

MINUTES
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE
Monday, February 13, 2012

1. Professor Lesley Cottrell, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Assembly Rooms A&B, NRCCE.

Members Present:

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|---------------|------------------|----------------|---------------------|----------------|
| Abraham, R. | Cottrell, S. | Johnston, A. | Perone, M. | Tower, L. |
| Ameri, S. | Cronin, A. | Kale, U. | Perry, J. | Tuninetti, A. |
| Anderson, J. | Curtis, R. | Kershner, R. | Polak, J. | Turton, R. |
| Anderson, K. | Davari, A. | Kirby, B. | Prudhomme, J. | Urbanski, J. |
| Atkins, C. | Davis, S. | Kite, S. | Reddy, R. | Vester, M. |
| Barreto, G. | DiBartolomeo, L. | Knight, J. | Reymond, R. | Vona-Davis, L. |
| Bastress, R. | Elmore, S. | Kromar, R. | Riemenschneider, S. | Watson, J. |
| Bilgesu, I. | Etzel, E. | Kuhlman, J. | Rockett, I. | Weihman, L. |
| Blake, L. | Finkel, M. | Lofaso, A. | Rose, T. | Wenger, S. |
| Bonner, D. | Fleming, S. | Mays, M. | Ruscello, D. | Whiteman, C. |
| Boone, D. | Fuller, E. | Miller, M. | Ryan, K. | Woloshuk, J. |
| Bowen, E. | Funk, A. | Munasinghe, R. | Schreurs, B. | Wood, A. |
| Brazaitis, M. | Harner, J. | Nichols, A. | Scott, H. | |
| Bredelhof, T. | Hartman, K. | Nutter, R. | Shelton, E. | |
| Campbell, L. | Hileman, S. | Oberhauser, A. | Sherwin, M. | |
| Carpenter, R. | Holmes, M. | Orlikoff, J. | Sperow, M. | |
| Cassels, A. | Hornsby, G. | Osborne, E. | Stout, P. | |
| Cohen, S. | Jackowitz, A. | Paul, S. | Stuchell, R. | |

Members Absent:

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| Anfinson, J. | Dino, G. | Hogan, T. | Mucino, V. | Sundaram, M. |
| Banta, L. | Graber, S. | Mandich, M. | Nelson, C. | |
| Clarke, M. | Hazard, H. | Moritz, J. | Petty, T. | |

Members Excused:

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|-------------|----------------|------------------|-----------------|---------------|
| Britten, B. | Ernst, G. | Iskander, W. | Paternostro, M. | Veselicky, K. |
| Brooks, R. | Fint-Clark, B. | Jones, D. | Putman, H. | Zimmerman, P. |
| Bucklew, A. | Hashmi, M. | Kleist, V. | Schwartz, S. | |
| Chalupa, C. | Huber, J. | Kopriva, N. | Stack, S. | |
| Clark, B. | Huffman, V. | Miltenberger, M. | Tallaksen, R. | |

Faculty Senate Officers Present:

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| Cottrell, L. | Griffith, R. | Lee, P. | Stolzenberg, A. |
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2. Chair Cottrell moved and it was duly seconded to approve the minutes from the Monday, January 9, 2012 meeting. Motion carried.
3. President Clements reported on the following issues:
- More than 1,000 students have gone through the HSTA program; 97% of those students attend college, 94% graduate from college, and 92% stay and work in West Virginia.
 - Governor Tomblin declared February as HSTA Month.

- The “Mon Quest Project” is a program that has been a success through the West Virginia Water Research Institute at WVU. It has been deemed “the best” in terms of research, education and outreach projects in the nation. The Mon Quest Project is a nominee for the National Impact Award, which will take place tomorrow in Washington, D.C.
- The WVU Law Clinic celebrated 35 years of clinics that have provided direct service to the State. The Land Use and Sustainable Development Law Clinic has been added, and it will provide assistance to land owners and land trusts in county and municipal governments to protect local land and water. Students will give legal assistance in various areas, and the plan is to make it State-wide.
- The WVU Masters Business and Administration program has been recognized as one of the top on-line programs by *US News and World Report*. Rankings include: faculty credentials and training, teaching practices and student engagement, admission selectivity, and student services and technology.
- Professor Jim Dean, Director of Mining and Industrial Extension at WVU, was selected by the National Research Council Committee to study how to equip miners to escape from disaster before help arrives.
- A team of students have been selected to participate in the 2013 Solar Decathlon hosted by the United States Department of Energy. WVU is one of 20 teams selected world-wide to design, build, and operate the most affordable, attractive and energy-efficient solar power house that they could create. The team is creating a log cabin, and the project will be totally student-driven. Colleges involved include: the Benjamin Statler College of Engineering and Mineral Resources, the College of Creative Arts, the Davis College of Agriculture, Natural Resources and Design, the Reed School of Journalism, as well as a branch of the University of Rome.
- The State set aside \$35 million dollars for the institution to get matches in selected areas. All of the money has been used and matched to include \$70 million dollars in endowments to support research and student fellowships. Hopefully, the State will give WVU another round of research money.
- The hospital expansion will include a ten story tower; it will add 700 - 800 jobs, and the capacity for patient care will be increased.
- The final touches to the Physics rooms in White Hall are spectacular and the new greenhouse at Evansdale is underway. A revitalization plan is taking place at the Evansdale Campus to include new buildings for the Davis College of Agriculture, Natural Resources and Design, the College of Physical Activity and Sport Sciences, Student Health and Wellness, a new Engineering Research Facility, and a new connector building for the PRT.
- WVU Day will be held the 21st of February in Charleston, WV.
- The budget is stable; watching to make sure there are no decreases in funds.

- Some OPEB legislation has passed; implications look promising.
- Salary increases are a goal as we endeavor to make the University more competitive.
- George Esper, alumni from the Reed School of Journalism, passed away. The outpourings of tributes for him have been tremendous including condolences from the government of Vietnam and his students.
- Mark Brazaitis, Director, Creative Writing Program, won the Richard Sullivan prize for a collection of short stories.

4. Provost Wheatly reported on the following issues:

- The Higher Learning Commission (HLC) will be on campus 2013-2014; one of the Strategic Planning goals will be to bring the planning department into alignment with reaccreditation.
- Workshops have been held for the Council of Deans in the academic units. Everybody will be involved in the planning process because it involves student learning; input will be needed from all units. The HLC will hold a conference in Chicago sometime in April of this year.
- We are working with the Faculty Senate Executive Committee to assess the learning outcomes for the General Education Program. We have been working with the HLC advisors to see how Potomac State and WVU-Tech will enter into the accreditation; they are part of WVU, but they will have different chapters dedicated to their particular goals and objectives. We are working with OIT to set up the electronic resource room so information can be made available to the representatives.
- The Mountaineer Success Academy will be overseen by Associate Provost Dooley. A number of supports will be set in place for students when they arrive on campus involving descriptive programming and placing students in sections where they can get the best resources and help. Students in the Academy will begin classes one week earlier, and 300 spots have been reserved. We are hopeful that this program will help to retain students.
- A Pre-Health Professions Advisement Center will be set up and it will be geared toward helping honors students and students with scholarships. Dr. Garbutt is restructuring the honors program to include a council of representatives from each of the colleges. Dr. Garbutt is searching for an associate dean for the Honors College.
- We are looking at new ways to fund undergraduate research for the summer months.
- The executive search at Potomac State is underway and doing very well with many qualified applicants.
- Carolyn Long, the Executive Officer for WVU-Tech, and her senior leadership team, visited the campus last week.

- The Provost met with the HR&E dean's search committee on Friday; a slate of finalists is forthcoming so interviewing can begin for the dean's position.
- We are working with Fred King and Narvel Weese to align the Research Office so we can address issues that have been raised by faculty to provide better customer focus and research support.
- A Council of Deans retreat will be held this month, and we will discuss disbursement of the remaining faculty lines. Innovative proposals have been requested, and each academic unit has been asked to identify parts of the University that are outstanding. More resources and lines are needed to grow to the next level.
- There is a lot going on with the diversity agenda. The advanced grant is up and running; it is changing the way we do business at the University.
- The Provost met with the fourth STEM department, Mechanical and Aerospace Engineering, which is ranked number 23. A diverse perspective is the issue standing between them and a higher ranking.
- As new lines are assigned, so is more accountability for gender-neutral searches; therefore, mentoring plans are being defined for young faculty members.
- Extraordinary presentations were given for Martin Luther King Day as well as a wonderful concert.
- A Women's Studies lecture will be held this evening.
- Every week, two or three engagements are held with international partners; this evening a gathering will be held to discuss engineering opportunities.
- We are working on structuring the administration to better achieve Strategic Goal 5 – State Engagement. Three round tables are working to gather intelligence about economic development, life-long learning, and health and quality of life. An executive search has been done by a “think tank.” We will be talking with the HSC and everybody in the senior leadership group about how to structure to do more with the same kinds of resources.
- We are still engaged with the Boy Scouts of America. We are entertaining a proposal from the group to generate a curriculum surrounding the Stem Cloud. We are looking at a piece of property to purchase in Beaver.

5. Chair Cottrell reported on the following issues:

The Mary Catherine Buswell award for outstanding service to WVU women is due February 24, 2012. If additional information is needed, contact Chair Cottrell.

Elaine Bowen, WVU Extension, distributed “Acts of Kindness” notices. The Extension office is overseeing a “wild wonderful wellness challenge,” and this week they are asking everyone to spread “acts of kindness.” More information is available on the WVU Extension webpage.

Professor Reagan Curtis, HR&E, displayed posters today concerning the Program Evaluation Research Center which opened in July.

The Faculty Senate approved a policy around 1999 concerning evening classes that states if students have a regularly scheduled evening examination for a day class that coincides with an evening class they are taking, students can receive a make-up exam for the evening examination. (March 10, 1999, Annex IV)

Exact wording from the March 10, 1999 minutes: *Students taking courses with regularly scheduled evening examinations cannot use the fact as basis for missing a regularly scheduled class that meets at the same time as the examination. Students taking courses with scheduled evening examinations shall have the right to make up these examinations if they miss an examination in order to attend a class that meets at the same time.*

6. Jennifer Orlikoff, Chair, Senate Curriculum Committee, moved for approval of the following Curriculum Committee reports and a revised credit hour statement:

Annex I, New Courses and Course Changes. Motion carried.

