

EXHIBIT Q

STUDENTS TAKING COMMUNICATION CLASSES AS ELECTIVES FROM OTHER MAJORS

In 2009 when the communication department streamlined its degree program, unnecessary course prerequisites were eliminated to allow students from other disciplines to take communication classes as electives. What follows is a sampling of three classes.

COMM 415 Intercultural Communication is required of all communication majors and is an approved elective for the new International Studies major. During the 2010-11 academic year 38 percent of the students in COMM 415 are non-communication majors. The fall 2010 class breakdown of those taking the class as an elective include:

Art	1
Biology	1
Criminal Justice	1
Elementary Education	2
English	1
Interior Design	1
Marketing	1
Nutrition/Dietetics	1
Psychology	1
Social Work	1
Undeclared	2

Similarly, 39 percent of the students in the two fall 2010 sections of COMM 255 Television Production I were non-communication majors. Of the two sections of the class the following students were taking the class as an elective:

Art	1
Biology	1
Criminal Justice	1
English	2
International Studies	1
Computer Information Systems	1
Computer Science	1
Motion Pictures	3
Sociology	1
Special – non-degree seeking	2
Theatre	1
Undeclared	1

Fall 2010 50 percent of the students in COMM 313 Conflict Resolution were non-communication majors including political science, sociology and philosophy majors.

The above data is based on Cumulative Stats by Major from the Banner system for the fall 2010 semester as of 11/28/10.

EXHIBIT R

SAMPLE SYLLABI

COMM 201—Introduction to Speech Communication Spring Semester, 2011

MWF

COMM 201- 05 10:10-11:00 am McKee 115

COMM 201- 09 12:20-1:10 pm Stillwell 254

Instructor Information:

Name: Ruth Bennett
Office: Stillwell 272
Office Telephone: 227-2512
Office hrs: MWF 11:10-12:10 am and by appointment
E-mail: rtbennett@email.wcu.edu

About me: my name is Ruth Bennett and, in addition to being an Instructor at WCU, I am a professional consultant and trainer; an online instructor for UNC's LearnNC program, teaching teachers how to teach online; an occasional online faculty for the University of Phoenix; and a workshop presenter for Sloan Consortium. My primary work for many years was to provide training, executive coaching, and consulting in communication and the management of people to a wide variety of organizations. The work has given me insights into working people at all levels and into organizations of all types, insights that I hope will enhance our learning time together.

During my work life, I have also taught at a number of Boston, MA, area colleges, been a college administrator, worked with high risk inner city children, provided career counseling and training to women wanting to re-enter the job market, and directed tours and cruises in the US and Canada. As you can see, I like challenges and I am a great fan of growth and change.

I have my BA and MA from Emerson College, a communication arts and sciences college, and I have published in professional journals in Canada and the United States.

My Teaching Philosophy:

As learning takes place best in a supportive and welcoming environment where people respect one another's differences, I hope to join with you in providing that environment in our classroom.

In this class, much of your learning will be experiential, as you will be building the human communication skills that will help you succeed in your life and work. You will be reading about and discussing the principles and theories that will help you develop and understand effective communication skills. My goal is to facilitate your learning and to help you succeed in reaching your communication improvement goals.

In this class, you earn your grades; I do not give you grades.

I look forward our working together.

Course Materials

- **Required Textbook:** O'Hair, D. and Wiemann, M. (2009). Real Communication - An Introduction. Boston, MA: Bedford/St. Martin's.
- Other articles and readings as assigned

COURSE DESCRIPTION

Introduction to Speech Communication will help you to better understand how human beings communicate in a variety of contexts; to become more aware of yourself as a sender and receiver of messages; to send more effective messages, both verbally and nonverbally; to listen more effectively and think more critically about the messages others are sending you; and to learn from your own experiences as a communicator, so that your communication skills can continue to improve.

You will study communication in three general contexts. **Interpersonal**, or person-to-person communication, focuses on communication between you and one other person, such as you might encounter in conversations or interviews. **Small group communication** looks at the skills involved in group dynamics, group membership, and leadership. In the unit on **public communication**, you will learn about making speeches and presentations in front of audiences.

The course syllabus and calendar, assignments and grading are based on the idea that the most effective learning involves discovery, the process by which we explore something, analyze our experience of it, assign meaning to it, and find an appropriate place for it in our personal body of knowledge and belief.

Overall Course Goal: Students will develop an understanding of the complexities of interpersonal and group communication, strengthen their interpersonal and group communication skills when sending and receiving messages, and build a foundation for future projects that involve sharing information. Students will also improve their public communication skills by learning effective methods and strategies for presenting messages individually and in groups.

Student Learning Objectives: Students may vary in their competency levels on these skills and abilities. You can expect to acquire these skills and abilities only if you honor all course policies, attend class regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

By the end of this course students should be able to:

1. Explain the characteristics and components of the communication process.
2. Explain the relationship between perception, self concept and effective communication, and the impact of cultural differences on that relationship.
3. Demonstrate skills in determining the need and purpose for communication in a variety of contexts.

4. Demonstrate skills in adapting your communication to specific contexts.
5. Demonstrate effective and appropriate use of verbal and nonverbal language.
6. Demonstrate skills of comprehension and critical listening, empathetic listening, and listening for enjoyment.
7. Work effectively in small groups in developing information, completing tasks, resolving conflict, and maintaining appropriate relationships.
8. Plan, prepare, rehearse and deliver well organized, clearly supported, effective public speeches individually and in a team.

Class Policies

Tardiness

Arrive on time for class and stay in the classroom for the full time. If you need to leave early, please clear it with me in advance to receive credit for that class period.

Classroom behavior

All students are expected to show respect for classmates and instructor. This includes the following: courteous listening, prompt arrival, and no disruptive behavior. Cell phones may not be used in class and ringers must be turned off. All electronic devices must be closed and put away, computers included. Computers may only be used in class only with permission from the instructor or when indicated in the syllabus (see schedule).

If you have issues you wish to discuss with me, please make an appointment. The classroom does not afford privacy for personal discussions.

Slacker Alert: Slackers should drop this class immediately. You need to do the work if you want to pass this class. We will be working together in this class to become better communicators, and we need to be able to depend on you. If you are not dependable or cannot commit to taking this course seriously, please drop it now.

Snow days

If the university is having class, we are having class. Check WCU home page to see if classes will be cancelled. (They usually are not.) For commuters: unless you inform me that the roads are too dangerous for you to drive on via an e-mail message, you will be considered absent.

Attendance

Attendance is required, as this is a performance course. Attendance is the key to successful completion of this course.

- You must have **documented excuses** for days you are absent to make up work without penalty and to avoid a drop in your grade.
- You are allowed **3 unexcused absences with no penalty**. More than 3 unexcused absences will result in a **grade drop for each absence over three**. For example, if your ending grade is an A-, but you have 4 unexcused absences, your final grade will be a B+
- **University excused absences:** In addition to a documented and bonafide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events). **Excused absences require written documentation.**

- **Athletes or students participating in performing arts:** A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences.

Assignments

- Assignment details will be posted on Blackboard.
- Written assignments must be submitted in Blackboard.
- All assignments due via Blackboard must be submitted on the due date whether you are in class or not.
- If you are absent when an assignment is due in class, you may make it up without penalty if you have a documented excuse. If you don't have a documented excuse, there will be a 10%/day late penalty. The exception to this policy is the Team Presentation. You must be present for that.

Speeches

You must present all required speeches to pass the course.

Presentation of written work

- Papers should be sent electronically to me *via* Blackboard. Send to my email address only if you are not able to send via Blackboard
- Outlines should be brought to class on paper or on your computer *and* sent electronically. On days when we are reviewing outlines, you may bring your outlines on your computers and send the final copies by the end of the day.
- All work must be typed using standard style (12-point, preferably Times New Roman, Courier, or Arial font, double-spaced, one-inch margins). Both content and presentation are considered; grammatical errors and typos will adversely affect your grade. I expect all work to be proof read before it is turned in. Please turn on your grammar and spell check functions.
- If outside sources are used in papers, the **sources must be documented properly**. Please read the section below on plagiarism.

Documentation style generators

1. <http://www.wcu.edu/11732.asp>
2. <http://www.easybib.com/>
3. <http://owl.english.purdue.edu/owl/resource/560/01/>

Email and Blackboard

- **You are responsible for checking Blackboard** regularly for general information, announcements, syllabus, assignments, and changes.
- **Send all written work via Blackboard.**

Academic Integrity (including plagiarism):

- **Academic Honesty Policy**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
- c. **Plagiarism**—Intentionally or unintentionally representing the words or ideas of someone else as one’s own in an academic exercise. [This includes copying unpublished work, as well as the work of your peers.]
- d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

- **Honor policy**

Plagiarism or cheating in any form is the most serious offense a student can commit. If you do not understand what constitutes plagiarism see me immediately or visit the [Writing Center in the Hunter Library](#). All written papers are to be submitted electronically by way of an e-mail attachment. Electronic submissions become the property of the professor for inclusion in a database and will not be returned. All papers are electronically scanned for plagiarism using a sophisticated plagiarism search engine. Any student caught cheating receives an automatic "F" for the course regardless of any intent you may or may not have had. Your case will be turned over to the appropriate university officials for action. Plagiarism and cheating is cause for dismissal from the university.

Accommodations for students with disabilities:

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Technology Issues

- Students are responsible knowing how to navigate within the Blackboard environment, as well as configuring their computer for efficient operation.
- For weekday support (Monday - Friday) contact the IT Services Help Desk at 828-227-7487 or 1-866-928-7487 (toll free). For Blackboard Weekend Support call 828-227-2930. Blackboard instructions and tutorial are available at <https://online2.wcu.edu/webcthelp.html>

Grades:

Grades will be reported as points. The maximum number of points, barring any bonus points = 1000.

Grade Point Scale	
A+	971-1000 Points
A	940-970 Points

A-	900-939 Points
B+	860-899 Points
B	840-859 Points
B-	800-839 Points
C+	760-799 Points
C	740-759 Points
C-	700-739 Points
D+	660-699 Points
D	640-659 Points
D-	600-639 Points
F	599 Points and below

Assignments, Exams and values for this course:

Assignments	Value
Group Simulation Evaluation	50 points
Team Presentation Outline	50 points
Team Presentation	150 points
Team Analysis Paper	50 points
Persuasive Speech Outline	50 points
Persuasive Speech Presentation	150 points
Persuasive Speech Evaluation Paper	50 points
Exams	
4 quizzes	75 points each
Final Examination	100 points
Participation	
Participation	50 points
Total possible points	1,000 Points

*The class participation grade is based on **how well you contribute** to the learning environment in the classroom. This includes items such as positive participation in class discussions, completion of questionnaires, as required, the ability to answer in-class questions based on the reading assignments, sharing responses to material, and collaboration in the class and in team activities.

Schedule

	<ul style="list-style-type: none"> Recognizing the problems with language and meaning Understanding that language reflects, builds on, and determines context 	<i>This” boxes throughout the chapter.</i>
Week 3	Nonverbal Communication & Cultural Competence	
Monday, 1/24 Wednesday, 1/26 Friday, 1/28	Verbal Communication continued Nonverbal Communication <ul style="list-style-type: none"> Understanding the nature of nonverbal communication Understanding the functions of nonverbal communication Recognizing the different nonverbal codes, or symbols we use to send messages without, or in addition to, words Understanding the influences that culture, technology, and situation have on nonverbal communication Discussion of Online Quiz #1 details. Cultural Competence <ul style="list-style-type: none"> Defining and understanding the role of culture in communication Culture as a context for communication Adapting communication for culture Applied intercultural communication 	Assignment for Wednesday: Read Ch. 4. Be prepared to summarize and apply key points. Complete the worksheet, “You and Your Artifacts”, on p. 116. <i>Please do not write in the book. Write your answers on paper for use in a classroom activity.</i> Assignments for Friday: Reread the following passages: p. 12, <i>Communication is Linked to Culture</i> p. 51, <i>bullet 2</i> pp. 91, 92, <i>High- and Low Context Cultures</i> p. 95, <i>Geography and Language</i> pp. 122, 123, <i>Culture and Nonverbal Communication</i> p. 154, <i>Table 5.3</i> Take online Quiz #1 on Ch.s 1-4.
Week 4	Listening, Processing Information & Providing Effective Feedback	
Monday, 1/31 Wednesday,	<ul style="list-style-type: none"> Understanding how we listen and the various personal listening styles Recognizing the different reasons for listening and the benefits of listening well Understanding various listening barriers, or the factors that interfere with our ability to comprehend information and to respond appropriately <ul style="list-style-type: none"> Identifying how different contexts influence listening 	Assignment for Monday: Read Ch. 5. Be prepared to discuss the issues raised in the “And You?” and “Think About This” boxes throughout the chapter. .

2/2 Friday, 2/4	Listening practice—in-class exercises	
Week 5	Applying interpersonal communication knowledge and skills to working in groups	
Monday, 2/7	<ul style="list-style-type: none"> • Recognizing that interpersonal relationships are the interconnection and interdependence between two individuals • Understanding why we form relationships and the functions of relationships • Seeing how we manage the various dynamics in relationships • Understanding the ways in which we divulge or withhold personal information and how those decisions affect our relationships 	Assignment for Monday: Read Ch. 6. Consider how this material relates to you.
Wednesday, 2/9	<ul style="list-style-type: none"> • Participate in creative problem-solving and team building activities in small groups, using skills and knowledge covered in previous weeks 	
Friday, 2/11	<ul style="list-style-type: none"> • Participate in discussions to evaluate the use of communication skills in the activities and to suggest improvements or changes for future group interactions 	
Week 6	Group Communication Skills	
Monday, 2/14	<ul style="list-style-type: none"> • Group/team roles • Group communication skills and styles assessment discussion • Application of interpersonal skills to group communication 	Assignment for Monday: Read Ch. 8. Consider how this material relates to you. Recall and list your best and worst past group projects or team experiences, both positive and challenging. <i>We will discuss what caused them to be remembered as best and worst.</i> Assignment for Friday: Take online Quiz #2 on Ch.s 5, 6 and 8.
Wednesday, 2/16	<ul style="list-style-type: none"> • Characteristics, types and purposes of groups and teams >Self-directed work teams and keys for good collaboration • How groups/teams develop (stages of development) 	
Friday, 2/18	<ul style="list-style-type: none"> • Additional factors that affect group communication • Skills practice in group activities 	
Week 7	Group Dynamics	
Monday, 2/21	<ul style="list-style-type: none"> • Understanding that leadership is the ability to influence others' behavior and thoughts toward a productive end, and what makes an effective and competent leader • Recognizing how culture can shape the way we lead a group 	Assignment for Monday: Read Ch. 9, pp. 260-269. Review Ch. 8. Assignment for Wednesday: Read Ch. 9, pp. 269-283.
Wednesday, 2/23	<ul style="list-style-type: none"> • Understanding the forces and processes involved in group decision making 	

Friday, 2/25	<ul style="list-style-type: none"> • Problem-solving process • Understanding the elements of an effective meeting <p>Group problem-solving activities</p>	
Week 8	Spring Break—No classes	
Week 9	Managing & Resolving Conflicts in Groups/Teams	
Monday, 3/7	<p>In-class simulation exercise. Note: <i>there is a 50-point assignment connected to this exercise, so you must be present to participate.</i></p>	<p>Assignment for Monday: In-class assignment. No preparation necessary. No make-ups unless you have a university accepted documented excuse.</p>
Wednesday, 3/9	<ul style="list-style-type: none"> • Understanding that conflict is more than an argument—it is a negative interaction between two or more interdependent people. Conflict management refers to the way we engage in conflict and address disagreements with our relational partners. • Recognizing the reasons for conflict • Understanding the forces that influence how people handle conflict • Recognizing the different strategies for managing conflict • Understanding the outcomes of conflict • Skills practice in group activities 	<p>Group Simulation Evaluation due via Blackboard. See <i>Blackboard for assignment details.</i></p> <p>Assignments for Wednesday:</p> <p>Group Simulation Evaluation due via Blackboard. See <i>Blackboard for assignment details.</i></p> <p>Read Ch. 7. <i>Be prepared to apply material to in-class exercises.</i></p>
Friday, 3/11		
Week 10	Developing & planning a team project Team Presentation skills--Delivery	
Monday, 3/14	<ul style="list-style-type: none"> • Discuss team presentation assignment • Team agreements/contracts • Application of previous material to planning the team's project 	<p>Assignment for Monday:</p> <p>See Blackboard for Team Member lists. See Blackboard for assignment details and rubric. Be prepared to ask questions about the assignment.</p>
Wednesday, 3/16	<ul style="list-style-type: none"> • Delivering presentations—basics 	<p>Assignments for Wednesday:</p> <p>Read Ch. 13. <i>Be prepared to discuss material.</i></p>
Friday, 3/18	<ul style="list-style-type: none"> • Choosing an appropriate topic 	

	<ul style="list-style-type: none"> • Narrowing topics to meet requirements • Analyzing audiences and using this information to better organize a speech 	Take online Quiz #3 on Ch.s 7-10. Note: we have not yet discussed Ch. 10 in class.
Week 11	Organizing, research, & visual aids	
Monday, 3/21	<ul style="list-style-type: none"> • Choosing an appropriate topic • Narrowing topics to meet requirements • Analyzing audiences and using this information to better organize a speech • Researching the topic • Speaking ethically and responsibly • Preparing effective visual aids 	Assignment for Monday: <ul style="list-style-type: none"> • Read Chapters 11 and 13, pp. 405-408. • Bring your team's topic to class for approval.
Wednesday, 3/23	<ul style="list-style-type: none"> • Organizing and outlining basics • Organizing an informative speech, using a sentence outline format 	Assignment for Wednesday: Read Ch.12.
Friday, 3/25	<ul style="list-style-type: none"> • Informative speaking goals, purposes, and methods • Preparing introductions and conclusions • Transitioning from speaker to speaker in team presentations 	Assignment for Friday: Read Ch. 14.
Week 12	Informative speaking in teams: organizing and preparing	
	Team Presentations and Evaluations	
Monday, 3/28	<ul style="list-style-type: none"> • Peer review of Team presentation outlines • Sign-up for Team presentations 	Assignment for Monday: Team presentation outlines due. Sentence outlines are required. See p. 365 for definition and 367 for sample. There is also a template posted on Blackboard for your convenience. <ul style="list-style-type: none"> • Bring a copy of the outline on one team member's computer to class for peer review. • Edited outlines are due on Blackboard by 11:59 pm on 3/30.
Wednesday, 3/30	Team Presentations and Analysis	Assignment , Wednesday Friday, Monday: Team Presentations and Analysis Be prepared to present with your team on the assigned day. Be a good listener on the days you are an audience member.

<p>Wednesday, 4/13</p> <p>Persuasive Speeches</p> <p>Friday, 4/15</p> <p>Persuasive Speeches</p>	<p>Edited outlines are due on Blackboard by 11:59 pm on 4/13.</p> <p>Assignments for Wednesday, Friday, Monday, and the Monday following Easter break:</p> <p>Persuasive speeches. See assignment details and rubric posted on Blackboard.</p> <p>Persuasive Speech Evaluation Paper due by 4/27. Details posted on Blackboard.</p>	
<p>Week 15</p>	<p>Individual persuasive presentation preparation</p>	
<p>Monday, 4/18</p> <p>Persuasive Speeches</p> <p>Wednesday, 4/20-- Friday, 4/22</p> <p>Easter Break—No classes</p>	<p>Assignment for Monday:</p> <p>Persuasive speeches. See assignment details and rubric posted on Blackboard.</p> <p>Persuasive Speech Evaluation Paper due by 4/27. Details posted on Blackboard.</p>	
<p>Week 16</p>	<p>Individual persuasive presentations</p>	
<p>Monday, 4/25</p> <p>Persuasive Speeches</p> <p>Wednesday, 4/27</p> <p>Persuasive Speeches</p> <p>Friday, 4/29 Last day of classes</p> <p>Course wrap-up</p> <p>Finals details</p>	<p>Assignments for Monday, Wednesday:</p> <p>Persuasive speeches continued. See assignment details and rubric posted on Blackboard.</p> <p>Persuasive Speech Evaluation Paper due by 4/27, end of day via Blackboard.</p>	



Western Carolina University • Department of Communication

Introduction to Speech Communication (COMM 201-16-HON)

Meeting location:	McKee 115
Meeting day & time:	T-TR 9:30 am - 10:45 am
Instructor:	Mr. Michael Caudill, MA, RN
Telephone:	X2468
Office:	Stillwell 273
Office hours:	T-TH 11:00 am - 12:00 pm & by appointment
Email:	mcaudill@email.wcu.edu
Web site:	http://paws.wcu.edu/caudill
Communication Dept:	Room 109, Old Student Union Bldg (227-7482)

Instructor Biography

Mr. Caudill earned a Master's degree in Intercultural Communication from the School of International Service at the American University in Washington DC. He has held positions in Public Affairs and Disaster Services at the national and international level with the American Red Cross and Pan American Health Organization/WHO. In 1993 he led the logistical support team for the United Nations peacekeeping mission to Haiti.

Michael's work and studies have taken him to 45 countries across Europe, the Balkans, the Near East, and Latin America. He lived abroad for seven years working on projects in the eastern Caribbean and Central America. He has taught at Western Carolina University since 2004 and is a member of Phi Delta Beta Honor Society for International Scholars.

Mr. Caudill is managing partner with InterCultural Advantage, a consulting practice that helps clients manage the challenges and opportunities of the multicultural workplace.

1.0 COURSE DESCRIPTION

Introduction to Speech Communication will help you to better understand how human beings communicate in a variety of contexts; to become more aware of yourself as a sender and receiver of messages; to send more effective messages, both verbally and nonverbally; to listen more effectively and think more critically about the messages others are sending you; and to learn from your own experiences as a communicator, so that your communication skills can continue to improve.

You will study communication in three general contexts. **Interpersonal**, or person-to-person, focuses on communication between you and one other person, such as you might encounter in conversations or interviews. **Small group communication** looks at the skills involved in group dynamics, group membership, and leadership. In the unit on **public communication**, you will learn about making speeches and presentations in front of audiences.

The course syllabus and calendar, assignments and grading are based on the idea that the most effective learning involves discovery, the process by which we explore something, analyze our experience of it, assign meaning to it, and find an appropriate place for it in our personal body of knowledge and belief.

1.1 Overall Course Goal: Students will develop an understanding of the complexities of interpersonal and group communication, strengthen their interpersonal and group communication skills when sending and receiving messages, and build a foundation for future projects that involve sharing information. Students will also improve their public communication skills by learning effective methods and strategies for presenting messages individually and in groups.

1.2 Student Learning Objectives: Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend class regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

By the end of this course students should be able to:

1. explain the characteristics and components of the communication process.
2. explain the relationship between perception, self concept and effective communication, and the impact of cultural differences on that relationship.
3. demonstrate skills in determining the need and purpose for communication in a variety of contexts.
4. demonstrate skills in adapting your communication to specific contexts.
5. demonstrate effective and appropriate use of verbal and nonverbal language.
6. demonstrate skills of comprehension and critical listening, empathetic listening, and listening for enjoyment.
7. work effectively in small groups in developing information, completing tasks, resolving conflict, and maintaining appropriate relationships.
8. plan, prepare, rehearse and deliver a well organized, clearly supported, effective public speeches.

1.3 Slacker Alert: Slackers should drop this class immediately. You need to participate and do the work if you want to pass this class. We will be working together in this class to become better communicators, and we need to be able to depend on you. If you are undependable or can't commit to taking this course seriously, please drop it.

1.4 Course Materials

- **Required Textbook:** O'Hair, D. and Wiemann, M. (2009). Real Communication - An Introduction. Boston, MA: Bedford/St. Martin's.
- Access & competency using the Blackboard learning management system.
- Other articles and readings as assigned

2.0 COURSE REQUIREMENTS

2.1 Grading standards: Points are given for assignments.

1000 points are possible during this course.

A+	971-1000 Points
A	940-970 Points
A-	900-939 Points
B+	860-899 Points
B	840-859 Points
B-	800-839 Points
C+	760-799 Points
C	740-759 Points
C-	700-739 Points
D+	660-699 Points
D	640-659 Points
D-	600-639 Points
F	599 Points and below

2.2 Expectations for Citations:

All work written outside class must be typed using standard style (12-point, Times Roman font, double-spaced, one-inch margins) and include proper citations. Failure to include proper citations and bibliography may result in a significantly reduced grade. Here are some helpful suggestions:

- When making citations in the body of the paper, you may use parenthetical references: (James 1998, 54), first the author then date then page. Include the last name of the author and the year of publication. If an author's name is unavailable, use the name of the publication. The following is an example:

"The level of commitment of our group was very high. Commitment is "the desire of group members to work together to complete a task to the satisfaction of the entire group" (O'Hair and Weimann, 2009, p. 422). We knew that if one or two people were the only ones who did the work that we would all "die." It took everyone being committed to the task and the group as well. Everyone in my group was very committed to our work and solving this problem that we were facing."

- Do not quote notes from class lectures in your research papers.
- The internet can be helpful but you must use credible sources. Just because something is on the web doesn't make it accurate. Get the name of the organization producing the web site. If this organization or person would be an acceptable source if the information were published, then the web site is acceptable.
- Place the bibliography at the end of the paper using proper formatting (AP, APA, MLA). See the Writing Center for citation guidelines.

2.3 Writing Assignment Standards:

<p style="text-align: center;">A+/A</p>	<ul style="list-style-type: none"> • Answers the question asked by applying appropriate theories • Includes specific cultural examples on each point • Recognizes conflicting viewpoints • Avoids generalizations and stereotypes • Uses correct facts and attribution • Uses proper grammar and spelling
<p style="text-align: center;">B+/B</p>	<ul style="list-style-type: none"> • Answers the question but primarily relies on summaries • Includes specific cultural examples on most points • Recognizes conflicting viewpoints • Avoids generalizations and stereotypes • Uses correct facts and attribution • Uses proper grammar and spelling
<p style="text-align: center;">B-/C+</p>	<ul style="list-style-type: none"> • Answers the question but primarily relies on summaries • Includes few specific cultural examples • May not recognize conflicting viewpoints • Relies on some generalizations and stereotypes • Some problems with facts and attribution • Some problems with grammar and spelling
<p style="text-align: center;">C/C-</p>	<ul style="list-style-type: none"> • Does not answer the question directly • May not recognize conflicting viewpoints • Relies on some generalizations and stereotypes • Some problems with facts and attribution • Some problems with grammar and spelling
<p style="text-align: center;">D/F</p>	<ul style="list-style-type: none"> • Does not answer the question • Does not recognize conflicting viewpoints • Relies on generalizations and stereotypes • Uses incorrect correct facts and attribution • Uses improper grammar and spelling

2.4 Assignments, Exams and Values For This Course:

See online course calendar for due dates

Assignments	Value
Group Simulation Evaluation	50 points
Team Presentation Outline	50 points
Team Presentation	150 points
Team Analysis Paper	50 points
Persuasive Speech Outline	50 points
Persuasive Speech Presentation	150 points
Persuasive Speech Evaluation Paper	50 points
Exams	
4 quizzes	75 points each
Final Examination	100 points
Participation	
Participation	50 points
Total possible points	1,000 Points

*The class participation grade is based on **how well you contribute** to the learning environment in the classroom. This includes items such as positive participation in class discussions, completion of questionnaires, as required, the ability to answer in-class questions based on the reading assignments, sharing responses to material, and collaboration in the class and in team activities.

3.0 COURSE POLICIES

3.1 General Information:

- **Electronic devices:** Unless required by state statute, all pagers, cell phones, and electronic devices are to be turned off prior to entering the classroom.

