

Part II, Standard 2. Curriculum and Instruction



During the visit, the unit should provide the following documents in the workroom:

- a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence or distance education).

Executive summary (optional).

It is important to note that while we have transited from 11 to 12 values and competencies, this self-study is based on the 11 values and competencies of the ACEJMC for reasons explained in detail earlier in this self-study. (This is in spite of the fact that we fully support the changes made by the ACEJMC). Consequently, the narratives here will be referencing, as appropriate, either 11 or 12 values and competencies.

The department recasts the 11 professional values and competencies established by the ACEJMC in a way that gives its faculty ownership of those 11 outcomes. The concept that describes these outcomes for us is The JSU 4+7 (now 5+7, denoting five values and seven competencies), as we interpret them. In order to facilitate our working with these outcomes, we adopted a mnemonic for each of the outcomes. Based on our interpretation, we designate the five values as law,

history, ethics, domestic diversity, and global diversity, while interpreting the remaining seven—theory, critical thinking, research, writing, editing, basic statistics, and technology—as competencies.

Further, we adopted The JSU 5+7 as our major course objectives or learning outcomes in the department. To make this pragmatic, we infused our curriculum with The JSU 5+7 by developing outcome maps (shown in #2 below) that delineate where in each curriculum (broadcasting, digital journalism, and public relations) we teach each objective. Our faculty consensually made that determination, and we developed a *Course Objective Handbook* (described in details later) containing the objectives of all core courses where The JSU 5+7 is promoted, thus facilitating its dissemination and inculcation in our students via course instruction. Every classroom and lab in the department has a large poster displaying The JSU 5+7.

Concerning the 72 rule, we require that 72 credit hours of a student's work be taken outside the communication area, and 53 (based on JSU's liberal arts and sciences requirement) of those must come from the liberal arts and sciences area. Our curriculum has been revised to reflect that in the upcoming 2013-2014 university catalogue as well as in our departmental advisement sheets.

Please respond to each of the following instructions:

1. Discuss any testing of language competence required of students entering or graduating from the program.

Jacksonville State University admits students on the basis of acceptable high school transcripts and the ACT or the SAT scores. For unconditional admission, a student must possess a minimum of a standard high school diploma (a GED is acceptable), an ACT composite of 20 or above, or SAT combined critical reading and math of 950 or above. Placement in the English classes is determined by a student's sub score on the ACT or SAT.

A sub score of 18 or above in ACT (or 430 or above in SAT) will place a student in EH 101, English composition; and a score of 25 or above in ACT (or 610 or above in SAT) places a student in the honors English class.

Any student admitted to JSU may elect to major in Communication by completing a one-page declaration of major form. A student must make a grade of "C" or better in all major and minor courses in order to graduate. Any student who makes a grade of "D" or "F" twice in the same communication course is no longer allowed to continue as a communication major or minor.

To graduate, an undergraduate student must successfully complete the English Competency Exam (ECE) conducted by the university. Upon successful completion of EH 101 and 102—the English composition courses—and earning 60 semester hours, a student is eligible to take the ECE. Students are strongly advised to take the ECE during their junior year as they must pass this exam at least one semester before filing for graduation.

2. Describe the unit's curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

As explained in detail earlier (in Part I, General Information, #6, "Transition from The JSU 4+7 to The JSU 5+7"), while we have transited to ACEJMC's 12 values and competencies and our framework revised (from 4+7 to 5+7) to reflect that transition, it is important, as a reminder, to note that this self-study is based on the previous 11 (not 12) values and competences because of the reasons explained earlier.

In 2006, the department developed and adopted a framework to describe the curricular offerings that promote and inculcate in its students the 11 values and competencies established by the ACEJMC. That framework was titled, The JSU 4+7 denoting four values and seven competences as we (the department) see them. Following a revision by the ACEJMC in 2011, which ultimately increased the values and competences to 12, the department recast its nomenclature from 4+7 to 5+7 in order to accommodate the 12th member of the values and competences—global diversity, as we term it.

The JSU 4+7

In order for "The JSU 4+7" to form the bedrock of its operation, the department adopted them as its major objectives. For functionality (identification and brevity), the department assigns a specific mnemonic to each of the 11 objectives. Such suggestive labels include: law, history, diversity, ethics, theory, critical thinking, research, writing, editing, statistics, and technology. The definition of each objective, as shown earlier in this self-study as well as in the assessment plan, follows that of ACEJMC.