Annex II, New Strategic Communications Major Plan. Motion carried.

Annex III, STCM 459 Capstone Request. Motion carried.

Annex IV, The Alteration Report was submitted for approval.

Associate Provost Dooley said the Higher Education Act in 2008 was reauthorized. In 2010, the United States Department of Education decided that there should be statutory requirements. One of those requirements is credit hours. They stated that there is a commonly accepted minimum number of credit hours that degree programs must be compliant with. HLC, our accrediting body, has been charged with monitoring whether or not WVU and other institutions are in compliance with this order. So we are getting ready to go through reaccreditation in 2013-14, and a team of people have been meeting to determine where the gaps are. One of the gaps is that we do not have a statement in the catalog to address the minimum number of credit hours. The Senate Curriculum Committee was asked to come up with a statement concerning the minimum number of credit hours needed.

Professor Orlikoff said the statement (listed below) will keep WVU in alignment with the HLC which states that a minimum of 120 credit hours needs to be completed in order to confer a BA degree. We need a statement in place to protect us so someone cannot come along with a program asking for fewer credit hours. An approval of the following statement will allow a policy to be put in place.

Professor Orlikoff moved for approval of the following catalog statement:

Bachelors degrees conferred by West Virginia University must require at least 120 credit hours. Most degree programs require additional hours (see specific requirements for each major in the catalog).

Motion carried with 2 not in favor and 5 abstentions.

7. Robert Davis, WVU Sophomore from Fairmont, WV, studying International Relations and Arabic spoke on what it means to be a veteran at WVU. Mr. Davis joined the Marines and served 13 months in Iraq and 12 months in Afghanistan. He was a Communications Specialist, and he earned the rank of Sergeant. Upon graduation, he hopes to have a career in Diplomatic Services. West Virginia has a high number of veterans per capita, and WVU has been recognized as one of the most veteran-friendly schools in the country for the past 3 years.

He said a WVU Adventure WV trip changed his life. He experienced high adrenaline activities, and he gained a valuable network of staff members, students and incoming veterans. Entering the University can be overwhelming for a veteran, but WVU has given service men and women the opportunity to enjoy others, work as a team, and accomplish a mission.

Mr. Davis was part of a public speaking class designed for veterans and taught by Professor Carolyn Atkins. He spoke at the Capital Classic luncheon last month in Charleston, WV.

8. Associate Provost C. B. Wilson discussed Annex V, WVU Parental Work Assignment Recommendation: Phase II. He said Provost Wheatly has approved the recommendations.
9. Associate Provost C. B. Wilson discussed Annex VI, Statement Added to Faculty Handbook. An addendum was added to the section in the catalog that refers to emeritus status. It also encourages faculty who are not in a tenure track position to have the opportunity to be awarded emeritus status as well. Associate Provost Wilson said they are using the protocol to add statements to the handbook once they have been established. He discussed the protocol with the Faculty Senate Executive Committee.
10. Roy Nutter, ACF representative, said last Friday was Higher Education Day. He discussed several Senate Bills and House Bills.
11. Robert Griffith, BOG representative, said the BOG will meet next week.
12. New Business

Ruth Kershner said that she looking for faculty volunteers. The Department of Community Medicine and student organizations are sponsoring a spring fashion show along with alcohol education. The show will take place March 6, 2012. Professor Kershner said she needs 3 judges. If anyone is interested, contact Professor Kershner.

13. The meeting adjourned at 4:32 p.m. to reconvene Monday, March 12, 2012.

Mary Strife, Faculty Secretary

To: Faculty Senate Executive Committee
From: Jennifer Orlikoff, Chair, Faculty Senate Curriculum Committee
Date: January 23, 2012
Re: New Courses and Course Changes

College of Business and Economics

New Courses

Economics

ECON 729. Spatial Econometrics. 3 Hr. Explores the various types of spatial econometric models and how they are estimated and interpreted. Maximum likelihood and Bayesian methodologies will be demonstrated both mathematically and in an applied setting. (Effective Term: Spring 2013) (CIP 520601)

Rationale: The ECON 729 course will serve two base constituencies. The first will be Ph.D. students pursuing degrees in Natural Resource Economics and Resource Management. The proposed course is an integral part of the Spatial Econometrics and Spatial Analysis field requirements for these degrees. The second and equally important constituency will be students pursuing a Ph.D. in Economics through the Department of Economics. The proposed course will be cross-listed with the Department of Economics to complement the field offerings in that department. (Cross-listed with ARE 729)

Marketing

MKTG 345. Selling with Digital Media. 3 Hr. PR: MKTG 320. Exploration of how emerging forms of digital media such as social networking, and/or blogs can advance or hinder personal selling and marketing in the 21st century. (Effective Term: Summer I 2012) (CIP 521401)

Rationale: The promotion element of the marketing mix emphasizes communication of value propositions to customers. One component of promotion, personal sales is limited in application due to the time intensity of sales activities. The richness and detail of digital media adds depth to those communications and could improve time management for salespeople. However, maintenance of digital media is also time intensive and digital media increases the transparency of sales activities. Both of these issues are examined theoretically and practically.

This elective course builds upon the learning outcomes of MKTG 320, Personal Selling. This course allows the students to apply their learning using current sales tools.

MKTG 474. Outside Case Competition. 3 Hr. PR: MKTG 325. Working with a small team, students participate in an outside case competition with a prominent commercial and government client. (Effective Term: Fall 2012) (CIP 521401)

Rationale: Marketing education is moving towards more experiential learning. In response to this development, a small, select group of WVU B&E marketing majors will be invited to participate in an outside case competition with a prominent commercial or government client to develop and implement specific marketing strategies. This provides students with “real world experience” and an opportunity to apply marketing concepts learned in other courses. Students will interface directly with representatives from the outside companies and in a team centered environment, perform market research and develop strategies and recommendations to address the marketing challenge. This course allows students to apply the marketing knowledge gained from other coursework.

MKTG 475. Social Media and Marketing. 3 Hr. PR: BCOR 350. Students will explore and learn how to integrate these social media platforms into product and organization marketing efforts. (Effective Term: Fall 2012) (CIP 521401)

Rationale: More than half of the world’s population is online. Many of these individuals are reading and producing content including that on blogs, websites, message boards, Facebook, Google+ and Twitter. This course will focus on using the platforms (blogs, wikis, podcasts, social media, apps etc.) as part of any marketing communications program. To be an effective marketer, you must be able to integrate these platforms into product and organization marketing efforts.

Eberly College of Arts and Sciences

New Courses:

World Languages, Literatures, and Linguistics

SPAN 350. Phonetics and Pronunciation. 3 Hr. PR: (SPAN 301 and SPAN 302 and SPAN 303 and SPAN 304) and LING 311 or consent. Introduces key concepts and terminology associated with the sound system of Spanish and prepares students to improve their pronunciation. (Effective Term: Fall 2012) (CIP 160101)

Rationale: The current undergraduate program in Spanish strives to help students improve their language skills in speaking, reading, writing, and listening. This course is designed to complement the existing program by providing students theoretical and practical tools to understand the phonetic system of Spanish. Besides introducing useful concepts, this course teaches students to become more aware of their own pronunciation as they learn how to explain and correct their mistakes. Furthermore, this course discusses pronunciation differences between Spanish dialects and between Spanish and English.

Biology

BIOL 420. Genomics. 3 Hr. PR: BIOL 219. Advanced elective examining biology and evolution on a genome-wide scale. Topics include fields of study and methods of DNA sequence

acquisition and annotation, including exploration of the human genome and its contribution to disease discovery. (Effective Term: Fall 2012) (CIP 260101)

Rationale: Genomics is an interdisciplinary subject that impacts multiple areas within the life, medical and pharmaceutical sciences. The birth of the “genomics era” coincided with the completion of the human genome sequence, and subsequently, close to one thousand organisms across diverse domains of life have been fully sequenced, with several times that number currently in progress. Given this considerable trend towards genomic approaches to understanding organismal diversity, evolution, and the origin of disease, it is of immediate importance that our students be provided the opportunity to explore this fascinating and interdisciplinary subject. The proposed course fills this niche by providing an upper division elective credit course within the Ecology and Evolution (Group III) area of the Biology major.

This new course directs the focus towards the evolutionary and organismal inferences that may be gleaned from genomic data rather than data generation and acquisition alone. Additionally, a computer lab component will be included to provide students hands-on experience in data analysis and interpretation.

Psychology

PSYC 234. Drugs and Behavior. 3 Hr. Behavioral, neurochemical, pharmacological, historical, legal, social, and clinical aspects of commonly used and abused psychoactive drugs. (Effective Term: Fall 2012) (CIP 420101)

Rationale: This course will offer general information regarding drug use and abuse. It may also be used to satisfy part of the Psychology major requirement for a 200-level PSYC class. As drug use (legal and illegal) is fairly common in this country, it is important for students to have basic knowledge about what effects drugs have behaviorally, neurochemically, physiologically, and socially. They will learn about basic neurobiology and mechanisms of drug action, prevention and treatment of drug abuse, pharmacotherapy for mental illness, and they will engage in critical thinking activities designed to challenge the way they view drug use in the country. This course will be of interest to students considering careers in substance abuse counseling, social work, criminal justice, or in behavioral pharmacology/psychopharmacology.

PSYC 608. Professional Issues—Behavioral Neuroscience. 1 Hr. Survey of professional issues in behavioral neuroscience.

Rationale: This course is designed to provide first year Behavioral Neuroscience graduate students a holistic professional foundation including ethical issues to encourage a high rate and quality of productivity from the beginning of their graduate careers, and to increase opportunities for career enhancement. A secondary objective is to give first year Behavioral Neuroscience graduate students the opportunity to convene on a regular basis, meet with their faculty, and discuss professional concerns/questions as they arise at the onset of graduate school.