Unless cleared by the instructor prior to class, engaging in cell phone use of any kind during class will result in a **25 point** penalty per occurrence.

Engaging in cell phone use includes, but is not limited to:

- > handling or touching a cell phone
- > having a cell phone exposed on your desktop or within view
- > text messaging
- > any manner of acknowledgment of calls or text messages while in class

- **Laptop computers:** Unless approved in advance, laptop computers are not permitted in class.
- **Non-verbal communication** accounts for 60-90% of meaning when we communicate. Dark glasses, caps, hats or other articles or bodily decorations that interfere with this communication are not to be worn in class. If you have a special need for these items, see the instructor.
- **Listening** is a crucial aspect of communication and it is my expectation that students will be attentive and respectful to one another and to the instructor throughout the semester.

3.2 Attendance policy: see [WCU Attendance Policy](#)

- Being late or not showing up to a job is unacceptable - the same holds for this class.
- **University excused absences:** In addition to a documented and bonafide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events). Excused absences require written documentation.
- **Unexcused absences:** Each unexcused absence results in a loss of **25 points**. After three (3) unexcused absences the student will fail the class.
- **Arriving late to class:** Each time a student arrives after attendance has been taken will result in the loss of **10 points**.
- **Athletes or students participating in performing arts:** A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences.

3.3 Submitting Assignments and Examinations:

- All assignments relating to this course will be submitted through Blackboard.
- All written assignments must be word-processed and submitted as an MS Word file format (.doc) - no handwritten papers will be accepted.
- Any in-class assignments or exams that are missed as a result of an unexcused absence cannot be made up unless prior arrangements are made or special

circumstances warrant.

- Late work will be docked one letter grade per class period, if accepted.
- Check with the instructor about assignments if you miss class.

3.4 Technology Issues

- Students are responsible knowing how to navigate within the Blackboard environment, as well as configuring their computer for efficient operation.
- For weekday support (Monday - Friday) contact the IT Services Help Desk at 828-227-7487 or 1-866-928-7487 (toll free). For WebCat Weekend Support call 828-227-2930. Blackboard instructions and tutorial are available at <https://online2.wcu.edu/webcthelp.html>

3.5 Communication between Students & Instructor

- Students and the instructor are expected to log into Blackboard daily to check for announcements, updates, or course-related email messages.
- Personal matters or topics not related to this course should be directed to the instructor's WCU email account (mcaudill@email.wcu.edu).
- The instructor will respond to email or phone messages within 24 business hours of reception.
- The instructor will review and grade assignments within 48 business hours of reception.

3.6 Academic Honesty Policy: See -

<https://deimos.apple.com/WebObjects/Core.woa/BrowsePrivately/wcu.edu.1333481441>

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- a. **Cheating** — Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. **Fabrication** — Intentional falsification of information or citation in an academic exercise.
- c. **Plagiarism** — Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- d. **Facilitation of Academic Dishonesty** — Intentionally or knowingly helping

or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

3.7 Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office's website: <http://www.wcu.edu/12789.asp>

3.8 Extenuating Circumstances: The above schedule, policies, procedures, and assignments in this course syllabus are subject to change in the event of extenuating circumstances.

COMM 240
Writing for Mass Communications
Spring 2011

Instructor: Mrs. Debra Connelly

Office: 239 Stillwell

Office Hours: 10:30-11:30 Monday, Wednesday, Friday. Other times by appointment

Telephone: 227-2459

E-mail: dlconnelly@email.wcu.edu

Course Description: Elements of news, news values, basic interviewing techniques; writing principles and fundamentals; and the professional style used in media writing. Prerequisites: ENGL 101 and 102.

Course Objectives: In this course you will review how to write clear messages and how to write basic news stories for the communication media. In addition to having completed the prerequisites for the course, you should possess curiosity, a willingness to learn, and a working knowledge of history, geography, current events, English grammar, spelling, and punctuation.

Course Outcomes: At the end of the course, you should know much more about how to acquire information about any topic, how to assess the validity and the significance of the information you acquire, and how to present your interpretation of the information in standard news style.

Specifically, you should be able to follow accepted standards of spelling, grammar, punctuation and news style; meet deadlines; identify and weigh news values; plan, research, and write acceptable news stories of some complexity; make effective use of quotation, summary and paraphrase; and be proficient at using the World Wide Web.

Textbooks: The rental textbook for this course is James Stovall, *Writing for the Mass Media*.

The textbook will serve as a writing guide and resource manual. You are expected to begin reading the text, especially the grammar review. Specific reading assignments may be made throughout the course. All material in the text is fair game for the weekly quizzes.

We will follow AP style in our writing based on *The Associated Press Stylebook and Libel Manual*, which you should have purchased at the bookstore. As a writer, you should also own (and use regularly) any good, full-sized dictionary. You will also be responsible for reading and working online resources.

Preparation: You should be curious about things that are happening on campus, in this community, and in the rest of the world. That means staying up-to-date with everything that's going on. You will be expected to read/watch some form of news outlet, whether it be a newspaper (or online edition), national television/radio news broadcast, or online news service. Daily class discussion will be based on this news.

Deadlines: Learning to work to deadline is a course objective. Stories that are not submitted when they are due will not be accepted and will receive a grade of zero. If you have an excused absence when assignments are due, **you must turn in the assignment within two class periods of the due date.** Athletes must turn in the assignment **prior** to their excused absence, per university policy.

Tests: A short quiz will be given at the beginning of class on Friday. Quizzes will cover style, grammar, spelling, vocabulary, and the assigned readings, including current events from the media outlets you read.

Quizzes missed in whole or in part because of tardiness or being absent (whether excused or unexcused) cannot be made up. See extra credit for those who want to make up a quiz because of an excused absence.

Two major tests will be given after critical subject areas are covered—grammar and the AP Stylebook. Each will be worth 100 points.

The **final** is a comprehensive multiple choice test covering the basic principles and concepts covered throughout the semester.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office's website: <http://www.wcu.edu/12789.asp>

Grades:

10 Weekly Grammar Assignments, 25 points each	250
4 Newswriting Assignments, 75 points each	300
Grammar and AP Style tests, 100 points each	200
Final Test	100
14 Weekly Quizzes, 10 points each (one worth 20)	150
	Total 1,000 points

Final grades will be computed using the 12-point grading system detailed in the undergraduate catalog. They will be assigned as follows:

A+ = 971-1000	B+ = 870-899	C+ = 770-799	D+ = 670-699
A = 940-970	B = 830-869	C = 730-769	D = 630-669
A- = 900-939	B- = 800-829	C- = 700-729	D- = 600-629
			F = below 600

Extra Credit: Additional points for participation may be assigned to students who answer questions in class, who raise interesting questions in class, or who find errors in style, grammar, or spelling in published newspaper stories. Extra credit **will not** be

allowed for students with more than three unexcused absences or who are missing a weekly assignment. A total of 20 extra credit points will be allowed.

Attendance and Punctuality: In this class students will be treated as professionals; therefore, attendance is expected. Because this class meets three times a week, you will be allowed **three unexcused absences**. According to university policy, after three unexcused absences you can be given an F for a final grade. **If you have a medical problem or a family emergency, contact the instructor immediately.**

If you are a member of a University athletic team, absences for games are excused only if you notify me of your absence at least one class period in ADVANCE of the day to be missed.

Additionally, you should not be late for work; therefore, you should not be late for class. The instructor will make every attempt to begin on time and end on time. Two tardies will count as one unexcused absence. **It is your responsibility to make sure you are signed in on the attendance sheet.** If you are not present when roll is taken, you will be marked absent. If you enter class tardy, **it is your responsibility** to make sure your presence is noted.

Official Communications: E-mails sent to students will be sent through "My Cat" and will utilize your assigned university e-mail address. It is your responsibility to maintain the e-mail account and visit it on a regular basis.

Cheating: Plagiarism or cheating in any form is unacceptable. Any student caught cheating will receive an "F" for the course and will be referred to the appropriate university official.

Decorum: Unless required by state statute, **all** pagers, cell phones, and electronic devices are to be turned **off** prior to entering the classroom. Unless cleared by the instructor prior to class, engaging in cell phone use of any kind during class is cause for your final grade to be lowered one (1) full letter per occurrence. Use includes, but is not limited to, handling of cell phone, text messaging, or acknowledging calls or text messages while in class. Unless approved in advance, laptop computers are not permitted in class.

Improper use of the computer (surfing, playing games, checking class schedules, etc.) will result in a one letter grade penalty. More than three infractions will result in an "F" for the course.

Because the class is held in a computer classroom, no eating or drinking of any kind is allowed.

Schedule

I reserve the right to give “pop” quizzes and any other work if it appears students are not keeping up with assignments. I reserved the right to make minor changes in the schedule during the semester. You will be held accountable for material presented and assignments made in class. **This is your responsibility.**

Most assignments will be given on Monday. Final copy is due at the beginning of class on Friday, unless otherwise noted. There are a lot of graded papers in this class. It is YOUR responsibility to check with me anytime you are absent in case there has been an assignment. Even one missed assignment can affect your grade in this class.

Week of:		Reading Assignments
Jan. 11	Introduction; language basics—spelling	Chapter 1
Jan. 17 MLK Day—No classes		
Jan. 19	Word Choice—Slang, Jargon	Chapter 2
Jan. 24	Word Choice—Sexism; Sensitivity; Slang; Fancy/Plain Words	
Jan. 31	Verbs, Active/Passive Voice, Spelling, Concrete Words	
Feb. 7	Trademarks; Punctuation; Sources	
Feb. 14	Interviewing, Quotations, Paraphrase	Chapter 5
Feb. 21	Attribution; Grammar Test Wed. Feb. 23	
Feb. 28-March 4	Spring Break	
March 6	AP Style	Chapter 3 & AP Stylebook
March 13	AP Style AP Style Test	
March 22	Direct Leads	
April 5	Delayed Leads; Complex Stories	
April 12	Writing Stories	
April 19	Writing Stories	
April 20-22	Easter Break	

April 25 The Law

Chapter 12

CoursEval April

Final: 8:30 a.m. Monday, May 2

WCU FACULTY MEMBER

Don Connelly



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COMM 458 - Broadcast Sales and Promotion

Don Connelly

**Head, Department of Communication
Associate Professor of Communication**

Office: Old Student Union 109

Office Hours: M - W - F 2:00 -4:00 p.m.

Phone: 828.227.3851

Email: dconnelly@wcu.edu

"Many a small thing has been made large by the right kind of advertising"

Mark Twain

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Textbook: *Radio Marketing Professional*, The Radio Advertising Bureau

Course description: This class has been designed in conjunction with the [Radio Advertising Bureau's](#) educational division. Students will sit for the [Radio Advertising Bureau's](#) national accreditation exam for the Radio Marketing Professional certification. This is the first level of professional certification from the [Radio Advertising Bureau](#). Western was one of the first five universities in the United States to offer the RAB's professional accreditation to students. Communication graduates have found that RAB professional certification is a powerful tool in obtaining their first position in sales. Students are required to purchase their study materials, web access to the RAB "members only" research, and final exam fee from the Radio Advertising Bureau. Details of how to do this are provided prior to the start of class and on the first day of class.

This class introduces upper class communications majors to the most essential element of the media, sales and promotion. Sales is the engine that drives the media. Regardless of what you might have envisioned, every employee in a radio, television, or cable operation works for the sales department. It is the sales staff who will earn more money during their broadcast careers than anyone else in the industry. If your goal is to be the general manager of a radio, television, or cable operation you must first be a successful sales person. A successful track record in sales is required for entry into media management.

The primary objective of this class is to give the student a solid background in what is known as consultant sales. It is by far the most widely accepted and most successful method of generating consistent sales and personal income. The consultant sales method is "media neutral" and is used in radio, television and cable operations. This class will involve a lot of role playing, active discussion, and students are required to make a presentation to a prospective off-campus client.

This is a senior level class, you should expect to be challenged and work hard. Specifically our objectives are:

- o Understanding the vital role sales and promotion play within the broadcast and cable industry.
- o Learning the work habits and time management skills needed to be a successful sales person.
- o Developing research skills useful for market analysis and audience ratings.
- o Reading and interpreting Nielsen and Arbitron ratings.
- o Understanding the concept of inventory, inventory control, and working with different types of rate structures.
- o Creating various styles of written presentations for the client.
- o Understanding the purpose of promotions.
- o Developing an annual promotions calendar.
- o Passing the Radio Marketing Professional certification exam from the Radio Advertising Bureau.

Attendance: Attendance is required. You will be treated as an employee in the broadcast media. Upon your first unexcused absence your final grade will be lowered one (1) full letter. Two (2) unexcused absences will result in your final grade being lowered two (2) full letters. Three (3) or more unexcused absences automatically results in a failing grade for the course. I have both e-mail and voice mail. If you cannot make it to class for some reason, communicate with me in advance to avoid the unexcused absence. There are no exceptions for unexcused absences. If you are a member of a university athletic team, absences for games are excused only if you notify me of your absence at least one class period in advance of the day to be missed.

The broadcast media operate based on time. Class will start on time. If you are not present to sign the roll you are absent. Arriving late to class is not an option. If you need the current official time to set your watch and clocks by click here www.time.gov

Completion of Assignments: This is a performance class and you are expected to participate in each assignment. All assignments are due at class time on the required date. Late assignments are not accepted. No hand-written materials will be accepted. Both content and presentation count.

Time management is critical to success in this class. Computer glitches, broken printers, running out of paper, etc. are not valid reasons for late work.

Assignments and exams can be made up only under extremely dire circumstances. Examples of such include personal hospitalization or a death in your immediate family. If you have a university related trip or a legal commitment, it is your responsibility to negotiate the completion of your assignment in advance with the instructor. If you miss an assignment and have no legitimate excuse, you will receive an "F" for that assignment.

Academic Honesty: Plagiarism or cheating in any form is the most serious offense a student can commit. If you do not understand what constitutes plagiarism see me immediately or visit the [Writing Center in the Hunter Library](#). All written papers are to be submitted in writing and electronically by way of an e-mail attachment. Electronic submissions become the property of the professor for inclusion in a database and will not be returned. All papers are electronically scanned for plagiarism using a sophisticated plagiarism search engine. Any student caught cheating receives an automatic "F" for the course regardless of any intent you may or may not have had. Your case will be turned over to the appropriate university officials for action. Plagiarism and cheating is cause for dismissal from the university.

Decorum: Unless required by state statute, all pagers, cell phones, and electronic devices are to be turned off prior to entering the classroom. Unless cleared by the instructor prior to class, engaging in cell phone use of any kind during class is cause for your final grade to be lowered one (1) full letter per occurrence. Use includes, but is not limited to, the sight of a cell phone in your possession, handling or touching a cell phone, text messaging, or any manner of acknowledgment of calls or text messages while in class. Unless approved in advance, laptop computers are not permitted in class. You are expected to show respect for everyone who enters the classroom.

Accommodation of Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Communication Majors: Communication majors are required to retake any communication course in which the student receives a grade below a C for the course to count toward graduation.

Official Communications: I will use your assigned university e-mail address for all official communication concerning this class. It is your responsibility to check your e-mail daily and maintain your e-mail account. I will from time to time use text messaging to contact you.

Assignments: In addition to your professional certification exam, you will have five assignments/projects in this class. The first project is to develop a client list based on available advertising revenue in a community. The second project is to develop an annual promotions and sales calendar on which to base sales and income planning. The third project is to develop an annual inventory and sales projection plan for your station. The fourth project is the business presentation. This project consists of five separate parts. You will be working with a real off-campus business to research and develop a professional sales presentation. The important aspect of this project is that you are able to get feedback about your efforts from an outside source. The five components of this assignment are:

1. Prospecting for a client.
2. Initial interview with client.
3. Client specific industry research.
4. Advertising proposal and package development.
5. Sales presentation to the client with client and faculty evaluation.

Assignments		Grade Point Scale	
Client List	100 Points	A +	970-1000 Points
Promotions Calendar	100 Points	A	940-969
Inventory/Rate Cards	150 Points	A-	900-939 Points
Initial Client Interview	150 Points	B+	860-899 Points
Client Presentation	200 Points	B	840-859 Points
Chapter Quizzes	100 Points	B-	800-839 Points
		C+	760-799 Points
		C	740-759 Points
Mid-Term Exam	100 Points	C-	700-739 Points
Final	100 Points	D+	660-699 Points
		D	640-659 Points
		D-	600-639 Points
Total possible points	1,000 Points	F	599 Points and below

By participating in this class, the student agrees to release their likeness, works, and any project created for this class for use in the public domain.

Class Schedule: The following is the proposed schedule of readings and assignments for this semester - subject to change if needed. Power Point presentations below require the class password to open.

8/23	Monday	Class Orientation
8/25	Wednesday	The Business of Broadcasting
8/27	Friday	The role of the marketing consultant. Begin work on client list
8/30	Monday	Chapter 1 Your Role as a Marketing Consultant
9/1	Wednesday	Consultant Style Selling
9/3	Friday	Consultant Style Selling
9/6	Monday	Labor Day Holiday No Class
9/8	Wednesday	Chapter 2, Prospecting for Success, Select a Client
9/10	Friday	Chapter 2, Prospecting for Success, Select a Client
9/13	Monday	Library Day
9/15	Wednesday	Library Day
9/17	Friday	Review Prospecting and Your client List
9/20	Monday	Chapter 3, Getting First Call Appointments - Begin work on annual promotions calendar . Client list due
9/22	Wednesday	Chapter 3, Getting First Call Appointments
9/24	Friday	Chapter 4, How to Conduct A Client Needs Analysis - Begin preparation for first client visit
9/27	Monday	Chapter 5, Elements of A Good Written Proposal - Handling the first common objection .
9/29	Wednesday	Chapter 5, Elements of A Good Written Proposal - Handling the second common objection

10/1	Friday	Chapter 5, Elements of A Good Written Proposal - Handling the third common objection . Annual promotions calendar due
10/4	Monday	Chapter 7, Understanding Competitive Media
10/6	Wednesday	Chapter 7, Understanding Competitive Media - Arbitron and Nielsen
10/8	Friday	Chapter 8, The Power of Radio
10/11	Monday	Mid-Term Exam Chapter 8, The Power of Radio
10/13	Wednesday	Chapter 9, Scheduling for Success - Inventory and how it relates to your rate card.
10/15	Friday	Fall Break
10/18	Monday	Fall Break
10/20	Wednesday	Chapter 9, Scheduling for Success
10/22	Friday	Chapter 10, The Role of Creative - Preparation for first client visit next week
10/25	Monday	First client visits , class will not meet this week.
10/27	Wednesday	First client visits , class will not meet this week.
10/29	Friday	First client visits , class will not meet this week.
11/1	Monday	Chapter 11, The Best Presentations Inventory assignment due
11/3	Wednesday	Chapter 11, The Best Presentations
11/5	Friday	Chapter 12, Addressing Objections and Getting the Agreement Client report due
11/8	Monday	Chapter 12, Addressing Objections and Getting the Agreement
11/10	Wednesday	Chapter 12, Addressing Objections and Getting the Agreement
11/12	Friday	Chapter 13, More Sales through Buyer Identification
11/15	Monday	Chapter 13, More Sales through Buyer Identification
11/17	Wednesday	Chapter 14, Making Money with RAB Resources
11/19	Friday	Chapter 15 The Fundamentals of Co-op Advertising
11/22	Monday	Chapter 16, How to Find Non-Traditional Revenue
11/24	Wednesday	Thanksgiving Holiday
11/26	Friday	Thanksgiving Holiday
11/30	Monday	Chapter 17, Goal Setting and Time Management
12/2	Wednesday	Client sales presentations, we will meet at your clients.
12/4	Friday	Client sales presentations, we will meet at your clients.
12/7	Monday	Client sales presentations, we will meet at your clients.
12/9	Wednesday	Client sales presentations, we will meet at your clients.
12/11	Friday	Class wrap up - Be prepared for anything!
12/16	Wednesday	8:00 am - 11:30 am, Final Exam

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COMM 414
Gender Communication
Spring 2011
12:35-1:50 T & TH; McKee 116

Professor: Dr. Betty Farmer
Office: Stillwell 237
Office Hours: 11-noon M & W
Telephone: 227-3804 (office); 227-7482 (dept.)
Email: Bfarmer@wcu.edu

Text: Gendered Lives. Communication, Gender, and Culture (9th edition). Julia T. Wood.

Course description: This course explores the influence of gender on communication in a variety of contexts, including interpersonal, group, organizational, and public situations. A historical, cultural, and theoretical foundation will be laid in the first part of the course. Then specific aspects of gender communication such as verbal and nonverbal cues will be addressed. Attention also will be given to the influence of the media on gender communication.

Course Objectives: Students should come away from this course with an understanding of the following concepts:

- 1) The relationship between gender, culture, and communication;
- 2) The major theoretical approaches to the study of gender;
- 3) The rhetorical development of women's and men's movements;
- 4) The gender differences expressed in verbal and nonverbal cues;
- 5) The role of gender in the development of interpersonal relationships;
- 6) The role of gender in the development of organizational relationships;
- 7) The influence of the media on societal attitudes toward gender;
- 8) How individuals can influence progress on societal attitudes toward gender.

Assignments and grades:

Exams: There will be four exams. Exams will test students' knowledge of the text material and understanding of class discussions. These exams will be a combination of multiple choice and true/false questions. Each exam will count 10 percent. So that we may pull all of the material together, the fourth exam will be cumulative.

Journal/Scrapbook: You will be required to keep a "weekly" (for 10 weeks) Journal/Scrapbook that documents your understanding of the text material and your awareness of gender communication in the world around you. The journal should include the following headings and content:

a) **Reaction:** Your reactions to and analysis of the reading and class discussions. Consult the discussion questions at the end of each chapter as a springboard for your writing.

b) **Example:** Provide a real-world example of the textbook concept to which you just reacted. For example, you might include the following: a stereotypical depiction of a man in a television commercial, differences in use of nonverbal cues among your male/female friends, research reports documenting the status of women/men in the workplace, etc. Describe the electronic/audio or interpersonal events in as much detail as possible, cite the date and channel of the broadcast or exchange, and clip the articles, pictures, cartoons, etc. you are commenting on.

c) **Analysis:** After including the examples of gender communication in the world around you, you should comment on their relevance to the themes being discussed in class. For example, do the examples support the theories being advanced? Show progress? Present gender communication in an intriguing or unusual way? **IT IS NOT ENOUGH FOR YOU TO GATHER MATERIALS FOR THE SCRAPBOOK, YOU MUST ANALYZE AND COMMENT ON THE RELEVANCE AND SIGNIFICANCE OF THESE MATERIALS.**

The journal should be typed and professionally and creatively presented. You should use the headings reaction, example, and analysis. Each entry should be at least one full typed page. This is the minimum expectation. Think about this as something you will return to in 20 years. How thorough and creative can you be? Your 10th entry should be a reflective essay for the class. How have you changed as a result of this class? How have you benefitted? What will you do differently going forward as a result of taking this class?

Service learning project: Students will divide into teams of no less than two and no more than four students and complete a campus or community based project. Students may choose to work with any gender-related campus or community organization or initiative. Students are free to choose teams and organizations, but projects must be approved in advance. The professor will review proposals at any time, but all proposals must be approved by February 24. Submit the name of the students, the name of the organization, and a brief (no more than one-half page) statement of the project or activity.

Discussion guidelines and participation. The class will proceed in a circle, seminar format. Everyone is expected to contribute to the “teaching” of the class. You will be required to complete discussion guidelines for every chapter and display the completed guidelines on your desk at the beginning of each class period. I reserve the right to collect discussion guidelines for evaluation. This counts the equivalent of a test!

These items constitute the following percentage of your grade:

Exam 1	(100 points)
Exam 2	(100 points)
Exam 3	(100 points)
Exam 4	(100 points)
Journal	(400 points—40 points per entry)
Service learning project	(100 points)
Participation/Discussion Guidelines	(100 points)

Possible points=1,000

A= 940-969 points

B= 840-859 points

C=740-759 points

D=640-659 points

A+=970-1,000

A-=900-939 points

B-=800-839 points

C-=700-739 points

D-=600-639 points

B+=860-899 points

C+=760-799 points

D+= 660-699 points

F=599 points & below

Schedule: Minor adjustments may be made in the schedule as the need arises. If you miss a class, please check with a classmate or the professor to see if changes were announced.

Attendance and completion of assignments: This class is built on your active participation. Attendance, therefore, is simply expected. Only one absence will be allowed without penalty. For every unexcused absence your grade will be reduced one letter. Assignments and exams can be made up only under extremely dire circumstances, such as personal hospitalization or a death in your immediate family. If you have a university-related trip or legal commitment, you must negotiate the completion of your assignment **in advance** with the instructor. **All excused absences must be negotiated in advance. No exceptions.** If you miss an assignment or exam and have no legitimate excuse, then you will receive an "F" for that work. **Assignments are due in class on the day identified in the syllabus. No late or email assignments will be accepted.**

Academic Integrity: CHEATING, PLAIGARISM OR FRAUD IN ANY FORM WILL NOT BE TOLERATED. Be familiar with the University’s Academic Integrity Policy at <http://www.wcu.edu/26163.asp> I will enforce this policy.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services at 828-227-2716 or visit 144 Killian Annex or go to www.wcu.edu/12789.asp

Gender Communication Schedule Spring 2011

<u>Date</u>	<u>Topic</u>	<u>Chapters</u>
1-13	Introduction to class & discussion of assignments	
1-18	The study of communication, gender & culture	Intro & 1
1-20	Theoretical approaches to gender development	2
1-25	Women's movements	3
1-27	Men's Movements	4
2-1	Gendered Verbal Communication	5
2-3	Tannen Video	
2-8	Exam 1 over Chapters 1-5	
2-10	Gendered Non-verbal Communication	6
2-15	Gendered Family Dynamics	7
2-17	Gendered Education First half of journals/scrapbook due	8
2-22	ADVISING DAY-NO CLASS	
2-24	Gendered Close Relationships Service learning project proposals due no later than this day.	9
3-1 and 3-3	SPRING BREAK	
3-8	Gendered Close Relationships	9
3-10	Exam 2 over Chapters 6-9	
3-15	Gendered Organizational Comm	10
3-17	Gendered Media	11
3-22	Gendered Media	11

3-24	Gendered Power & Violence	12
3-29	Looking backward/forward	Epilogue
3-31	Exam 3 over Chapters 6-Epilogue	
4-5	Review for Exam 4	
4-7	Exam 4 (Cumulative)	
4-12	Guest Speaker	
4-14	Second half of journals due/share journals	
4-19	Share journals	
4-21	NO CLASS—Easter Break	
4-26	Service learning projects due/share projects	
4-28	Share service learning projects	

FINAL EXAM PERIOD: THURSDAY, MAY 5 3:00-5:00 P.M.

COMM 345 Public & Mediated Communication
Spring 2011
Tuesday 3:35 - 5:50 Stillwell 254

Instructor:	Dr. James Manning
Office:	Stillwell 247
Office Hours:	M, W, F 9:00-10:00; Tues 10-11:00, 2:30-3:30
Telephone:	227-3850
E-mail:	jmanning@email.wcu.edu <i>NOTE: all class communication will be via Blackboard email. Check daily!</i>
Text & readings:	-Hamilton Gregory's <u>Public Speaking for College and Career</u> (9th ed.) -Handouts found in "Handouts" folder on Blackboard. -3 daily (Mon-Fri) lead headlines from the online <u>New York Times</u> & <u>CNN.com</u>

Course Description: This class will cover the basic principles and development of skills in public and mediated communication. COMM 345 is a required, "core" course for all Communication majors and replaces the old curriculum's CMCR 250. Prerequisites for this class are COMM 201 and ENG 102. Though this class largely follows old CMCR 250 goals, added now is mediated communication which means you will learn the basics of how to deliver a "virtual" or web presentation.