Curricular Implementation of The JSU 4+7

The three outcome maps that follow—corresponding to the three concentrations in the department—show how the department promotes and emphasizes The JSU 4+7 within its curricula and among its students. As can be seen, the outcome maps display our 5+7 curricula, and since the 4+7 curricula are naturally absorbed within the 5+7 framework, it is unnecessary to show both maps (4+7 and 5+7) separately. Thus the description below presents the 5+7 and will particularize narratives to 4+7 when necessary.

Broadcasting Concentration

The broadcast Outcome Map showing the infusion of The JSU 5+7 into the broadcasting curriculum displays 15 core courses: 13 taught in the department, and two—MS 108, and CS 315, basic statistics and numbers for non-science majors, and web design respectively—taught by the Math and Computer Science Department. Each of the 15 core courses required of broadcasting students has specific objectives (selected from The JSU 5+7) assigned to it by the faculty, and those serve as the course's major objectives. For example, while COM 200, introduction to mass communication, generally touches on as many of The JSU 5+7 as feasible, its major objectives, as listed in its syllabus, are critical thinking, history, theory, law, ethics, domestic diversity (or D-Dive), and global diversity (or G-Dive). Each objective is identified on the map by the letter "E" for emphasis. The process is similar for each of the remaining core courses in the map. As indicated in the map, items in red indicate revisions (courses and/or objectives) made in fall 2013, and as a result, such revisions will not be found in syllabi used prior to fall 2013, except for COM 345, social media and society, which began in fall 2012, but not as a required course. In other words, these revisions are not a part of The JSU 4+7.

Level of learning and assessment

The ACEJMC requires that assessment be conducted at three levels—awareness, understanding, and application. The outcome map shows the level of learning at which each objective is emphasized. For example, critical thinking, history, theory, law, ethics, and diversity are promoted at the awareness level in the entry-level courses such as COM 200 and COM 205. As the student progresses to higher level courses such as COM 301, COM 302, and 320, promotion of these objectives deepens to the understanding level. Advanced courses such as COM 380, 415, 390, 470, and 491 require students to demonstrate application of the objectives. The objectives are also assessed at this level.

Digital Journalism Concentration

The digital journalism Outcome Map shows the infusion of The JSU 5+7 into the digital journalism curriculum. Digital journalism has 14 core courses taken by its students. Twelve are taught in the department, and two—MS 108, and CS 315, basic statistics and numbers for non-science majors, and web design respectively—are taught by the Math and Computer Science Department. Each core course has its major objectives identified in the outcome map with an “E.” Again, all core courses in the digital journalism area touch on as many of The JSU 5+7 as possible, but emphasize their major objectives.

Public Relations Concentration

Public Relations Outcome map shows the promotion of The JSU 5+7 within the public relations curriculum. There are 15 core courses required of all PR students. Similar to the two concentrations above, two of them—MS 108, and CS 315, basic statistics and numbers for non-science majors, and web design respectively—are taught by the Math and Computer Science Department.

BROADCAST CONCENTRATION OUTCOME MAP--2013
CURRICULAR IMPLEMENTATION OF THE JSU 5 +7

(Fileinfo: Revised O-Map-BR 2011/Deloff/acejAccred/Assmt)

	Core Courses	Writing	Editing	Tech	Res	Stat	C-Think	Hist	Theory	Law	Ethics	D-Dive	G-Dive
Awareness	COM 200 Intro Mass Com						E	E	E	E	E	E	E
	COM 205 Intro B/cast Writ.	E	E				E		E	E	E	E	
Understanding	MS 108 Exploring Math					E							
	COM 301 Intro TV Prod.	E	E	E			E	E	E			E	
	COM 302 Intro Audio Prod	E	E	E			E	E			E	E	
	COM 320 Video Prod/Edit	E	E	E	E		E		E		E	E	
Application	COM 380 COM Law				E		E	E	E	E	E	E	E
	COM 390 Com Ethics	E	E	E	E		E		E		E	E	E
	COM 404, 405, 406 Media W/shop			E					E	E	E	E	
	415 Mass Com Res		E	E	E	E	E		E		E	E	
	Com 470 Adv. Elect News (Capstone)	E	E	E	E		E		E		E	E	
	COM 491 Internship	E	E	E			E			E	E	E	
	CS 315 Intro Web Des.			E									
	COM 345 Soc. Media & Soc	E	E	E	E		E	E	E	E	E	E	
	COM 385 Multimedia Des.	N	O	T		O	F	F	E	R	E	D	

Legend *(Please read the red below)*

E = Emphasized objective (i.e., major course objective)
 Tech = Technology
 Res = Research
 Stat = Statistics and Numbers
 C-Think = Critical Thinking
 Hist = History
D-Dive = Domestic Diversity; **G-Dive** = Global Diversity
 (Note: The D-Dive column represents what was formerly known as Diversity).