Professional Issues in Behavioral Neuroscience will be a required course for doctoral students in Behavioral Neuroscience, a new doctoral area of emphasis under the Ph. D. in Psychology, Department of Psychology.

PSYC 656. Grant Writing in Psychology. 3 Hrs. Essential writing skills for securing extramural funding for research programs in the behavioral sciences. (Effective Term: Fall 2012) (CIP 420101)

Rationale: Grant writing skills are essential preparation for securing extramural funding to support research programs in academics and academic medicine. Grant Writing for Psychology will be a required course for doctoral students in Behavioral Neuroscience, a new doctoral area of emphasis (proposal under review) under the Ph.D. in Psychology, Department of Psychology.

Social Work

SOWK 404. Social Work Practice & End of Life Care. 3 Hr. PR: SOWK 300 and SOWK 319 and SOWK 320 and SOWK 330. Applies a multidisciplinary and multidimensional approach to the study of end of life. Addresses death, dying, and bereavement across the lifespan. (Effective Term: Spring 2012) (CIP 440701)

Rationale: This course is a Social Work elective that will be offered to junior and senior BSW students, who want to gain a fundamental understanding of social work practice and end of life care. This topic is important to add to the curriculum because all social workers and health care professionals will inevitably work with a client, or the family of a client, who is faced with a life-limiting illness, death, dying, grief, or bereavement.

This is one of several social work electives developed to address current social work practice issues and strengthen the practice piece of our curriculum in preparing entry-level social work graduates.

College of Human Resources and Education

New Courses:

Counseling

COUN 400. Diversity and Human Relations. 3 Hr. Overview of diversity and relationships. Examination of genetic/cultural diversity. Attention to problems related to diversity in a changing world. (Effective Term: Summer I 2012) (CIP 131101)

Rationale: The Department of Counseling, Rehabilitation Counseling and Counseling Psychology offers undergraduate courses related to the helping professions. These courses are the department's opportunity to introduce undergraduate students to the fields of counseling and psychology, as well as add a perspective to their education on how they will need to operate in future work settings. The department is expanding its' offerings and is proposing an additional

course in Diversity and Human Relations. This course aligns with the missions of both West Virginia University and the College of Human Resources and Education by creating an educational experience that will allow students to explore the concept of “respect(ing) the dignity of each person and all cultures.” In an academic climate where undergraduate students’ possess an increasing desire to pursue courses in the human services/counseling field, a course in Diversity & Human Relations helps fill an undergraduate curriculum gap in the University and one the Department is qualified to fill.

The proposed course, Diversity & Human Relations, meets the needs of undergraduate students across many degree programs, but also meets the needs of an expanding WVU student community by increasing an understanding of our ever changing society and its diverse nature.

COUN 405. Career and Lifespan Development 3 Hr. Overview of lifespan career development theories, including impact of personal growth and life stages. Emphasis on understanding job choices and personal strategies for career decision making. (Effective Term: Summer I 2012) (CIP 131101)

Rationale: The Department of Counseling, Rehabilitation Counseling and Counseling Psychology offers undergraduate courses related to the helping professions. These courses are the department’s opportunity to introduce undergraduate students to the fields of counseling and psychology, as well as add a perspective to their education on how they will need to operate in future work settings. The department is expanding its’ offerings and is proposing an additional course in Diversity and Human Relations. This course aligns with the missions of both West Virginia University and the College of Human Resources and Education by creating an educational experience that will allow students to explore the concept of “respect(ing) the dignity of each person and all cultures.” In an academic climate where undergraduate students’ possess an increasing desire to pursue courses in the human services/counseling field, a course in Diversity & Human Relations helps fill an undergraduate curriculum gap in the University and one the Department is qualified to fill.

The proposed course, Career and Lifespan Development, meets the needs of undergraduate students across many degree programs, but also meets the needs of an expanding WVU student community.

COUN 410. Interpersonal Communication Skills. 3 Hr. Overview of interpersonal communication skills. Emphasis on personal and interpersonal strategies for understanding, appreciating, and managing communication skills in personal and career relationships. (Effective Term: Summer I 2012) (CIP 131101)

Rationale: The Department of Counseling, Rehabilitation Counseling and Counseling Psychology offers undergraduate courses related to the helping professions. These courses are the department’s opportunity to introduce undergraduate students to the fields of counseling and psychology, as well as add a perspective to their education on how they will need to operate in

future work settings. The department is expanding its' offerings and is proposing an additional course in Diversity and Human Relations. This course aligns with the missions of both West Virginia University and the College of Human Resources and Education by creating an educational experience that will allow students to explore the concept of “respect(ing) the dignity of each person and all cultures.” In an academic climate where undergraduate students' possess an increasing desire to pursue courses in the human services/counseling field, a course in Diversity & Human Relations helps fill an undergraduate curriculum gap in the University and one the Department is qualified to fill.

The proposed course, Interpersonal Communications Skills, therefore not only meets the needs of undergraduate students across many degree programs, but also meets the needs of an expanding WVU student community by increasing an understanding of how communication can be used to assist in a helping profession.

School of Journalism

Strategic Communications

New Courses:

STCM 215. Intro to Strat Communications. 3 Hr. This introductory course in strategic communications provides a broad overview of professional advertising and public relations practices and their roles in society. (Effective Term: Fall 2012) (CIP 090902)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches the skills and theory of both the advertising and public relations fields.

STCM 315. Strategic Ad & PR Writing. 3 Hr. PR: STCM 215. This class provides exposure to the kinds of writing required in advertising and public relations careers (Effective Term: Fall 2012) (CIP 090902)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches the skills of writing for both the advertising and public relations fields.

STCM 421. AD & PR Research. 3 Hrs. PR: STCM 315. This course focuses on in-depth examination of the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. Also listed as STCM 521. (Effective Term: Fall 2012) (CIP 090902)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches how to conduct research for both the advertising and public relations fields.

STCM 459. Capstone Strategic Communication and PR Campaigns. 3 Hr. PR: STCM 315 and STCM 421. This capstone course synthesizes knowledge from all prior major courses and applies it to the development of a Strategic Communications campaign in a real world environment. Also listed as STCM 559. (Effective Term: Fall 2012) (CIP 090902)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches how to create an advertising and public relations campaign for a client.

STCM 521. Ad & PR Research. 3 Hr. This course introduces students to the multi-faceted world of advertising & public relations research, and the array of complex tools used to produce meaningful results. Also listed as STCM 421. (Effective Term: 2012) (CIP 090902)

Rationale: This course is part of a new graduate program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches how to conduct research for both the advertising and public relations fields.

STCM 559. Strategic Communication and PR Campaigns. 3 Hr. Graduate students develop a Strategic Communication campaign in a real-world environment and conduct research on a real-life advertising campaign issue. Also listed as STCM 459. (Effective Term: Fall 2012) (CIP 090902)

Rationale: This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches how to create an advertising and public relations campaign for a client. Students will learn to synthesize theories into the actual campaign.

School of Public Health

Social and Behavioral Sciences

Course Change:

From:

CHPR 638. Community Health Assessment/Evaluation. 3 Hr. PR: CHPR 612 and PUBH 601. This course is designed to convey theory and practice for developing health promotion programs. The course addresses assessment and evaluation principles appropriate to a wide range of health promotion programs.

To:

SBHS 611 Community Assessment. 3 Hr. This course is designed to provide students the knowledge and skills needed to conduct meaningful community health assessments using direct observations, secondary data sources, key informants and public documents, integrating community perceptions and published evidence (Effective Term: Spring 2013) (CIP 512201)

Rationale: As the field of social and behavioral health has developed, community assessment and evaluation have both experienced an expansive knowledge base. For students to be competitive in this discipline, they must have strong knowledge and skills in assessment and evaluation. Therefore, the course is being split into two separate courses: one focusing on community needs assessment (SBHS 611) and one focusing on program evaluation (SBHS 613).

New Course:

SBHS 627. SBHS Proposal. 2 Hr. Students develop a proposal for a discipline-specific practicum project (applied/research-based) integrating public health skills, theory and knowledge as the first part of the culminating experience supported by a faculty-review/mentoring process. (Effective Term: Fall 2012) (CIP 512201)

Rationale: The proposed course provides students the opportunity to apply public health and social and behavioral science skills and knowledge gained in the MPH program to an applied-or research-based public health issue. Students will apply their theoretical knowledge base during the development of the proposal. This is considered to be one option for a culminating experience, which is a required MPH activity for accredited public health programs and schools.

Occupational and Environmental Health Sciences**New Courses:**

OEHS 610. Environmental Practice. 3 Hr. The course involves application of Public Health principles to the planning and operation of drinking water, sewage disposal, solid and hazardous waste management, air pollution and general community sanitation. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis

for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows to students to gain skills and knowledge focused on pollution prevention for air, water and solid waste as well as an understanding of what is required for environmental monitoring and permits.

OEHS 622. Public Health Toxicology. 3 Hr. This interdisciplinary course will survey the principles of toxicology that pertain to the human health and the environment, and the integration of these principles into public health practice. (Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows the students to gain skills and knowledge focused on the effects of toxic agents, food additives and pollutants, with effects on general and susceptible populations; the ability to communicate risk and the integration of these principles into public health practice.

OEHS 732. Occupational Injury Prevention. This course introduces students to occupational injury. It covers the magnitude, nature and mechanisms of occupational injury and provides a critical perspective on their causes and prevention strategies at multiple levels. (Effective Term: Fall 2012) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows the students to understand some of the relationships between the environment and human health that can result in injury or disease. The understanding of these complex interactions is developed systematically so that the student can integrate knowledge from multiple sources and multiple disciplines. This results in a holistic view of the human- environment interface and allows deconstruction of any previous biases in developing new ideas and theories that can then result in the construction sustainable solutions.