Course Objectives: At the end of the course students should be able to:

- 1) Articulate the basic principles of effective public speaking;
- 2) Conduct audience analysis;
- 3) Conduct research based on current events found in online NY Times and develop supporting materials for speeches;
- 4) Organize a speech;
- 5) Become proficient in extemporaneous & impromptu speaking styles;
- 6) Proficiency in presentation technologies such as PowerPoint & web conferencing software (Wimba);
- 7) Exhibit communication "fluency" and deliver a variety of different types of speeches.
- 8) Analyze and evaluate the organization and delivery of peer and professional speakers.

Attendance and completion of assignments: Considering this class meets once a week and the majority of your "assignments," aka speeches, and critiquing speeches will be done during class-time, your attendance is vital. Assignments and exams can be made up only under extremely dire circumstances that constitute an "excused absence" such as a death in the immediate family or personal hospitalization. Other "excused" absences are typically planned events such as WCU athletic, band or club trips and require professor approval and documentation before you leave for the planned event. "Unexcused absences" include virtually every other known reason for nonattendance such as: undocumented Dr's appointment or illness; broken alarm clock/car won't start/ locked out or in room/ court appearances / drove roommate to or from hospital or court / etc.

Following are penalties for "unexcused" absences: 2 absences = 1 letter grade drop; 3 absences = 2 letter grade drop; 4 unexcused absences = "F" or failure for the semester. Also, 2 lateness or leaving class early count as 1 absence. Finally, considering the above rationale for your required class attendance, only under extraordinary circumstances will professor allow an Incomplete or "I" grade.

Presentation of work: All written material submitted for a grade in this class must be typed and, unless noted, submitted online to our class's Assignment dropbox on Blackboard. All assignments are due at class time on the required date. Both content and presentation count. Grammatical errors and typos will adversely affect your grade.

There will be no leeway given for tech problems. Your Power Point presentations must be saved to at least 2 places:(e.g., a disk/ CD you bring to presentation AND a remote location such as email etc). Though it is

recommended you work out of the Faculty Center in Hunter Library for Wimba presentations, you are free to present in a location of your choosing.

Decorum: The following outlines basic classroom behaviors. Adhering, or conversely, not following these policies will affect your “participation” points. Participation points are on a 0-150 scale. Two noted infractions will result in 0 participation points.

- You must sit in a different seat, surrounded by different people, every class period.
- NO cell phones, I-pods, or other electronic devices in class. Unless required, no laptops open during class. Please turn them off.
- No “extra-curricular communication.” In other words, no gabbing or other vocalized and non-vocalized disturbances.

Cheating: Plagiarism or cheating of any form is unacceptable and this class will abide by university guidelines. More information on WCU’s “academic integrity” policy can be found at <http://www.wcu.edu/26163.asp> Any student caught plagiarizing or cheating, whether intentional or not intentional, will receive an “F” for the course and will be referred to the appropriate university official. If you have any questions concerning what constitutes plagiarism, please see the professor, visit the writing center or visit the Writing Center’s guide to avoiding plagiarism at: <http://www.wcu.edu/11733.asp>

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. You must provide documentation of disability to Professor within two weeks of beginning of semester. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: <http://www.wcu.edu/12789.asp>

Assignments and Grades:

This I Believe Speech (2-2 ½ minutes). An “NPR-type” essay. 5% or 50 points.

Informative Speech (5-6 minutes). Current events topics only. 10% or 100 points.

Persuasive Speech. (5-6 minutes.) Current events topics only. 15% or 150 points.

Impromptu speeches (2 @ 2-2 ½ minutes each) Current event topics. The day before each class, an email will be sent with general headline topics drawn from the past week’s global, online edition of the NY Times and CNN .com. We will have 4-6 impromptus per class and you must be prepared to deliver your speech on any of the headline topics and in accordance with that “round’s” speech type. First round will be informative or persuasive. Second round will draw from current events OR historical event/person and delivered as entertainment, tribute, elegiac, and possibly combine ‘persuasive’ elements. 5% or 50 points per round. 10% or 100 points total.

“Your Communication workplace” OR “Outreach project(?)” group presentations (Web conference): Working in teams, students will define & analyze the required skills and opportunities available to today’s communication majors for this group ‘informative’ presentation delivered via web conferencing software. Exemplary topics such as our major’s concentration areas, health communication and Web 2.0 skills are possibilities (4-5 minutes per member:25-30 minutes per group). 10% or 100 points.

Class Participation. Active and productive participation is required which includes: 1) being attentive during lectures and actively engaging in class discussions; 2) being attentive during classmates’ presentations and providing constructive feedback; and 3) demonstrating ‘fluent’ communication skills. 15% or 150 points.

ONLINE EXAMS & HONOR CODE

All exams and extra credit quizzes will be administered online. You can take the test at any time of the 24 hour time frame marked on class calendar. You will need 60 continuous and uninterrupted minutes to complete the exam (not during class time). Once you log on, the exam begins and will end 1 hour later regardless if all questions are completed. Same begin/end criterion for the extra credit quizzes except you will have 5 minutes to answer 5 questions based on the week's required reading and current event topics. Quizzes will be available for 12 hours starting when an "extra credit quiz" announcement is posted on Blackboard. You are free to take the online exams/quizzes wherever you want, however, the online "honor code" requires you answer the questions on your own, and not aided by textbook, other electronic devices or notes and without help from others. Breaches to this "Honor code" will be penalized as per the above "cheating" policy.

Exam #1. 10% or 100 points. Online exam (true/false, matching, multiple choice) from class lecture & notes, handouts & CNN.com & NY Times headlines to date of exam.

Exam #2. 10% or 100 points. Online (true/false, matching, multiple choice) from class lecture & notes, handouts & CNN.com & NY Times headlines from date of last exam.

Final exam: 15% or 150 points. Online exam (true/false, matching, multiple choice) Majority of questions will be based on chapters & other readings since last exam. However, some earlier material will be included. Again, there will be questions drawn from CNN.com & NY Times headlines from date of last exam.

Assignments and possible points grade scale

Exam 1	10% (100 points)	A+ = 970-1000	C = 740-759
Exam 2	10% (100 points)	A = 940-969	C- = 700-739
Final	15% (150 points)	A- = 900-939	D+ = 660-699
This I Believe	5% (50 points)	B+ = 860-899	D = 640-659
Info speech	10% (100 points)	B = 840-860	D- = 600-639
Persuasive speech	15% (150 points)	B- = 800-839	F = below 600
2 Impromptu	10% (100 points)	C+ = 760-799	
Group presentation	10% (100 points)		
Participation	15% (150 points)		
TOTAL possible pts	1000		

Calendar: specific assignment and reading due dates are posted on Blackboard's "Calendar" tab. Calendar subject to change because of conference obligations, inclement weather, etc and will be marked in ***BOLD CAPS*** with asterisks.

More details on specific assignments and sample speech grade sheets will be provided in class and posted in the "Assignments & Handouts" folder on Blackboard homepage.

COMM 330
News Reporting 1
Spring 2011

Class meets: Tuesday – Thursday, 12:35 – 1:50 p.m. in Stillwell 144

Instructor: Katerina Spasovska

Office: 238 Stillwell

Office Hours: 10-noon Monday, Tuesday and Thursday, or by appointment

Telephone: 227-2730

E-mail: kspasovska@wcu.edu

Course Description: Writing in the journalistic style for print media as a basis for cross platform messages in the new digital environment. In this course the student sharpens journalistic writing skills using Associated Press (AP) Style, the news industry standard. Students will be gathering information by using records, documents, and interviewing. Writing stories under deadline. Emphasis on current events and reporting on local/campus events and issues.

Prerequisite: COMM 240

Course Objectives: By the end of the course, you should have a much better understanding of the nature of news reporting.

You will learn to plan, research, interview for, and write a news story for multimedia platforms, under deadline, and conforming to AP style.

You will develop a strong news sense and understand the role of the news writer in the news organization's structure and in society.

You will develop an understanding of the various categories of news beats, ie., education, government, business, etc.

Learning Outcomes:

- To pass with a B an AP Style Test
- To present story ideas for local news coverage, successfully pitch them and follow through
- To be conversant in local, state, national and international news and to pass a weekly news quiz
- To write publishable-quality news stories adhering to AP Style

Required for class:

- *Associated Press Stylebook and Briefing on Media Law* (Available in the bookstore or online. Buy your own copy. Buy the latest edition)
- *News Reporting and Writing*, ninth edition, by the Missouri Group (Available for rent in the bookstore.)
- Sources of state, national and international news Web sites
- Rewritable storage device such as USB drive
- Notebook and pen

Since this is a reporting and writing class in order to do well I would strongly encourage you to have: a laptop or a computer with a fast speed internet connection; a digital voice recorder; some kind of camera, although we will have cameras for your assignments. However, if you choose to use the equipment you are responsible for it.

Equipment Policies

You will be charged for any damage. Make sure the equipment works when you check it out and when you bring it back. Make sure your footage, photos are out of the camera and any personal items are not left with the equipment. Use the equipment while you have it and return the equipment on time and in good condition.

Class Format: The class time will include lecture and writing time.

Written Work: You will submit seven news stories for grading during this course. Written work will be evaluated on the basis of form (grammar/style), content (focus, organization, pacing/flow, and clarity), and adherence to AP Style. Your stories should have an interesting lead, a logical structure, crisp transitions, and absolutely no errors.

In this class there is no final exam. You will be required to do a news story on an issue from a beat of your choice.

In-class work: During the week you will have writing assignments that will prepare you to write better stories. They will not be graded, but you will receive a feedback from me and your classmates.

Tests: A weekly quiz will gauge knowledge of news. Additionally there will be a weekly quiz on the reading material and the lectures. A test on AP Style will determine competency in the news style. A grade of B is required on the test.

Course Grades: The grading key for written work follows:

A – Publishable quality

B – Publishable with minor reworking

C – Substantial reworking needed

D – Marginal quality

F – Unacceptable

Grade distribution

AP Style Test	10% (must pass with B)
News/lecture quizzes and essay	10%
Final paper	5%
News stories	50%
Class participation	10%
Final beat multimedia project	15%
Total	100%

Grading Scale

A + (97-100)	D- (60-63)
A (94-96)	F (59 and below)
A- (90-93)	
B+ (86-89)	
B (84-85)	
B- (80-83)	
C+ (76-79)	
C (74-75)	
C- (70-73)	
D+ (66-69)	
D (64-65)	

Attendance and Punctuality: In this class students will be treated as professionals; therefore, attendance is expected. More than three unexcused absences will reduce the final grade by one letter. More than four absences will reduce the final grade by two letters. More than five absences will reduce the final grade to an “F.” If you have a medical problem or a family emergency, contact the instructor immediately.

Additionally, you should not be late for work; therefore, you should not be late for class. The instructor will make every attempt to begin on time and end on time. Two tardies will count as one unexcused absence. If you enter class tardy, it is your responsibility to make sure your presence is noted with the instructor after class.

If you are a member of a university athletic teams or a band, absences for games/performance are excused only if you notify me of your absence at least one class period in ADVANCE of the day to be missed.

According to North Carolina General Statute 116-11(3a) a student may request absences for required **religious observances**. WCU allows two absences each academic year for religious observances required by faith. To obtain permission to be absent for religious reasons a student must complete the Absent due to Required Religious Observance Form with the instructor (electronic form obtained through MyCat) and submit it to the Senior Associate Vice Chancellor for Academic Affairs (Dr. Fred Hinson) for final approval at least two weeks prior to the proposed absence. Students are encouraged to discuss these absences with the faculty member prior to the end of drop/add in case the absence will unavoidably keep the student from completing the requirements of the course. However, if the student completes the form and submits it to the instructor prior to the two-week time frame, he/she shall be given the opportunity to make up any tests or other work missed due to an excused absence for a required religious observance.

Deadlines: Learning to work with deadlines is a course objective. Assignments will be due in accordance with the schedule. A missed deadline can be career limiting. If you are a member of a university athletic team, assignments are due prior to the excused absence.

Assignments: Assignments are as deadlines. If you are not able to meet the deadline you need to inform me ahead of time. Saying that you did not do the story on the day it was due is not an excused and will cause you not getting grade for that story. No exceptions. Professionals don't miss deadlines so PLAN and have at least two stories in your notebook.

Academic Honesty: You are responsible for your own academic honesty. You must do your own work and meet the requirements for the assignments. Plagiarism and other forms of cheating are very serious offenses and will be treated as such. Any student caught cheating will receive an “F” for the course and will be referred to the appropriate university official. If you have questions or concerns, feel free to ask me. Be especially cautious about collaborating with other

students on assignments unless you have specific permission to do so. Also, anytime you find yourself hitting the “copy and paste” buttons as you write, ask yourself if you are giving proper attribution.

Decorum: Unless required by state statute, all pagers, cell phones, and electronic devices are to be turned off prior to entering the classroom. Unless cleared by the instructor prior to class, engaging in cell phone use of any kind during class is cause for your final grade to be lowered. Students will treat the instructor and his or her classmates with respect. This includes refraining from any disruptive behavior.

Official Communications: E-mails sent to students will be sent through "Blackboard" and will utilize your assigned university e-mail address. It is your responsibility to maintain the e-mail and to use it on a regular basis. Writing e-mails to your friends can be informal, but when you start writing e-mails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible.

Doing Well: There are two proven methods to become a better writer. One is to read. The other is to write. Make it a habit to read a newspaper every day and listen to broadcast news as well. This will help you pick up the tone of news writing. You'll get writing practice in class, but plan to rewrite your assignments to correct mistakes and improve readability.

A good writer/reporter gets ahead in any profession by paying attention to:

Accuracy -- is critical. Words that are written or broadcast affect the lives of real people. It is your duty as a journalist (as everyone is in this class) to report information accurately and fairly. You'll lose points for any accuracy error, but factual errors are especially serious, as are mistakes in a proper name (person, place, brand name, business, department, etc.).

Style -- doesn't mean how an article sounds. To a journalist, NEWS STYLE means adhering to the rules in the Associated Press Stylebook, and you should have a firm foundation using this style from COMM 330.

Organization -- means presenting the information in a logical and easy-to-follow fashion. In news, it often means adhering to standard broadcast or print structure. It also means understanding news value and placing items with the most "news value" higher in the story. Feature stories may vary from this a bit but we'll get to that later.

Syntax -- spelling, grammar -- all the things you learned in freshman English count here as well.

Interest -- makes you want to read or hear a story. A news story can be technically sound without being interesting. A little bit of flair will set an A or B+ story apart from a sound but boring B story.

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Course schedule

This is a tentative schedule for the semester. The course will follow particular chapters and I expect you to do your reading and I will provide more material throughout the semester. I do not lecture from the text (although there will be overlaps) so you might need to take notes. I reserve the right to give “pop” quizzes and any other work if it appears students are not keeping up with assignments. I reserve the right to make minor changes in the schedule during the semester, for which you would be informed. You will be held accountable for material presented and assignments made in class. This is your responsibility.

Important dates to remember

Final story project due for the exam time, May 5 at 3 p.m.

January 17, Martin Luther King Jr. Birthday

February 22, Advising Day

February 28 – March 4, Spring Break

April 20-22, Easter Break

Week One, January 11-13 (library day on 13)

Introduction, housekeeping and orientation

Convergence and the new world of journalism

Where do you find your stories

Read chapters one, two and 23

Week Two, January 18 -20

Sources, Interviewing

Verification and attribution

Ethics

Read chapters three, four, five

In class writing - AP wire

Week Three, January 25-27

Leads and the Inverted Pyramid and the alternatives

Read chapters seven, eight and nine

In class writing

Preview story 1

Week Four, February 1-3

Writing to be read

Writing for the web - headlines, nutshell form

Read chapter eight and 20

Preview story feedback

Week Five, February 8-10

Web –HTML, blogging, social media

Numbers in Reporting, CAR

Story 1

Chapters six and 17

Week Six, February 15-17

Guest speaker – Professor David Henderson, Environmental ethics and environmental issues in WNC

Feedback to news story 1

Story 2

Week Seven, February 24 (no class on 22)

News photography – Jarrett Frazier

Feedback on story 2

Week Eight, March 1 – 3 SPRING BREAK

Week Nine, March 8-10

AP take-home test due on first class after the break

Photo story

Week Ten, March 15-17

Beat reporting

Multicultural Reporting

Read chapters 14, 15 and 16

Beat story 1

Week 11, March 22-24

Obituaries, life stories, press releases, meetings, speeches, press conferences

Read chapters 10, 11, 12, 13

Feedback on Beat story 1

Beat story 2

Week 12, March 29-31

Longer forms of writing – feature, analysis, issues

Reade again chapters eight and nine

Profile story

Week 13, April 5-7

Profile story – due

Brainstorming and pitching your final story

Week 14, April 12-14

Working on your Audio slideshow story

Working on your final story

Week 15, April 19

Audio slide show story due

First amendment and media law

Working on your final projects

Read chapter 23

Week 16, April 26-28

Working on your final project – draft on April 26

Wrap-up

EXHIBIT S

Ruth Bennett

86 Bradford Lane, Sylva, NC 28779

Work: 828-227-2512. Email: rtbennett@email.wcu.edu

EXPERIENCE AND ACCOMPLISHMENTS

Western Carolina University, Cullowhee, NC

Department of Communication

August, 2007 – present

Instructor, Department of Communication

Courses: Introduction to Speech Communication, Small Group Communication, Conflict Resolution, Communication Training and Development

Asheville Buncombe Technical Community College, Asheville, NC

May, 2007 – July, 2007

Adjunct instructor, Public Speaking.

University of North Carolina, LEARN NC, Chapel Hill

2006-present

Instructor in the Carolina Online Teacher program (COLT). Courses: Teaching Online Courses, Facilitating Online Collaboration

University of Phoenix, Massachusetts and Raleigh, NC, campuses and online

2003-present

Instructor of online, on ground, and hybrid courses. Courses include Public Speaking; Managerial Communication; Skills for Professional Development; Teamwork, Collaboration, and Conflict Resolution; Oral Communication; Introduction to Research and Information Utilization; Introduction to Effective Written Communication; Interdisciplinary Capstone Course; and more.

Lead Faculty, Massachusetts Campus, 2004-2006.

Ruth T. Bennett and Associates, Weymouth, MA

2002-2006

Principal in consulting firm providing program development and design, training, and team and individual coaching on a contract basis for other training firms and directly to clients.

- Designed training programs for own clients and on a contract basis for two training companies. Delivered hundreds of training programs to businesses of all types and employees at all levels. Programs include presentation skills, management skills, selling skills, customer service skills, telephone skills, coaching, change management, teamwork, communication skills, conflict resolution.

COM-MENT, Weymouth, MA

1979 - 2002

Partner in consulting firm providing training, consulting, and executive coaching in management and communication skills. Responsible for sales, contracting, program development and design, delivery, and evaluation of services. Some examples:

- Provided sales communication skills to new trainees at Liberty Mutual Insurance Company, Dover, NH, and UNUM, Portland, ME.
- Provided customer relations, team management and communication training to managers at Boston Edison Company, Pilgrim Station, Plymouth, MA; and NH Yankee, Seabrook, NH; to civilian engineers, project managers, and IT Help Desk personnel for the U.S. Army, Soldier Systems Command, Natick, MA; to Assessors at ITS Intertek Services, an international systems registration firm, Boxboro, MA; to Human Relations managers at Honeywell, Lexington, MA.
- Provided interpersonal communication skills and conflict management skills training to public housing security forces to correct poor evaluations, and to property managers to deal with day-to-day issues. Sponsored by Massachusetts Housing Finance Agency, Boston, MA.

- Provided team building and internal customer relations training to managers and employees at the Integrated Materiel Management Center, U.S. Army Soldier and Biological Chemical Command, Philadelphia, PA.

City of Boston School Department, Boston, MA

1991-1996

Instructor in Partners in Prevention Program, a federally funded public school program for high risk, inner city elementary school children. Teamed to create and deliver a program of esteem building and problem solving for targeted disadvantaged children. Worked with classroom teachers and parents to ensure reinforcement.

Additional Education Experience:

Center for Lifelong Learning, Curry College, Milton, MA

Program Developer for Continuing Education and Coordinator of Summer Sessions

Designed, promoted, and managed summer sessions. Co-responsible for promotion and publicity of continuing education programs; budget preparation; development of relationships with small business, government, and health care agencies; and partnering with professional groups to provide CEUs for nursing, real estate, and accounting.

Instructor of Interpersonal Communication.

Bentley College, Waltham, MA

Instructor of in-house and continuing education programs designed for industry, including Presentation Skills, Interpersonal Skills, Team Building, Negotiation, and Conflict Management.

Cape Cod Community College, West Barnstable, MA

Instructor of Oral Communication. Courses included Presentation Skills and Interpersonal Communication.

Emerson College, Boston, MA

Instructor of Speech Communication courses

Co-managed the placement and supervision of student teachers in the Speech Communication Education program for three years.

EDUCATION

MA, Speech Communication, Emerson College, Boston, MA

BA, Dramatic Arts, Emerson College, Boston, MA

Postgraduate course, "Process Consultation". Albert Einstein College of Medicine. Instructor: Edgar Schein.

FACULTY DEVELOPMENT and CERTIFICATIONS

Faculty workshops and Faculty Development seminars, University of Phoenix.

Most recently: Dynamic Discussion in the Classroom and Valuing Differences.

Faculty Development seminars and workshops, WCU.

Summer Institute for Teaching and Learning, 2008 and 2010; Digital Measures Training, 2009; Human Research Refresher Course, CITI Collaborative Institutional Training (certificate), 2010.

Faculty Development seminars, on-going. LearnNC, UNC.

Faculty Development seminars, on-going. Sloan Consortium.

Professional development webinars, ASTD.

PUBLICATIONS

Bennett, R., and Wood, R. (1989). Effective Communication via Listening Styles, *BUSINESS*, 2 (39), 45-48. Reprinted by the American Institute of Certified Public Accountants in the *1990 MAP Selected Readings*.

Bennett, R., and Wood, R. (1989). Secrets of Successful Communicators—How They Get What They Want, *BUSINESS QUARTERLY*, 1 (52), 24-27.

Privately published training materials and manuals, COM-MENT, Ruth T. Bennett and Associates, IMPACT Skill Sets, and Strategic Link, 1979-2006.

Bennett, R. (March, 2009). What keeps students coming back to the online learning modality? *The Sloan-C View: Perspectives in Quality Online Education*. <http://www.sloan-c.org/publications/view/index.asp>

PROFESSIONAL AND ACADEMIC MEMBERSHIPS

American Society for Training and Development

Sloan Consortium

ELearning and Digital Media Faculty Learning Community, WCU

Diversity Learning Community, WCU

Curriculum Vita of
Michael A. Caudill, MA, RN

166 Highland Road, Waynesville, NC 28786
828.454.0706 or email *Michael@InterCulturalAdvantage.com*

Education

M. A., International Communication

The American University, School of International Service, Washington DC, 1989

Concentrations:

- Intercultural communication
- Health communication
- Conflict resolution & negotiation

Thesis: *International Disaster Communication - The State of the Art*

Advisor: Dr. Hamid Mowlana, Division Director

B. A., Political Science

California State University, Dominguez Hills, School of Social & Behavioral Science, 1987

Concentration: Politics & development in Latin America

Advisor: Dr. Lyman Chaffee

Honors: Outstanding Student, School of Social & Behavioral Science, 1987

A.A., Liberal Arts

Mt. San Antonio College, Walnut, CA, 1979

R.N., Nursing Science

Los Angeles County-University of Southern California Medical Center, School of Nursing, 1982

Honors: President, Class of 1982 & School Service Award

Certificate Programs

Traditional Latino Folk Medicine, University of New Mexico, 2007

Languages

- Spanish

Professional Experience

► Higher Education:

Western Carolina University, Cullowhee, NC Since 2004

Instructor, Human Communication

- Course menu: Intercultural Communication (course designer), Crisis Communication (course designer, creator of on-line course), Introduction to Speech Communication, Public Communication, Introduction to Communication Media. Emphasis on teaching "real world" skills through lectures, facilitated discussion, critical incidents, & service learning projects. Recipient of Outstanding Teacher Award for Service Learning (2005, 2006). Inducted into Phi Beta Delta honor society for international scholars.

Duke University, Durham, North Carolina Since 2009

Instructor, Nonprofit Management Program, Western North Carolina Nonprofit Pathways

- The Nonprofit Management Program provides affordable, practical and accessible information to people working in and with the nonprofit arena. Course menu: *Frontline Crisis Communications* and *Multicultural Management For Nonprofit Organizations*.

Southwestern Community College, Sylva, North Carolina 2003-2004

Instructor, Adult Literacy Department

- Established & sustained relationships with students as a leader, teacher, advisor, & facilitator of learning. Areas of concentration include Applied Academics, Adult Basic Education, & English as a Second Language (ESL). Teaching assignments in on- and off-campus settings. Assisted with registration, advised students, & helped to develop curriculum. Teaching techniques include delivering lectures, leading discussions, & computer-based instruction. Conducted evaluations of student performance, assigned grades, & maintained attendance records.

Haywood Community College, Clyde, North Carolina 2003-2004

Instructor, Adult Basic Education

- Instructor in English as a Second Language (ESL) for off-site program. Coordinated testing, registration, & helped to develop curriculum. Teaching techniques include delivering lectures, leading discussions, drama & activities. Evaluated student performance, assigned grades, & maintained attendance records.

► **Consulting and Training & Development:**

Intercultural Advantage Consulting, Waynesville, North Carolina 2003-

Managing Partner

- InterCultural Advantage (ICA) is a leading innovator in providing cultural competency consulting & training for providers of health care, law enforcement, & human services. ICA was the first consulting practice in North Carolina to be recognized by Georgetown University's *National Center for Cultural Competence*.
- ICA's original seminar series, ***Cultural Competency & the Latino Patient***, has been presented at institutes & teleconferences throughout the region. Beyond healthcare, InterCultural Advantage has worked with the Eastern Band of Cherokee Indians to create the ***Qualla-T Customer Service Training Program***. This comprehensive training & branding program draws on traditional Cherokee values to improve the customer service skills for small businesses & frontline employees. ICA also provides consulting services in crisis communications, intercultural mediation, & meeting facilitation.

► **Conference Presentations**

- Keynote Speaker, 36th Annual Conference of The Transcultural Nursing Society, Atlanta, GA 2010 - "*Culture, Therapy & Healing: Practicing Competence in Calamity*"
- Featured Speaker, Western Carolina University Crisis Communication Day, 2008 "*More Crises - More Voices; Crisis Communication in a Diverse Culture*"
- Featured speaker, Hispanic Heritage Month Series, 2004, 2005, 2007
- Presenter, "*The Consultant's Role in Project Development*", Rural Community College Initiative Institute, Nashville, TN, August 2004

► International Project Management:

Belize Lodge & Excursions, Toledo District, Belize, C.A. 2000-2002

Project General Manager

- Created policies & procedures for the opening & operation of a remote lodging & excursion operation in a primitive setting.
- Managed on-site set-up of all administrative & operational functions, including recruitment & training of Kekchi Mayan staff from local village in all aspects of hospitality operations.
- Served as liaison between project & Belize government, as well as with local, national & international NGO's.

