Regent University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School of Communication & the Arts Mission Statement:
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

COURSE DESCRIPTION

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM
SPRING 2013

COURSE INSTRUCTOR: MICHELLE SIMMS, PhD

COM 685 SEMINAR (3 CREDIT HOURS): PREPARING FUTURE FACULTY

MAT (CAMPUS): TUESDAYS, 2:00-5:00 PM

MAD (DISTANCE): ASYNCHRONOUSLY
Instructor: Michelle Simms, PhD

Instructor bio:
I hold four degrees from Texas A&M University. My most recent degree conferred in 2011 is a PhD in Education (Curriculum & Instruction; Culture and Curriculum subgroup) with a research specialization in Entertainment-Education and geography education. I am a former National Science Foundation Graduate K-12 Teaching Fellow, the former Director of the Graduate Teaching Academy at Texas A&M, and former liaison to the Center for the Integration of Research, Teaching, and Learning at Texas A&M (TAMU-CIRTL) to the national CIRTL network funded by NSF and headquartered at the University of Wisconsin-Madison. I currently serve as the Instructional Technologist for the School of Communication at Regent University. Because of my background in education, technology, and entertainment, I have a strong interest in the bi-directional relationship between pedagogy and technology as well as between pedagogy and learning. This course will draw heavily on my experience at a research-extensive university and my work in preparing graduate students as “future faculty” as well as my own time running the gauntlet of the academic job search.

Course description:
From course catalog: In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these.

From instructor: This course prepares graduate students as “future faculty” by providing an overview of the various academic career paths available, developing a job search strategy, and preparing the artifacts typically requested in faculty job announcements. Students will also gain an understanding of learning theories need to articulate their teaching philosophy, how to leverage their experience in their graduate programs to better position themselves in the job market, and how to develop a job search strategy. This course is appropriate for PhD and MA students at any stage of their graduate programs who are interested in an academic career.

Course outcomes:
- Decipher a typical faculty job announcement to identify the required artifacts needed for consideration.
- Develop each of the elements typically requested in a faculty job announcement, such as a curriculum vitae, teaching philosophy, teaching portfolio, description of research track, and how to request letters of reference.
- Develop a strategy for professional networking and cultivating references to aid in job search and applications.
- Develop a syllabus.
- Articulate knowledge of learning theories and pedagogical approaches to teaching in chosen subfield.
- Utilize acquired skill set to develop a job search plan and application strategy.

Class meeting:
- Campus section (MAT): Tuesdays, 2:00-5:00 pm.
  Note: If the campus section is canceled due to low enrollment, students may register for the distance section. Arrangements can be made to meet with the instructor if the student wishes to have a campus experience. International students should consult with OISS before registering for a distance course.
- Distance section (MAD): Asynchronous
Grading:

- Weekly discussions 10%
- Assignments 50%
- CV
- Teaching Philosophy
- Syllabus
- Job strategy
- Research track statement
- Term paper –OR- Teaching Portfolio 40%
- TOTAL 100%

Required materials:

  **Note:** Do not buy this book used. You need an unused login code that comes with the book.

