/2016			0	25	1	26
St. Louis, MO Reception	11/10/2016	7	5	12	7		7
Talented 10% Recognition Ceremony	11/19/2016	215	352	567	225	289	514
Guidance Counselor Skybox Event	12/13/2016		12	12		12	12
Memphis Counselor Luncheon	1/13/2017		46	46		47	47
First Scholars Reception	1/19/2017			0	57	43	100
Jackson, TN Counselor Luncheon	1/20/2017		23	23		25	25
Desoto Reception	1/17/2017	78	72	150	38	48	86
Chattanooga Reception	1/30/2017	9	11	20	13	11	24
Chattanooga Counselor Luncheon	1/31/2017		16	16		18	18
Knoxville Reception	1/31/2017	9	9	18	10	9	19
Nashville Reception	2/2/2017	119	156	275	61	92	153
Nashville Counselor Luncheon	2/2/2017		39	39		39	39
Student Skybox Event	2/7/2017		12	12		10	10
Dinner with the Deans	2/16/2017			0	58	84	142
Scholarship Dessert Reception	2/23/2017			0	111	165	276
Preview Day for High School Juniors	3/18/2016			0			0
On Campus Class of 2021 Reception	3/30/2017			0	329	380	709
Totals		1,031	1,305	2,336	1,267	1,671	2,938

CAMPUS VISIT PROGRAM

Daily campus tours are offered twice per day Monday-Friday. Tours include both individual student/family registrations, as well as group tour registration. Student tour guides trained by Undergraduate Admissions and Orientation staff lead campus tours.

Individual tour reservations:

- August 2016 – December 2016 = 1,230 students
- January 2017 – May 2017 = 1,228 students
- June 2017 – October 2017 = 1,361 students

Individual tour attendance:

- August 2016 – December 2016 = 432 students
- January 2017 – May 2017 = 893 students
- June 2017 – October 2017 = 919 students

Group tour reservations:

- January 2017 – May 2017 = 103 groups
- June 2017 – October 2017 = 97 groups

Group tour schedule:

August 2017

- 8/31 – Memphis Recovery Centers, Inc. (7-8th grade)

September 2017

- 9/5 – MRC/TLC (9-12th grade)
- 9/8 – Hillcrest High School (12th grade)
- 9/14 – DeSoto County Schools (12th grade)
- 9/20 – KIPP Memphis Middle (7th grade)
- 9/22 – Byhalia High School (12th grade)
- 9/26 – Glencliff High School (12th grade)
- 9/28 – Antioch High School (12th grade)
- 9/28 – Ayers Foundation (11-12th grade)
- 9/29 – Kirby High School (12th grade)
- 9/29 – Parkview Arts/Science Magnet High School (12th grade)

October 2017

- 10/2 – Sherwood Middle (7-8th grade)
- 10/3 – Lake County High School (11th grade)
- 10/4 – Three Rivers College Educational Talent Search (11-12th grade)
- 10/4 – Fairly High School (9-12th grade)
- 10/5 – MRC/TLC (9-12th grade)
- 10/9 – Greater First Baptist Church (10th grade)
- 10/9 – Memphis Challenge, Inc. (9-11th grade)
- 10/10 – Boys & Girls Club of Greater Memphis (9-10th grade)
- 10/10 – Brethel Community Church (8-10th grade)
- 10/10 – Memphis Challenge (9-10th)
- 10/10 – Fayette Ware Middle/High (7-12th grade)
- 10/11 – RedZone Ministries (11th grade)
- 10/11 – Memphis Athletic Ministries (12th grade)
- 10/12 – YMCA of Middle TN Black Achievers (7-12th grade)
- 10/12 – Her Best Self (9-12th grade)
- 10/16 – Chattanooga Ambassador Program (11-12th grade)
- 10/17 – Lake County High School (11th grade)
- 10/18 – Antioch High School (12th grade)
- 10/18 – Bradford Preparatory School (7th grade)
- 10/19 – Brighton High School (9-12th grade)
- 10/20 – Brighton High School (12th grade)
- 10/23 – Bruce Elementary School (7-8th grade)
- 10/24 – Southwest Early College High School (9th grade)
- 10/25 – Munford High School (12th grade)
- 10/25 – Antioch High School (12th grade)
- 10/26 – Our Lady of Perpetual Help (8th grade)
- 10/27 – Dr. Benjamin L. Hooks Job Corps Center (7-12th grade)
- 10/28 – Desoto County Career & Technology Center West (12th grade)

November 2017- *scheduled*

- 11/3 – Central MS Kappa League (8-12th grade)
- 11/21 – PCA (8th grade)

December 2017 - *scheduled*

- 12/1 – Booker T Washington Middle (8th grade)

STUDENT COMMUNICATION

These numbers are from 8/1/2016 – 8/1/2017. For both the emails and the publications, some of them come from campus partners.