Concordia Resort, St. John, U.S. Virgin Islands 1995-1999

Project General Manager

- Oversaw set-up & day-to-day operations of a remote vacation resort based on sustainable design principles & alternative energy. Trained & managed staff drawn from locals & stateside talent.
- Directly responsible for Purchasing, Human Resources & Accounting.
- Managed all on-property public relations & guest education initiatives.
- Project recognition included Global Ecotourism Award, Conde Nast Traveler (1995), Ecotourism Award, Islands Magazine (1997), ASTA & Smithsonian Magazine Environmental Award (1997), & Green Hotel Achievement Award, Caribbean Hotel Association (1999).

► Emergency Preparedness & Disaster Relief Management:

Pan American Health Organization/World Health Organization, Wash. DC 1993-94

Project Officer, Emergency Preparedness & Disaster Relief Coordination Unit

- Led activities of an international team tasked to design, develop, & implement a computerized system for managing the collection & distribution of relief supplies following disasters.
- Oversaw the successful on-time introduction, adoption, training, & evaluation of team members from 15 countries & NGO's throughout Latin America & the Caribbean.
- Leader of Fuel Management Unit during UN/OAS-sponsored peacekeeping mission to Haiti (1993).

American Red Cross National Headquarters, Washington DC 1988-1992

Specialist, International Communication, External Communication Department Associate, Operations Support, Disaster Services

- Primary resource for directors of major disaster relief operations regarding service delivery & financial commitments.
- Prepared & analyzed statistical reports supporting decision-making & planning. Situation briefer for senior management & staff.
- Designer of the Disaster Services Automated Reporting System (DSARS) software program & project team leader - wrote all training, promotion, & technical support materials, then trained staff in using system.
- Representative to Cultural Diversity Task Force - experienced grant writer.

► International Work & Study

- Malaga, Spain
Extended travel to German Democratic Republic,
Croatia, Bosnia, Macedonia, & Turkey
Language study, 1987
- Quetzaltenango, Guatemala
Language study, 1990
- Pago Pago, American Samoa
Disaster relief volunteer, 1991
- Peru, Ecuador, Honduras
Personal travel, 1992
- Port of Prince, Haiti
UN/OAS peacekeeping assignment, 1993
- Costa Rica, Jamaica, Barbados, Trinidad
St. Lucia
PAHO/WHO assignments, 1993
- Venezuela
Ecotourism conference, 1994
- St. John, US Virgin Islands
Resort General Manager, 1995-1999
- Surinam
Ecotourism survey, 1997
- Toledo District, Belize
Project General Manager, 2000 - 2001
- Campeche, Mexico
Personal travel, 2001
- Nicaragua
Personal Travel, 2008

► Publications

- Faculty reviewer for undergraduate text in interpersonal communication: Rothwell, D., In the Company of Others, (3rd ed.). Oxford University Press, Jan. 2009.
- *Communication Challenges in Contemporary Contexts*, in Mentoring Communication, edited by Dr. Betty Farmer. College of Arts & Sciences, Communication, Theater & Dance Department Western Carolina University, Cullowhee, NC 28723 (2007)
- "Student Consultants" Serving Local Business Clients: A Practical Application of Service Learning, *The Service Learning Sentinel*, (Vol. 3, No. 2 & 3, Oct. 2005); Western Carolina University Cullowhee, NC 28723
- Disaster Services Automated Reporting System (DSARS) User's Guide, American Red Cross National Headquarters, Washington DC, 1992
- SUMA Team Operations & Training, Pan American Health Org./ World Health Organization, Washington DC, 1993 (English, Spanish & Portuguese)
- "..And All That Jazz", article, Red Cross & Red Crescent - Magazine of the International Red Cross and Red Crescent Movement, p. 32, V.5, No.1, 1989
- Announcement of the United States Humanitarian Gesture, speech written for President George H. Bush on the occasion of the 125th anniversary of the Geneva Conventions. Delivered by the Chairman of the American Red Cross, representing the President, on World Red Cross Day, May 8, 1989, Washington DC.

► Seminars & Training Programs Developed

- **Frontline Crisis Communications**

A crisis can happen to any organization, at any time. Are you responsible for preparing your organization for such an event? Would you be the organization spokesperson, or supervise others who may be interviewed? This workshop will provide you with the basic tools and skills necessary to manage and minimize the potentially harmful effects of a crisis situation.

- **Underserved Populations, Culture & Primary Care**

Developed for the Mountain Area Health Education Center's Department of Mental Health Education as one component of the **Certificate Program in Primary Care Behavioral Health**. This program prepares mental health providers to work effectively in the clinic setting to more fully address the spectrum of problems that patients bring to their primary medical care providers.

- **Curanderismo: Latino Folk Medicine**

Are folk illnesses such as "empacho" or "mollera caida" a medical emergency? What traditional treatments have already been tried? Provide more appropriate care for your Latino patients by learning about curanderismo - a holistic, spiritual approach to medicine that uses the natural world to heal the mind, body and soul. Curanderos, sobadores, santeros, and yerberos use rituals, massage, teas, creams and tinctures from herbs and plants to treat a variety of physical, psychological, and spiritual ailments.

- **The Qualla-T Customer Service Training Program:**

- **A Customer Service Training Program Based On Cherokee Cultural Values.**

Employer & employee modules of the training course were released in March, 2005. The project was funded by the Cherokee Preservation Foundation & the Ford Foundation through the Rural Community College Initiative.

- **Cultural Competency & the Latino Patient:**

- **A Cultural Competency Course for Health Care Providers**

North Carolina's Latino population grew by almost 400% between 1990 & 2000. This course empowers health care providers with the skills necessary to deliver culturally competent health care to Latinos. It will help providers understand the needs, expectations, & values of our expanding Latino population & better address their health concerns. The course draws on video, lecture, simulations, & vignettes to build essential knowledge, skills, & attitudes that clinical & administrative staff will use every day in their practice.

- **Cultural Competence for the Social Worker: The Latino Client:**

- **A Cultural Competency Course for Human Service Workers**

This course empowers human service workers & social workers with the skills necessary to deliver culturally competent services to Latinos. It will help providers understand the needs, expectations, & values of our expanding Latino population & better address their social concerns. The course draws on video, lecture, simulations, & vignettes to build essential knowledge, skills, & attitudes that human service workers will use every day in their practice

- ***Managing the Multicultural Workplace:***
This course helps supervisors & managers develop the communication, interpersonal, & group facilitation skills necessary to work effectively with individuals from different cultural backgrounds. The course builds awareness of key cultural differences, focuses on key cross-cultural communication skills, enhances skills in building relationships across cultures & provides strategies for developing a high performance multicultural team.

C.V. of Michael Caudill P.6

► Professional Associations

- Member, Delta Zeta chapter of Phi Beta Delta Honor Society - an honor society dedicated to recognizing scholarly achievement in international education.
- Registered consultant, The National Center for Cultural Competency, Georgetown University
- Registered consultant, North Carolina Center for Non-Profits
- Society for Intercultural Education, Training & Research (SIETAR)

► Clinical Experience

Dept. of Emergency Medicine, Los Angeles County-USC Medical Center 1982-1985

Dept. of Emergency Medicine, Harbor-UCLA Medical Center 1985-1987

Dept. of Emergency Medicine, the George Washington University Hospital 1987-1990

- Registered Nurse, Mobile intensive Care Nurse (MICN), & trauma team leader on staff at the busiest emergency department in the world at the time.
- Instructor, *Mobil Intensive Care Nurse (MICN) Certification Course*, Department of Emergency Medicine, Harbor-University of California Los Angeles Medical Center, Torrance CA, 1985 -1987
- Instructor, *Closed Head Trauma*, Los Angeles County Paramedic Training Institute, Torrance, Ca, 1985 - 1987
- Instructor, *Basic Cardiac Life Support & Advanced Cardiac Life Support*, Department of Emergency Medicine, Los Angeles County-USC Medical Center, Los Angeles, CA.

► Military Service

25th Military Police Company, 25th Infantry Division, Schofield Barracks, HI 1973-1976

- Military Police Traffic Accident Investigator (95BQ9) & enforcement officer responsible for all military bases on Oahu
- Awarded Army Commendation Medal (1976)

Debra Connelly

228 Utopia Drive, Cullowhee, North Carolina 28723 828.293.5571

EDUCATION

Master of Arts, Mass Communications, Central Missouri State University,
Warrensburg, Missouri

Bachelor of Science, Mass Communications, Central Missouri State University,
Warrensburg, Missouri

CERTIFICATION

State of Missouri, lifetime certification in secondary English/Journalism, Southwest
Missouri State University, Springfield, Missouri

ACADEMIC EXPERIENCE

Visiting Assistant Professor, Department of Communication

Western Carolina University, Cullowhee, NC 2004-PRESENT

- * Currently teaching four classes per semester, which include:
Writing for the Media, Public Relations Campaigns and Desktop Publishing

Part-time Faculty, Department of Communication and Theatre Arts

Western Carolina University, Cullowhee, NC 2000-2004

- * Taught evening classes in public relations: Public Relations Campaigns and
Advertising and PR Writing
- * Served as faculty adviser to campus chapter of Public Relations
Student Society of America, 2002-2003

Communication and Information Specialist, Office of Public Relations/Publications

Western Carolina University, Cullowhee, NC 2000-2004

- * Wrote original copy; initiated design production on various printed material
- * Coordinated, proofread, and edited departmental publication projects
- * Coordinated design and placement of university ads
- * Edited alumni newsletter, three times per year
- * Desktop published and distributed biweekly faculty and staff newsletter
- * Worked with staff photographer for appropriate pictures for publications

AWARDS

Outstanding Achievement in Teaching, 2007
Presented by the Western Carolina University Service Learning Department

COMMUNITY ENGAGEMENT ACTIVITIES

Supervise students in the senior capstone public relations class who work with real
clients.

Clients include: REACH of Jackson County including major fundraiser featuring the
Smothers Brothers, Friends of the Jackson County Library, Sylva Police Department, Sylva
Recycling, Mountain Projects, Sylva's Greening Up the Mountains Festival, Dillsboro Project
and numerous on-campus clients

CREATIVE PUBLICATIONS

- Produced “A Christmas Carol” program which included English student essays
- Coordinated “On The Home Front, Nov. ’44” program
Worked with the Sylva Herald and Stars and Stripes in special edition featuring history student essays

RESEARCH

- Collected communication degree information from 16 peer institutions and four aspirational institutions for department curriculum redesign
- Collected journalism curriculum data from peer and aspirational institutions as basis for new journalism degree program
- Designed the new core journalism classes

JOURNALSIM ACTIVITIES

- Member of ICONN, Intercollegiate Online News Network, 2010
- Member of LINC, 2010
 - LINC is the Local Information News Cooperative with the Asheville Citizen-Times. The Asheville Citizen-Times is one of five news organizations across the country working to develop an information network among local news sites and blogs. The project is funded by a grant administered through American University’s J-Lab: The Institute for Interactive Journalism. Area universities are a part of network.

GRANT ACTIVITIES

- * Secured \$1,000 grant from LINC to support server for online news product.

WESTERN CAROLINA UNIVERSITY ACTIVITIES

College of Arts and Sciences Recruitment Committee, 2008-2009
Communication chairman, University Advisory Committee, 2000-2007

PROFESSIONAL EXPERIENCE

Community Relations Specialist

Leesburg Regional Medical Center, Leesburg, FL 1990-1999

Ranked as one of America's Top 100 Hospitals

- * Initiated advance planning and execution of all hospital special events
- * Originated and participated in local health fairs, expos
- * Supervised hospital and physician Speakers' Bureau
- * Organized special tours for children, media, and VIP's
- * Originated and published weekly employee newsletter
- * Organized special tours for children, media, and VIP's
- * Originated and published weekly employee newsletter
- * Originated and published monthly physician newsletter
- * Published monthly volunteer newsletter
- * Worked with outside printers on special printing projects
- * Supervised bulk mailing projects
- * Researched and purchased specialty items for marketing projects and VIP gifts

Public Relations Coordinator

Waterman Medical Center, Eustis, FL 1985-1990

- * Composed copy for brochures and other written hospital materials
- * Composed copy of interest for distribution to the news media
- * Wrote and prepared hospital newsletters for publication
- * Organized and implemented special events and other programs
- * Designed professional recruiting materials and newcomer marketing information
- * Tracked project budgets
- * Worked with outside printers on printing projects
- * Budgeted, composed, and placed newspaper advertising
- * Tracked advertising and events of other area hospitals

Staff

Buffalo Reflex, Buffalo, Mo.

1978-80

The *Buffalo Reflex* is Dallas County Missouri's leading newspaper, serving the county and surrounding areas.

Duties included:

- * Writing news stories
- * Assisting with newspaper layout
- * Advertising sales
- * Advertising layout
- * Photography

Graduate Assistant

Central Missouri State University, Warrensburg, Mo.

1973-75

Responsibilities included:

- * Teaching two undergraduate classes in mass communications
- * Supervising student radio production labs

Editor

Central Missouri State University student newspaper

1971

- * Wrote articles of general interest to students
- * Supervised approximately 10-15 journalism students
- * Held final responsibility for the weekly publication

PROFESSIONAL ACTIVITIES

Member, Public Relations Society of America, 2002-2003

State Board of Directors, Florida Public Relations Association,
1989-90 & 1991-92

(FPRA was leading PR association in Florida with over 1,000 members)

Member, Lake Sumter Chapter, Florida Public Relations Association, 1985-1996

President, 1989-90 & 1991-92

Vice-president, 1988

Secretary, 1987

Curriculum Vita

Donald W. Connelly

109 Old Student Union
Cullowhee, North Carolina 28723
Phone: 828.227.3851
E-mail Address: dconnelly@wcu.edu

EDUCATION

Master of Arts, Mass Communication, University of Central Missouri, Warrensburg, Missouri
Thesis: *The Application of the Williams-Steiger Occupation Safety and Health Act of 1970 to the Radio and Television Broadcast Industry* Copies requested by the Occupational Safety and Health Administration for all regional OSHA offices.
Bachelor of Science in Education, University of Central Missouri, Warrensburg, Missouri

PROFESSIONAL CERTIFICATIONS

Certified Radio Marketing Expert – Radio Advertising Bureau
Certified Digital Marketing Consultant – Radio Advertising Bureau
Certified Broadcast Technologist – Society of Broadcast Engineers
Federal Communications Commission, Restricted Radiotelephone Operators Permit
Lifetime Secondary Teacher Certification in Speech and Theatre, State of Missouri

TEACHING

1999-2011 Western Carolina University – A variety of communication teaching assignments ranging from 100 to 400 level courses, special topics, and internships. Tenured
2000-2011 Western Carolina University – Faculty advisor, WWCU FM
1976-81 Dallas County R-1 School District, Buffalo, Missouri – Vocational Broadcasting – General Manager, KBFL FM. Tenured

PUBLICATIONS

2011 *Digital Radio Production 2nd Edition*, Waveland Press, contract pending, ISBN 13: 978-1-57766-69209, ISBN 10: 1-5766-692-5
2010 *Digital Radio Production*, Waveland Press, ISBN 13: 978-1-57766-69209, ISBN 10: 1-5766-692-5
2005 *Digital Radio Production*, McGraw-Hill Higher Education, ISBN: 0072822538
2004 *Dress Your Children in Corduroy and Denim*, David Sedaris, Time Warner AudioBooks. Chapter - *Rooster at the Hitchin' Post*, recording artist.

PUBLICATIONS – BROADCAST

2010 *A Christmas Carol*, researcher/executive producer of this live one and a half hour radio program presented in the Fine and Performing Arts Center and broadcast regionally on Clear Channel Communication's WWNC, Asheville and WMXF, Waynesville; distributed via the Internet.
2009 *On The Home Front, Nov. '44*, writer and executive producer of this live one and a half hour radio program presented in the Fine and Performing Arts Center and broadcast regionally on Clear Channel Communication's WWNC, Asheville and WMXF, Waynesville; distributed via the Internet.

- 2009 *Western Carolina Roundtable - Josefina Niggli*, producer and host of this one hour documentary radio program presented as a part of the Office of Undergraduate Studies sponsored artistic celebration of Josefina Niggli's work at Western Carolina University. Broadcast on WVCU and distributed via the Internet.
- 2009 *Old Salem Museums and Gardens*, Winston Salem, North Carolina. Voice-over talent, with credit, for the official promotional video for the museum and gardens. Executive Producer, John Jackman; director, Christopher Hamilton for Old Salem Museums and Gardens.
- 2008 *War of The Worlds, 70th Anniversary Edition*, researcher/executive producer of this live one and a half hour radio program presented in the Fine and Performing Arts Center and broadcast regionally on Clear Channel Communication's WWNC, Asheville and WMYF, Waynesville; distributed via the Internet.
- 2006-11 *Digital Heritage Moments*, radio script writer and voice-over talent for over 150 short-form radio programs about the history and heritage of Southern Appalachia. Broadcast on Clear Channel Communication's WSKF, WWNC, WPEK, WMYF. Programs have been heard by over one million people in four states and 50 counties.
- 2002-08 *All Western*, program host of the weekly Office of Public Relations football half-time radio program on the Catamount Sports Network featuring academic advancements on the Western Carolina campus. Eleven shows per season aired on five regional radio stations – 66 produced shows total.
- 2002 *Icarus International Centennial Monument to Flight*, Kill Devil Hills, North Carolina. Voice-over talent, with credit, for the official video shown to visitors at Kitty Hawk, North Carolina at the one million dollar centennial monument to flight. Producer, Bruce Frazier for Icarus International.

CONFERENCE PRESENTATIONS

- 2011 Broadcast Education Association Annual Convention, competitively selected panel proposal/participant, IMET division; Interactive Advertising: Creating a Profit Center for Non-Commercial Radio. Presentation title: *Generating Non-traditional Revenue to Replace Declining Program Underwriting Dollars*.
- 2011 Broadcast Education Association Annual Convention, invited panel participant. Sports Division. There's a Big New Screen in the Football Stadium, Now Who's Going to Run It? Presentation title: *Can Academics and Athletics Really be Partners in Education?*
- 2010 Broadcast Education Association Annual Convention, competitively selected panel participant, Student Media Advisors division; Emergency Communication: Student Media Covering the Crisis. Presentation title: *Beyond the EAS, Enhancing the University Radio Station's Emergency Response Capabilities*.
- 2009 Broadcast Education Association Annual Convention, competitively selected panel participant. Courses, Curricula & Administration division; Curriculum Swapshop: Service Learning and Media. Presentation title: *Public Awareness Radio Campaigns*.
- 2009 Radio Advertising Bureau National Convention, invited panel participant, From Caterpillars to Butterflies – Finding New Sales Talent in Colleges and Universities. Presentation title: *Turning Internships into Profit Centers*. I was the only representative from higher education invited to participate in a session presentation at the convention.
- 2008 Broadcast Education Association Annual Convention, one of two selected panel participants, Courses, Curricula & Administration division; *Telling Our Students Where to Go: An Advisor's Role*. Presentation with Kathy Haley of TV Newsday.com regarding how to academically advise students in a complex and changing broadcast industry.
- 2007 Broadcast Education Association Annual Convention, one of two selected panel participants, Management & Sales division: *Identifying and Understanding Student Behavioral Types in Teaching Broadcast Sales*. Presented with Mark Levy, vice-president for educational services, Radio Advertising Bureau.

- 2004 Broadcast Education Association Annual Convention, co-presenter - *Designing, Building, and Commissioning a Benchmark Recording and Television Studio Complex*"
- 2002 Broadcast Education Association Annual Convention, convention chair special session, selected by competition, Student Media Use at Western Carolina University During the Events of 9/11/01.
- 2000 Broadcast Education Association Annual Convention, Scholar-to-Scholar paper presentation, *Radio Production, Rethink, Refocus, Redirect*. It was the presentation of this paper that introduced me to a development editor for McGraw-Hill that lead to my first textbook contract.

PROFESSIONAL AWARDS

- 2010 Best of Festival King Foundation Award, Long-Form Radio Production, Faculty Audio Competition, Broadcast Education Association Festival of Media Arts
- 2010 Best of Competition, Long-Form Radio Production, Faculty Audio Competition, Broadcast Education Association Festival of Media Arts
- 2008 Special Merit Award, District III Council for Advancement and Support of Education
- 2007 Award of Excellence, Radio Production, Faculty Audio Competition, Broadcast Education Association Festival of Film, Video, and Media Arts
- 2006 Special Merit Award, District III Council for Advancement and Support of Education
- 2004 Best of Competition, Radio Production, Faculty Audio Competition, International Broadcast Education Association Festival of Film, Video, and Media Arts
- 2003 Best of Competition, Radio Production, Faculty Audio Competition, International Broadcast Education Association Festival of Film, Video, and Media Arts
- 2002 Honorable Mention, Radio Production, Faculty Audio Competition, International Broadcast Education Association Festival of Film, Video, and Media Arts
- 2001 American Red Cross 2001 North Carolina Communications Excellence Award, First Place, audiovisuals.

ACADEMIC AWARDS

- 2007 Recipient, Chancellors Meritorious Service to Students Award
- 2004 Nominee, 2003-2004 Chancellor's Distinguished Teaching Award
- 2003 Finalist with Dr. Bruce H. Frazier for the 2003 Western Carolina University Collaborative Education Experience Award.

APPLICATIONS – GRANTS

- 2010 QEP Development Grant – Office of the Provost. \$1,500 dollar grant to support the public relations students work in COMM 460 Public Relations Campaigns. The students in this capstone public relations class handled all of the publicity and promotion for the December 9, 2010 presentation of “A Christmas Carol.” The show involved four different departments from three different colleges.
- 2010 Visiting Scholar Grant – Office of the Provost. \$1,900 grant with a \$1,000 match from the Dean of the College of Arts and Sciences to bring Arthur Anderson a member of the original 1938 cast of the Orson Welles radio program “A Christmas Carol” to campus to appear in the December 9, 2010 production at Western and to present a public presentation and book signing.
- 2010 Federal Communication Commission - Project lead directing Western Carolina University’s application for a full-power FM radio station on the reserved non-commercial frequency of 95.3 MHz assigned to Dillsboro, North Carolina. Federal Communication Commission File Number 20100226ABN – Pending

- 2005 Federal Communications Commission - Project lead, application for an FCC Construction Permit for an on-channel booster transmitter for WWCU-FM to improve coverage in the Cullowhee Valley. Federal Communication Commission File BLFTB-20050712AAB – Granted
- 2005 Federal Communication Commission - Project lead directing Western Carolina University's Federal Communication Commission application to upgrade WWCU FM to expand station coverage to the region. Federal Communication Commission License File Number BPED-20040819AAB – Granted
- 2005 Duke Energy. Grant received for \$1,000 to install an emergency broadcasting system at WWCU FM for local emergencies.
- 2003 Federal Communication Commission - License Renewal for WWCU FM.. Federal Communication Commission License File Number BRED-20030801AWI - Granted
- 2002 National Telecommunications Information Agency - Public Telecommunications Facilities Program. Grant application submitted for 77,000 dollars for WWCU-FM to upgrade power and move into new studios. Not funded
- 2002 State of North Carolina Terrorism Defense Fund. Grant application for \$115,000 for WWCU as a part of Western Carolina University's request to the State of North Carolina for terrorism defense funds to establish a regional terrorism defense training center. Funding for the state terrorism defense program was withdrawn by the state due to budgetary cutbacks.
- 2000 Federal Communication Commission – Project lead directing Western Carolina University's Federal Communication Commission application to cover WWCU FM's construction permit of November 1988. No application for a station license had been filed by the students in 1998 to complete the construction permit. Federal Communication Commission License File Number BPED-98060ID – Granted

CONSULTATION – ADVISORY BOARDS

- 2010-11 Gaston College, Dallas, North Carolina. Broadcast Production Program Advisory Board Member. Appointed by Robert Maier, Broadcast Production Program Coordinator.
- 2008-11 Asheville-Buncombe Technical Community College, Advisory Committee for the Arts & Sciences Division. Appointed by Kenet Adamson, Dean, Arts & Sciences.
- 2008-09 Clear Channel Communication of Asheville Higher Education Community Roundtable Committee.
- 2009 East Tennessee State University Department of Communication Theatre, and Dance. Consultation with Tammy Hayes, interim broadcasting director, and Daniel Santiago, chief engineer. East Tennessee State came to Western for the day seeking ideas on how they could maximize their budget and resources for their project. No written report required or requested.
- 2009 University of North Florida in Jacksonville. Telephone and e-mail consultation with Norman Zeller while developing his course in media sales. Several lengthy phone conversations were involved and I allowed him access to my course materials to serve as a basis for his course. The course was successfully developed and was offered Spring 2010.
- 2008-09 Member, Radio Advertising Bureau 2009 National Convention planning committee. Meetings via regular conference calls.
- 2008-09 Member, 2009 Radio Advertising Bureau Sales Management sub-committee that planed the sales and marketing sessions for the convention. Monthly meeting via a conference call with the final meeting being just before the national convention in Orlando Florida in March 2009.

- 2007 University of Nebraska at Lincoln, on-site consultation. Invited by Amy Struthers the advertising sequence head to consult with UNL about the university developing a new program in broadcast sales in the College of Journalism and Mass Communication. No formal written report was requested.
- 2006 Cherokee Youth in Radio Project. Conducted an all day radio workshop for Kevin Norris (instructor) and the Cherokee High School Honors students from the Cherokee Central School district. Also in attendance was Roseanna Belt, director of the Cherokee Center, and Dr. Tom Hartley, Sequoyah Distinguished Professor, Anthropology & Sociology.
- 2005 Consultant to the Goldstein Law Firm of Sylva, Barbara Goldstein, Attorney. I was retained by the firm to analyze and restore the audio content on an analog micro-cassette tape that was critical evidence in a case scheduled for trial.
- 2005 Heartbeat Journeys Radio Project transitioned into the Cherokee Youth in Radio program. Established studios, trained high school faculty in the use of digital audio equipment, and assisted in developing the programs first radio show; the Cherokee One Feather News. One Feather News is now in its fifth year on WWCU FM.
- 2002-03 Consultant to, and member of, the Core Council of the Heartbeat Journeys Radio Project for junior and senior high school students in the Cherokee school system. Developed curriculum to teach students how to produce radio programs to feature community news and in-depth interviews with tribal elders about the culture of the Cherokee tribe.
- 2000 Cherokee Language Recording Studio Project, analysis and recommendations, for the Cherokee Central School District, Cherokee, North Carolina. Following my recommendations a studio was built and is still in use.
- 2000 Western Carolina University Athletic Department, Catamount Sports Network. Established the operational policies and procedures for operation of the radio network and installed the necessary equipment to feed six radio stations and two Internet service providers.

COMMITTEE SERVICE

- 2010 Member, R-25 Task Force to optimize R-25 class placements through refinements in the R-25 classroom room assignment system and X-25 space utilization system.
- 2009 Member, North Carolina State Highway Patrol, F-242, VIPER Radio Site Acquisition and Training Committee.
- 2009 Member, R-25 Task Force to optimize R-25 class placements through refinements in the R-25 classroom room assignment system.
- 2009-10 Josefina Niggli Steering Committee member.
- 2008 Appointed as a permanent member of the University Commencement Committee
- 2008-09 Member, College of Arts and Sciences Committee on Committees
- 2007 Member, search committee for the new Dean of the College of Arts & Sciences
- 2007 Committee member to select a communication consultant to review the communication program and to advise the Provost and Dean of the College of Arts & Sciences on the restructuring of the Communication, Theatre, and Dance Department.
- 2007 Chair, Patrick L. Carmody scholarship committee
- 2007-09 Elected member of the Faculty Senate
- 2006 Working with Dr. Robert Caruso and Provost Kyle Carter transitioned WWCU FM from a student activity under the student media board to an academic activity under the Department of Communication.
- 2005-08 Member, College of Arts and Sciences Technology Committee
- 2005-07 Member, Student Affairs Dean Plemmons scholarship committee.
- 2005 Project developer for procurement of a Sony 24p, high-definition television and motion picture camera and its integration into the Center for Applied Technology television studio with funding of \$225,000.