Levels of Learning

Awareness: Familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.

Understanding: Assimilation and comprehension of information, concepts, theories, and ideas.

Application: Competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Red = Fall 2013 revisions. These will not be found in syllabi prior to fall 2013 except for COM 345 which began in fall 2012, but not as a required course. (Note: CS 315 is offered by Math & Computer Science Dept.)

DIGITAL JOURNALISM CONCENTRATION OUTCOME MAP--2013
CURRICULAR IMPLEMENTATION OF THE JSU 5+7

(Fileinfo: O-Map—JO—2011/Deloff/acejAccred/Assmt)

	Core Courses	Writing	Editing	Tech	Res	Stat	C-Think	Hist	Theory	Law	Ethics	D-Dive	G-Dive
Awareness	COM 200 Intro Mass Com						E	E	E	E	E	E	E
	COM 315 Intro to News	E	E		E		E			E	E	E	
Understanding	MS 108 Exploring Math					E							
	COM 325 Publication Des.	E	E	E				E	E				
	Com 410 Feature Writing	E	E		E		E	E	E	E	E	E	
Application	COM 380 COM Law				E		E	E	E	E	E	E	E
	COM 390 Com Ethics	E	E	E	E		E		E		E	E	E
	COM 404, 405, 406 MediaW/Shop	E	E		E		E				E	E	E
	415 Mass Com Res		E	E	E	E	E		E		E	E	
	COM 420 Advanc Rptng (Capstone)	E	E	E	E	E	E		E		E	E	
	COM 491 Internship	E	E	E			E			E	E	E	
	CS 315 Intro Web Des.			E									
	COM 345 Soc. Media & Soc	E	E	E	E		E	E	E	E	E	E	
	COM 385 Multimedia Des.	N	O	T		O	F	F	E	R	E	D	

Legend (Please read the red below)

E = Emphasized objective (i.e., major course objective)
 Tech = Technology
 Res = Research
 Stat = Statistics and Numbers
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Red = Fall 2013 revisions. These will not be found in syllabi prior to fall 2013 except for COM 345 which began in fall 2012, but not as a required course. (Note: CS 315 is offered by Math & Computer Science Dept.)

PUBLIC RELATIONS CONCENTRATION OUTCOME MAP--2013

CURRICULAR IMPLEMENTATION OF THE JSU 5+7

(Fileinfo:Revised O-Map—PR—2011/Delof/acejAccred/Assmt)

	Core Courses	Writing	Editing	Tech	Res	Stat	C-Think	Hist	Theory	Law	Ethics	D-Dive	G-Dive
Awareness	COM 200 Intro Mass Com						E	E	E	E	E	E	E
	COM 315 Intro to News	E	E		E		E			E	E	E	
	MS 108 Exploring Math					E							
Understanding	COM 325 Publication Des	E	E	E				E	E				
	COM 330 Intro to PR	E	E				E	E	E	E	E	E	
	COM 340 PR Writing	E	E	E	E		E		E		E	E	
	COM 400 PR Case Study	E	E	E	E		E	E	E	E	E	E	
Application	COM 380 COM Law				E		E	E	E	E	E	E	E
	COM 390 Com Ethics	E	E	E	E		E		E		E	E	E
	415 Mass Com Res		E	E	E	E	E		E		E	E	
	COM 440 PR Camp Mgmt (Capstone)	E	E	E	E		E	E	E		E	E	
	COM 491 Internship	E	E	E			E			E	E	E	
	CS 315 Intro Web Des.			E									
	COM 345 Soc. Media & Soc	E	E	E	E		E	E	E	E	E	E	
	COM 385 Multimedia Des.	N	O	T		O	F	F	E	R	E	D	

Legend (Please read the red below)

E = Emphasized objective (i.e., major course objective)
 Tech = Technology
 Res = Research
 Stat = Statistics and Numbers
 C-Think = Critical Thinking
 Hist = History
D-Dive = Domestic Diversity; **G-Dive** = Global Diversity
 (Note: The D-Dive column represents what was formerly known as Diversity).