Emails Sent – 511,803

Phone Calls – 53,831

Mail/Publications – 92,439

NEW STUDENT ORIENTATION

Facilitated 21 New Student Orientation sessions

- Memphis Campus
 - 13 – Freshmen sessions
 - 3 – Adult/Transfer sessions
 - 2 – Adult Evening sessions
- Lambuth Campus
 - 2 – Freshmen sessions
 - 1 – Adult/Transfer session

Table 2: 2016 & 2017 New Student Orientation Registration and Attendance

Year (summer sessions)	First-Time Freshmen Registered	First-Time Freshmen Attended	First-Time Freshmen Registered for Classes	First-Time Freshmen Made the Census Day Count
Summer/Fall Entry 2017	2,525	2,439	2,390	2,258
Summer/Fall Entry 2016	2,624	2,543	2,579	2,456

11. 2025 Vision for Academic Programs

Report

Presented by Karen Weddle-West

Report to the Board of Trustees

The University of Memphis Board of Trustees
Report
For Information

Date: 12/7/2017

Committee: Academic Research and Student Success

Report Title: 2025 Vision of Academic Programs

Presented by: Karen Weddle-West, Provost

Report Synopsis:

Deans are actively engaging faculty and other stakeholders in planning for predictive changes in their respective disciplines based on data from the Bureau of Labor Statistics and discipline related organizations. Attached are two exemplars from Dr. Lin Zhan, Dean Loewenberg College of Nursing, and Dr. Anne Hogan, Dean College of Communications and Fine Arts.

Please review and provide feedback and input for this level of succession planning.

Instructions: List the top 5 programs for your college/school that will be needed to meet the market demand/careers of 2025. Include a brief statement to explain the rational for the anticipated change.

School/College:

Select one: Degree, Major, or Program	Projected/Anticipated Additions/Modifications	Rational for anticipated change (i.e. Accrediting body projects surplus of nurses)

Resources for job/labor data:
<http://www.projectionscentral.com/>
<https://www.bls.gov/home.htm>
<https://www.bls.gov/ooh/>
<https://www.bls.gov/ooh/fastest-growing.htm>

Department	CCFA Projections through 2025: Please note that the following anticipated initiatives for the longer term are in the exploratory stage and further discussions will transpire as we work to finalize our strategic plan.
Art	<u>Anticipated programs/degrees:</u>
	<ul style="list-style-type: none"> • Online B.A. in Art History
	<ul style="list-style-type: none"> • PhD in Art History
	<ul style="list-style-type: none"> • Potential for B.A. Concentration in New Media Art - an interdisciplinary studio art practice that encompasses artworks created with new media technologies, including: performance art, digital art, video art, virtual art, Internet art, interactive art, sound art, computer robotics, 3D printing, cyborg art and art as biotechnology.
	<u>What we will need regarding workforce, research, technology, etc.:</u>
	<ul style="list-style-type: none"> • Digital Lab to be reinstated onto the TAF footprint. It is critical that we replace digital labs every four years as the entire curriculum of our Graphic Design program, which is ranked nationally, is taught on the digital platform.
	<ul style="list-style-type: none"> • Gallery Director - \$55,000.00 – Public face of our department, requires full time attention, ensure that donor feels satisfied that we are being good stewards of his gift, need a full time person to generate and oversee artist contracts, gallery schedule, gallery budget, publicity, receiving of artwork and writing condition reports, maintaining records for insurance purposes to insure university does not become vulnerable.
	<ul style="list-style-type: none"> • Assistant Professor in New Media Arts - \$55,000.00 – An interdisciplinary studio art practice that encompasses artworks created with new media technologies, including: performance art, digital art, video art, virtual art, Internet art, interactive art, sound art, computer robotics, 3D printing, cyborg art and art as biotechnology. We are behind in delivering this component of our discipline and we believe this position will help increase our student enrollment.
	<ul style="list-style-type: none"> • Installer/Graphic Designer - \$40,000.00 – staff member to assist the Gallery Director to install, receive, prepare, ship artwork and to ensure that our website and social media are dynamic and up to date, generate all publicity for our gallery and department. Between our two galleries, our lectures, visiting artists, we generate over 30 events per academic year with a variety of media outlets that need to be maintained. This position will help with all of our recruiting material.
	<ul style="list-style-type: none"> • Travel Budget - \$30,000.00 – to supplement our depleted travel money. We have 24 faculty members that are all active researchers. Being able to support their research annually is a priority for a research institution.