OEHS 734. Aerosols and Health. 3 Hr. This course will give an understanding of the basic principles behind aerosol generation, measurement, mechanics and toxicity for aerosols found in

the environment and their application to health effects caused by exposure to these aerosols.
(Effective Term: Spring 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows the students to gain skills and knowledge focused on the basic principles behind aerosol generation, measurement, mechanics and toxicity for aerosols found in the environment and their application to health effects caused by exposure to these aerosols.

OEHS 742. Outbreak Assessment. 3 Hr. This course covers environmental and epidemiologic principles and concepts within the context of case studies associated with disease outbreaks.
(Effective Term: Fall 2013) (CIP 512201)

Rationale: This course will provide students important skills and knowledge in Occupational and Environmental Health Sciences. These reflect the ASPH Public Health Competencies which are nationally accepted as a framework for public health graduate studies and provide the basis for the Certified in Public Health exam, the national credentialing exam in public health. Our students must be able to understand and apply these concepts in order to successfully compete in today's market and to be responsive to the rapidly changing field of public health. This course allows the students to gain skills and knowledge focused on understanding, through numerous examples, the diversity and complexity of outbreak investigation. With this understanding they may then be able to apply that knowledge and determine the source of future disease outbreaks.

School of Medicine

Occupational Therapy

New Course:

OTH 201. Medical Terminology for OT. 1 Hr. The study of medical terminology with a focus on how terminology is used in the field of occupational therapy. (Effective Term: Summer I 2012) (CIP 512306)

Rationale: Students entering the occupational therapy educational program are required to understand and use medical terminology as part of the educational and professional experience. As part of a curriculum reorganization to facilitate student success in the program, medical terminology will become a pre-requisite course. By having students take medical terminology prior to commencement of anatomy, they will have a better understanding of the terms used in

the instruction of anatomy and other occupational therapy courses which should help facilitate their success.

Moving medical terminology to a pre-requisite course will also allow the OT program to re-organize its course offerings to decrease the fall semester of the Junior year from 19 to 16 credits. This will also improve student success.

College of Creative Arts

Theatre

New Course:

THET 460. Contemporary Drama. 3 Hr. Contemporary Drama provides an analysis and exploration of a set of representative living playwrights with research and context. Also, writing and discussion will follow current issues of the periodical American Theatre. (Effective Term: Fall 2012) (CIP 500501)

Rationale: With Revisions to the theatre history sequence, THET 460 follows THET 260, a one-semester chronological review of theatre history, and THET 365, a seminar-style survey of dramatic literature. All of these courses are supported by THET 230, Text Analysis. THET 460 will be submitted for approval as “W” courses. The current Theatre History sequence of THET 361, the old sequence of courses combining history and lit (THET 361, 362, 363) is being dropped effective 201207.



Perley Isaac Reed School of Journalism
West Virginia University

To: Senate Curriculum Committee
From: Maryanne Reed
Dean, School of Journalism
Date: 1/30/2012
Re: New Strategic Communications Major Plan

This is a formal plan to create a new major with two new Areas of Emphasis.

Specifically, the School of Journalism proposes that we combine two existing majors (Advertising and Public Relations) into one major (Strategic Communications) and convert the former majors into areas of emphasis.

We would like the new AOE's to be available to students entering the SOJ in the fall of 2013. All forms for new courses and course changes have been submitted to the Faculty Senate Curriculum Committee.

RATIONALE:

The plan for a new integrated major is in response to the dramatic changes over the last decade impacting the communications and media industries. The line between advertising and public relations functions is becoming increasingly blurred. Many agencies, companies and non-profit organizations are now utilizing an integrated approach to solving communications challenges, with a growing emphasis on building relationships through digital and social media. We believe these changes should also be reflected in our undergraduate curriculum to better prepare our students for the careers in the evolving industry.

The plan we are proposing reflects the evolving nature of our industries. We want our students to critically think within a larger Strategic Communications realm, not just within distinct advertising or public relations activities. We want our students to be more skilled in utilizing new technologies, which are critical within the Strategic Communications mix. We also want our students to be prepared for the new challenging nature of Strategic Communications from an ethical perspective and to develop a commitment to maintaining transparency and high ethical standards as professional communicators within the larger society.

Several journalism schools have already made changes to their curricula to help their students become marketable communication professionals who better serve the Strategic Communications industries. and more schools are willing to make changes to their curriculum. We want to be among the leader schools, rather than followers, in this regard. However, we have also done our due diligence and proceeded thoughtfully on this course. We have studied some of the schools that have already directed their curricula into Strategic Communications and consulted with industry professionals. We believe the new Strategic Communications major is in line with the mission of the School and the University.

PROGRAM REQUIREMENTS

The new major will be called Strategic Communications. The students in this major will choose one of two areas of emphasis – either Advertising or Public Relations. This major will require that students take four core courses:

- Journalism 101 — Introduction to Mass Communications
- Journalism 210 — Introduction to Visual Journalism and Design
- Journalism 215 — Media Writing
- Journalism 428 — Media Ethics and Law

The students also will take four Strategic Communications courses, as outlined below. These four courses will have the new STCM course prefix.

- STCM 215 Introduction to Strategic Communications: Advertising & Public Relations Principles
- STCM 421 Advertising & Public Relations Research
- STCM 315 Strategic Communications Writing & Applications for Advertising & Public Relations
- STCM 459 Strategic Advertising & Public Relations Campaigns

In addition, the students will take three AOE courses as outlined below, depending upon their AOE.

Advertising AOE Courses (9 credits from the below list)

| Course | Remarks |
|--|------------|
| ADV 403 Media Strategy | New title |
| ADV 451 Interactive Marketing Communications | New title |
| ADV 315 Creative I | New title |
| ADV 450 Audience Psychology and Behavior | New course |
| ADV 452 Advertising Strategy and Management | New course |
| ADV 455 Creative II | New course |

Public Relations AOE Courses (9 credits)

Students must take PR 422: Cases Studies (**3 Credits**) and choose at least one course from both Groups A and B (**6 credits**).

For example:

- PR 422: Case Studies (**3 Credits**)
- One course from Group A (Skills-Based Course Set) (**3 Credits**)
- One course from Group B (Specialization Course Set) (**3 Credits**)

Group A: Skills-Based Course Set (choose at least one course)

| Course | Remarks |
|---|---------|
| PR 319 PR Editing and Design | |
| JRL 319 Copy Editing | |
| PR 333 Web Design | |
| Other course approved by the STCM sequence head | |

Group B: Specialization-Based Course Set (choose at least one course)

| Course | Remarks |
|--|------------|
| PR 410 IMC for PR (online) | |
| PR 512 Fundraising/Foundation Management | |
| JRL 361 Media Relations in Sport | |
| Other course approved by STCM sequence head | |
| ADV 451 Interactive Marketing Communications | New title |
| ADV 450 Audience Psychology and Behavior | New course |

LEARNING OUTCOMES

Over the last 5 years, the School of Journalism (SOJ) has implemented an extensive assessment system. The SOJ was successfully reaccredited in 2009. In the Advertising major, we assess 10 educational objectives, including: ability to analyze and interpret data, ability to bring ideas from inception to execution, diversity, ability to develop creative campaigns, presentation skills, media planning, knowledge of IMC, communication ethics & law, ability to work as a team, and synthesis of knowledge from across disciplines. For Public Relations students, we assess their knowledge and understanding of research methods, data analysis and interpretation, diversity, application of principles to campaigns, creativity, writing, media use, professional ethics and law, social role of PR, and application of knowledge from across disciplines. We also regularly have a panel of faculty and industry professionals to assess students' work in their respective capstone classes.

When we combine the capstone classes into one course for the Strategic Communications major, we'll be able to come up with the assessment process that covers the two areas of emphasis to assure the quality of the program.

PHASING OUT ADVERTISING AND PUBLIC RELATIONS MAJORS

Students entering the SOJ in Fall 2012 or thereafter and wanting to study advertising, public relations or both will be subject to the new requirements and will major in Strategic Communications. Students who entered the SOJ prior to Fall 2010 will continue to major in Advertising or Public Relations and will take the same required courses, despite the subject-code changes. The new converged capstone course, STCM 459, Strategic Advertising and Public Relations Campaigns, will substitute for ADV 459 and PR 459.

RESOURCES

We do not need additional resources to offer this program. We have been meeting our enrollment goals for the time being, so we do not plan to increase the number of students we're serving. Therefore, we do not need additional faculty at this time. In addition, we have taken steps to ensure that our faculty members have the skills needed such as holding seminars and lectures to educate our faculty members on the changes in the industry. We are sending faculty to multimedia training workshops and buying necessary equipment and software. In addition, the SOJ has recently hired two new faculty members with design and graphic experience, which will help our students better prepare for the new real world.

College/School Sign-off

| | |
|----------------|---|
| Date: _____ | Initiated By (Please type or print legible) : <u>Diana Martinelli</u> Initiator's Signature: _____ Initiator's Phone Number: <u>304-293-3505</u> Email: <u>diana.martinelli@mail.wvu.edu</u> |
| Date: _____ | Approved By (Please type or print legible) : <u>Diana Martinelli</u> Approval Signature: _____ (Department Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible) : <u>Sang Lee</u> Approval Signature: _____ (Chairperson of Department/Division) |
| Date: _____ | Approved By (Please type or print legible) : <u>Diana Martinelli</u> Approval Signature: _____ (College Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible) : <u>Maryanne Reed</u> Approval Signature: _____ (Dean or College or School) |

| | | |
|----------------------------|-------------|----------------------------|
| Approved by Faculty Senate | Date: _____ | |
| Signature: _____ | | Curriculum Committee Chair |

Submit:**To: Faculty Senate Office, P.O. Box 6621.**

Catalog Description (Includes title, credit hours, pre- and co-requisites plus catalog text. Catalog text is limited to 35 words. Term indicators are not required.)

OLD (For Changes OR Alterations, include BOTH entire old and entire new catalog entry)

NEW

STCM 459. 3 Hr. PR: STCM 315 and STCM 421. This capstone course synthesizes knowledge from prior major courses and applies it to the development of a Strategic Communications campaign in a real world environment. Also listed as STCM 559 (Strategic Communication and PR Campaigns).