Levels of Learning

Awareness: Familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.

Understanding: Assimilation and comprehension of information, concepts, theories, and ideas.

Application: Competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Red = Fall 2013 revisions. These will not be found in syllabi prior to fall 2013 except for COM 345 which began in fall 2012, but not as a required course. (Note: CS 315 is offered by Math & Computer Science Dept.)

Again, all the communication courses generally touch on as many of The JSU 5+7 as possible, but emphasize on those designated as their major objectives. The department has a *Course Objective Handbook* that spells out the major objectives of core courses that promote The JSU 5+7 (please see Appendix II.2.2. “Course Objective Handbook.”). The handbook ensures that major course objectives are adhered to by all instructors—whether they have just joined the department or have been here for several years.

With the above curricular arrangements, our students are expected to have developed these professional values and competencies by their time of graduation, and we assess their learning outcomes to determine the disparity between what we expect them to learn and what they have actually learned. With the results of such assessment, we revise our curriculum in an effort to enhance future development of these professional values and competencies in our undergraduate majors.

3. If the unit has a core curriculum, briefly list and describe the courses required.

Listed below are the department’s core communication courses. Currently the core curriculum is made up of 18 credit hours, but in fall 2013, our core courses will increase to 24 credit hours due to the most recent curriculum revision that we have made in an effort to enhance our capacity for digital communication instruction.

Prior- Fall 2013	Fall 2013
COM 200	COM 200, Introduction to Mass Communication (3 hrs.)
COM 380	COM 380, Communication Law (3 hrs.)
COM 390	COM 390, Communication Ethics (3 hrs.)
COM 415	COM 415, Mass Com Research (3 hrs.)
COM 491	COM 491, Internship (3 hrs)
COM 404	COM 404, Media Workshop 1 (1 hr)
COM 405	COM 405, Media Workshop 2 (1 hr)
COM 406	COM 406, Media Workshop 3 (1 hr)
---	COM 345, Social Media and Society (3 hrs.)
---	COM 385, Multimedia Production (3 hrs.)
Total: 18 hours	24 hours

4. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

The University requires each student to choose a minor area of study that complements the student’s area of specialization. Some choose two minors or double majors in an effort to satisfy their desires to acquire individualized knowledge in other interest areas.

The department also offers an independent study course with a dual purpose. One is to offer students an opportunity to design a special project of interest to them. This enables a student to gain a special knowledge in a communication area of interest. To take this course, a student designs the project that s/he is interested in, consults with an instructor with expertise in that area and requests for that instructor’s supervision of the project. Upon the instructor’s acceptance, the request is submitted to the head of the department for approval so as to award

credit for the project. Usually, this is a three credit hour course, and can be extended beyond three credit hours should that become necessary.

5. Describe the unit's involvement in service courses to non-majors.

The department offers two service courses—media literacy and introduction to news writing. Our media literacy course attracts enrollment from across the campus. Several disciplines recommend it to their students as an elective, and the department now offers this course more often than it did in the past—every fall and spring as opposed to every summer.

Introduction to news writing is the department's second service course to non-majors. It has two sections, and section two is devoted mainly to Secondary Education students, who are required to complete it before graduation.

6. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

Each of ethics, law, history, and theory is a part of The JSU 5+7 described earlier, and thus a major course objective of the Department of Communication. As a consequence, each is given major attention in the department's curricula. The following description will focus on each of those areas.

Ethics and Law

Communication ethics and law are both free-standing and required courses for all communication majors. Both are also emphasized within the department's curricula. For instance, in the broadcast curriculum, ethics serves as a major course objective in 12 and law in seven, of the 15 core courses (see Broadcast Outcome Map above). For the digital journalism curriculum, ethics serves as a major course objective in 11, and law in seven, of the 14 core courses (see Digital Journalism Outcome Map above); and ethics serves as a major course objective for 12, and law for eight, of the 15 core courses in the public relations curriculum (see PR Outcome Map above).