Department	CCFA Projections through 2025: Please note that the following anticipated initiatives for the longer term are in the exploratory stage and further discussions will transpire as we work to finalize our strategic plan.
Architecture	<p>No anticipated new degree but perhaps a Certificate in City Building which has been discussed since the implementation of the M.Arch degree. If enrollment increases additional faculty support will be needed. It would also be very helpful if we could get the Instructor position converted to a tenure-track position.</p> <p>Technology needs will continue to be important especially given the rapid developments in design-related software and the more powerful hardware needed to run the software. Additional plotters, large format scanners, and so forth will be needed when ours wear out. An additional, larger format, laser cutter is also needed.</p>
Communication	<p>The following will certainly be explored once we have a permanent chair in place:</p> <ul style="list-style-type: none"> - whether to break out the Communication Studies and Film & Video Production concentrations into separate majors at the BA and MA level. - if so, whether to offer Film & Video as a BFA and MFA. - whether to develop more specific concentrations in Communication Studies (undergraduate and graduate) - whether to develop graduate certificates <p>We're not far enough along in these conversations to have a sense of what resources would be needed.</p>
Journalism and Strategic Media	<p>B.A., Creative Mass Media: Now awaiting THEC approval, we are able to accommodate the modest numbers of majors we expect as we launch this major. If we see significant growth in this major, we will need to add an additional faculty line to support the growth. Growth in this program also creates the need for additional teaching labs and collaborative spaces for student projects.</p>
	<p>B.A., Sport Media: We are building out coursework in this area to support the existing student interest in this area, students currently majoring in journalism or public relations. Our hope is to launch a new major, but can only develop and teach the additional courses to support the sport media major with the addition of a new faculty line.</p>

Department	CCFA Projections through 2025: Please note that the following anticipated initiatives for the longer term are in the exploratory stage and further discussions will transpire as we work to finalize our strategic plan.
	Ph.D., Mass Communication: JRSM is just beginning to explore what the market potential as well as the requirements for a doctorate program in our discipline areas. Obviously, graduate assistantships as well as additional faculty and research resources would need to accompany a new doctoral program.
Music	It is difficult to anticipate program needs for the School of Music through 2025 as the new Music Center may affect enrollment significantly but it is impossible to predict exactly where. Our industry changes so rapidly so anticipating technology changes through 2025 is also difficult but the one constant is the need for super-high-speed internet access and appropriate equipment for all teaching spaces. That is the main trend in our field and we are woefully behind at present.
Theatre and Dance	New Majors: BFA in Dance; BS in Dance Science
	New Concentrations: BFA in Theatre with a Concentration in African-American Theatre; BFA in Theatre with a Concentration in Acting for TV and Film
	Additional Faculty: Dance Professor; Theatre Professor - emphasis in Theatre from the Africa Diaspora; Theatre Professor - emphasis in theatre for social practice and community partnerships
	Staff: Lighting and Sound Technology support staff; Props support staff
	Research: Expansion of community partnerships; Partnership with Hattiloo Theatre; Theatre for Social Practice
	Technology: Ongoing upgrading of technology current in the field of Design Technology; Video projection development

Instructions: List the top 5 programs for your college/school that will be needed to meet the market demand/careers of 2025. Include a brief statement to explain the rational for the anticipated change.