Please Enter the number of words in the text box above:

Curriculum Based Rationale for action requested (how this course fits program needs in major, minor, etc.):

This course is part of a new major program that will combine the School of Journalism's old Advertising and Public Relations majors into one major called Strategic Communication. The new curriculum mirrors industry trends by teaching both advertising and public relations skills and theory. As part of this new merged major, this course teaches how to create an advertising and public relations campaign for a client.

Expected learning outcomes (for new courses and course changes):

By the end of this course, students will be able to:

- Demonstrate how strategic communications campaigns are planned and implemented in the real world;
- Demonstrate a practical and theoretical background necessary to successfully plan and implement strategic communication campaigns in the IMC environment;
- Present the campaign plan in a clear and understandable manner; and
- Identify diverse demographics through the media plan.

THE FOLLOWING INFORMATION MUST BE SUPPLIED FOR ALL COURSE ADDS, CHANGES AND ALTERATIONS.

Does the proposed course or program require acquisition of new resources such as books, equipment or other appropriate resources to achieve the objective(s) of the course or program? (If yes, indicate source of funding.)

Source of funding:

Does the proposed course or course change have content that may be covered by another academic unit? (If so, include a memorandum of agreement from the units involved.)

Does the proposed course or course change have prerequisites taught by another academic unit? (If so, include a memorandum of agreement from the units involved.)

Does the proposed course or course increase the number of hours required for students to graduate? (If so explain why such an increase is necessary and why it is not possible to reduce hours in another part of the program requirements.)

College/School Sign-off

Contact person for this Course Date: _____ Phone: _____

Name (**Please type or print legible**): _____

PO Box _____ Email: _____

Signature: _____

| | |
|----------------|--|
| Date: _____ | Initiated By (Please type or print legible): _____ Initiator's Signature: _____ Initiator's Phone Number: _____ Email: _____ |
| Date: _____ | Approved By (Please type or print legible): _____ Approval Signature: _____ (Department Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible): _____ Approval Signature: _____ (Chairperson of Department/Division) |
| Date: _____ | Approved By (Please type or print legible): _____ Approval Signature: _____ (College Curriculum Committee) |
| Date: _____ | Approved By (Please type or print legible): _____ Approval Signature: _____ (Dean or College or School) |

| | |
|----------------------------|----------------------------|
| Approved by Faculty Senate | Date: _____ |
| Signature: _____ | Curriculum Committee Chair |

| | |
|----------------------|---------------------|
| ARC Only | |
| Date Received: _____ | Date Entered: _____ |

Submit:
Capstone application forms (6 copies and 1 original) to:

Faculty Senate Office, P.O. Box 6621.

Capstone Course Application

Courses approved for the Capstone experience must be at the 400 level. The capstone experience may be cross-disciplinary as well as focused on a specific discipline. The capstone experience is not limited to, but may include

- a senior thesis
- a music recital
- an art exhibit
- a service-learning experience
- an undergraduate research project
- a study-abroad experience
- a teaching internship experience

Definition of the Capstone Experience

The capstone experience is defined as an academic experience in which students demonstrate, in a significant, relevant project that has both an oral and a written component, their abilities:

- (i) to gather material independently, as needed
- (ii) to think critically about and to integrate the theoretical and/or practical knowledge that they acquired throughout their undergraduate careers
- (iii) to reflect on the ethical issues that are implicit in their projects and/or their project's design

The complete Capstone application should include:

- the College/School Sign-Off sheet
- the Capstone Experience form (please do not exceed two pages)
- the Capstone course syllabus

Capstone Experience Form

A. Please provide a statement that illustrates how a student in the Capstone course would demonstrate each of the following abilities:

1. Gather material independently, as needed:

Students conduct secondary research individually and as a group. Students as a group also conduct primary research such as survey, ethnography, and focus groups.

2. Think critically about and integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers:

From the start of the course, students are encouraged to bring all knowledge acquired in prior courses. In the beginning of the semester, the course also summarizes key theories (advertising, public relations, communication, marketing and psychology) essential to planning a strategic communication campaign. The course also teaches students how to interpret and organize marketing communication information including the ongoing campaigns in the field of advertising and public relations. Students are also required to critically analyze existing strategic communications campaigns. The final campaign plan incorporates all theoretical and practical knowledge into a strategic communication campaign plan.

3. Reflect on the ethical (or societal) issues that are implicit in their project and/or their project's design:

Ethical issues are not only addressed in class lectures and discussions, but are also checked in every step of the course by the instructor. The capstone course is designed in such a way that the instructor guides students from the first step (situation analysis) to the end (submitting the campaign plan). Any ethical issues that may arise in the process can be addressed by the instructor. In marketing communications, ethical or societal issues are directly related to the effectiveness of the campaign and, therefore, need to be addressed and reviewed in the planning stage of the campaign.

B. Capstone Components

1. Please describe briefly how the written component of the Capstone Experience in the course(s) listed above is completed.

In the Capstone course, the instructor guides students from the start to the finish. There are lecture components in the course during the first half of the semester, but most of the class sessions are group work and students are working as a group. In each of the campaign steps (situation analysis, campaign plan, and media plan), students are required to submit their work and the instructor gives feedback to students for their work. Students submit a campaign plan (usually 25-40 pages in length) at the end of the semester.

C. Please describe briefly how the oral component of the Capstone Experience in the course(s) listed above is completed.

Generally, students are required to make two presentations as a group during the semester: situation analysis presentation and the final presentation. Students as a team generally go through one or two rehearsals in class before the final and formal presentation. Outside guests (faculty members in Journalism School or advertisers/clients) are often invited to the final presentation to give a 'real life' experience.



STCM 459/559 – Strategic Communications Campaigns

Instructor: Sammy (Sang) Lee, Ph.D.
 Tue & Thur,
 Classroom: Rm 103 and G4, Martin Hall
 Office: 313 Martin Hall, 304-293-3505, ext. 5416,
sang.lee@mail.wvu.edu
 Office Hours: Wed 1:00-4:00 PM and by appointment

Library Adv Website:
<http://libguides.wvu.edu/advertising>

Graduate Assistant:

Course Description

This capstone course synthesizes knowledge from all prior major courses and applies it to the development of a Strategic Communications campaign in a real world environment.

More Course Information

Part of the course requirements includes submitting and presenting a campaign plans book. It is important to note that understanding the process of Strategic Communications, not creating campaign ads or publicity articles, is the focus of this course.

Course Philosophy

Strategic Communications is a highly applied field and, therefore, is critical to developing a complete look at many actual advertising and public relations examples and phenomena. Students are strongly encouraged to bring real-world examples to class for discussion. This course will also look at various theories pertaining to advertising and public relations. Thus, students are encouraged to bring relevant theories to class and demonstrate how theories help develop better Strategic Communication campaigns. This course is also highly hands-on class. Students are expected to be highly involved in class as well as team activities.

Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate how strategic communications campaigns are planned and implemented in the real world;
- Demonstrate a practical and theoretical background necessary to successfully plan and implement strategic communication campaigns in the IMC environment;
- Present the campaign plan in a clear and understandable manner;
- Identify diverse demographics through the media plan; and
- Demonstrate knowledge in a form of a research project or a literature review (this outcome applies to graduate students taking STCM 559).

Textbook:

Adventures in Public Relations: Case Studies and Critical Thinking. David W. Guth and Charles Marsh. Allyn & Bacon. Boston. 2005. ISBN: 0-205-40570-3.

Course Policy

Class attendance: Beginning on the second day, the instructor will keep a record of each student's attendance. Each student may miss class two times except for the university allowed excuses. However, each additional absence will result in a 3% reduction in your final grade. Do not call or send an email to the instructor if you missed or are missing class.

Make-up exam: This will not be allowed except for the university allowed excuses.

Missing Requirement Penalty: Any team/student who fails to follow the requirements in the syllabus will be penalized, e.g., not submitting peer evaluation, missing the deadlines, etc.

Extra Credit: There are two types of extra credit opportunities. One, there might be one or two extra credit opportunities (primarily research participation or presentation attendance). Second, attitudes count in this course! Students who display positive and proactive attitudes toward the class, team project, or learning in general, will be awarded extra credit at the end of the semester. This will be explained in detail in class.

Grading

| | Requirements | Points | Grading Guidelines |
|--------------------------|--|------------|--|
| Individual | Exam * | 50 | A: 93% or higher, B: 85-92.9%, C: 75-84.9%, D: 65-74.9%. F: below 64.9% of the total points. * Graduate students will work on a research project. |
| Team Projects | Situation analysis presentation (evaluated by other teams) | 50 | |
| | Campaign final presentation (evaluated by faculty & guests) | 200 | |
| | Campaign plansbook (evaluated by faculty and guests) | 200 | |
| Others | Peer evaluation | 100 | |
| | | 600 | |

Exam (total 50 points)

There will be one exam during the semester. The exam will cover discussions and lectures.

(Graduate students who are taking this course should instead submit an original case study about a campaign or a literature review. The topic should be discussed with the professor no later than the third week of class).

Team Project (450 points)

Students as a team will develop a strategic communication campaign plan from inception, execution, to evaluation. The team project will encompass research techniques and statistical tools commonly used in the professional setting, media theories as well practical tools to reach a diverse public, and creative theories and techniques to create and deliver the messages. The project also includes critical evaluation of peers' work over the semester. Detailed guidelines will be distributed in class.

General Grading Criteria for Written Assignments

Your written work will be primarily graded based on content (relevance, understanding, insight, originality, and addressing requirements of the assignment) and form (grammar, spelling, organization, and clarity of expression).

SOJ Diversity Statement

The Perley Isaac Reed School of Journalism is actively committed to presenting diversity of viewpoints to a general audience. It is vigorously engaged in seeking, nurturing, and maintaining ties to a base of multicultural sources. In public relations and advertising, the school equates excellence in campaigns to representing and communicating with diverse clients and audiences. In news storytelling, excellence is equated with the ability to produce stories for and about a wide range of communities and audiences.