Communication ethics is taught by Dr. Kingsley O. Harbor and sometimes by Dr. Augustine Ihator. Dr. Harbor is a full professor and head of the Department of Communication. He has a master's in broadcasting from Southern University and A&M College, Baton Rouge, Louisiana, and a Ph.D. in Journalism from Southern Illinois University at Carbondale. He has four years of fulltime professional experience in telecommunication, several years of part-time experience as a media generalist, 21 years of college-level teaching, and 19 years as a JMC administration. He has taught ethics for 11 years. Dr. Ihator is a full professor in the Department of Communication. He has a Ph.D. in mass communication from Howard University. He has an extensive industrial experience in public relations, and print journalism, and has been teaching in higher education for more than 20 years. He has taught ethics for at least the last nine years.

Law is taught by Dr. Jeffrey Hedrick. Dr. Hedrick obtained his master of journalism degree from Temple University in 2002, and his Ph.D. from Bowling Green State University in 2005. His MJ from Temple was on media and constitutional law; and his Ph.D. area of emphasis was on the First Amendment. He completed his dissertation on *The New York Times v. Sullivan*. He has taught law for about seven years.

History

The department does not have a separate course in media history, but teaches it as a part of other courses. For example, COM 200—introduction to mass communication—deals with a lot of media history and is a required course for all majors. We utilize this course as a major source of journalism history for our students. Disciplinarily speaking, broadcasting students get an additional dose of history from one of its core courses—COM 470—Advanced electronic news (see Broadcast Outcome Map); and public relations students receive an additional dose from COM 330, introduction to public relations, as well as from Com 440, public relations case study (see PR Outcome Map). The department, following its self-study findings, has increased emphasis on history by requiring three history research papers by each student prior to graduation. This takes place in three designated courses.

Theory

The department offers a separate, elective course in communication theory that deals purely with the social scientific theory aspect of mass communication. However, the department defines communication theory beyond this social science realm to include the basic operations of journalism and mass communication entities such as equipment operations—the TV camera operations, production and editing, radio production, newspaper design, news development, public relations policies and procedures, mass media law, ethics, and others. Thus our conceptualization of theory encompasses both the empirical as well as normative theories of communication. With this definition of theory as a backdrop, theory is widely promoted within the communication curricula as seen in the three outcome maps of the three concentrations in the department. The theory course is taught by Dr. Harbor.

The unit's performance in all four areas above is evaluated as a part of the department's learning outcomes assessment. Results of such assessments are employed in closing the loop in our pedagogy.

7. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

The Department of Communication is a small unit that has only one course—COM 315, introduction to news—with two sections. One section is for print journalism and public relations students, while the second section is devoted to Secondary Education majors for whom that course is a requirement. As a part of the College of Education and Professional Studies, the Department of Communication offers this as a service to the college.

The goal of the Secondary Education Department in choosing COM 315 is to enhance the writing skills of their students, while our goal is to train prospective journalists who will write for the converged media. Both sections follow the determined objectives of that course as specified in the department's *Course Objective Handbook*.

8. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

Kingsley O. Harbor: Papers on teaching & teaching-related subjects

- Harbor, K. O. (2011). Assess or Perish: Fulfilling Learning Outcomes Assessment in Higher Education, a Case Study of Direct Measures of Assessment, Intellectbase International Consortium peer-reviewed conference, Atlanta, GA, USA, October 13-15.
- Harbor, K. O. (2010). "Curriculum Revision and Entry Placement: Cornerstones of an Ethics Model for Journalism and Mass Communication." Invited paper on the development of curriculum to enhance ethics in JMC. Presented at the Oxford Round Table, the 21st Anniversary of the Oxford Round Table, Oxford University, Oxford, England (March, 25).
- Harbor, K. O. (2009). "The AristoLeslian Model for Ethical Decision Making: Proposing a Model for Teaching Ethical Decision Making in Communication." Intellectbase International Consortium peer-reviewed conference, Atlanta, GA, USA, October 15-17.

Grants for Developing a Teaching Workshop

APA GRANT: (2013). Received a grant from Alabama Press Association to conduct Journalism workshop to teach high school students journalism skills—writing, production, editing, etc. Summer 2013. Jacksonville State University. Project Title: "Summer Journalism Institute: A Workshop for high School Students."

APA GRANT: (2012). Received a grant from Alabama Press Association to conduct Journalism workshop to teach high school students journalism skills—writing, production, editing, and so on. (Summer 2012). Jacksonville State University. Project Title: "Summer Journalism Institute: A Workshop for high School Students." Please see Appendix II.2.8, "APA Grants for Scholastic Journalism Teaching Workshops."