School/College: Loewenberg College of Nursing

Select one: Degree, Major, or Program	Projected/Anticipated Additions/Modifications	Rational for anticipated change (i.e. Accrediting body projects surplus of nurses)
Degree	<p>BSN</p> <p>(1) Establish an Educational Technology Team to develop implement and evaluate educational technology tools for teaching and learning.</p> <p>(2) Evaluate simulation experiences for each course with a clinical component to enhance educational technology delivery.</p> <p>RN-to-BSN</p> <p>(1) Use flexible and adaptive online modules to support RNs pursuing a BSN degree.</p> <p>(2) Create dedicated staff position to develop and implement a systematic recruitment plan to increase RN-BS enrollment that includes onsite information sessions at local hospitals and community colleges on a regular basis.</p> <p>(3) Work with Development to identify potential program funding opportunities and scholarships for RN-BSN students.</p>	<p>In 2010, The Institute of Medicine recommended that at least 80% of the nursing workforce to hold a bachelor's degree by the year 2020. According to the Bureau of Labor Statistics' Employment Projections 2014-2024, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2024. The RN workforce is expected to grow from 2.7 million in 2014 to 3.2 million in 2024, an increase of 439,300 or 16%. The Bureau also projects the need for 649,100 replacement nurses in the workforce bringing the total number of job openings for nurses due to growth and replacements to 1.09 million by 2024.</p> <p>Source(s): "The Future of Nursing: Leading Change, Advancing Health," Institute of Medicine, National Acadamies Press, 2011; www.bls.gov/news.release/pdf/ecopro.pdf</p>
Degree	<p>MSN - Education</p> <p>(1) Collaborate with College of Education to explore ways to enrich pedagogical course offerings.</p> <p>(2) Review and refine curricular to optimize online program course offerings.</p> <p>(3) Prepare clinical educators that accomodate teaching our BSN students across clinical settings.</p>	<p>In a 2015 NLN faculty census survey, 37 percent of schools reported that the main difficulty in recruiting and hiring new nurse educators was the shortage of qualified faculty. The concern for Tennessee has now become one of a nursing faculty shortage. Many nursing schools in Tennessee have had to turn down qualified applicants due to facility space and faculty availability. This is similar to US trends with more than ¾ of institutions stating a lack of faculty as the reason for turning away qualified applicants. The shortage of qualified nursing faculty can be linked directly to the insufficient number of individuals with a master's degree in nursing and the higher salaries found outside academia.</p> <p>Source: http://www.nln.org/newsroom/nursing-education-statistics/annual-survey-of-schools-of-nursing-academic-year-2015-2016</p>

Instructions: List the top 5 programs for your college/school that will be needed to meet the market demand/careers of 2025. Include a brief statement to explain the rational for the anticipated change.

School/College: Loewenberg College of Nursing

Select one: Degree, Major, or Program	Projected/Anticipated Additions/Modifications	Rational for anticipated change (i.e. Accrediting body projects surplus of nurses)
Degree	MSN - Executive Leadership (1) Review curricula design and update to ensure students are prepared to manage patient-centered, population-based care in interprofessional teams. (2) Explore the development of a post-Baccalaureate Certificate Program for Nursing Care managers as an interdisciplinary offering with Department of Social Work, Fogelman College of Business & Economics, and health laws.	<p>At many health care organizations, almost half of senior leaders are approaching retirement age within the next 10 years. Without a disciplined succession planning process, health systems are left without a strong pipeline for tomorrow's critical leadership roles. However, succession planning practices are often nonexistent in the healthcare industry. Nurse managers are historically selected based on clinical skills and lack formal leadership preparation. Deliberate nurse manager succession planning should be integrated in the organization's strategic plan and provide a proactive method for identifying and developing potential leaders.</p> <p>Source: Titzer J., Phillips T., Tooley S., Hall N. & Shirey M. (2013) Journal of Nursing Management 21, 971–979. Nurse manager succession planning: synthesis of the evidence.</p>
Degree	MSN - Family Nurse Practitioner (1) Expand advanced practice educational offerings and explore specialties such as geriatrics. (2) Determine the feasibility of implementing a FNP-directed, mobile health clinic for vulnerable populations, including elderly, children/youth/families, chronic illnesses, ethnic/minorities, and low-income populations.	<p>The Bureau of Labor Statistics predicts that employment of nurse practitioners is projected to grow 31 percent from 2016 to 2026, which much faster than the average for all occupations. Overall, job opportunities for advanced practice registered nurses are likely to be excellent. Nurse practitioners (APRNs) will be in high demand, particularly in medically underserved areas such as inner cities and rural areas. In addition, current research has identified four challenges facing the nursing workforce of today and tomorrow: the aging of the baby boom generation, the shortage and uneven distribution of physicians, the accelerating rate of registered nurse retirements, and the uncertainty of health care reform.</p> <p>Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm (visited November 01, 2017); "Four Challenges Facing the Nursing Workforce in the United States," Peter I. Buerhaus, PhD, RN, FAAN, FAANP(h); Lucy E. Skinner, BA; David I. Auerbach, PhD; and Douglas O. Staiger, PhD, Journal of Nursing Regulation, July 2017.</p>
Degree	PhD in Nursing (1) Implement the new PhD in Nursing program. (2) Develop a promotional plan to recruit students from local to global for PhD Program in Nursing. (3) Develop a structured mentoring program for faculty in the PhD Program. (4) Build an infrustrature to suport faculty research/scholarly work, and extramual funding. (5) Seek PhD fellowship/funding in support of PhD students degree completion.	<p>According to the Robert Wood Johnson Foundation-funded Institute of Medicine report, The Future of Nursing: Leading Change, Advancing Health (2011), there is a critical need for more doctorally prepared nurse educators to advance the science of nursing education, design educational systems that implement efficient and cost-effective programs of learning, and lead in the improvement and redesign of the health care system.</p> <p>Source: A VISION FOR Doctoral Preparation for Nurse Educators, A Living Document from the National League for Nursing, NLN Board of Governors, November 2013, on the internet at http://www.nln.org/docs/default-source/about/nln-vision-series-%28position-statements%29/nInvision_6.pdf?sfvrsn=4</p>