WVU Social Justice Statement

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

Days of Special Concern

WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed on the University's online academic calendar. Students should notify their instructor by the end of the second week of classes or prior to the first Day of Special Concern, whichever is earlier, regarding such absences. Your professor will make reasonable accommodations for assignments that a student misses as a result of observing a Day of Special Concern, providing the absence/s are discussed with the professor in advance.

(FYI: The most recent listing on the Office of Social Justice Web site of Days of Special Concern included the following: Rosh Hashanah (Jewish), First Day of Ramadan (Islamic), Yom Kippur (Jewish), Eid-al-Fitr (End of Ramadan, Islamic), Birth of Bahauallah (Bahai), Eid-al-Adha (most important feast of Islam), Chinese New Year, Naw-Ruz (Bahai and Persian New Year), Passover (Jewish), Feast of Ridvan (Bahai)

Note: All Bahai, Islamic and Jewish observances begin at sundown the evening before the days stated above.)

SOJ Academic Integrity Statement:

As future journalists and communicators, your reputation for honesty and integrity are the basis of your credibility. In this course, you will be held to the highest standard of ethical behavior. If you are caught cheating, or engaging in plagiarism or fabrication*, you could receive an "F" for the course, or an "F" for the assignment. You could also receive an "Unforgivable F" on your academic transcript.

* The School of Journalism defines "fabrication" as the invention of any fact, quote or source in a work of journalism. The University defines plagiarism in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

1. Submitting as one's own work the product of someone else's research, writing, artistic conception, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished.
2. Incorporating in one's submission, without appropriate acknowledgement and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

Course Schedule

| Wk | Class Topics | Book Chapter | Team Project |
|-----------|--|---------------------|---------------------|
| 1 | Introduction to class | 1 | |
| | What is strategic communications? | 1 | |
| 2 | Group project orientation | - | |
| | Situation analysis (SA) | 2 | |
| 3 | Strategic communications campaign 2 | - | |
| | Writing plansbook | 9 | |
| 4 | Decoding campaigns 1 | 3 | |
| | Decoding campaigns 2 | 3 | |
| 5 | Decoding campaigns 3 | 3 | |
| | Situation analysis presentation | - | |
| 6 | Strategic direction discussion/RO | 3 | |
| | Dimensions of communication effects: Setting objectives | 5 | |
| 7 | Media theories | 6 | |
| | Using MRI: How to reach diverse consumers | 6 | |
| 8 | Positioning | 7 | |
| | Communication appeals | 8 | |
| 9 | Ideation: Submit at least 10 ideas | 9 | |
| | Ideation: Choose 2-3 ideas | 9 | |
| 10 | Peer evaluation of ideas | 9 | |
| | Peer evaluation of ideas | 9 | |
| 11 | Viral campaigns | 11 | |
| | Media planning using MRI | 6 | |
| 12 | Memory | 12 | |
| | Quiz/Presenting your plan | 9 | |
| 13 | Cross Fire: discussion on creative | 14 | |
| | Work Day: creative | - | |
| 14 | Work Day: plansbook | - | |
| | Creative check-up by group | - | |
| 15 | Final plansbook/Creative check-up | - | |
| | Final presentation rehearsal/Work day | - | |
| 16 | Final presentation | - | |
| | Final presentation | - | |

Memorandum

To: Faculty Senate Executive Committee

From: Dennis Ruscello
Senate Curriculum Committee

Date: 1/23/12

RE: Monthly Alterations Report

SUBJECT CODE. The following subject code creation or change has received administrative approval:

| Subject Code | CIP | Action | Rationale | Effective Term |
|--------------|--------|--|--|----------------|
| STCM | 090902 | Action: Create new subject code; movement of some existing ADV courses and PR courses NEW: STCM- Strategic Communication | The School of Journalism has proposed a new major within the undergraduate curriculum that will be designated as Strategic Communication. It is a merger of Advertising and Public Relation majors | |

Action: Alterations (Minor Changes). The following alterations (minor changes) are presented for approval:

| Subject Code | Course Number | CIP | Action | Old | New | Rationale | Effective Term |
|--------------|---------------|--------|--------------------------------------|---|--|---|----------------|
| ART | 212 | 500701 | Change course title and description. | ART 212. Advanced Drawing. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. This class expands media possibilities and examines the variables of image-making while establishing personal expression. The course is designed to develop analytical and problem solving skills as well as technical processes. (May be repeated for credit.) | ART 212. Multi Media. 3 Hr. PR: ART 111 and ART 112 and ART 121 and ART 199. (May be repeated once for a maximum on 6 credit hours.) This class expands media possibilities and examines the variables of image-making while establishing personal expression. The course is designed to develop analytical and problem solving skills as well as technical processes. | The title has been changed to reflect better the content of the course and to specify how many times it may be repeated for credit. | 201208 |

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|------|-----|--------|---------------------------------|---|---|---|--------|
| CS | 220 | 110701 | Change in prerequisite courses. | CS 220. Discrete Mathematics. 3 Hr. PR: CS 110 and MATH 155. Mathematical concepts used in computer science such as sets, relations, functions, counting principles, graphs, trees, and automata; introduction to basic graph algorithms and applications. (3 hr. lec.) | CS 220. Discrete Mathematics. 3 Hr. PR: CS 110 and MATH 154 or MATH 155. Mathematical concepts used in computer science such as sets, relations, functions, counting principles, graphs, trees, and automata; introduction to basic graph algorithms and applications. (3 hr. lec.) | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling. | 201208 |
| BIOL | 341 | | Change in prerequisite course. | BIOL 341. Ichthyology. 4 Hr. PR: BIOL 117. Study of the internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space. (Dissection kit required.) | BIOL 341. Ichthyology. 4 Hr. Study of the internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space. (Dissection kit required.) | The prerequisite course was removed to allow more students access to the class | 201208 |
| ENGR | 101 | 147777 | Change in prerequisite courses. | ENGR 101. Engineering Problem Solving 1. 2 Hr. CoReq: MATH 155. Engineering problem solving methodologies and analysis. Use of computers in problem solving, technical report writing, team-based project work and presentations. | ENGR 101. Engineering Problem Solving 1. 2 Hr. PR or CONC: MATH 154 or MATH 155. Engineering problem solving methodologies and analysis. Use of computers in problem solving, technical report writing, team-based project work and presentations. | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling. | 201208 |

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| ENGR | 102 | 147777 | Change in prerequisite courses. | ENGR 102. Engineering Problem-Solving 2. 3 Hr. PR: ENGR 101 and MATH 155 with a C or higher. Continued development of engineering problem-solving, teamwork, and communication skills with emphases on using the computer as a tool and algorithm development with a high-level language such as MATLAB. | ENGR 102. Engineering Problem-Solving 2. 3 Hr. PR: ENGR 101 and C or better in MATH 154 or MATH 155. Continued development of engineering problem-solving, teamwork, and communication skills with emphases on using the computer as a tool and algorithm development with a high-level language such as MATLAB. | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling. | 201208 |
| IENG | 213 | 141701 | Change in timing of prerequisite. | IENG 213. Engineering Statistics. 3 Hr. PR: MATH 156. The use of basic statistical analysis in engineering decision making, including common statistical distributions encountered in engineering, test of hypotheses, confidence intervals, and introduction to simple linear regression. | IENG 213. Engineering Statistics. 3 Hr. PR or CONC: MATH 156. The use of basic statistical analysis in engineering decision making, including common statistical distributions encountered in engineering, test of hypotheses, confidence intervals, and introduction to simple linear regression. | Change in timing of enrollment will allow students to enroll in the prerequisite course concurrent with the major course. | 201208 |
| MAE | 215 | 140201 | Change in prerequisite courses. | MAE 215. Introduction to Aerospace Engineering. 3 Hr. PR: MATH 155 and ENGR 102. Fundamental physical quantities of a flowing gas, standard atmosphere, basic aerodynamic equations, airfoil nomenclature, lift, drag, and aircraft performance. Digital | MAE 215. Introduction to Aerospace Engineering. 3 Hr. PR: ENGR 102 and grade of C or better in MATH 154 or 155. Fundamental physical quantities of a flowing gas, standard atmosphere, basic aerodynamic equations, airfoil nomenclature, lift, drag, and aircraft | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling required courses. | 201208 |

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| | | | | computer usage applied to aerodynamic and performance problems and aircraft design. (3 hr. lec.) | performance. Digital computer usage applied to aerodynamic and performance problems and aircraft design. (3 hr. lec.) | | |
| MAE | 241 | 140201 | Change in prerequisite courses. | MAE 241. Statics. 3 Hr. PR: Grade of C or better in PHYS 111 and grade of C or better in MATH 155. Engineering applications of force equilibrium. Vector operations, couples and moments, resultants, centers of gravity and pressure, static friction, free-body diagrams, trusses and frames. | MAE 241. Statics. 3 Hr. PR: Grade of C or better in PHYS 111 and MATH 154 or 155. Engineering applications of force equilibrium. Vector operations, couples and moments, resultants, centers of gravity and pressure, static friction, free-body diagrams, trusses and frames. | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling. | 201208 |
| MINE | 201 | 142101 | Change in prerequisite courses. | MINE 201. Mine Surveying. 3 Hr. PR: MATH 155 with a grade of C or better. Principles of surveying, field experience in underground and surface surveying with map work and calculations. | MINE 201. Mine Surveying. 3 Hr. PR: Grade of C or better in MATH 154 or MATH 155. Principles of surveying, field experience in underground and surface surveying with map work and calculations. | An additional alternative prerequisite course was added to allow students additional flexibility in scheduling. | 201208 |