Jeffrey B. Hedrick: Achievements in teaching & teaching-related subjects

Highest Teaching Evaluations, top 10 to 20 percent for all ratings in course by IDEA, by term.

4.7/5.0 overall rating - COM 200 Intro to Mass Communication, July 2008 term

4.6/5.0 overall rating - COM 330 Intro to Public Relations, Fall 2008 term

4.7/5.0 overall rating - COM 375 Internet Production, Spring 2012 term

4.7/5.0 overall rating - COM 380 Communication Law, Spring 2009 term

4.5/5.0 overall rating - COM 380 Communication Law, May 2009 term

4.5/5.0 overall rating - COM 380 Communication Law, Fall 2009 term

J. Patrick McGrail: Achievements in teaching & teaching-related subjects

Teaching achievements in the last six years: Five of the last six teaching years have been at this institution, Jacksonville State University. In 2011, I was selected by Faculty Row as a "SuperProfessor" for my blogs and posts on higher education. During this time, I have also received good teaching evaluations a summary of which exists in chart form below. I have enclosed selected quoted comments from the IDEA student evaluation documents.

Semester	Course	Class Size	IDEA Course Summary/Mean Evaluation*
Spring 2013	COM 320: Video Production & Editing	9	4.6
	COM 305: Advanced Audio Production	10	4.5
	COM 301: Intro to TV Production	18	4.5
Fall 2012	COM 470: Advanced Electronic News	14	3.9
	COM 301: Intro to TV Production	15	4.2
Spring 2012	COM 301: Intro to TV Production	15	4.8
	COM 305: Advanced Audio Production	13	4.6
	COM 320: Video Production & Editing	13	4.5
	COM 350: Announcing	12	4.5
Fall 2011	Radio, Television, and Digital Communications	17	4.4
Fall 2010	COM 320: Video Production & Editing	13	4.9
	COM 301: Intro to TV Production	17	3.8
Spring 2010	COM 301: Intro to TV Production	15	4.7
	COM 320: Video Production & Editing	10	4.8
	COM 470: Advanced Electronic News	13	4.2
Fall 2009	COM 470: Advanced Electronic News	4	4.5
	COM 301: Intro to TV Production	16	4.6
	COM 320: Video Production & Editing	12	4.7
	COM 350: Announcing	11	4.6
July 2009	COM 307: Media Literacy	10	4.6
May 2009	COM 350: Announcing		4.6
Spring 2009	COM 470: Advanced Electronic News	8	4.0
	COM 301: Intro to TV Production	15	4.7
	COM 320: Video Production & Editing	6	4.8
Fall 2008	COM 470: Advanced Electronic News	6	4.8
	COM 301: Intro to TV Production	12	4.2
	COM 320: Video Production & Editing		4.4

Positive Comments from Students. Dr. McGrail did a fantastic job teaching this class (COM 301). I was skeptical at first with taking this class, and I have completely fallen in love with television. He stresses how important attendance is in this class, and it's completely true when we get to doing our hands on activities in the studios; Dr. McGrail is an excellent professor; Dr. McGrail is awesome!!!!; Love Dr. McGrail; had fun, learned something useful, cool as ice water in hell (COM 301); Of all the souls I've encountered in my travels, his was the most...human. (COM 301); Really fun class! (COM 350); finally, an enlightening professor! Keep him around JSU! (COM 307); He is a very good instructor and very knowledgeable. I would recommend him to anyone. (COM 307); This course was much different than I expected before beginning. It was much more enjoyable and very informative. Excellent course (COM 307); In my opinion, Dr. McGrail is a wonderful teacher. He tries to develop close WORKING relationships with all of his students. He encourages students to interact in class. He also makes students feel comfortable in asking questions. Even if the question is somewhat simple and most everyone knows the answer, Dr. McGrail does not make the student feel less intelligent for asking the question. He also works with the student and makes sure that the student understands the answer to the

question he/she asked before moving on (COM 320); This class needs to be required for broadcast majors (COM 350).

Publications on my teaching: I have published several works that directly involve and impact teaching. In two book chapters I, with my research partner address using the concepts of narrative and audience awareness when using digital tools to create:

McGrail, E., & McGrail, J. P. (in press). Blogging and the tool of story: Getting young writers to notice and connect to their audience. In T. Rasinki, R. E. Ferdig, & K. E. Pytash (Eds.). *Technology and writing: New approaches to literacy competency*. Bloomington, IN: Solution Tree Press.