2002-05 Associate contract manager for the serial digital television and recording studio
 Project at the Center for Applied Technology, a \$3.7 million project
 2003-07 Chairman, University Admissions, Readmissions, and Retention Committee
 2003-04 Member, College of Arts and Sciences Development Committee
 2003-04 Member of the University Steering Committee for Master Planning of Western
 Carolina University's Millennium Campus
 2003-04 Chairman, College of Arts and Sciences Student Recruitment Committee
 2003 Member, Music Selection Committee, Western Carolina University Cullowhee Arts Fest
 2002 Member, University Admissions, Readmissions, and Retention Committee

PROFESSIONAL EXPERIENCE

Department Head, Department of Communication

Associate Professor of Communication

2007-Present

Western Carolina University

Director of Broadcasting

Associate Professor of Communication

2006-Present

Western Carolina University

Director of Broadcasting

Assistant Professor of Communication

2001-2005

Western Carolina University

Visiting Assistant Professor of Electronic Media

Western Carolina University

1999-2001

Affiliate Relations Director

Florida News Network

Clear Channel Communications, Orlando, Florida

1997-1999

Morning Anchor/Writer/Producer

WWNZ, 740 AM

Clear Channel Communications, Orlando, Florida

1995-1997

General Manager

WWGO-FM, Ocala, Florida

Stoehr Communications, Ocala, Florida

1992-1995

General Manager

WTMC-AM

Sunstar Telecom, Satellite Program Distribution,

Southeast Agri-Net, Ocala, Florida.

1991-1992

General Manager

1410 WQBQ-AM, Leesburg, Florida

1987-1991

General Manager

WEUS-AM, Eustis, Florida

1981-1987

Lake Media, Inc., Lebanon, Missouri

Operations Director

KLDN-FM, Lake of the Ozarks, Missouri

Lake Media, Inc., Lebanon, Missouri

General Manger

KBFL-FM, Buffalo, Missouri

1976-1981

Dallas County Missouri R-1 School District

PROFESSIONAL MEMBERSHIPS

National Association of Broadcasters

North Carolina Broadcasters Association

National Communication Association

Broadcast Education Association

TECHNOLOGY

Microsoft Office software

Adobe Audition digital recording software

Complete operation and design of radio stations

Curriculum Vita

Pamela Maize Harris, Ph.D., APR

116 Wild Azalea Lane
Murphy, North Carolina 28906
pamelamaize@yahoo.com

EDUCATION

Doctor of Philosophy (Ph.D.), August 1994

Mass Communication, Public Relations, Journalism

Secondary Emphasis in Information Science

- College of Communication, Graduate School of Library and Information Science, University of Tennessee, Knoxville, Tennessee

Testing Molitor's Model for Tracking the Information Highway: An Issues

Management Study examines earliest point (tipping point) by which a potential crisis issue "takes-off" and becomes a public policy issue discussed in the public arena and a candidate for government regulation. Examines issues tracking and issues management for a prediction model.

Winner of Doctoral Forum Award from the American Society for Information

Science and Technology, DOCTORAL FORUM AWARD honors outstanding achievements by information scientists in the completion of dissertation projects. Entries are judged on importance of the topic, quality of the literature review, appropriateness and soundness of the research methodology, analysis of results and conclusions, and clarity of presentation. Presented in Chicago, 1995

- Recipient of funding grant from the Council for Advancement and Support of Education (CASE)
- DOCTORAL COMMITTEE: Dr. Susan Lucarelli, (chair), Dr. George Everett, Dr. Jose-Marie Griffith, Dr. Herbert Howard, Dr. Dwight Teeter

Master of Library and Information Science (M.L.S), August 1979

George Peabody College of Vanderbilt University, Nashville, Tennessee

Bachelor of Arts Degree (B.A.) May 1975

English Major, Communication/Speech Minor, Southern Missionary College, Collegedale, Tennessee

PROFESSIONAL ACCREDITATION AND MEMBERSHIP

- APR, Accreditation in Public Relations, Public Relations Society of America 1998 –
- Media Spokespersonship training with Fairchild/LeMaster/Oppel (now The LeMaster Group), Dallas, Texas, 1994

EMPLOYMENT AND EXPERIENCE

Communication Department

Western Carolina University (Part of the North Carolina University System),
Cullowhee, North Carolina, 2008 –

- Member, Communication Graduate Program Development Committee
- Member, Search Committee, Digital Journalism Professor
- Member, Search Committee, Organizational Communication Professor
- Member, Tenure Review Committee, Communication Department
- Member, Dean of the College of Arts and Sciences Dean's Advisory Committee
- Managed community clients for The Dillsboro Project, providing media and press kits to local businesses to position them for the tourism industry
- Managed community non-profit clients in Western North Carolina for pro bono student press kits
- Courses Taught:
 - Introduction to Public Relations,
 - Advanced Public Speaking,
 - Introduction to Public Speaking,
 - A User's Guide to the Media,
 - Writing for Public Relations,
 - Magazine and Feature Article Writing, and
 - Introduction to Mass Communication.

Professor of Communication, Coordinator of Graduate Program

Department of Communication, Andrews University, Berrien Springs, MI, 2004-2008, Continuous Appointment (2005)

- Helped create the Graduate Certificate Program, a 12-hour post-graduate certificate program.
- Designed curriculum for four tracks for the M.A. Communication degree:
 - Advancement and Communication
 - International Community and Communication
 - Communication Management
 - Media Studies (broadcasting, public relations, advertising, new media, production, crisis communication, publishing, journalism, etc.)

- Tripled the number of students in the M.A. Communication program.
- Created a strategic four-year plan for growing the M.A. Communication program and Graduate Certificate Program.
- Sponsored Lambda Pi Eta, the communication honor society.
- Launched AU student chapter of the Public Relations Society of America (PRSSA), November 2007 for both undergraduate and graduate students.
- Managed off- and on-campus clients for Advanced Public Relations and Public Relations Campaigns courses, including the Goodwill, Michigan Alzheimer's Association, Ruth Murdoch Elementary School, Andrews University Nutrition Department, and many other nonprofits.
- Developed new course in Blogging and Podcasting for Influence.
- Developed crisis communication, media relations and spokespersonship component for the Emergency Preparedness track at Andrews University.
- Student projects: *Andy* magazine, a prototype campus full-color student magazine. Gala fundraiser for Southwest Michigan Alzheimer's Association. Andrews University issue of *Insight* magazine with student writers. Advanced Public Relations class and Crisis Communication class students create projects, crisis plans, and media kits for many area nonprofits.
- Three feature article writing students won top awards in *Insight* magazine's writing contest. Published two Andrews University issues of *Insight* magazine.
- Courses taught:
 - Communication Skills (public speaking course)
 - Communication Practices (for communication majors)
 - Communication on the Web
 - Public Relations Campaign and Special Events
 - Gender Communication
 - Family Communication
 - Advanced Public Relations
 - Blogging and Podcasting for Influence
 - Health Care Communication
 - Mass Media Law and Ethics
 - Magazine and Feature Article Writing
 - Persuasion
 - Communication Research Methodology
 - Communication Research Seminar I
 - Communication Research Seminar II
 - Crisis Communication
 - Writing for the Media
 - Introduction to Mass Communication
 - Independent Study: Humor in Communication

- Production Project in Communication: Creating a magazine for a university campus: *Andy Magazine*
- Internship in Communication
- Research Project in Communication
- Independent Study: Crisis Communication and Hurricane Katrina
- Research Project: Steroid Use in Baseball and Reporter Ethics
- University Service:
 - Member, Crisis Plan Development Team, Andrews University, 2008-
 - Chair, Graduate Sub-Committee in Communication, Andrews University, 2006-
 - Member, Technology Sub-Committee, Andrews University, 2006-
 - Member, Search Committee, Professor of Communication, Andrews University, 2005-2006, 2007
 - Member, College of Arts and Sciences Graduate Council.
 - Member, College of Arts and Sciences Advancement Criteria Committee.
 - Member, General Conference Spring Council Planning Committee.
 - Member, Ruth Murdoch Elementary School Board of Trustees.
 - Member, Ruth Murdoch Board Finance Committee.
 - Member, Ruth Murdoch Board Marketing Committee.

Professor and Chair

Communications, Media, Journalism, Public Relations, Speech, Drama. Walla Walla College, College Place, Washington, 2000-2004, Permanent Tenure.

- Managed design, construction and relocation of department from the 110-year-old Administration Building to new 10,000-square-foot Media Arts Center including Television Studio (Studio A), Black Box Theater (Studio B), Audio and Video Production Facilities, Control Rooms for the Theater and TV Studio, Green Room, Dressing Rooms, Drama Props Ares, Drama Performance Venue Control Room, Departmental Reading Room, Chair's office, workrooms and state-of-the-art wired speech and performance communications classroom.
- Dedicated Donnie Rigby Stage, the James Hannum Television Studios and Production Facility, and the Loren Dickinson Wired Speech Classroom in the new Media Arts Center to honor three founding faculty and planned a major dedication and Open House of the facilities, including a performance of *Mark Twain Tonight*, in the Donnie Rigby Stage.

- Added concentration and minor in Photojournalism.
- Added a B.S. degree in Mass Communication.
- Produced Emmy-nominated recruiting video.
- Created Advisory Board of prominent local, national and international media communication professionals and alumni.
- Established Lambda Pi Eta honor society chapter.
- Leveraged funding for major equipment upgrades in Media Arts Center and installation of all equipment
- Managed the university side of the collaboration between Blue Mountain Television and the production of the community's only daily television half-hour news programming carried on local cable.
- Produced an award-winning publication, *WestWord*, for the department.
- Hired new faculty as well as staff for the Media Arts Center, including a new position of facilities manager.
- Served on the Blue Mountain Television Board, as well as the KGTS-FM Executive Board.
- Drama season included three major productions in Village Hall, the department's campus theatrical venue, as well as Festival of the Actors, and a major kick-off production in the second theatrical venue, the Black Box Theater in the Media Arts Center.
Plays produced while I was chair:
 - The Crucible
 - Firth Annual Festival of One Acts
 - The Great Divorce
 - The Complete Works of William Shakespeare (Abridged)
 - The Gamester
 - Festival of One Acts
 - Mass Appeal
 - Trifles/The Trap
 - Eleemosynary
 - Hamlet
 - Proof
 - Diary of Anne Frank
 - The Festival of One Acts
 - The Pirates of Penzance
 - The Festival of the Actors
- Courses taught:
 - Methods of Teaching Speech
 - Communication Research
 - Introduction to Public Speaking
 - Public Relations Case Studies
- Performed University Service:

- Member, Search Committee, Professor of Spanish.
- Member, Faculty Senate.
- Member, Search Committee for Associate Vice President for Academic Administration.
- Member, Deans and Chairs Committee.
- Chief Writer, Accreditation Self-Study Report on Communications Department.
- Member, Professional Development Committee.
- Member, Tenure and Promotions Committee.
- Chair Representative, Search Committee for Vice President for Academic Administration.

Professor (1996) and Chair (1994), Journalism and Communication, Southern Adventist University, Chattanooga, Tennessee, 1989-2000, Level III Employment (continuous appointment, 1997)

- Created a recruiting and growth strategic plan to build the program from 42 majors when appointed chair in 1994 to more than 100 in 2000.
- Recruited faculty, doubling the size. Hired adjunct professors.
- Negotiated the return of the speech communication program from the English Department back to Journalism and Communication.
- Rebuilt television studios, faculty offices, control and editing suites.
- Made significant upgrades in curriculum and programs, including the B.S. degree, certification affiliated with American Humanics and a degree in nonprofit administration and development (which has since attracted a \$100,000 grant from the Kellogg Foundation).
- Co-created a consortium of three universities, businesses, and nonprofits for a Chattanooga nonprofit management program and undergraduate nonprofit leadership degree through the American Humanics.
- Organized and co-managed conferences and workshops:
 - Freelance Writing
 - Crisis Management
 - Religious Communication

- Strategic Public Relations
 - Fund Development
 - Grantsmanship
- Taught courses in
 - Writing for the Mass Media
 - Introduction to Public Speaking
 - Public Relations Principles and Theory
 - Public Relations Techniques
 - The Public Relations Campaign
 - Public Relations Case Studies
 - Fundamentals of Advertising
 - Advertising Copywriting
 - Advanced Expository Writing
 - Magazine and Feature Article Writing
 - Copyediting
 - Reporting Public Affairs
 - Advanced Reporting
 - Persuasion and Propaganda
 - Fund-Raising Workshop
 - Crisis Management and Spokesperson Workshop
 - Critiquing the Media During War
 - Mass Communication and Society
 - Research on the Internet
- Supervised internships and practicums
- Performed University Service
 - Member, Search Committee, Director of Public Relations, Southern Adventist University.
 - Member, Student Media Board.
 - President-Elect, Faculty Senate.
 - Member, President's Strategic Planning Committee.
 - Member, Academic Computing Committee, 1996-97, which became the Information Technology Advisory.
 - Member, Faculty Handbook Review Committee.
 - Member, Faculty Senate. Served 3 2-year terms.
 - Two terms on Faculty Senate Executive Committee.
 - Member, Hickman Science Center Dedication Planning Committee.
 - Member, Faculty Research Funding Committee.
 - Member, Search Committee for Vice President for Development.
 - Member, University Status Committee.
 - Member, University Restructuring Committee.
 - Member, University Mission Statement Committee.

- Member, Search Committee General Manager, WSMC-FM.
- Chair, Academic Promotions (Rank & Tenure) Committee.
- Chair, Southern Association of Colleges and Schools (SACS) Accreditation Self-Study team for McKee Library.
- Chair, Centennial Celebration Communications Committee.
- Member, Publications Board.

Visiting Professor

Graduate School of Information Science and College of Communication, University of Tennessee, Knoxville, Tennessee, 1996-2000

- Taught doctoral research course for the Graduate School of Information Science.

Faculty, English and Journalism

Collegedale Academy, Collegedale, Tennessee, 1988-1999

Adjunct Faculty, English Composition

Chattanooga State Technical Community College, 1988

Corporate Communication

Blue Cross and Blue Shield of Tennessee, Chattanooga, Tennessee 1986 – 1988.

- Managed editorial responsibilities for twelve publications and helped develop an award-winning Wellness publication for the Wellness product.
- Wrote the company annual report
- Published numerous articles in the corporate magazine ranging from fraud issues to client profiles to employee features.
- Wrote speeches for the president
- Traveled statewide and wrote profiles on clients with a business-to-business focus.

News Editor, 1986, *Wood County Democrat*, Quitman, Texas.

Managing Editor, 1985 – 1986, *East Texas Farm and Ranch News*, Mineola, Texas

Public Relations Consultant, 1983 – present, Various clients and publications

Associate Magazine Editor, Video Producer, and Special Projects Manager

Classic Chevy World magazine, Classic Chevy Club International, Orlando, Florida, 1983-1984

- Initiated video products line for the corporation shot on location at international conventions.
- Developed Christmas card line.
- Edited 36-page color monthly international magazine.
- Managed special projects, including photo shoots with EPCOT and Walt Disney World and coverage of the World of Motion
- Managed production of three publications for classic automobile subscribers

Faculty, English and Journalism & Public Information Officer

Forest Lake Academy, Orlando, Florida, 1980-1984

Librarian, Media Center Director

Orlando Junior Academy, Orlando, Florida, 1979-1980

Faculty, English, Speech, Journalism

Madison Academy, Madison, Tennessee, 1974 – 1979

Book Editorial Internship

Southern Publishing Association, Nashville, Tennessee, Summer, 1973

LEADERSHIP, PROFESSIONAL ORGANIZATIONS, HONOR SOCIETIES

- Founding Advisor, campus chapter of the Public Relations Student Society of America, Andrews University, Fall 2007.
- Certification Program Developer, International Communication Certification Program, World Church Communication Department, 2007-2008
- Nominating Committee, Bridge Award, General Conference of Seventh-day Adventist Communication Department, for leadership in higher education, journalism
- Nominating Committee, Society of Adventist Communicators, 2006, 2007
- Managing News Director, Adventist Television News and Adventist News Network, General Conference Session, St. Louis, July 2005
 - Responsible for all international electronic broadcast news from the General Conference 10-day Session in St. Louis.
 - Co-News Director for Adventist News Network (ANN) for all print and non-print news from the event.
 - Managed a team of 30 professional international television reporters, videographers, editors, producers, and talent, to produce a one-hour daily television news program for ten days.
- Chair, Board of Trustees, Walla Walla Public Library Board, 2004. Launched a \$700,000 library renovation campaign with grants from the Bill and Melinda Gates Foundation and other foundation gifts.
- Member, Board of Trustees, Walla Walla Public Library, 2001-2004
- Board, Blue Mountain Television, Walla Walla, Washington, 2001-2004
- Board, KGTS-FM, Walla Walla, Washington, 2000 – 2004

- Judge, Southern Newspaper Publishers Association Literacy Awards, with Wes Hasden, Assistant to the Publisher of the *Chattanooga Times*.
- Commissioner, Collegedale Municipal Planning Commission, 1996-1997
- Judge, *Insight* magazine writers contests for several years.
- Chair, Communication Committee; Member, Strategic Planning Committee; Member, Creative Worship Committee, Collegedale Seventh-day Adventist Church
- Official Delegate, Seventh-day Adventist General Conference Session, Toronto, Canada, July 2000
- Board, Adventist Media Center, 1996 – 2000
- President, Society of Adventist Communicators, 2001-2002
- Executive Board, Southern Union Conference of Seventh-day Adventists, Atlanta, Georgia, 1996-2000
- Nominating Committee, Lookout Chapter, Public Relations Society of America, and By-Laws Committee, 1998
- Executive Board, White Oak Mountain Broadcasting, 1994 – 1998
- Board, WSMC-FM, public radio, Chattanooga, 1994-2000
- Board, KGTS-FM, College Place, Washington 2000-2004
- Member & Vice President, International Association of Business Communicators, Chattanooga Chapter, 1990-1991
- Treasurer, Society of Professional Journalists, Chattanooga, 1990

AWARDS AND HONORS

- Bridge Award for Leadership in Journalism and Communication Education presented in St. Louis, July, 2005.
- Alumnus of the Year for Leadership in journalism education from Platte Valley Academy, April, 2005.
- Magnum Opus Award, for *WestWord* publication, WWU Communication Department, 2004.
- Research Grant to study Irene Morgan v. Commonwealth of Virginia, Walla Walla College, 2003.
- Leadership Award, Southern Society of Adventist Communicators presented at Huntsville, Alabama, 1999.
- Doctoral Forum Award from the American Society for Information Science and Technology for doctoral dissertation research. Presented in Chicago October 1995.
- MacDougall Award for Research, Newspaper Division, Association for Education in Journalism and Mass Communication presented in Kansas City, August 1994.
- Graduate Research Award, College of Communication, University of Tennessee, Knoxville, 1993.
- Research Award, Council for Advancement and Support of Education, presented in Atlanta, 1993.
- SMART (Scientific Method and Research Technique) Grant runner up from Institute for Public Relations Research and Ketchum Public Relations, 1992.
- Annenberg Communications Public Policy Summer Faculty Conference. One of 24 participants chosen from 100 applicants to participate in a week-long seminar on information technology policy and the Internet, 1992.
- Mark of Excellence Award, Society of Professional Journalists, Southeast Region, fall 1991.
- Award of Merit, Associated Church Press, 1991.
- Praddy (PR and Advertising) Award, Tyler Texas, 1986.
- Writing Awards from *Insight* magazine, 1971 – 1992.

- Who's Who in American Colleges and Universities, 1974.

PRESENTATIONS, SPEECHES, PANELS

- Panel Moderator: "What Have We Learned from the Murders at Virginia Tech?" Panel of Notre Dame University Security Director, Indiana University Director of Public Relations and Spokesperson, Andrews University Director of University Relations, WNDU-TV News Director, Goshen College Director of Public Relations. Presented by the Public Relations Student Society of America chapter at Andrews University, March 25, 2008
- Colloquium Speaker, Community and International Development Program, Andrews University, February 22, 2007.
- Invited Presenter: Lardner Writers' Ring, Niles Public Library, January 2007
- Invited Presenter: School of Education, Andrews University. "When You Are the News: Handling a Media Crisis," March 2007.
- Invited Presenter: "*Irene Morgan v. Commonwealth of Virginia.*" Historical Research Methodology, Walla Walla College Communication Senior Research Course via conference telephone Spring 2006, February 2007.
- Invited Presenter: "Coaching Families Toward Wholesome Media Habits," Adventist Family Conference's Symposium, July 2006.
- Moderator, Scholarly Debate on the Doctrine of God, Mendel Center, Benton Harbor, Michigan, January 2005
- "Conducting the Successful Interview," presentation for Young Writers Conference, Walla Walla College, March 2004.
- "Who's Listening? Measurement Analysis of Audience in Adventist Broadcasting," Toronto, 1999, invited research and presentation for International Communications Strategy Committee.
- "Strategic Use of the World Wide Web," invited presentation in London, England, Newbold College, part of the Adventist World Radio master's lectures for the masters in broadcasting through Leeds University, July 1997.
- "Information Integrity and Legal Liability" invited presentation for the Chattanooga Area Library Association, Banquet Speaker, May, 1997.
- "Holy Web: Religious Organizations' Promotional Use of the Web," invited presentation in London, England. Part of the AWR master's lectures for the master's in broadcasting through Leeds University, at Newbold College, July 1997.
- Moderator for Chattanooga Press Club, "Talk Show Hosts and Victims' Rights: Families of Murder Victims Critique Press Coverage of the Crime," 1996.
- News Commentary. "Learning from Bob Dole's Resignation," *Adventist Review*, June 20 p. 22.
- Moderator for Chattanooga Press Club, "Air Wars," 1996.
- "Crisis Prevention: Using the Internet," presentation for the Crisis Management Seminar, May 1995, Chattanooga, Tennessee.
- "Taking Control of the Media Interview Parts I & II: Bridging, Talking Points, Sound Bytes, Mixed Messages, Interview Tone, Pace, and Content, Controlling the Interview Content, Loaded Questions, Ambush Interviews, Hostile Reporters, On-Camera Credibility and Confidence" Media Relations and Spokesperson Seminar presentation, 1995, with Eva Lynne Disbro, Vice President, McKee Foods Corporation, Chattanooga, Tennessee.
- Keynote Speaker: Southern Adventist University Homecoming, Friday Evening, October 1995.
- News Commentary. "The Hopeless, Heartless Media," *Adventist Review*, Vol. 174. No. 2, January 22, 1997, p. 22.

- “Using Online Databases for a Retrospective Analysis of Irradiated Food,” presentation at the University of Tennessee’s 17th Annual Communications Research Symposium, 1994, Knoxville.
- “Defining the Geographic Market in Antitrust Cases for Small Newspapers within Larger Geographic Markets,” presentation at the University of Tennessee’s 16th Annual Communications Research Symposium, 1993, Knoxville.
- “The Anita Hill Factor in the 1992 Election Coverage of *Time*, *Newsweek*, and *U.S. News and World Report*,” presentation at the University of Tennessee’s 16th Annual Communications Research Symposium, 1993, Knoxville.
- “Defining the Geographic Marketing in Antitrust Cases for Small Newspapers within Larger Geographic Markets,” presentation at the Association for Education in Journalism and Mass Communication (AEJMC) Conference, 1993, Kansas City, Missouri, and winner of the Association for Education in Journalism and Mass Communication (AEJMC) MacDougal Award.
- After-dinner speaker for Board, Faculty, Senior Banquet, Southern Adventist University, 1990.
- Invited Presentation, Generating Ideas for Freelance Writing, Writers Workshop, Southern Adventist University, 1988.

SCHOLARSHIP

Conference Refereed—Submitted and accepted:

“How Did the Newspaper Cover Freedom-Fighter Irene Morgan’s Successful Supreme-Court Case against Segregation? Why has Her Story Been Kept So Silent?” Paper acceptance at the Association for African American Historical Research and Preservation conference, February 5, 2010, Seattle.

“Public Relations Generalists vs. Specialists: Integrated Marketing Communications,” invited paper for AEJMC Conference, 1992, Montreal, Canada, with Dr. Betty Farmer and Dr. Susan Lucarelli.

Conference Refereed—Submitted:

“How Did Newspapers Cover Freedom-Fighter Irene Morgan’s Successful Supreme Court Case Against Segregation? Why Has Her Story Been Kept So Silent?” Southern Studies Liberal Arts Conference, Auburn University, February, 2011.

“How Thurgood Marshall and the NAACP Attempted an End Run around the Mainstream Media Blackouts of African-American News to Publicize the Supreme Court Case of Morgan v. Virginia and Civil Rights Hero Irene Morgan’s Story,” submitted to the Media & Civil Rights History Symposium, University of South Carolina, March 18-19, 2011.

“Invisible Irene Morgan: How Mainstream American, African-American, and Southern Newspapers Covered the Supreme Court Case of Morgan v. Virginia,” submitted to the Media & Civil Rights History Symposium, University of South Carolina, March 18-19, 2011.

“One Man’s Journey Through the Valley of the Shadow: Public Grieving on National Television, Private Grieving, and Grief Rituals,” submitted to the International Death, Grief & Bereavement Conference, University of Wisconsin, June 6-8.

“Twitter’s First Brushes with the Law,” proposal submitted to the 17th International Conference of the Society for Philosophy and Technology, University of North Texas, May 26-29.

“Looking for a Supermajority Vote: How One Church’s Communication Process Created a Dilemma for Women Elders,” submitted to The Art of Gender in Everyday Life VIII: A Multidisciplinary Conference, Idaho State, March 10-11, 2011.

“How Did Newspapers Cover Freedom-Fighter Irene Morgan’s Successful Supreme Court Case Against Segregation? Why Has Her Story Been Kept so Silent?” submitted to The Art of Gender in Everyday Life VIII: A Multidisciplinary Conference, Idaho State, March 10-11, 2011.

“The Framing of Anita Hill: How Thomas Supporters Utilized Weekend Media and Talking Points to Demonize Her,” submitted to The Art of Gender in Everyday Life VIII: A Multidisciplinary Conference, Idaho State, March 10-11, 2011.

Refereed Published—Submitted:

“Invisible Irene Morgan: How Mainstream American-, African-American, and Southern Newspapers Covered the Supreme Court Case of *Morgan v. Virginia*,” to *The Journal of Intergroup Relations*, November 24, 2010.

Refereed--in Process—To Be Submitted:

“The Dillsboro Project: A Case Study in University Classroom Engagement in a Business-Challenged Economy,” with Dr. Betty Farmer.

“Public Relations Curriculum in Programs with Certification (CEPR) from the Public Relations Society of America Compared with Programs Accredited by the Association’s Council for Education in Journalism and Mass Communication (ACEJMC) in progress.

“Media Harassment, Paparazzi, and Privacy Law” (in process).

“When Your School’s Crisis Headlines the News: How to Develop Strong Relationships with the Media before You Need Them,” editor has requested this peer-reviewed journal article for *Adventist Journal of Education*. (“I look forward to additional discussion about topics and other possible contributions you might be able to make!”--Editor)

Refereed—Published:

“Using Online Databases for a Retrospective Analysis of Irradiated Food,” publication in the Proceedings for the University of Tennessee’s 17th Annual Communications Research Symposium, 1994, Knoxville.