AreaName	OccupationCode	OccupationName	BaseYear	Base	ProjYear	Proj	Change	PercentChange	AvgAnnualOpenings
Tennessee	21-1094	Community Health Workers	2016	940	2,018	980	40	4	40
Tennessee	29-1151	Nurse Anesthetists	2016	2,200	2,018	2,260	60	3	80
Tennessee	29-1161	Nurse Midwives	2016	60	2,018	60	-	4	-
Tennessee	29-1171	Nurse Practitioners	2016	4,790	2,018	5,050	260	5	230
Tennessee	31-1014	Nursing Assistants	2016	31,670	2,018	31,890	220	1	780
Tennessee	25-1072	Nursing Instructors and Teachers, Postsecondary	2016	1,450	2,018	1,540	90	7	70
Tennessee	29-1071	Physician Assistants	2016	1,510	2,018	1,580	70	5	60
Tennessee	29-1069	Physicians and Surgeons, All Other	2016	6,160	2,018	6,280	120	2	220
Tennessee	29-1141	Registered Nurses	2016	58,780	2,018	60,350	1,570	3	2,080

AreaName	OccupationCode	OccupationName	BaseYear	Base	ProjYear	Proj	Change	PercentChange	AvgAnnualOpenings
United States	21-1094	Community Health Workers	2014	54,300	2,024	62,400	8,100	15	1,880
United States	29-1151	Nurse Anesthetists	2014	38,200	2,024	45,600	7,400	19	1,640
United States	29-1161	Nurse Midwives	2014	5,300	2,024	6,600	1,300	25	250
United States	29-1171	Nurse Practitioners	2014	126,900	2,024	171,700	44,700	35	7,470
United States	31-1014	Nursing Assistants	2014	1,492,100	2,024	1,754,100	262,000	18	59,900
United States	25-1072	Nursing Instructors and Teachers, Postsecondary	2014	68,600	2,024	81,800	13,200	19	2,540
United States	29-1071	Physician Assistants	2014	94,400	2,024	123,200	28,700	30	5,000
United States	29-1069	Physicians and Surgeons, All Other	2014	347,200	2,024	398,800	51,700	15	14,510

AreaName	OccupationCode	OccupationName	BaseYear	Base	ProjYear	Proj	Change	PercentChange	AvgAnnualOpenings
Tennessee	21-1094	Community Health Workers	2014	500	2,024	620	120	25	30
Tennessee	29-1151	Nurse Anesthetists	2014	2,210	2,024	2,920	710	32	110
Tennessee	29-1161	Nurse Midwives	2014	80	2,024	120	40	51	10
Tennessee	29-1171	Nurse Practitioners	2014	4,280	2,024	6,020	1,740	41	260
Tennessee	31-1014	Nursing Assistants	2014	31,680	2,024	38,800	7,120	23	1,320
Tennessee	25-1072	Nursing Instructors and Teachers, Postsecondary	2014	1,820	2,024	2,600	780	43	110
Tennessee	29-1071	Physician Assistants	2014	1,350	2,024	1,950	600	44	80
Tennessee	29-1069	Physicians and Surgeons, All Other	2014	6,970	2,024	8,630	1,660	24	340

12. Additional Committee Business

13. Adjournment