McGrail, E., & McGrail, J. P. (2013). Preparing young writers for invoking and addressing today's interactive digital audiences. In K. E. Pytash & R. E. Ferdig (Eds.). *Exploring technology for writing and writing instruction*. Hershey, PA: IGI Global.

I have also published two works on teaching techniques for instilling the values of copyright into today's students in communication and English education classrooms:

McGrail, E., & McGrail, J. P. (2010). Copying right and copying wrong with Web 2.0 tools in the classroom. *Contemporary Issues in Technology & Teacher Education*, 10(3), 257-274 [Online series]. Retrieved from <http://www.citejournal.org/vol10/iss3/languagearts/article1.cfm> and

McGrail, J. P., & McGrail, E. (2010). Navigating the murky waters of copyright in English and communications classrooms. *Adviser Update [the Dow Jones Newspaper Funds' Quarterly]*, 51(1).21A.

Augustine A. Ihator: Achievements in teaching & teaching-related subjects

TEACHING RESEARCH PRESENTATION

Augustine Ihator. "Constructing and Teaching Global Diversity Across Curriculum at Higher Education Levels in the U.S." Auburn University Diversity Research Initiative, March 11-12, 2010.

TEACHING AWARD BY STUDENTS

"Teaching Certificate of Appreciation" awarded by PR capstone students in 2007.
PR campaign students signed card for teaching recognition – Spring 2013

DEPARTMENT ALUMNI TEACHING RECOGNITION

The following students wrote to express thanks for education received:

- Jennifer Bacchus – 2010
- Kristin Shives -- 2008
- Abbey Adams – 2007

ANNUAL FACULTY EVALUATION

Good.

9. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Each faculty member in the Department of Communication is required to prepare and submit an annual proposal of her/his activities for the following year. Upon submission of the proposal, the faculty member and the department head meet to discuss and approve the proposal. One of the requirements of such a proposal is that the faculty member provides a detailed plan for improving teaching, service, and scholarship. The department encourages faculty members to utilize external as well as internal professional development programs and workshops in enhancing their professional skills. External agencies include, but are not limited to, communication organizations such as the AEJMC, BEA, SPJ, Poynter Institute, and CMA, among others. Internal opportunities exist within the College of Education and Professional Studies (CEPS), the home of the department. Between September 2011 and May 2013, the college organized a total of 99 workshops for its faculty and staff and one or more communication faculty attended 37 of them—dealing with topics such as Digital Measures, Online Development and Support, iPad Training, Blackboard Collaborative, Smart Board Interactive Workshop, and many others. Workshops are led by internal JSU personnel as well as hired outside agencies depending on the workshop topic. Please refer to the following appendix for an eight-page document detailing these workshops ([Appendix II.2.9. “2011-2013 Professional Development Workshops by CEPS”](#)).

10. Describe the importance of teaching in promotion and tenure decisions.

As a teaching institution, Jacksonville State University requires that, “Evaluation procedures must properly reflect that teaching is an important activity of faculty members” (*JSU Faculty Handbook*, 2013, p. 22). Consequently, this philosophy is evident in all university policies and procedures dealing with academic affairs, which include promotion and tenure. Promotion and tenure decisions are based on overall faculty performance, and faculty performance, in turn, is based on annual assessment of faculty by the department head.

As shown in our college faculty evaluation rubric, four major criteria guide faculty annual assessment in the college, and the number of sections devoted to each criterion in the rubric may provide an indication of their relative importance. Along with their respective sections, those criteria are:

<u>Annual Faculty assessment criteria</u>		<u>Number of sections of the assessment rubric devoted to each criterion</u>
a) Teaching & Advising	-----	14
b) Scholarship	-----	6
c) Service	-----	8
d) Collegiality	-----	6

As seen above, teaching and advisement, by far, seem to have a greater emphasis placed on them than on any other criterion for faculty evaluation. Thus, it is not feasible for a faculty member to receive tenure or promotion without a significantly high performance in the teaching and advisement category (see [Appendix II.4.5. “Faculty Appraisal Forms.”](#))

11. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 9, “Student Aid.”

The department gives special recognition to its students in several different ways including, but not limited to, appointment to serve on faculty committees, leadership of the student media, and public awards of certificates and plaques. Several faculty committees have student members, and those students are chosen on the basis of academic standing, leadership potential or both. Selection of student media leadership—editor-in-chief of the newspaper and program director of the radio station—is done on the basis of students’ demonstration of academic and leadership skills.