“Defining the Geographic Market in Antitrust Cases for Small Newspapers within Larger Geographic Markets,” publication in the Proceedings for the University of Tennessee’s 16th Annual Communications Research Symposium, 1993, Knoxville.

“The Anita Hill Factor in the 1992 Election Coverage of *Time*, *Newsweek*, and *U.S. News and World Report*,” publication in the Proceedings for the University of Tennessee’s 16th Annual Communications Research Symposium, 1993, Knoxville.

Non-traditional refereed--submitted:

“James Dobson’s Rejection of Torture as a ‘Sanctity-of-Life Issue’: Will It Make the Broadcaster Obsolete?” assigned by editor of *Liberty* magazine (200,000 circulation First Amendment journal for the judicial, legislative, executive, academic, and legal professionals), August 2011.

Non-traditional refereed—published:

“Ordaining Women as Elders at Stevensville, Michigan,” *Spectrum*, Vol. 38, No. 2, Spring 2010.

REFEREED RESEARCH GRANTS, AWARDS AND FUNDING

Grant to attend Washington State Library Conference on The Patriot Act and the Child Internet Protection Act, 2003. Refereed by the Washington Secretary of State’s office.

Grant for research and travel for Morgan v. Commonwealth of Virginia, Faculty Development Grant, Walla Walla University, 2002. Refereed by the academics on the Development and Research Committee.

Graduate Research Award, University of Tennessee, College of Communication, 1993. Refereed by the academic judges and faculty at the Graduate Research Symposium.

Council for Advancement and Support of Education (CASE) grant for research, District III, Atlanta, 1992, funding for High-Performance Computing Act of 1990 and implications. Refereed by the CASE officers and regional judges.

RESEARCH IN PROGRESS

- “Twitter’s First Brushes with the Law”
- “The Dillsboro Project: A Case Study in University Classroom Engagement In a Business-Challenged Economy”
- “Jonathan Klein: CNN President, CBS Vice President, and Creator of the First Reality Television Programming”
- Public Relations Curriculum of Public Relations Certification from PRSA compared with programs accredited by ACEJMC based on a baseline study from 1993. (in progress)
- Book in progress: *Before Rosa Parks Was Irene Morgan*
- “The Changing Paradigm in Communication Education: Teaching the Blogging and Social Networking Course:”

BOOKS EDITED & PUBLISHED

- Editor for *Quest*, high school literature anthology, Southern Union, 1980.
- Editor for *Vistas*, high school literature anthology, Southern Union Conference, 1984.
- Writer for *Quest Teachers Guide*, for high school literature anthology, Southern Union Conference, 1980.
- Writer for *Vistas Teachers Guide*, for high school literature anthology Southern Union Conference, 1984.
- Editor for Allen, Sydney, *The Electric Grass Company*, Southern Publishing Assn., 1974.
- Editor for Merikay, *Luv Is Not Enough*, Better Living Series, Southern Publishing Assn., 1984.
- Blurb Writer for June Strong, *Mindy*, Southern Publishing Association, hardback and paperback, 1974.

DOCTORAL DISSERTATION DEFENSE COMMITTEES (external examiner at Andrews University)

- Rogenia Goza, *Motivational Factors That Influence African American Women to Enter Politics in Michigan*, July 10, 2006.
- Marjean Huber, *Issues of Individual Adolescent Learners in Relation to Application of Theories of Nursing Care*, November 2005.

- Leslie Baumgardner, *Staying in Ministry: A Qualitative Study of Seventh-day Adventist Women Pastors*, May 2005.

ARTICLES ABOUT PAMELA MAIZE HARRIS

- Gulke, Stephanie, "The Wealthiest Woman I Know" in "Mentors: Spending One's Self, The Difference Mentors Make," *Adventist Review*, Vol. 176, No. 15, April 15, 1999, pp. 22-25.
- Bond, Mark, "My Teacher, My Friend," *Lake Union Herald*, March 2007, pp. 14-15.

ELECTRONIC MEDIA PRODUCTION

- Chair, Recruiting DVD for Walla Walla College's New Communications Department, Fall 2003.
- Chair, 2002-2003 Walla Walla College Departmental Recruiting Video. Nominated for an Emmy Award, Northwest Region, Academy of Motion Picture and Arts and Sciences.
- Chair, 1998 Southern Adventist University's Departmental Recruiting Video, "Picture Yourself."
- Producer, Scriptwriter, Classic Chevy Club International's 1984 Convention Video, Orlando, Florida, one-hour production.
- Producer Scriptwriter, Classic Chevy Club International's 1983 Convention Video, Chicago, Illinois. Two-hour production

SERVICE TO COMMUNITY

- Executive Committee, Southern Union Conference, 1997 – 2000. Committee oversees church business in Georgia, Tennessee, North Carolina, Florida, South Carolina, Alabama, Mississippi, and Kentucky.
- Delegate to General Conference of Seventh-day Adventist international world business meeting, Toronto, Canada, 2000.
- Member, ComStrat Committee. World Church Communication Strategy consulting committee.
- Chair, Communication Committee at 2800-member Collegedale Seventh-day Adventist Church.
- Member, Strategic Planning Committee, Collegedale Seventh-day Adventist Church, Collegedale, Tennessee.
- Chief author, designer and creator of international certification program in communication, the first for a religious denomination.

SPECIAL EVENTS COORDINATION

- Irene Morgan Day honoring the Adventist Civil Rights Pioneer that America Forgot, January 14, 2007, Stevensville United Methodist Church, two services.
- Hickman Science Center Dedication Events Planning Committee.
- Director, Freelance Writers Conferences.
- Director, Week-long Fund-Raising Conferences.
- Director, Crisis Communication Conference.
- Director, Spokespersonship Intensive.
- Handling the Hostile Interview with Jon Klein, then CBS-News Vice President.
- Journalism Ethics with Jon Klein, then CBS-News Vice President.

- Director, Grantsmanship Writing Workshop.
- President, Society of Adventist Communicators international conference, Chicago, 2000.

BROADCAST MEDIA APPEARANCES

- Guest, Blue Mountain Television, Valley Viewpoint guest, 2001-
- Guest, Probe Radio Show hosted by Alden Thompson, WWU, 2001
- Guest, WSMC-FM on-air fund drive, 1989-2000
- Panelist, Religion in Society, National Public Radio and WSMC-FM, 1990

PROFESSIONAL DEVELOPMENT CONFERENCES, CLASSES, INTENSIVES, WORKSHOPS

- “Crisis Communication Day,” April 3, 2009, Western Carolina University, North Carolina.
- “Crisis Communication Workshop,” October 2008, University of Tennessee, Knoxville.
- “Trends in Book Publishing: How To Publish Your Book,” Zondervan Academic and Textbook Vice President for Acquisitions, February 2007.
- Western Michigan Public Relations Society of America, Religion Reporting, Fall 2006.
- Ragan Communications Strategic Public Relations, Chicago 2005:
- “Winning Back Customer Confidence: How Lexis-Nexis Managed an Information Age Crisis,” Chicago, October 2005
- “Winners and Sinners in Public Relations,” Fraser P. Seitel, speaker.
- “How Participatory Communications Is Changing public Relations: Take a Walk Through the Blogosphere,” Chicago, October 2005
- “Extend Your Competitive Distance: How To Link Public Relations to Business,” October 2005
- “Get Beyond the B.S. To Craft Kick-Butt Messages That Audiences Embrace,” Chicago, 2005
- “Today’s Public Relations Crises Start Online—How To Respond and Fight Back,” Charles Pizzo, former chair IABC
- “How To Create a Crisis Communication Plan To Save Your Reputation,” Gerard Braud, Chicago, 2005
- “Latest in High-Tech Public Relations Tools (Podcasting and Blogging),” Shel Holtz, Chicago, 2005
- Public Relations Society of America , St. Louis, 1996
- National Association of Broadcasters, Las Vegas, 2004
- Society of Adventist Communicators, 2007
- Society of Independent Researchers, Portland, Oregon, 2005
- Gina Kolata, Health and Science Writer for the *New York Times*, Master Class in Science Writing, University of Tennessee, Knoxville.
- Dorothy Nelkin, Science Writer and Researcher, Master Class in Science Writing, University of Tennessee, Knoxville.

PUBLICATIONS: Magazines and Newspaper Articles, Cover Stories, Features, Investigative Reporting (selected bibliography)

“James Dobson’s Rejection of Torture as a ‘Sanctity-of-Life Issue’: Will It Make the Broadcaster Obsolete?” *Liberty* magazine, assigned by editor, submitted August 2010.

“Ordaining Women as Elders at Stevensville, Michigan,” *Spectrum*, Vol. 38, No. 2, Spring 2010.

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"Fast Forward: New Studio Puts Students in the Shoes of Professionals," (ghostwriting), *Gleaner*, Vol. 99, No. 4, April 2004, pp.6-9.

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"A Clear Signal: Religious Broadcasting in Chattanooga," *Chattanooga Magazine*, 1997.

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"Bennett Asks State Legislators To Look into Annexation Laws," *East Hamilton County Journal* Vol. 1, No. 35, Jan. 10, 1990, p. 1.

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"Mayor Reveals 'Secret Project,'" *East Hamilton County Journal*, Jan. 31, 1990, p. 1.

"Summit Dump Is Regional, Littlefield Admits to Kiwanis" *East Hamilton County Journal*, Vol. 1, No. 38, Jan. 31, 1990.

"Which Aegis Is Better for Landfill Annexation? News Analysis," *East Hamilton County Journal*, Vol. 1, No. 40, February 14, 1990.

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"Collegedale To Hold Public Hearing on Annexation Request," *East Hamilton County Journal*, Vol. 1, No. 41, February 21, 1990.

"Collegedale Mayor Rushing Calls for Waste Commission Authority," *East Hamilton County Journal*, Vol. 1, No. 41, February 21, 1990.

"Summit Landfill Cited for Health Violations," *East Hamilton County Journal*, Vol. 1, No. 41, February 21, 1990, p. 1.

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"Second Lawsuit Filed in Summit Landfill Annexation Battle: Littlefield, Roberts Are Defendants," *East Hamilton County Journal*, Vol. 1, No. 49, p. 1.

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"Recycling Markets Are Difficult To Locate: Collegedale Struggling To Find Markets for Waste," *East Hamilton County Journal*, Vol. 2, No. 15, August 22, 1990.

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PUBLICATIONS: Newsletters

- *Southern Communicator*, quarterly newsletter, Journalism and Communication Department, Southern Adventist University, Vol. 3-5, 9-12, 1989-1991, 1995-1999.
- *WestWord*, newsletter for Walla Walla College, Communications Department, 2001-2005, winner of the Magnum Opus Award.
- *Wellness1, Delta Dental, Hospital Administrator, Executive Newsletter, Physicians Newsletter*, and 6 others for Blue Cross and Blue Shield of Tennessee, 1986-1989, winner of the Award of Merit.

PUBLICATIONS: Posters (monthly health care series)

"Time to Cut the Fat" January 1988.

"Walking" May 1987.

"Buckle Up," Jan 1987.

"Be Sun Smart," July 1987.

"Slash Your Health Care Bills and Save Health Care Dollars," Feb. 1988.

"High Blood Pressure Is a Costly Business," April 1987.

"Is It Worth Its Salt?" March 1987.

"How to Have a Heart Attack."

"You Can Help Protect Yourself Against Cancer," June 1987.

"See a Doctor When Your Headache. . .," October 1987.

"Have a Healthy Holiday," December 1986.

"Buckle Up," Jan 1987.

"Drug Abuse Is a Treatable Condition," Sept. 1987.

"Don't Fudge Over the Holidays," Dec. 1987.

PUBLICATIONS: Poetry

"So How Does It Feel To Drive a Hearse?" *Gadfly*, Spring 2002.

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"And Never Blink," *Adventist Review*, April 29, 1999, p. 45.

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Poetry published in *Legacy*, University's arts publication
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* Award winning poems in Writing Contests

References for Pamela Maize Harris, PhD, APR

Dr. George Babcock
former President, Atlantic Union College
former Vice President for Academic Administration
Southern Adventist University
9042 Finney Point Drive
Ooltewah, TN 37363
423-396-2344
george.babcock@auc.edu

Dr. Vinita Sauder
Vice President for Enrollment and Recruitment
Southern Adventist University
Collegedale, TN 37315
423-236-2580
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Director of Communication
Adventist World Church Headquarters
Silver Spring, MD 20904
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Collegedale, TN 37315
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109 Beaver Ridge Road, Asheville, NC 28804
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EDUCATION

Louisiana State University, Baton Rouge, LA
M.A., Speech, 1975

Louisiana State University, Baton Rouge, LA.
B.A., Speech and English Education, 1973

HONORS

Theta Alpha Phi honorary fraternity
La. Players Guild Outstanding Actor Award, 1972
Miss Jam-Jam comedy award, 1971

EXPERIENCE

Western Carolina University, Cullowhee, North Carolina, Department of Communication

Lecturer in human communication, August 1993 to present

Teach 4 sections per semester of Introduction to Speech Communication (1993- 1994 taught Thinking, Reasoning and Expressing). 2003 also taught Public Speaking.

Acting Director of Oral Communication, spring 2000

Plan, with appropriate staff and administrators, placement and assessment of oral communication students; represent department on Arts and Sciences Liberal Studies committee; co-ordinate instruction of CMHC 201 and insure uniformity throughout sections; screen and register students for reticence class.

Assistant Director of Oral Communication, fall 1997 to 2010

Assist Director with above duties; function as an oral communication evaluator of students at summer freshman orientation, 1997 and 1998; recruit for, plan, and teach course for reticent communicators.

Instructor of USI 130, fall 1996 to 2000.

Teach one section per year of USI 130; advise USI students and keep their academic records; attend related workshops.

Director of Learning Community, fall 2000

Co-ordinate instruction of the 3 courses included in the LC; attend related workshops and retreats.

Southwestern Community College, Sylva North Carolina, Department of English

Instructor of Public Speaking, September 1993-May 1995.

Louisiana State University in Shreveport, Department of Communications

Instructor, January 1981-May 1993.

Taught 1-4 sections per semester of Oral Communication

BETTY FARMER, Ph.D.
Department of Communication
Western Carolina University
Cullowhee, North Carolina 28723

EDUCATION:

The University of Tennessee, Knoxville

Ph.D. in Communications (December 1993)

Major: Public Relations. **Minor:** Speech Communication.

Cumulative GPA: 3.96/4.0

Dissertation (December 1993): "2000 Together: The Situational Theory of Publics Applied to the Status of Women in Journalism and Mass Communication Programs."

Honors: Outstanding Doctoral Student (1993)
Outstanding Graduate Teaching Associate (1993)
Chancellor's Professional Promise Award (1993)
Bickel Research Scholar (1991-92 academic year)

M.S. in Communications/Journalism (December 1988)

Major: Journalism

Thesis (December 1988): "A Case Study of the Internal Communication of the Government of Jefferson City, Tennessee."

Honors: Kappa Tau Alpha National Journalism Honor Society (1991)

The University of Virginia's College at Wise

B.A. in English (May 1986)

Overall GPA: 3.5/4.0. **Major area GPA:** 3.9/4.0

Honors: The Journalism Award, two consecutive years, 1984 & 1985
Who's Who Among Students in American Colleges and Universities, two consecutive years, 1985 & 1986

Activities: Editor, Co-editor, Layout Advisor, Business Manager for *The Highland Cavalier*, student newspaper (1983-1986); Editor, *The Jimson Weed Literary Magazine* (1985); President, The Darden Society (1985); Chancellor's Student Host (1985); Numbers 1 and 2 singles seed and number one double's seed on women's tennis team.

EMPLOYMENT RECORD IN HIGHER EDUCATION:

Western Carolina University, Cullowhee, NC (1993-present)

Special Assistant to the Chancellor for Dillsboro (October 2009 to present; one course release time)

Lead and coordinate University's economic revitalization engagement project in Dillsboro, North Carolina. Chair Dillsboro/WCU Partnership Committee. Identify community needs and match them with University personnel and resources. Help coordinate efforts of faculty, staff, and students from diverse disciplines including Hospitality & Tourism, Marketing, Economics, Computer Information Systems, and Communication; initiatives include small business consulting, survey research, computer software development, marketing, public relations, social media training, special events, and grant writing. Develop and implement short-term objectives. Facilitate long-range strategic planning process with regional stakeholders. Work with the Office of Public Relations to publicize progress. Serve as spokesperson. Keep chancellor and

other executive council members informed. Have documented in excess of 3500 volunteer hours from across University to date.

Communication Trainer and Faculty Liaison for Office of Admission (August 2006-December 2009; one course release time)

Brought in as consultant to develop a communication training program for Admission Counselors. Helped identify key University selling points and themes (e.g. academic quality) for emphasis in on-campus and regional presentations. Conducted focus groups with counselors, tour guides, and students during Freshman Orientation. Critiqued presentations; coordinated video production of presentations; reviewed videotaped presentations with counselors on an individual basis. Taught a one-hour class for student tour guides. Tested tour guides over tour script content. Evaluated and provided feedback for every tour guide during two-hour campus tours. Proposed and helped develop "Fact Sheets" for each department. Initiated a new program to involve faculty in the recruiting process. Coordinated faculty telethons for new student recruitment. Faculty calling program resulted in a 10-15 percent greater yield. Efforts helped contribute to the largest increase in enrollment in the history of the institution.

Professor of Communication & Public Relations (August 2006 to present)

Teaching responsibilities include: sophomore and senior courses in Professional Development, Gender Communication, Organizational Communication, Public Speaking, Public Relations Case Studies, and Public Relations Campaigns. Advise Public Relations Student Society of America, and the student-run PR firm, Catamount Communications. Academic advisor to between 20 and 40 public relations students, depending on the year. Coordinate and supervise approximately 20 internships annually.

Fellow for Mentoring--(August 2000 to May 2002 and August 2004 to 2007; one course release time)

Coordinated the New Faculty Mentoring Program in the Coulter Faculty Center for Excellence in Teaching and Learning. Matched and monitored mentoring pairs; organized professional development activities for program participants, and chaired the Mentoring Steering Committee.

Head of the Department of Communication & Theatre Arts--(June 2002 to August 2003)

Supervised 14 full-time and 11 part-time faculty members, one administrative secretary, and two student workers. Administrative responsibilities for 200 majors, three degree programs and two budgets. Key accomplishments: Inherited a University Theatre budget \$3,000 in the red in 2002; finished more than \$3,000 in the black in 2003. Helped secure \$56,000 for a new summer theatre program and \$28,000 for electronic media equipment. Organized an auction that raised \$10,000 to send a new musical theatre production to New York City. Brought University Theatre promotional activities to professional level. Initiated and supervised an advertising playbill campaign, resulting in approximately \$4,000 in revenue. Secured first sponsor for theatre season brochure, which covered production costs. Initiated NAST (National Association for Schools of Theatre) accreditation review. Chaired committee to revise communication curriculum. Member of college-wide committee to develop a new musical theatre program.

Farmer, p. 3

Associate Professor with tenure--(August 1999 to July 2006)

Taught courses in Public Speaking, Gender Communication and Public Relations. Developed new course in Crisis Communication. Advised WCU's chapter of the Public Relations Student Society of America (PRSSA) from 1995-2001. Academic advisor to approximately 30 public relations majors each semester. Coordinated and supervised approximately 15 internships annually.

Assistant Professor--(August 1993 to July 1999)

Taught **16** different courses during this time period including: Introduction to Speech Communication, Communication Theory & Research, Public Speaking, Gender Communication, Intercultural Communication, Conflict Resolution, Argumentation & Debate, Group Communication, Introduction to Public Relations, Public Relations Case Studies, Public Relations Campaigns, Seminar in Public Relations, Seminar in Professional Development. Founded PRSSA chapter in 1995.

(Additional scholarship/creative works and service activities highlighted in subsequent sections.)

The University of Tennessee, Knoxville

Graduate Teaching Associate--(August 1991-May 1993).

Taught Introduction to Mass Communications & Public Relations Case Studies.

Bickel Research Scholar (1991-1992). Served as research assistant to Dr. Susan Dimmick, a member of the public relations faculty at the University of Tennessee. The Bickel Research Scholar award is lauded as the College's "highest honor" for graduate students.

PROFESSIONAL EXPERIENCE

Helen Ross McNabb Center

Knoxville, Tennessee

August 1989 to February 1990

Community Services Coordinator--Edited and directed production of annual report; developed and produced annual solicitation packet; edited and supervised production of newsletter; served as media liaison; issued press releases; coordinated special events; conducted tours; made presentations to local organizations; and maintained speakers' bureau. Additionally coordinated the Center's volunteer program and supervised approximately 30 active volunteers. This position has since been split between a full-time PR person and a part-time volunteer coordinator.

The Muscular Dystrophy Association (MDA)

Knoxville, Tennessee

December 1988 to August 1989

Program Coordinator--Responsible for fund-raising in 18 counties in East Tennessee. Marketed MDA to businesses and organizations; prepared proposals; made presentations; rallied volunteers; publicized events and fund-raising successes; made budget projections and monitored expenses; and ensured proper follow through on all fund-raising events.

Successful in bringing my fund-raising territory from tenth place to first place in three months. Recognized as the number one program coordinator in the division, which consists of 30 offices, at the May 1989 MDA regional meeting.

Farmer, p. 4

Oak Ridge National Laboratory

Oak Ridge, Tennessee

September 1988 to December 1988.

Public Relations Intern--Prepared news releases about employee awards, promotions and honors; wrote feature articles for employee publication; and edited and broadcasted "Inside Line," a daily, electronic employee news service. Also conducted research project on employee newsletter.

A.L. Williams Insurance Company

Duluth, Georgia

June 1986-December 1986

Meetings and Conventions Coordinator-- Coordinated sales meetings for insurance agents around the country. Worked with hotel and convention facility staff. Publicized meetings and wrote for the employee newsletter. Coordinated the home office tour program.

The Coalfield Progress

Norton, Virginia

January 1986-May 1986. Part-time.

Reporter--Covered Dickenson County government, politics, courts, school system and breaking news stories; and participated in the production process.

The Cumberland Times

Clintwood, Virginia

Summers, 1982 and 1983

Reporter--Wrote feature stories; covered breaking news; and covered sports, particularly women's teams. Also sold ads and assisted in the production process.

SCHOLARLY AND CREATIVE WORKS

Dillsboro, NC Engagement Project:

Publicity about or interviewed for: *WNC Magazine* (January 2011); *Smoky Mountain News* (July and November 2010.); *Tuckasegee Reader* (January 2011); *The Sylva Herald* (October, November, & December 2010); *The Reporter* (March 8, April 6, April 13, April 27, September 29, November 9, November 24, December 2, December 7, & December 9, 2010); *WRGC Radio* (March & April 2010); Facebook (since November 2009); Twitter (Since September 2010)

Press releases written/edited: "Destination: Dillsboro! event draws several hundred WCU faculty, staff and students to town" (November, 2010); "Dillsboro & WCU partner for appreciation Day" (October 2010); "Dillsboro to host Twitter Scavenger Hunt" (October 2010)

Broadcast scripts written/edited: Promotional video for town (in process); Radio spot for Mayor Mike Fitzgerald on WWCU FM (November 2010); Event invitation video of Mayor Mike Fitzgerald (November 2010)

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Brochure copy written/production coordinated: "Eat, Shop, Stay, Play in Dillsboro, NC, the Front Porch of the Smokies" (in process); "Holiday Shopping Guide"--Wrote script, updated map, coordinated photography, design & distribution (November 2010)

Progress Reports: “February 2010 Dillsboro/WCU Progress Report” (in process); “April 2010 Dillsboro/WCU Partnership Progress Report” (April 2010)

Special events coordinated with Debra Connelly and students: “Destination: Dillsboro! WCU Appreciation Day in Dillsboro (November 2010); “Twitter Scavenger Hunt: Social media special event and regional publicity coordination in Dillsboro (November 2010); “Dillsboro on Display” (April, 2010); “Social Media Training Workshop for Dillsboro Merchants” (April 2010)

Farmer, B. (February 2011) Invited to be lead presenter for WCU panel at the North Carolina Campus Compact Civic Engagement Institute at Elon University: "A Deep Commitment to Our Communities: Anchor Institutions, Engagement and Collaboration."

Farmer, B. (September 2010). “Engagement Exemplified: Integrating Teaching, Scholarship, and Service. Invited presentation for Boyer Executive Retreat, Asheville, NC.

Farmer, B. & Bennett, R. (March 2008). “Customer Service Training: Obstacles and Opportunities.” Half-day training session for WCU Office of Admission.

Farmer, B., Wright, K. & Manning, J. (March 2007). “Communication Training for Mentoring.” Invited, paid, four-hour pre-conference International Mentoring Association Conference, Atlanta, GA. March 2007.

Kines, Alan, Farmer, B., & Holcombe, B. (April 2007). “University Admissions Feed Presentation.” WCU.

Farmer, B., Barclay, R., & Huscusson, K. (June 2007). “Freshman orientation marketing research report.” For WCU Executive Council.

Farmer, B. & Manning, J. (October 2006). “He said, she said: Bridging the Gender Communication Gap.” Day-long, invited, paid communication training workshop and mentoring consultation at Cornell University, Ithaca, NY.

Farmer, B. and Manning, J. (March 2006). “He said, she said: Bridging the gender communication gap in mentoring.” March 2006 International Mentoring Association conference in Chicago. Invited.

Vartabedian, L., Farmer, B., Manning, J., & Martin, B. (October, 2005). “Collaborating all the way to the Fringe.” National Communication Association Conference. Chicago, IL. (Our panel was just one of 9 selected from 41 submissions, constituting a 78% rejection rate.)

Farmer, B. (August/September, 2005) “Mentoring Communication.” Review of Communication.

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Farmer, B. & Wright, K. (April, 2005). “Listen to this: Developing the critical skill of listening.” Two-hour communication training workshop. International Mentoring Association Conference. Oakland, CA. Invited presentation.

Farmer, B. & Tvedt, L. (2005) Top management communication during crisis: Guidelines and a 'perfect example' of a crisis leader." Public Relations Quarterly, 50(2), 27-31.

Wright, K., Farmer B., & Manning, J. (April, 2004). "Listen to this! Developing the critical communication skill of listening." International mentoring Association. Refereed, two-hour, pre-conference workshop.

Farmer, B. & Manning, J. (April 2003). "He said, she said, they said: Addressing gender and conflict issues in mentoring." Referred, four-hour, post-conference workshop. International Mentoring Association Conference.

Farmer, B., Wright, K., Manning, J. (April, 2002). "Communication training for mentoring partners." Refereed, four-hour, post-conference workshop. International Mentoring Association. Fort Worth, TX.

Farmer, B. & Wright, K. (March 2002). "Communication training for mentoring." Best Practices in Mentoring Conference. March 2002. Referred, two-hour post-conference training for industry providers.

Wright, K. & Farmer, B. (March 2002). "Communication training for mentoring partners. Referred, four-hour, post-conference workshop for the International mentoring Association Conference. March 2002.

Manning, J. & Farmer, B. (November 2001). "A not so radical recreation: pedagogy before technology in an intercultural communication course." Refereed, National Communication Association Conference.

Farmer, B. & Wright, K. (April 2001). "Communication training for mentoring." Referred, four-hour pre-conference workshop for the International Mentoring Association.

Farmer, B. (2001). "Put communication on your training agenda." *New Dimensions*. A Quarterly Publication of the Mentoring Institute.

Farmer, B., Johnson, J., & Wright, K. (1999). "Pondering the power and process of mentoring. The relationship between job satisfaction, organizational commitment, mentoring and communication." *12th Annual Diversity in Mentoring Proceedings*.