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| MINE | 306 | 142101 | Change in course description and time of enrollment in prerequisite courses. | MINE 306. Mineral Property Evaluation. 3 Hr. PR: STAT 211 or STAT 215. Mineral exploration and reserve estimation, statistical quality control, risk management, and engineering economy concepts applied to mineral deposits, including depreciation and depletion. | MINE 306. Mineral Property Evaluation. 3 Hr. PR or CONC: STAT 211 or STAT 215. Mineral exploration and reserve estimation, risk management, and engineering economy concepts applied to mineral deposits, including depreciation and depletion. | A single course topic (Statistical quality control) has been eliminated; consequently, either of the prerequisite courses can be taken concurrently with MINE 306. | 201208 |
| MUSC | 285 | 500901 | Change in course number and prerequisite proficiency requirement. | MUSC 285. Introduction to Jazz Improvisation. 2 Hr. PR: MUSC 163 and MUSC 164 and Proficiency Level 4. Development of improvisatory skills in the jazz idiom using melodic, harmonic, and rhythmic motives and patterns, and the application of knowledge of tonal centers, chord progressions, and junctions. | MUSC 311. Introduction to Jazz Improvisation. 2 Hr. PR: MUSC 163 and MUSC 164 or consent. Development of improvisatory skills in the jazz idiom using melodic, harmonic, and rhythmic motives and patterns, and the application of knowledge of tonal centers, chord progressions, and junctions. | The course has been upgraded to an upper division course in the curriculum for Music majors and the proficiency requirement has been eliminated. | 201208 |
| MUSC | 286 | 500901 | Change in course numbers. | MUSC 286. Advanced Jazz Improvisation. 2 Hr. PR: MUSC 285 or consent. Continuation of MUSC 285. Analysis of chord progressions with emphasis on chord substitutions, turnbacks, and scales. Development of jazz repertoire through performance. | MUSC 313. Advanced Jazz Improvisation. 2 Hr. PR: MUSC 311 or consent. Continuation of MUSC 311. Analysis of chord progressions with emphasis on chord substitutions, turnbacks, and scales. Development of jazz repertoire through performance. | The course and its prerequisite have been upgraded to upper division courses in the curriculum for Music majors. | 201208 |

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| OEHS | 601 | 512201 | Change in subject code and course number. | PUBH 650. Environmental Health. 3 Hr. A review of issues illustrating the responsibilities and roles of the public health work force in identifying, managing, and preventing casualties from environmental causes in air, water, soil, food, pesticides, and related subjects. Problems are illustrated using policy dilemmas facing West Virginia. | OEHS 601. Environmental Health. 3 Hr. A review of issues illustrating responsibilities and roles of public health work force in identifying, managing, and preventing casualties from environmental causes in air, water, soil, food, pesticides, and related subjects. WV policy dilemmas. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201208 |
| OEHS | 665 | 512201 | Change in subject code and course number. | PUBH 665. Worksite Evaluation. 2 Hr. Students are introduced to health and safety hazards associated with industrial operations through in-plant inspections, interaction with plant medical and safety staff, and in-class discussions. | OEHS 665. Worksite Evaluation. 2 Hr. Students are introduced to health and safety hazards associated with industrial operations through in-plant inspections, interaction with plant medical and safety staff, and in-class discussions. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201205 |
| OEHS | 723 | 512201 | Change in subject code and course number. | PUBH 623. Public Health Disaster Response. 3 Hr. This course addresses the basics of how public health practitioners respond to disasters, develop response protocols, and perform as skillful leaders in the 21 st century. | OEHS 723. Emergency & Disaster Response. 3 Hr. This course addresses the basics of how public health practitioners respond to disasters, develop response protocols, and perform as skillful public health leaders. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201208 |

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| OEHS | 745 | 512201 | Change in subject code and course number. | PUBH 708. Epigenetics & Systems Biology. 3Hr. Course provides overview of ways that non-genetic factors influence and interact with gene expression; comparing, contrasting systems biology approaches to more traditional reductionist methods for investigating complex phenotypes. | OEHS 745. Epigenetics and Systems Biology. 3Hr. Course provides overview of ways that non-genetic factors influence and interact with gene expression; comparing, contrasting systems biology approaches to more traditional reductionist methods for investigating complex phenotypes. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201401 |
| SBHS | 601 | 512201 | Change in subject code and course number. | CHPR 612. Social and Behavioral Theory. 3 Hr. The focus of this course is on the role of individual behavior in attaining health. Integration of the concepts of health education and behavioral science to facilitate changes in health behavior is addressed. | SBHS 601 Social and Behavioral Theory. 3 Hr. The focus of this course is on the role of individual behavior in attaining health. Integration of the concepts of health education and behavioral science to facilitate changes in health behavior is addressed. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201208 |
| SBHS | 610 | 512201 | Change in subject code and course number. | CHPR 634. Health Promotion Research Methods. 3 Hr. PR: CHPR 612. This course is designed to introduce students to the basic elements of conducting effective evaluation of health promotion programs. | SBHS 610. Public Health Research Methods. 3 Hr. This course is designed to introduce students to the basic elements of conducting effective evaluation of health promotion programs. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201208 |

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| SBHS | 612 | 512201 | Change in subject code and course number. | CHPR 648. Intervention Design. 3 Hr. PR: CHPR 638. Students will apply information learned in CHPR 638 and other foundation courses in designing a health promotion intervention for a health agency or enterprise. Students will defend their intervention before their faculty committee. | SBHS 612 Intervention Design. 3 Hr. PR: SBHS 601, SBHS 610. Students will apply information learned in SBHS 611 foundation courses to design a health promotion intervention for a health agency or enterprise. Students will present their intervention to the class. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201308 |
| SBHS | 613 | 512201 | Change in subject code and course number. | PUBH 627 Program Evaluation. 3 Hr. Examination of research design, methods, and practices in the assessment and evaluation of public health programs; emphasis on practical applications of program evaluation to change behavior, allocate funds, build and strengthen programs. | SBHS 613 Pub Health Program Evaluation. 3 Hr. Examination of research design, methods, and practices in the assessment and evaluation of public health programs; emphasis on practical applications of program evaluation to change behavior, allocate funds, build and strengthen programs. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201308 |
| SBHS | 614 | 512201 | Change in subject code and course number. | PUBH 631. Community-Based Participatory Research. 3 Hr. This course focuses on initiating and conducting research projects in meaningful partnership with communities, including human research ethics and community-based participatory research elements, principles, | SBHS 614. Comm-based Participatory Res. 3 Hr. This course focuses on initiating and conducting research projects in meaningful partnership with communities, including human research ethics and community-based participatory research elements, principles, and theories via a combination of readings, lectures, | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201208 |

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| | | | | and theories via a combination of readings, lectures, videos, and exercises. | videos, and exercises. | | |
| SBHS | 630 | 512201 | Change in subject code and course number. | CHPR 633. Foundations of Wellness. 3 Hr. Wellness is examined as a component of health promotion. A wellness lifestyle is fundamental to promoting a holistic wellness concept. Quality-of-life issues and programs are explored for a variety of audiences. | SBHS 630. Foundations of Wellness. 3 Hr. Wellness is examined as a component of health promotion. A wellness lifestyle is fundamental to promoting a holistic wellness concept. Quality-of-life issues and programs are explored for a variety of audiences. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201205 |
| SBHS | 633 | 512201 | Change in subject code and course number. | PUBH 620. Women and Violence. 3 Hr. This course examines the issue of violence in the lives of women across the lifespan and from a sociocultural perspective. Implications for health concerns and educational interventions will be addressed. | SBHS 633. Women and Violence. 3 Hr. This course examines the issue of violence in the lives of women across the lifespan and from a sociocultural perspective. Implications for health concerns and educational interventions will be addressed. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |

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| SBHS | 634 | 512201 | Change in subject code and course number. | PUBH 621. Issues in Women's Health. 3 Hr. This course examines a broad array of health issues and causes of illness that shape and define women's access and understanding of health concerns across the lifespan, which includes examination of cultural diversity. | SBHS 634. Issues in Women's Health. 3 Hr. This course examines a broad array of health issues and causes of illness that shape and define women's access and understanding of health concerns across the lifespan, which includes examination of cultural diversity. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |
| SBHS | 660 | 512201 | Change in subject code and course number. | PUBH 629. Survey Methods. 3 Hr. This course presents scientific knowledge and practical skills used in survey research. Focus is on question construction and development, questionnaire design, sampling and survey modes, interviewing techniques, and survey data analysis. | SBHS 660. Survey Research Methods. 3 Hr. This course presents scientific knowledge and practical skills used in survey research. Focus is on question construction and development, questionnaire design, sampling and survey modes, interviewing techniques, and survey data analysis. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |
| SBHS | 662 | 512201 | Change in subject code and course number. | PUBH 619. Issues in Men's Health. 3 Hr. Men are markedly at risk for specific health problems and complications. This course will provide skills for students to research and develop educational programs to improve health and well-being of men. | SBHS 662. Issues in Men's Health. 3 Hr. Men are markedly at risk for specific health problems and complications. This course will provide skills for students to research and develop educational programs to improve health and well-being of men. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |

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| SBHS | 701 | 512201 | Change in subject code and course number. | CHPR 642. Grant Writing for Public Health Research. 3 Hr. PR: CHPR 612. This course addresses various components of the grant writing process, including collaboration, funding sources, proposal preparation, and grants management for the health professional. | SBHS 701. Public Health Grant Writing. 3 Hr. Pre-req: SBHS 601. This course addresses various components of the grant writing process, including collaboration, funding sources, proposal preparation, and grants management for health professionals. Students will benefit having a research methods course. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |
| SBHS | 710 | 512201 | Change in subject code and course number. | PUBH 702. Public Health Program Evaluation. 3 Hr. Application of scientific public health program evaluation methods. Students will learn about theory and methods of program evaluation, identification of stakeholders, data collection, preparation, analysis, reporting, and conclusion. | SBHS 710. Advanced Evaluation Pub Health. 3 Hr. Pre-req: SBHS 613. Application of scientific public health program evaluation methods. Students will learn about theory and methods of program evaluation, identification of stakeholders, data collection, preparation, analysis, reporting, and conclusion. | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |
| SBHS | 712 | 512201 | Change in subject code and course number. | PUBH 701. Qualitative Research Methods. 3 Hr. Application of qualitative research methods to public health issues. Students will learn about theory of public health qualitative research methodology, hypothesis generation, data collection, | SBHS 712. Qualitative Research Methods. 3 Hr. Application of qualitative research methods to public health issues. Students will learn about theory of public health qualitative research methodology, hypothesis generation, data collection, preparation, analysis, reporting, and | This course is a curriculum alteration that is part of the new School of Public Health initiative at West Virginia University. | 201301 |