Each year during its Communication Week, the department holds an awards luncheon in honor of its communication students. The department’s outstanding students are publicly recognized at that luncheon and awarded varying certificates and plaques. There are six categories of awards given to students during the luncheon—academic, practical skill, character, leadership, peer-to-peer, and John S. Turner awards. These meritorious awards are based on specific criteria.

General criteria for all awards

- A. Good academic standing
- B. No major disciplinary infraction

Criteria for individual Awards

A. Academic award

Selection Criteria: Students must have a minimum of 3.0 (on a four-point scale) on all courses; 3.5 on specialty courses; must have taken at least 9 hours in specialty area, and 27 hours in overall communication areas.

B. Practical skill award

Selection Criteria: Course instructor selects the best student in practical skill in the particular skills class.

Winning selections must be of such quality that they will be:

- 1. presented to the audience during our award ceremony, and
- 2. submitted for an external competition (new requirement).

C. Leadership award

Criteria:

- 1. Service to department, University, & the profession and/or
- 2. Leadership of the student media--Mimosa, Chanticleer, Radio station.

D. Character award

Selection criteria & method

- 1. Nominations by faculty (two by each faculty).
- 2. Discussion of nominees—accepted or rejected
- 3. A measuring instrument, designed for that purpose, is used to select the highest four

E. Peer Awards

Selection criterion: Student media leaders select their top staff for award.

F. John S. Turner award

Selection criteria --CGPA, character, service to department, and leadership. This is the highest award the department gives to a student (or sometimes two students when there is a draw).

12. Attach a copy of the unit’s internship policy.

Please see Appendix II.2.12. “Communication Internship Policy.”

13. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences. (These documents can be placed in the appendices binder.)

The Department of Communication advocates and encourages opportunities for professional experience to supplement and reinforce classroom experience. Two kinds of professional experience opportunities exist in the department—media workshop (an internal practicum) and internship, which is external to the department. Communication faculty fully supervises the media workshop, which involves students working with the student media—the campus radio station, and student newspaper—as well as Television Services Department. Television Services is an affiliated department which serves as the engineering staff for the communication department's radio and television facilities and also does an extensive amount of campus-wide, on-air and off-air broadcast work. It is JSU-owned, and operated by professional staff employed by JSU. The external internship is supervised by communication faculty in partnership with the internship employer. Each of these two—practicum and internship—receives a three-hour credit. The practicum is a one-hour course taken thrice, while the internship carries a one-time, three-hour credit.

The media workshop is supervised by Mr. Mike Stedham, manager of the student media, who also teaches journalism part-time. Mr. Stedham has an M.A. in English, 14 years of experience as a newspaper writer and editor, and eight years as a radio station news director. Students receive a grade upon successful completion of the workshop.

The (external) internship—COM 491—is required of all communication majors. Before starting an internship, all relevant Communication courses (as identified in the internship application form) must have been completed or are being taken concomitantly with COM 491. A student must be in good academic standing (a minimum GPA of 2.0 on a 4-point scale both in communication and overall) in order to be eligible for internship.

Evaluation of Internship. Internship in the department currently consists of 350 hours of supervised work in a student's area of interest—broadcasting, public relations or print journalism (soon to become digital journalism in fall 2013). As a result of the changes that we are making following our 2013 self-study findings, the number of internship hours will change to 250 beginning in summer 2014.

The student is evaluated based on 12 objectives—ability to learn, initiative, judgment, attendance/punctuality, quality of work, writing, editing, tools and technology skills, critical thinking, first amendment knowledge, media ethics, and diversity—the last seven of which come from The JSU 4+7, discussed earlier. As indicated in the internship syllabus, course evaluation is based on: (a) a daily activity log kept by student, (b) a two-page critique by student of a current article on a subject related to the internship—all papers typed—and (c) internship site supervisor's evaluation of the intern. Fifty percent of a student's grade is derived from employer/site supervisor's evaluation, while the remaining 50 percent comes from journal and daily activity log evaluations by the internship coordinator. The coordinator also conducts on-site visits with as many internship sites as possible during interns' tenure with their employers. Beyond that, the coordinator also contacts employers during the course of the internship to help guide the students and respond to any problems they (the interns) or the employer, may have encountered.