Farmer, B. & Waugh, L. (1998). "Gender differences in PR students' attitudes toward the profession: A benchmark study." *Public Relations Review*.

Farmer, B., Slater, J., Wright, K. (1998). "The role of public relations in achieving a shared organizational vision." *Journal of Public Relations Research*.

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Wright, K. & Farmer, B. (April 1998). "Listening and Responding: Communication training for Mentoring." Referred, four-hour pre-conference communication training workshop for the International Mentoring Association.

Farmer, B. & Wright, K. (April 1998). "If men are from mars and women are from Venus, where's Athene from?: Moving beyond sex differences in mentoring research." Referred research presentation. International Mentoring Association.

Farmer, B. & Wright, K. (1998) "If men are from Mars and women are from Venus, where's Athene from?" Moving beyond sex differences in mentoring research." *11th Annual Diversity in Mentoring Proceedings*.

Farmer, B. (March 1998). "The androgynous female manager: Promise or pitfall?" Women's History Month Lecture. Western Carolina University.

Farmer, B. (1997). "Using SPE context analysis in the PR campaigns class." *Teaching PR*.

Wright, K. & Farmer, B. (1997). "Give, get, grow: Improve your feedback skills and improve your mentoring." *1997 Diversity in Mentoring Proceedings*.

Farmer, B. (November 1997). "What's sex got to do with it? PR students' attitudes toward the profession." Public Relations Student Society of America National Convention. Referred.

Farmer, B., Wright, K., & Slater, J. (November 1997). "The role of communication in achieving shared vision under new organizational leadership." **Top Faculty Paper** at the 1997 Public Relations Society of America National Convention.

Wright, K. & Farmer, B. (April 1997). "Give, get, grow. Improve your feedback skills and improve your mentoring." Referred. 1997 International Mentoring Association Conference.

Farmer, B. (March, 1997). "Academic women in Holland and America: A comparison of problems and progress." 1997 Women's History Month Lecture. Invited. University of Virginia-Wise.

Farmer, B. & Wright, K. (March 1997). "Womentoring: The mentoring phenomenon for women." Invited. Women's History Month. Western Carolina University.

Farmer, B. & Wright, K. (1996). "Active listening: A critical link to effective mentoring programs." *1996 Diversity in Mentoring Proceedings*.

Wright, K. & Farmer, B. (April 1996). "Active Listening: A critical link to effective mentoring programs." Referred. 1996 International Mentoring Association Conference.

Farmer, B. "Effective public speaking skills." Communication training workshop for Henderson County supervisors. 1996. Invited.

Farmer, p. 8

Wright, K. & Farmer, B. (1995). "How to evaluate communication training programs for mentoring programs." *1995 Diversity in Mentoring Proceedings*.

Farmer, B. & Wright, K. (April 1995). "How to evaluate communication training programs for mentoring programs." Referred. 1995 International Mentoring Association Conference.

Farmer, B. (1995). "Don't take mentoring activities for granted." *International Mentoring Association's Fall Newsletter*

Farmer, B. (August 1995). "A test and refinement of the situational theory of publics in two key areas: demographics and media use." Referred. 1995 AEJMC national convention.

Farmer, B. (February 1995). "He said, she said: getting past gender differences in communication." Invited. Highlands Lecture Series.

Farmer, B. (1994). "Positive communication skills" Seminar for WCU's Teaching Fellows Program.

Farmer, B. (October 1994). "Using research in public relations: Tips for practitioners." Invited. Public Relations Association of Western North Carolina.

Farmer, B. (1994). "Teaching ethics in the classroom." WCU's *Faculty Forum*.

Farmer, B. (August 1993). "Developing administrative leadership among women in Journalism and Mass Communication Programs." Invited panel discussant, 1993 AEJMC National Convention.

Farmer, B., Harris, P., & Caudill, S. (August 1992). "Would the field of public relations be better served by generalists?" Invited paper, 1992 AEJMC National Convention.

Farmer, B. (April, 1992). "The development of Knoxville and mass communications: The first 100 years, 1791-1891." Editor of historical account and slide presentation. The University of Tennessee's College of Communications Research Symposium.

Caudill, E. & Farmer, B. (1992). "John Seigenthaler." *Dictionary of Literary Biography's Newspaper Publishers*.

Haas, J., Farmer, B., & King, J. (August 1992). "Communication Audit Report for Lakeshore Mental Health Institute." Knoxville, Tennessee.

Farmer, B. (May 1989). "Conducting a communication audit for city government." Panel member at the National Meeting of City Government Officials in Memphis, Tennessee.

Farmer, B. (May 1988). "The proposed tobacco advertising ban and the Central Hudson test: Each side argues its case." The University of Tennessee's College of Communications Research Symposium.

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Works in Progress:

"Three 'Ps' for mutually beneficial university engagement: place, people and processes.

Lessons from the trenches." To be submitted to *The Journal of Public Scholarship in Higher Education*.

"Key communication principles for university engagement."

"The scholarship on university engagement: A review of the literature."

“The role of faculty in recruiting undergraduate students.”

Communication for Mentoring, a 100-plus page book manuscript. May produce as training video.

GRANTS RECEIVED:

Scholarly Development Assignment Leave for Spring 2004 semester to work on Mentoring Communication research

\$2,000 Summer Fellowship Grant from Western Carolina University (2001)

\$2,400 Faculty Research Grant from Western Carolina University (1998)

\$5,000 Summer Research Grant from Western Carolina University (1996)

\$1,500 Off-Campus Scholar Assignment Grant from Western Carolina University (May 1995)

\$500 Microgrant from Western Carolina University (October 1995)

HONORS AND AWARDS:

Completed five-year term as a member of the International Mentoring Association Board of Directors (1998-2003)

Student Affairs Faculty of the Year Award (2001-2003)

College of Arts & Sciences Outstanding Teaching Award (\$1,000 honorarium) 1997-98

Top Faculty Research Paper (1997 Public Relations Society of America)

PROFESSIONAL MEMBERSHIPS:

Public Relations Society of America (PRSA)

Charlotte, NC Chapter of PRSA

Public Relations Association of Western North Carolina (PRAWNC)

Previous memberships

International Mentoring Association (IMA)

Association for Education in Journalism and Mass Communication (AEJMC)

National Communication Association (NCA)

PROFESSIONAL DEVELOPMENT:

Attended eight-hour Social Media Bootcamp during 2009 PRSA conference in San Diego

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SELECTED SERVICE ACTIVITIES

National: International Mentoring Association Board of Directors (1998-2003)
Co-chair of Mentoring Body of Knowledge Task Force (2001-2003)
Reviewer for AEJMC Public Relations Division Research Competition (1997)
Women in Public Relations Committee (1995-1996)
Judge for City Hall Digest's 1994 Community Relations Campaign Contest

Regional: UNC system-wide group on engagement (2010-current)
REACH of Jackson County (Consultant on \$40,000 Media Campaign) (2002)

Worked with Jackson County Council for Women to promote 75th Anniversary Celebration of Suffrage (1995)

University: Faculty co-chair of The Campaign for Western (\$52 million) (2007-2009)
University Branding Committee (In addition to numerous hours spent in on-campus meetings, also traveled to the Stamats Headquarters in Cedar Rapids, Iowa to review proposed logo designs and campaign)
Recruitment Marketing Committee (2007-2010)
Enrollment Management Work Group (2007-2009)
Chancellor's Kitchen Cabinet (2000-current)
Director of Admissions Search Committee (2007)
Vice Chancellor for Student Affairs Search Committee (2007)
Secured door prizes for Faculty Appreciation Banquet (2004-2007)
Media Board (2005-2008)
NCAA Self-Study--Governance & Commit. to Rules Subcommittee (2004)
Coulter Faculty Center Advisory Board & SOTL sub-committee (2004)
Member of Vice Chancellor for Student Affairs Search Committee (2004)
Women's Center Advisory Council (2001-2004)
University Tenure & Promotion Committee (2001-2003)
Search Committee for VC for External Affairs & Advancement (2001)
Publicity coordinator for International Festival (1996 & 1997)
Co-chair Publicity Committee for Investiture of Chancellor Bardo (1996)
Member of the Celebrating Western Committee (1996)
Chair, Promotions Committee for Women's Studies Program (1996)
Strategic Planning Committee for Women's Studies Program (1995)
Parliamentarian for the Western Carolina University Faculty Senate (1994-95)
SACS Undergraduate Curriculum Review Committee (1994-95)
Freda Rayburn Endowment Advisory Board (\$400,000 endowment)

College: College of Arts & Sciences Tenure, Promotion & Reappointment Committee (2009-current)
College of Arts & Sciences Conditions of Faculty Employment (2007)
College of Arts & Sciences Committee on Committees (ex-officio member)

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Public Relations/Marketing Consultation for College of Education & Allied Professions (2006)
Peer review for College of Business faculty member (2006)
Secretary of the Faculty for College of Arts and Sciences (1996-1999)
College of Arts & Sciences Dean's Advisory Committee (1996-1997 & 2002)
Musical Theatre Committee (2003)

Departmental: Pursuing national certification (CEPR—Certified in Education for Public Relations) with Public Relations Student Society of America
Have served on more than a dozen departmental search committees; have chaired several search committees

Annual Faculty Evaluation Committee (almost every year)
Tenure, Promotion & Reappointment Committee (since 2000)
Quality Enhancement Plan (QEP) Coordinator
Strategic Planning Committee
Outcomes Assessment Committee
Curriculum Revision Committee
Numerous Open Houses and recruitment activities
Advisor and founder of Public Relations Student Society of America

(PRSSA)

Advisor to Catamount Communications, a student-run public relations agency

December 2010

Vita

Cynthia Wray Lee

Western Carolina University
Department of Communication
109 Old Student Union
Cullowhee, NC 28723
Office Phone: 828.227.2944
clee@email.wcu.edu

170 Husky Road
Bryson City, NC 28713

Education

Bachelor of Science in Communication Western Carolina University, Cullowhee, NC,

(December 2001)

Concentration: Electronic Media Minor: English/Marketing

Awards and Honors: Deans List, GPA 3.709 Magna cum laude

Certification: Radio Marketing Diploma, Radio Advertising Bureau

Master of Arts in Education Western Carolina University, Cullowhee, NC

(August 2007)

Program of Study: Two-Year College Instruction in Communication/English

Honors: GPA 3.936

Professional Experience

Western Carolina University, Cullowhee NC

(August 2007- Present)

Lecturer-Department of Communication-instructing ten sections of Introduction to Public Communication per academic year.

Jackson and Swain County Schools, Sylva / Bryson City, NC

(August 2003 - 2004)

Middle Grades Language Arts Teacher – Swain Middle School instructing Sixth, Seventh, and Eighth Grade Language Arts.

Faculty Sandbox, Western Carolina University, Cullowhee, NC (June 2001 – August 2001)

Multi-Media Assistant devoted to assisting faculty with instructional technology needs.
Special project:

Intro to Speech Communication Web Page Template: Designed, developed, and linked web pages for faculty to develop and students to utilize for WCU's Introduction to Public Communications class. Created all manuals associated with the development and use of the web pages.

- Trained faculty and students use of software and hardware, and created manuals for use of Word, Excel, PowerPoint, Composer, scanners, and digital cameras.
- Scheduled individual appointments for one on one training.

Clear Channel Communications, Y-100, Miami, FL (January 1999 – June 1999)

Assistant Producer of "The Groove, with Rich Rodriguez." An adult/contemporary/top 40 radio station.

- Developed on-air promotions such as quiz contests and ticket giveaways.
- Selected and prepared music for the show.
- Maintained daily logs and technical information such as frequency checks.

Coordinated on-air productions, conducted promotional calls, and assisted DJ with on-air production and promotions.

Research Interests

My research interests include the role of poverty within Higher Education and its implications. Also, I am interested in informal communication within organizations, and the new chain of command within organizational communication.

Current Research

Currently, I am focusing efforts on expanding the Department of Communication's access to students via informal, social networking, such as Facebook. I am finding that the trend for student-instructor communication can be strengthened when educators reach out in a more social outlet to communicate with and engage students.

Teaching Experience

My teaching began in Middle School Language Arts, where I instructed sixth through eighth grades, preparing them for the following year and end-of-grade testing. I am now in my fourth year of higher education instruction, teaching 12 sections per year of Introduction to Speech Communication. Further, I have instructed distance education via the Information Highway, instructing students live in a classroom and others through satellite communication. I am currently in the process of designing an online offering of Introduction to Speech Communication, with the goal of a fall 2011 pilot.

I am accredited and prepared to teach the following courses:

- Introduction to Public Communication
- Interpersonal Communication
- Public Speaking
- Advanced Speaking
- Small Group Communication
- Freshman Composition I & II
- British Literature
- American Literature
- Middle School Language Arts Curriculum

References

- Dr. Fred Hinson, Vice Chancellor of Academic Affairs

Western Carolina University

137 Killian Annex

Cullowhee, NC 28723

- Ms. Ruth Bennett, Instructor, Department of Communication

Western Carolina University

Stillwell 272

109 Old Student Union

Cullowhee, NC 28723

- Mr. Donald Connelly CRME, Department Head of Communication

Western Carolina University

109 Old Student Union

Cullowhee, NC 28723

James C. Manning Sr
Associate Professor
Department of Communication
Western Carolina University.

Work address

Dept. of Communication
109 Old Student Union building
Western Carolina University
Cullowhee, NC 28723
(828) 227-3850
jmanning@wcu.edu

Home address

109 Cullowhee Heights
Cullowhee, NC 28723
(828) 508-2466

Education

Ph.D. Drama/Rhetoric (1998) University of Georgia, Athens GA.
Dissertation: "A Rhetorical Study of Broadway's Depiction of the South in the 1920s"

M.F.A, Theater, Performance (1992). City University of New York, Brooklyn College.

M.A., Theater (1985). University of South Carolina, Columbia, SC.

B.A., Communication Arts: Theater (1981). Carroll College, Helena, MT.

Teaching experience

2004-present. Associate Professor. Department of Communication, Western Carolina University. Since my tenure and promotion in 2004, my duties as a human "communication generalist" have and continue to include: full time teaching load of human communication courses such as Introduction to Speech Communication, Interpersonal and Small Group Communication, Intercultural communication, Rhetorical Criticism, Public and Mediated Communication, Dramatic Literature & Criticism; on and off-campus service by way of committees and community outreach projects; conference presentations and scholarly publications; faculty advisor and intern supervisor to Communication dept. majors.

1998-2004. Assistant Professor. Department of Communication, Theatre & Dance, Western Carolina University. Teaching, service, advising and research responsibilities as a "communication generalist" and outlined above.

1997-1998. Visiting Assistant Professor. Department of Communication, Theatre & Dance, Western Carolina University. Full time teaching load consisting of Introduction to Speech Communication classes while completing dissertation at U. of Georgia.

1995-1997. Teaching Assistant. University of Georgia, Department of Drama. Taught two sections per quarter of DRAMA 200, Introduction to Drama while completing Ph.D. course work.

1993-1995. Visiting Instructor. Western Carolina University, Dept. of Communication & Theatre Arts. Primary duties included: Assistant Technical Director and Shop Foreman in Theater dept; taught CMTA 140, Introduction to Acting & CMTA 201, Introduction to Speech Communication.

1993-1994. Visiting Instructor. Anderson College, Anderson, S.C., Theater department. Adjunct theater faculty duties entailed teaching Introduction to Theatre (fall 1993) and Stagecraft (Spring, 1994).

1988-1993. Part-time High School and Middle School Teacher. Berkeley Carroll School, Brooklyn, NY. Taught Theater and Wood shop classes.

Other Work experience (all are full-time unless noted)

2002-2003 (Summers) Director & Actor, Western Carolina Stage Company, Western Carolina University. Member of a resident, professional (AEA, "Actors Equity Association" union) live theater company.

1987-1993. Freelance or short contract positions as Technical Director, master carpenter, electrician and/or actor. New York, NY. Partial list includes: : Camera Mart/20th Century Fox Studios (member of local 210 union), Bruce & Bruce Scenic studio & Arcadia Scenic (both IATSE union shops), South Street Theater, Intar, Manhattan Punchline, New York Opera Company, Equity Library Theater and the Strasberg Institute. Actor with companies such as: American Jewish Rep., Roundabout and American Theatre Association.

1985-1997 Regional Theatrical Technical Director & Actor. Representative listing of Technical director and/or master carpenter and/or electrician with: Playhouse on the Square (Memphis); University of Mississippi Repertory (Oxford); Arkansas Repertory (Little Rock), Barn Theater (Augusta MI), Highlands Playhouse, (Highlands, NC)..AEA actor at: Arkansas Repertory Theater (Little Rock, AR), Barn Theater, Highlands Playhouse.

1982-1995. Independent residential carpenter and sheet rock installer. Short term contract construction work in many locales such as New York, Montana, Tennessee, South Carolina, North Carolina.

1982-1983. Peace Corp Volunteer. Gabon, Africa. Carpenter in the Rural Primary School Construction program.

1976-1978. Floor clerk & messenger. New York Commodity Exchange, Cocoa market. New York, NY.

Publications (* indicates peer reviewed, scholarly publications)

Manning, J. (in progress. Due in 2011) "Civil War Reenactments," & "North-South Skirmish Association" 2 entries in he Encyclopedia of Guns in American Society (2nd Edition)

Manning, J. (Winter 2008). "A Communication Challenge: Incorporating a ropes course into an Interpersonal Communication class." *Carolinas Communication Annual.

Contributing author. (October 2003) "Naturally occurring organic matter as a chemical trap to scan an ecosystem for natural products" *International Journal of Environmental Analytical Chemistry.

Contributing author. (Spring 2003) "Correlating Civil War Folklore with a Natural Products Discovery," *Georgia Journal of Science.

Manning, Jim, (2004) "Popular Plays and Playwrights" Encyclopedia of Appalachia.

Manning, Jim (2002) "Civil War Reenactments" The Encyclopedia of Guns in American Society

Manning, Jim (August 2001) "Technology's role in a university intercultural communication class and K-12 community outreach," Technology in Higher Education Journal.

Manning, Jim (fall 2001) "Appalachians in the Spotlight: Focus for the Future,"*Journal of Appalachian Studies

Manning, Jim (2000). Scenic Roots: The Kentucky Cycle's forefathers on the Broadway stage, 1923-4" *Journal of Appalachian Studies

Contributing author (1999). Applied Learning: Introduction to Speech Communication IA: Kendall/Hunt Publishing Company, (1st edition).

National Conference Presentations:

Manning, J., & Farmer, B. (October, 2006). "Communication Training for Mentoring: Gender and Conflict resolution." Cornell University, Ithaca, NY. (Invited and funded by Cornell's School of Engineering.)

Manning, J (April 2005) "Marginalia and footnotes: Appalachia in Dramatic Literature." Paper delivered at Theatre Symposium, Agnes Scott College, Atlanta, GA.

Manning, J; Vartabedian, Laurel; Farmer, Betty; Vartabedian, Robert; Martin, Bradley (November, 2004). "Mother Divine: Producing a musical theater work at New York's Fringe festival." Panel presentation, National Communication Association, Chicago IL

Manning, J., & Farmer, B. (April 2003). "Communication Training for Mentoring: Gender and Conflict resolution." Four-hour post-conference workshop for the International Mentoring Association Conference, Philadelphia PA. (Conference attendees had to pay an additional fee to attend this workshop.)

Manning, J. & Farmer, B (November 1, 2001) "A Not So Radical ReCreate(ion): Pedagogy before Technology in an Intercultural Communication Course," National Communication Association conference, Atlanta GA

Manning, J. (March 28, 2003) "The Cold Mountain Project: a primer for narrative documentary of a southern Appalachian community." Appalachian Studies Association Conference, Richmond, KY

Manning, Jim (April, 2001) "Appalachians in the Spotlight: Focus for the Future" Appalachian Studies Association Conference, Snowshoe, W.V.

Manning, J., Farmer, B. & Wright, K., (1999). "Communication Training for Mentoring: A model approach." Four-hour pre-conference workshop for the 1999 International Mentoring Association Conference, Atlanta, GA. (Conference attendees had to pay an additional fee to attend this workshop; 22 did so. This is more than double the number who attended the communication workshop conducted by Farmer & Wright the previous year.)

Manning, Jim (April, 1996). "The Persians Complex: Drama and Rhetoric in Civil War Reenactments." Theatre Symposium, University of South Carolina.

Regional and Campus Presentations and Service

Manning, J. 2008. Submitted proposal to award a WCU Honorary Doctorate to Sylva, NC storyteller, playwright and nonfiction writer, Gary Carden. Proposal was approved and "Dr. Carden" awarded honorific title and delivered keynote address during Summer '08 graduation at WCU.

Manning, J (1999-present) As a faculty member, incorporated innumerable "community outreach" projects and campus presentations with most of my classes. Representative projects include: Fall 2008, CMCR 150, Interpersonal communication, "My Space" training seminars for senior citizens at Golden Age Center in Sylva, NC in conjunction with Jackson County Dept of Aging; CMHC 415, Intercultural communication (1999-2004) Over 20 small group "Intercultural communication" student presentations to K-12 classes in schools throughout western North

Carolina. (Each small group presentation awarded \$150 from NC dept of Education) ; As a theater director for WCU's public mainstage shows, took interdisciplinary approach to staging and producing each show. E.g., 2006 staging of "Children of a Lesser God": Secured extra funding and grants from many diverse on & off campus sources to incorporate dramatic media and finance sign language training for cast and in residence fee for a professional deaf actress from Galluadet University; communication & marketing students sold show ads; direct participation and/or funding by 7 unrelated WCU departments;; a lobby "art exhibit" of art works from the NC School for the Deaf in Morganton who also attended a special matinee of "Children...God." These "outreach" and interdisciplinary efforts are typical of not only plays directed but classes taught.

2002-05 "Culture shock and communication differences in intercultural communication," presented as part of WCU's Study Abroad student orientation experience for International Programs Services

2001-02. "Meet your new neighbors" intercultural communication videotape, filmed and produced by students in CMHC 496, Communication Projects in conjunction with research and interviews done by CMHC 415, Intercultural Communication. Copies of video were distributed to K-12 audiences during small group presentations delivered by CMHC 415.

March 2002. Presenter for Faculty Center's forum on education and pedagogy,

2000-03. (summers) "Jumpstart" training. Faculty instructor of required seminars on various computer technologies for in-coming freshmen. Averaged 4 seminars per summer.

2002-07. "Academic experience" one of select faculty invited to give sample classroom lectures during WCU's student orientations. Averaged 6-7 sample lectures in late spring & summer.

WCU Committee service (* indicates committee chair)

2009-10

College of Arts & Sciences, Committee on Committees

*College of Arts & Sciences Teaching award committee (co-chair with Erin McNelis)

*Department's Scholarship committee

Department AFE committee

Search committee for Assoc Prof of Organizational communication

2008-09

Paul A Reid Distinguished Service award committee.

*College of Arts & Sciences Teaching award committee.

*Search committee for Asst Prof of Broadcasting

*Search committee for Assoc Prof of Organizational communication

Communication dept "Advisory board" committee.

2007-08

Communication dept curriculum revision committee
UNCEP Study Abroad committee (Scandinavia representative)
CMHC 201 Instructor search committee
Asst Prof of Broadcasting search committee (hired Mark Matheis)
College of Arts & Sciences Teaching award committee.

2006-07

*Search committee for Visiting Asst Prof of Print Media (hired Deb Connelly)
College of Arts & Sciences Teaching award committee.
Search committee for Interim Dept Head (hired Don Connelly)
Departmental website committee (August/Sep '06 only)
Search committee for CMHC 201 Director. Hired Will Dulaney, August '06

2005-06

College of Arts and Sciences Development Committee
*Departmental website committee
Departmental Library liaison
Search committee for tenure track Print Media position (failed)
*Search committee for Dance position (hired Daryl Clark)
Created WebCat portal for all sections of CTD 104, Intro to Theater (1st to do so on campus with a large, multiple section Liberal Studies course. Never implemented by Theater faculty)

2004-05

Mountain Heritage Day Committee
FPAC Gala opening committee
College of Arts and Sciences Development Committee
*Departmental website committee
Departmental Library liaison
Search committee for tenure track Print Media position
Search committee for FPAC Technical Director (hired Michael DeLorm)
Departmental Graduate program committee

2003-04

Mountain Heritage Day Committee
*Search committee for Director of Fine and Performing Arts Center (hired Paul Lormand)
FPAC Gala opening committee
College of Arts and Sciences Development Committee
*Departmental website committee
Departmental Library liaison

2002-03

Mountain Heritage Day Committee

Fine and Performing Arts Opening committee
College of Arts and Sciences Development Committee
*Departmental website committee
Departmental Library liaison
Researcher and grant writer for “Cold Mountain” committee, an attempt at producing a documentary on the ‘real’ Cold Mountain. Received Faculty research award, course reductions and assigned a graduate student from History dept.

2001-02

Mountain Heritage Day Committee
Search committee for Endowed Professorship of Appalachian Studies (hired Ron Rash)
Search committee for Director of Student Services
*Visiting Scholar Committee

2000-01

Mountain Heritage Day Committee
Computer Management Software Committee (adopted MY CAT & early versions of WebCT)
Campus Pipeline Committee
*Visiting Scholar Committee
Search committee for Asst Prof of Theater, Technical Director

1999-2000

Mountain Heritage Day Committee
Computer Management Software Committee
Visiting Scholar Committee
CMHC 201 course revision committee (additionally, created the 1st CMHC 201 web homepage with links to individual instructors)
Search committee for visiting Asst Prof of Theater, Technical Director

Grants & awards

Jackson County Council of Arts. \$1,000
WCU Visiting Scholar award, \$1,000
WCU various departments funding for “Children of Lesser God” theater production. \$2,000
Faculty Research Grant \$7000 (included \$5,000 Graduate Assistantship for a research assistant)
2004 Finalist for the College of Arts & Sciences Teaching Award.
Faculty Technology grant \$1,200K
Horowitz Foundation \$2,000 (funding for new Appalachian plays)
WCU mountain Heritage day committee grants \$2000 (produced 2 plays by Gary Carden)

Membership in Academic & professional organizations

National Communication Association, 2000-2005, 2006-08
Carolinas Communication Association, 2007-08
International Mentoring Association, 2000-06
Appalachian Studies Association from September 1999-2006
Western's Mentoring Program from August 1998 to May 1999
Theatre Symposium (scholarly wing of SETC) 1996-2002, 2005-06.
Southern States Communication Association. 2000-02

Other, creative works & professional memberships

Mainstage Director for WCU's Theater dept of following plays: Proof (2004), The Complete History of America [abridged] (2005), Children of a Lesser God (2006).

2008. Textbook reviewer of O'Hair & Wiemann's Real Communication for Bedford-St Martins.

Producer and dramaturge for "Mountain Voices," new Appalachian play festival to be staged in Niggli Theatre at WCU, September, 2004. Funded by Horowitz Foundation grant.

Stage managed and coordinated production efforts for Western Carolina Stage Company's original production of a musical performed in Cullowhee, NC and at the international "Fringe Festival" in New York City (August 2003).

2003. Textbook reviewer for Completing the Circle.

Producer for Gary Carden's one-acts, Birdell and Coy, staged as part of Mountain Heritage festivities, with earlier stagings at Mars Hill College and Parkway Playhouse, Burnsville, NC (July-September 2002).

Director and AEA actor for WCSC, (Western Carolina Stage Company), a professional summer theater company at WCU (summers of 2003 & 2004).