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| | | | | preparation, analysis, reporting, and conclusion. | conclusion. | | |
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Course Drops

CHPR 612 Social and Behavioral Theory
 CHPR 633 Foundations of Wellness
 CHPR 634 Health Promotion Research Methods
 CHPR 635 Management for Community and Public Health
 CHPR 638 Community Assessment and Evaluation
 CHPR 642 Grant Writing for Public Health Research
 CHPR 648 Intervention Design
 HIST 275 The Coal Industry of America
 PUBH 619 Issues in Men's Health
 PUBH 620 Women and Violence
 PUBH 621 Issues in Women's Health
 PUBH 623 Public Health Disaster Response
 PUBH 627 Program Evaluation
 PUBH 629 Survey Methods
 PUBH 631 Community-based Participatory Research Methods
 PUBH 650 Environmental Health
 PUBH 665 Worksite Evaluation
 PUBH 702 Public Health Program Evaluation
 PUBH 708 Epigenetics and Systems Biology
 PUBH 709 Bioinformatics and Personalized Medicine

WVU Parental Work Assignment Recommendation: Phase II

[Approved by Faculty Welfare Committee, 12/14/11]
[Forwarded to Faculty Senate Executive Committee, 12/15/11]

West Virginia University is committed to helping its employees achieve an appropriate work-life balance. The often conflicting demands between meeting one's professional responsibilities and childbirth recovery, caring for, and bonding with a newly born child, an adopted child, or a child placed in guardianship are recognized as a challenge. This recommendation will provide consistency throughout the University community in addressing this matter by granting workload options to meet parental needs.

The work-life balance we seek for all members of the university community is principally found in, and inextricably linked to, the historically cherished and vibrant concept of collegiality: free thinking, hard working, and intellectually keen people existing in the academic environment together in a holistic and cooperative spirit. Collegiality is fundamentally irreplaceable. Successful implementation of this recommendation will always lie squarely upon the shoulders of those members of the faculty, staff, and administration who honor and work within the notions of collegiality.

SCOPE

For purposes of this document, it is recognized that within the university community there are at least four distinct constituency groups, each of which may require specific attention to address the issue at hand: full-time faculty with 12-month contracts, who accrue medical and annual leave; full-time faculty with contracts of less than twelve months, who accrue neither medical leave nor annual leave; staff (classified and non-classified), who accrue medical and annual leave; and faculty at the WVU Tech and Potomac State campuses, who have different expectations than faculty on the WVU Morgantown campus. The focus of the present recommendation, as the second of several phases, is to provide paid Parental Work Assignments for full-time non-tenurable faculty who do not accrue medical or annual leave (including Term ["Teaching"] faculty on nine-month contracts). Adoption of the recommendation will allow release from certain traditional teaching responsibilities for such faculty members following the birth of a child or the placement of a child through adoption or in guardianship with the faculty member. As recommendations are approved, plans for subsequent phases will be developed for full-time twelve-month faculty and staff who accrue medical and annual leave, other employees who do not, and faculty who are at the divisions.

DEFINITIONS

"Parent" is defined as a person or persons assuming responsibility for the new child, normally a biological parent, an adoptive parent, or a guardian. "First parent" is normally the parent that either gives birth to the child or who takes primary responsibility for the child shortly after birth or in the event of an adoption. For a parent who is not the birth mother, appropriate evidence of status as "first" or "second" parent would be expected. Such evidence could take a variety of forms.

“Parental Work Assignment” is defined as the period of time, normally within the basic contract period, during which an employee’s traditional assignment may be changed without salary modification to accommodate new parental responsibilities. The Parental Work Assignment will often result in a release from traditional teaching duties for a specified period of time. A Parental Work Assignment, if requested, will be granted upon the birth of a child or the adoption or guardianship of a child. Both male and female faculty members are eligible to request such an assignment. A faculty member with a Parental Work Assignment will be expected to complete her/his assignment during the contract period.

DURATION OF A PARENTAL WORK ASSIGNMENT

During the second phase, the duration of a Parental Work Assignment available to non-tenurable faculty members who do not accrue leave may be dependent upon a variety of factors, many of which are referenced below. This document states the minimum length of the Parental Work Assignment available to the faculty member following the birth, adoption, or assumption of guardianship of a child in order to support the family needs of the faculty member. It is understood that a faculty member may wish to request a Parental Work Assignment less than the minimum for which she or he is eligible.

Parental Work Assignment Due to the Birth of a Child

Upon request, a Parental Work Assignment shall be granted in recognition of the birth of a child. During such part of the contract period, adjustment of one’s assignment shall include release from traditional teaching responsibilities for a specified period of time:

- Normally, the release from the faculty member’s traditional teaching duties will occur in the semester in which the birth occurs, and is expected to be for a minimum of 6 weeks (30 working days) for a vaginal child birth or 8 weeks (40 working days) for a c-section, immediately following the birth of the child. In special circumstances, including but not limited to the timing of the birth, the semester in which the release is provided might follow the one in which the actual birth occurs.
- Normally, the release from traditional teaching for a faculty member who is the second parent will be for 2 weeks (10 working days) or the equivalent, within three months of the birth of the child.
- Situations that require such extended release are to be handled in the current collegial manner, by discussion and arrangement with the faculty member’s supervisor.

Parental Work Assignment Following the Adoption of a Child or Assumption of the Guardianship of a Child

Upon request, a Parental Work Assignment shall be granted following the placement of a child with the faculty member for adoption or the assumption of the guardianship of a child. Such assignment during the contract period may include release from traditional teaching responsibilities:

- Normally, the release from traditional teaching duties will occur during the semester in which the placement of the child with the faculty member occurs, although such release is expected to be for a minimum of 6 weeks (30 working days) immediately following such placement. In special circumstances, including but not limited to the timing of the placement of the child, the semester in which such release is provided might follow the one in which the placement of the child occurs.
- Normally, such release from traditional teaching for a faculty member who is the second parent will normally be for 2 weeks (10 working days) or the equivalent within three months of the placement of the child.

Expectations

Full-time non-tenurable faculty members who receive a Parental Work Assignment are expected to be responsible for the courses assigned, and to monitor the personnel covering or assisting with the courses (except during the initial 6 or 8 weeks following the birth or placement of a child); to engage in non-teaching instructional activity if assigned; to maintain currency in their subject matter; and/or to engage in other instructional or service activity, including departmental and University service, as appropriate and in keeping with reasonable expectations for flexibility, for the period of the semester in which they were given a release from traditional teaching. Addressing the teaching needs of the department is the responsibility of the department chair or equivalent academic administrator.

The University and its colleges and schools expect that faculty members eligible for a Parental Work Assignment will routinely use this benefit. Such use shall not adversely affect the faculty member's standing or salary in any manner. A release from a portion of one's traditional teaching assignment is not meant to be made up at a later date. Likewise, a faculty member is not expected to engage in more activities than are assigned during the contract period. The funding for the teaching coverage is provided by the college.

PROCEDURE

Any Parental Work Assignment must allow for flexibility in its implementation. Department chairs or the equivalent should be mindful of this when working out individual arrangements and should consult with their deans as appropriate. They must be familiar with the policies and options for faculty requesting a Parental Work Assignment and need to ensure that this information is provided to all faculty members in the department.

The faculty member should make her or his request for a Parental Work Assignment as soon as possible after the date of the anticipated birth or other action is known.

Arrangements for a Parental Work Assignment are to be made between a faculty member and her or his unit supervisor and reported simultaneously to the Dean. If the faculty member and the administrative head cannot reach a mutually satisfactory agreement regarding a Parental Work Assignment, the advice and guidance of the Provost, Chancellor or his/her designee should be sought.

The supervisor of the unit involved should consult with members of the unit as soon as possible about coverage of duties during the period of a Parental Work Assignment if such duties are to be distributed among others in the unit. While a Parental Work Assignment for faculty is not identical to sabbatical leave, the manner in which coverage of duties is distributed can be drawn from sabbatical leave examples. Creative solutions may be called for in small departments or when a very specialized course needs to be taught.

Further useful information may be found in “Family Friendly Practices for Faculty Members,” available at <http://provost.wvu.edu/r/download/35947>.

SOME GUIDING PRINCIPLES

Each individual situation will be unique, and each department will face specific challenges placed on it by a faculty member’s absence; therefore flexibility is needed in order to exercise appropriate professional judgment. A number of guiding principles can expedite the process and assist the faculty member and the department in addressing the conditions of the Parental Work Assignment. These might include, but are not limited to, the following assumptions:

1. The faculty member will agree to a modified assignment in which she/he continues to help the department with certain duties that are feasible, given the particular needs of the assignment.
2. Department chairs will treat pregnancy, childbirth, and reasonable recovery/parenting/bonding time as they might treat a short-term reassignment for other purposes.
3. Faculty members will address likely arrangements for a Parental Work Assignment well in advance of the assignment, to the extent possible, in order to arrive at generally accepted practices to help address the assignment.
4. A Parental Work Assignment should be fair to the faculty member and to the department without undue pressure being placed on either party (e.g., the faculty member should not have to “pay back” the assignment with extra teaching; on the other hand, depending on the circumstances, the faculty member should not expect a release from traditional teaching for a specified period of time without other departmental duty).

RESPONSIBILITY FOR IMPLEMENTATION

The Provost’s Office will provide guidance about faculty assignments, including those in which traditional teaching is not present.

RESPONSIBILITY FOR INTERPRETATION

The responsibility for interpretation of this document rests with the Provost at West Virginia University.

Statement to be added to the Faculty Handbook, effective c. 02/01/12.

All faculty members, including those in non-tenurable positions, whose retirement is announced and who have served the requisite ten years are encouraged to apply for this status. Consistent with the process for promotion, an appeal option is available at each level of review.

Previously retired faculty members who have questions about the opportunity to attain this status may contact the Office of the Provost, 304-293-2021.