Producer, The Raindrop Waltz in Niggli Theatre at WCU in conjunction with Mountain Heritage day, September, 1999

Actor and Member of Design and Production team of professional theater company at Highlands Playhouse, Highlands, NC. Summers, 1996 & 1997.

Member of Actors' Equity Association (AEA) 1988 to 1997. Represented by "Landslide Talent agency" in New York (1991-93) and with "JTA" Talent agency, Charlotte NC & Atlanta GA (1994-2006).

Member of International Association of Stage and Theatrical Employees (IATSE, Local 69, Memphis, TN) 1986 to 1989.

Mark E. Mattheis

638 Savannah Drive, Sylva, NC 28779 Cell 765-489-4098

Experience - University

Western Carolina University *Faculty* Cullowhee, NC 2008 - Present

As an Assistant Professor in the Department of Communication my role is to educate students in the process of creating quality television programs. My years as an independent producer and as a network employee translate to a hands-on learning experience in WCU's state of the art broadcast facility. My courses are designed to make the most of the learning experience with an on-line, classroom, and on location production component. Content creation is my specialty from the small screen to large arena events. My students come from all areas of the university population, so I tailor the experience for both the future professional and adventurer.

- Teach lower and upper level production courses covering field and studio production
- Produce content useful to areas of the campus and communities as real world experience for students and QEP projects and guidelines
- Advance student media via technical support for CH 62.
- Coordinate internships for students through out the academic year
- Participant in the Broadcast Educators Association annual conference
- Procured an internal grant of \$60,000 for fiber optic equipment

Wilberforce University *Library Director* Wilberforce, Ohio 2006 - 2008

As an administrator, my purpose was to reinvigorate the learning resources center and library to be a key element for effective education on campus and to modernize the technology and usability of the center. I have redesigned and improved our computer capabilities and developed a new audio and video production facility for the communications department and library media center. Additional duties include:

- Supervision of full, part-time, and student workers, over see procurement and financial obligations, manage the day-to-day activities of department functions; participate in consortiums of universities in Ohio, grant writing and new funding resources, maintenance of facility.
- Direct supervision of campus wide media production and A/V equipment.
- Educating students, staff, faculty, and administrators in the proper use of technology and its' potential for effective instruction in traditional and distance learning environments.
- Technical presentations at seminars and advancing the communication department.
- Research and write departmental strategic plan for accreditation.

Northwestern Oklahoma State University *Faculty* Alva, Oklahoma 2004 - 2006

Courses taught: Intro and Advanced Television Production, Broadcast Announcing, Public Relations, Promotions and Sales, Basic Photography, Marketing, Broadcast Writing, Sports Reporting, Public Speaking, and Television Practicum. My expertise is in area of media production and I am proficient in broadcasting and corporate communications. Additional responsibilities included:

- Duties of General Manager of the student operated 24-hour cable television station.
- Adviser for the university chapter of the Oklahoma Broadcast Educators Association (OBEA).
- Engineered and installed a new television control room and production studio. Also converged traditional media production equipment and techniques with digital technology to bring radio, television, and print media together so students and faculty have access to similar equipment.
- Student placement in many sectors of the market such as on-air personality for regional news, Telemundo Radio, corporate communication, and independent film.

Experience - Media Professional

Marke Media Video Production Company *Producer* Hagerstown, Indiana 1986 - Present
Business owner and independent producer of programs for broadcast, government, and industry. Creator of media for use in print and electronic formats in educational, promotional, and training settings.

- Produced over 400 original programs for clients across the USA and Europe and have distributed completed works to over 150 countries.
- Network freelance camera operator for sports, news, and entertainment programs.
- Grant funded documentary production.
- Partial client list: Alcoa, Belden, Colgate-Palmolive, CNN, Draper, ESPN, Hill's Pet Nutrition, Ford, French TV-2, State of Indiana, Indiana University, Montel Williams, NBC, PBS, Proctor & Gamble, Rotary International, Sanyo, Visteon, and many others.

AVW Audio Visual *Management* San Antonio, Texas 1984

- Manager responsible for providing equipment and crew for major hotels and convention center.

Cable News Network *Production* Atlanta, Georgia 1983 -1988

- Camera operator and studio production crew for news operation. Freelanced as an audio engineer covering the southwest United States, producing science and medical reports.

Education

Master of Arts Degree *Southern Illinois University at Carbondale* Carbondale, Illinois, 2003
Mass Communications and Media Arts • Major: Broadcast Management • Minor: Instructional Design

- Master's thesis and original research projects
- Graduate assistant 1985-1986 teaching advanced television production courses

Bachelor of Arts Degree *Ball State University* Muncie, Indiana, 1984
Major: Radio, Television, and Motion Picture Production • Minors: Photography, Music, and Marketing

- Member of Alpha Epsilon Rho the broadcast society and the cinema guild
- Student employee at both the university television station and campus media department

Publications - Presentations - Awards

- Panel Chair and Speaker BEA International Conference, April 2011
- "Contribution to Diversity" presented by Federal Express, 2008 Award
- "Can Digital do it All?" Ohio Digital Commons, 2007 Presentation
- "Walking the Ridgeway", 2003 television program and publication
- Producer of eight documentaries and over 400 original programs
- Publisher of EAA Experimental Aircraft Association news letters

Demo Reel <http://www.youtube.com/markemedia>
<http://itunes.wcu.edu/> Broadcasting

Curriculum vitae

Nathan D. Miller

Personal Information

Email: ndmiller@wcu.edu
Phone: (785) 817-2203
Office Phone: (828) 227-2861
Office: ST 245
Address: 70 Opportunity Way Apt. 133
Cullowhee, NC 28723

Education

University of Montana

August 2008-December 2010
MA in Communication Studies
Emphasis in Rhetorical Studies/Health Communication

Washburn University

August 2004-May 2008
BA in Mass Media
Emphasis in Publishing and News Writing
Minor in Political Science and History

Academic Research Interests

Health Communication: Hopeful thinking, goals, and motivation in health settings
Forensics: Advocacy in forensics
Rhetorical Studies: U.S. colonial dialogue with the Philippines

Teaching Experience

Western Carolina University

August 2010-Present
Lecturer
Comm 201 Introduction to Speech Communication (Covers interpersonal communication, small group communication, conflict, and public speaking)
Responsibilities- plan and give class lectures, construct quizzes and exams, plan in class activities, integrate classroom with Blackboard 9, assist with department's transition to the new Comm 201 curriculum, assist in developing campus debate team

University of Montana

August 2008-May 2010
Graduate Assistant
Comm 111 Introduction to Public Speaking
Responsibilities- plan and give class lectures, construct quizzes and exams, plan in class activities
Comm 242 Argumentation
Rate of Course Instructor- 4.3
Responsibilities- plan and give class lectures, construct quizzes and exams, plan in class activities

**Course Ratings are on a scale from 1 to 5, 5 being most excellent

Comm 360 Forensics

Rate of Course Instructor- 4.14

Responsibilities- determine course material, plan and give class lectures,
administer debate practices, plan student drills

Coaching Experience

Western Carolina University

Faculty Adviser

November 2010-Present

Responsibilities:

Assist students in restarting the debate team

Contact program alumni for donations

Work with student associations to raise travel funds

University of Montana

Head Debate Coach

August 2008-May 2010

Responsibilities:

Set travel schedule

Administer travel budget

Assign research assignments

Plan practices and drill sessions

Travel with competitive team

Recruiting

Coordinate responsibilities with assistant coach

Run annual Aber Day high school tournament

Plan on campus public debates

Assist team in running club meetings

Assist DOF and team in raising money for travel

5-8 teams of 2 each semester

Teams coached:

Rossville High School

Assistant Debate Coach

August 2007-May 2008

Responsibilities:

Coach top team

Assist students in crafting arguments for nationals

Run practice drills

Teams coached:

1 team of 2

Coaching Accomplishments

University of Montana

2009-2010 Season:

Combined team record: 67-61

Pacific Lutheran University Invitational Open Octafinalist

Lewis & Clark Invitational Open Octafinalist

Lewis & Clark Invitational Junior Quarterfinalist

McMillian Swing Open Quarterfinalist

Not Mile High Swing Open Tripleoctafinalist

Rimrock Classic Open Runnerup

Rimrock Classic Open 10th speaker

Western States Invitational Junior Semifinalist

Western States Invitational Junior 2nd speaker

Whitman Invitational Open Doubleoctafinalist

Whitman Invitational Open 10th speaker

NPDA Nationals Tripleoctafinalist

2008-2009 Season:

Combined team record: 32-66

Northwest Trapper Open Runner Up

Northwest Trapper Open 4th speaker

4-4 at NPDA Nationals

Rossville High School

2007-2008 Season:

2 time Catholic Forensics League Policy Qualifier

3A Kansas State Debate Tournament Semifinalist

Competitive Debate & Forensics Experience

Washburn University

August 2004-May 2008

4 years of parliamentary debate

4 years of Lincoln Douglas debate

2 years of individual events

National Championship Highlights:

2008 NPDA Octafinalist

2008 LDOC Quarterfinalist

2007 NPDA Triple Octs

2006 NPDA Quad Octs

2006 NFA LD Double Octs

2006 NFA LD No. 9 seed

2005 Novice National Champion

Rossville High School

August 2000-May 2008

4 years of high school policy debate

4 years of individual events

Academic Awards & Membership

Member of the 2007 Associated Collegiate Press Pacemaker Award winner

2007 Kansas Associated Collegiate Press Sports Column Honorable Mention

10 time recipient of the Washburn Review Writer of the Week

University of Montana Graduate Student Association

Pi Kappa Delta- Vice President

Strathmore's Who's Who

Community Service

Kansas Dialysis Food Drive

Rossville Community Computer Instructor

Rossville Manor Employee Night

Rossville McDonald House Drive

Rossville Beautification Project

Little League Baseball Coach

Pop Warner Coach

Rescue Mission Drive

Previous Work Experience

IBEW Local 304

May 2008-August 2008

Topeka, KS

Intern/Filmmaker

- Document electric union's 75 year history
- Produce documentary celebrating union's 75 year history

CollegeSportsTV.com/CBSsports.com

August 2007-May 2008

New York, NY

Sports Writer

- Cover college sports in the KS area
- Attend sporting events and write articles for online publication

Washburn Review

August 2004- May 2008

Topeka, KS

Sports Writer

- Cover college and local sports
- 2007 Associated Collegiate Press Pacemaker award winner
- 2007 KS Associated Collegiate Press Sports Column Honorable Mention

St. Francis Rehabilitation Services

January 2006-June 2010

Topeka, KS

Rehabilitation Aide

- Assist physical, occupational and speech therapists with patient care
- Coordinate scheduling between therapists, nurses and patients
- Enter billing for insurance purposes

References

Dr. Kevin O'Leary

Director of Forensics

Washburn University

Morgan Hall 266 B

1700 SW College Ave

Topeka, KS 66621

kevin.oleary@washburn.edu

Office- (785) 670-2234

Cell- (785) 213-7383

Dr. Joel Iverson

Assistant Professor of Communication Studies

University of Montana

LA 359

Department of Communication Studies

Missoula, MT 59812

joel.iverson@umontana.edu

Office- (406) 243-4426

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Dr. Alan Sillars

Professor of Communication Studies

University of Montana

LA 345

Department of Communication Studies

Missoula, MT 59812

alan.sillars@mso.umt.edu

(406) 243-4244

Linda Nicodemus
27 Fieldcrest Circle
Asheville, N.C. 28806
Phone: 828-254-5994

EDUCATION

University of Tennessee, M.S. Mass Communications

Kent State University, B.A. Journalism

EXPERIENCE

Teaching

Western Carolina University---2000-current

Courses that I have taught during my time at WCU:

Writing for Broadcast

Broadcast News

Mass Media Law

A User's Guide to the Mass Media (media literacy)

Mass Media and Society

Human Communications

University of North Carolina at Asheville---1984-1986; fall 2001

Broadcast Journalism

News Writing for Newspapers

Communications for Management

Community Workshops

How to be Interviewed on TV

How to be More Creative

How to Market Your Non-Profit Organization

How to Access the Media

Television

WHNS Fox ---1987-2000

Produced news stories for the 10 O'clock News

Wrote/produced and was the on air talent for public affairs programs

Represented the station in the community, which involved public speaking

Newspapers

Asheville Citizen Times reporter/page editor

Akron Beacon Journal reporter

Kent –Ravenna (Ohio) Record Courier reporter

Oxford Sun (Alabama) news editor/photographer/page editor

Daily Kent Stater (KSU) editor spring my senior year (five editions a week)

Public Relations

Price McNabb Advertising Company (Asheville) Wrote ad and public relations copy to create awareness of (and sell) client's image and products. Created/wrote plans and budgets.

AWARDS

Gracie (national award) best magazine-format television show:

“Women of Achievement” (writer/producer/on camera)

South Carolina Broadcasters Association/best public affairs show: “Talk To Your Kids About Sex” (writer/producer/on camera)

South Carolina Broadcasters Association/ best locally-produced TV show: “Heroes Among Us” (writer/producer/on camera)

Iris nomination (national award) for TV PSA about underage drinking (writer/producer)

Addy (regional) for TV PSA about pregnancy and smoking (writer/producer)

Addy (regional) for TV PSA about teen drinking (writer/producer)

Associated Press Rookie of the Year (television news)

gabe nucci

assistant professor + broadcast engineer + technical manager

Education: University of Maryland
College Park, Maryland 1988-1991
B.A. College of Arts & Sciences Radio, Television
& Film

Florida State University
Tallahassee, FL 1987-1988

Experience:

2010-present Assistant Professor, Western Carolina University
Develop and teach courses in TV broadcast curriculum within
Communication Dept. plan and implement procedural and
physical improvements to TV studio operations.

2001-present Production Engineer, freelance
Serve as a member of various engineering teams for operators
of OB Units and site-built production facilities. A typical
roll involves signal management & quality control, fiber
interfacing, signal processing & conversion, RF support,
transmission coordination and MPEG encoding. Notable events
include:

ESPN Summer & Winter X Games 2001-2008
NBC Olympics, Beijing (Boxing Venue) 2008
US Open Golf 2005-2008
Super Bowl 2001, 2003
World Series 2004
NCAA Final Four Men's & Women's 2002, 2003, 2005, 2007
Indianapolis 500 2005
Monday Night Football (ABC & ESPN) 2006, 2007
Thursday Night Football 2008
World Baseball Classic (San Juan & Miami) 2009

2004-present Technical Manager, freelance
Coordinate crew and equipment resources to execute the
production plan for outside broadcasts while interfacing
with other broadcast entities, league officials and venue
management. Credits for Technical Management include:

NBC Olympics: Athens, Torino, Beijing, Vancouver
FiFA World Cup (Host Broadcast): Port Elizabeth, South
Africa
ESPN X Games: Los Angeles, Aspen and São Paulo, Brazil
Golf Channel: various PGA Tour stops incl. Dominican
Republic and Puerto Rico
ESPN Major League Soccer and USA Men's & Women's National
team competition in World Cup elimination rounds

2005-present Instructor & Commissioning engineer, freelance for
Harris Broadcast
Train Harris customers in the operation of newsroom server
systems. Training includes editing, rundown management,
automation and NRCS interface, and custom workflow
development. Also instruct customers' engineering staff in
the maintenance and repair of hardware and software
components of the Nexio server product line. As a
commissioning engineer, I am charged with the configuration

and implementation of Nexio servers to finalize delivery on behalf of Harris or their resellers. Notable assignments include:

CNN Atlanta: training
Fox Sports Network Concentration Project Houston: commissioning
Ministry of Information Muscat, Oman: training
Caracol TV Bogota, Colombia: training (in Spanish)
Univision Miami: training (in Spanish & English)

2006-present Technical Writer & Researcher, freelance

Commissions by broadcast equipment manufacturers to develop competitive analysis of products and workflows, particularly involving cameras and editing with file-based acquisition formats.

1996-2002 Demo Artist & Trainer, freelance for Sony Broadcast Electronics

Demonstrated switchers and editors for Sony at trade shows and customer meetings, including NAB and IBC conventions. As a demo artist, I was also in a position to provide insight and feedback to product engineering teams in furtherance of their development efforts.

1993-2002 Video Editor - online & offline, freelance

In the era of high-end, tape-based post-production, I was an expert linear editor recognized nationally as an authority on Sony edit systems and switchers. Worked in every major post house in the mid-Atlantic region, garnering numerous awards as well as credits on most major US television networks. Assignments regularly included editing on site-built systems for large remote broadcasts, allowing me to develop my engineering and troubleshooting skills as I transitioned into full-time engineering.

1991-1993 Manager of Video Production, M2 Ltd. Gaithersburg, MD

Directed the localization process for video productions to be translated for foreign audiences. Tasks included auditioning and booking voice talent, oversight of translation of script and graphic elements, directing talent in voice doubling and final mix sessions. This job required the ability to judge between literal and contextually accurate translation of idiomatic expressions. My experience includes intensive audio editing in 18 languages - though I speak only varying amounts of each of the romance languages.

Awards: National Academy of Television Arts and Science, Emmy Outstanding Technical Team Remote - Winner 2008 (for NBC Olympics). Nominated 2003, 2004, 2005, 2006 and 2008.

Winner of CINE Golden Eagle, 1998 - *Big Al's Trading Post*, Documentary

Skills: Communication

Fluent in Spanish; varyingly conversant in Italian, French and Portuguese; neutral American English, proper syntax and clear diction make me particularly well-suited to working among non-native English speakers;

Technical

Harris Nexio server products; Sony Switchers, fiber optic systems; MPEG encoding; XDCAM and P2 file management for Final Cut Pro applications; advanced signal flow management; Cobranet audio transport; HD serial digital video systems; ASI transport streams; IP network topologies; agile use of Windows and Mac operating systems.

BELINDA PETRICEK

65 Spencer Ln., Franklin, NC 28734
Ph: (210) 687-6680 Email: bpetricek04@hotmail.com

Objective

An accomplished, results-driven Educational Instructor with experience focused on maintaining education standards and Communication training seeks a lecturer position in Speech Communication at Western Carolina University.

Education

Western Carolina University, Cullowhee, NC
Doctor of Education in Educational Leadership, In Progress

University of Texas at San Antonio, San Antonio, TX
Masters in Communication, May, 2007

University of South Alabama, Mobile, AL
Bachelors in Communication, Concentration in Public Relations, May, 2002

Professional Experience

Lecturer-Human Communication August 2010 to Present
Western Carolina University

- Teach undergraduate courses in Introduction to Speech Communication

GED Instructor Sept 2009 to August 2010
Southwestern Community College, Macon Annex, Franklin, NC

- Provide instruction on core subjects in preparation for the General Educational Development test
- Design curriculum plan best suited for the success of individual students

Advise students on possible future academic opportunities

Adjunct Faculty August 2008 to April 2009
University of Phoenix, San Antonio, TX Campus

- Provided instruction to Introduction to Oral Communications – Com 110 and Communication Skills for Career Growth – Com102
- Evaluated speech progress in line with the expectations and goals of UoP
- Prepared and graded weekly assignments, assessing the progress made throughout the session
- Provided guidance and feedback on communication skills in the workforce

Public Speaking/ Drama Substitute Teacher
UMS-Wright Preparatory School, Mobile, Alabama

January 2003 to May 2003

- Instructed students on the principles of public speaking
- Evaluated speeches presented by the students
- Prepared and graded daily assignments, assessing the progress made throughout the semester
- Assisted students in planning annual dramatic production
- Full-time position due to the teacher's leave of absence

Professional Development & Interest

- ◇ Proficient in Microsoft Word, Power Point, Excel, PhotoShop
- ◇ Teacher's Assistant: Foundations of Communication, UTSA (Aug 2006-Dec 2006)
- ◇ Volunteer Coordinator for National Communication Association Conference
- ◇ Research interest: Health Communication, Volunteerism, Employee Retention and Satisfaction, College Readiness Programs

References

References available upon request

Katerina Spasovska
Assistant Professor
Communication Department
College of Arts and Science
Western Carolina University
109 Old Student Union
Cullowhee, NC 28723
828-227-2730 (work)
865-622-1874 (cell)
kspasovska@wcu.edu

EDUCATION

University of Tennessee, Knoxville, TN

Ph.D. candidate in the College of Communication and Information.
Expected graduation date: Winter 2011.

Dissertation topic: Macedonian journalists and their understanding of professionalism

Chair: Dr. Peter Gross

Additional coursework in international journalism, media and war, crisis communication, issues in journalism and theory, communication theory, research methodologies, political theory (political science), political parties and interest groups (political science), international and intercultural communication (media systems, reporting and public diplomacy).

University of Missouri, Columbia, MO

Master of Arts in Journalism, May 2000

Coursework included: new media basics and advanced, internet application for radio and TV, computer assisted reporting, feature writing, photography and society, media ethics, international issues reporting, communication theories and journalism research methods.

Project topic: Case Study of Postnet.com: Practicing Civic Journalism Online

Chair: Dr. Byron Scot

University of St. Cyril and Methodius, Skopje, Macedonia

Bachelor of Arts in Journalism, December 1995

TEACHING EXPERIENCE

Western Carolina University

Fall 2010 – present

Courses taught: News Reporting 1, Writing for Broadcast, News Reporting 2, News Practicum.

University of Tennessee, Knoxville – School of Journalism and Electronic Media

Fall 2007 – Summer 2010

Instructor: Introduction to News Writing

PROFESSIONAL TEACHING EXPERIENCE

The Macedonian Institute for Media - Trainer at the One-Year Diploma Course Program (OYDCP)

Fall 2004 – Summer 2007

The program was designed as a non-degree training program for young journalists, with different modules throughout the year and followed by practical training. I was one of the core trainers in designing the program in coordination with Danish School of Journalism. Taught Basic news Writing and Computer Assisted Reporting Seminar.

Trainer and mentor at the Training Program for Young Roma Journalists

Fall 2005 – Summer 2007

The program, supported by the Open Society Institute, Budapest, Hungary, was for inclusion of aspiring Roma journalists to work in Macedonian language mainstream media. It consisted of basic journalism training and four months internship with a media outlet that partnered in the program. I was involved in the basic news writing and writing for print modules, and was mentor for the group during their internships.

Computer Assisted Reporting Trainer (CAR),

2003-2007

Designed and conducted twice-a-year intensive five days training in Computer Assisted Reporting for journalists in Macedonia

RESEARCH SKILLS

Qualitative methods: have experience in conducting long interviews, focus groups, observations and qualitative content analysis (rhetorical and framing analysis), and historical research

Quantitative methods: have conducted quantitative content analysis, designing and executing a survey, and doing various statistical data analysis.

LANGUAGE SKILLS

Macedonian, English, Albanian, Serbian/Croatian/Bosnian, Slovenian, and Bulgarian.

PUBLICATIONS

Gross, P. and Spasovska, K. (2010). Aiding integration and identity. The unfulfilled roles and functions of the Romani media in Eastern Europe. In K. Jakubowicz (Ed.), *Integrating Europe: Media, Nationalism and European Identities*. Budapest, Hungary: Central European University Press

Spasovska, K. (2006). Minority media landscape in Macedonia. In O. Vujovic and T. Bauer (Eds.), *Media and Minorities in Southeast Europe*, (pp.248-258). Vienna: SEEMO/IPI

Spasovska, K. (2005). Computer assisted reporting and use of numbers in the newsroom. In *Workbook: Writing for electronic media*, (pp. 109-125). Skopje, Macedonia: Macedonian Institute for Media

PANEL PRESENTATIONS

Spasovska, K. (2010, November). "Journalism under Siege: Macedonian Journalists and their perception of professionalism". Poster presentation at the W.K. McClure Scholarship for the Study of World Affairs Symposium, Knoxville.

Spasovska, K. (2010, March). "Macedonian journalists and their understanding of professionalism". Paper presented at the Open Society Institute NSP Global Supplementary Grant Program & Doctoral Fellows Program, Spring Conference, New York.

Spasovska, K. (2007, April). "Minority media in Macedonia: The state of a dying breed". Paper presented in a program panel, *Minority Media in Macedonia*, at the meeting of Editors-in-Chief and Media Executives of Roma and other Minority Media Representatives in South East/Central Europe, in organization of South East European Media Organization (SEEMO), Belgrade, Serbia.

Spasovska, K. (2003, April) discussant at the conference "Freedom and Responsibility: Media in Multi-lingual Societies", organized by Organization for Security and Co-operation in Europe, The

Representative on Freedom of the Media, Bern, Switzerland.

PROFESSIONAL EXPERIENCE

Online Editor, Weekly LOBI and the tri-lingual online magazine **Pressonline** (www.pressonline.com.mk), Skopje, Macedonia, May 2003 – August 2007

Responsible for organizing and overseeing the functioning of the site; coordinating with the Albanian language weekly LOBI on story production and publishing, as well writing stories for the weekly and the site. I was the editor of an award winning serials on Sex Trafficking in Macedonia in 2003/04, with support from U.S. Embassy in Macedonia. The Lobi serials won the Macedonian Institute for Media award for Reporting on Human trafficking in 2003 and some of the individual stories received a separate recognition. I was also an editor for an of investigative stories serial, supported by IREX ProMedia. I was involved in reporting and writing of two investigations: The double life of homosexuals in Macedonia (Lobi, 23 August, 2003) and “Children with disabilities forgotten by the state” (Lobi, 21 June, 2004). I also wrote several stories on the people that went missing during the conflict in Macedonia in 2001.

Local Media Coordinator, IREX ProMedia, USAID Media Development Project, Skopje, Macedonia, August 2000 – May 2003

Assisted the Resident Advisor in implementing the IREX ProMedia Workplan for Macedonia, and assisted in the day-to-day running of the various projects – training, audience /readership research for media; suggested policy and strategy for the project; maintained and developed contacts with the media, local and international non-government organizations. I was especially involved with IREX’s work with the Journalism Faculty in Skopje on their changes of the curriculum; developed the longer training programs at the Macedonian Institute for Media; and worked with the Association of Journalists of Macedonia on the new code of ethics and reform of the Association.

Web Producer for postnet.com, The St. Louis Post – Dispatch, St. Louis, MO, January –April, 2000

Constructed two special reports: Guide to the legislature (www.postnet.com/legislature) and Election2000 (www.postnet.com/election2000). During this period worked on MA project – “Practicing Civic Journalism online: Case study of www.postnet.com and Sent Louis Post-Dispatch.”

Reporter, Daily newspaper Dnevnik, Skopje, Macedonia, February 1996 - December 1997
Covered economic and social issues.

Reporter/ anchor in local radio stations Libertas and Noma, A1 TV and News Agency Tanjug, 1992-1994

ACADEMIC/PROFESSIONAL RELATED EXPERIENCE

Communication Instructor, Project GRAD Summer Institute, June 2008 and June 2009

Worked with students from two Knoxville High Schools, TN; involved in Project GRAD on basic communication and writing skills. Students created and provided content for a blog page Project GRAD (<http://projectgrad.blogspot.com/> in 2008) and developed their own blogs in the 2009 session.

National coordinator for SCOOP, May 2005 - January 2008

Project of the Danish Association of Investigative Reporters and the Network of SEE Investigative reporters for support of investigative stories on the local and regional level.

Approved and coordinated several national and regional investigative projects whose stories were published in various print media in Macedonia and the region. An investigation on the fake diplomas in Macedonia, Albania, Kosovo and Bulgaria received an award from the Macedonian Institute for Media (with support from IREX and Press Now) for Investigative stories in 2006. Several project outcomes were presented at the Global Investigative and CAR conference in Toronto, May 2007 and the Investigative reporting conference in SEE in Budapest, 2005 and 2008.

Trainer and participant at the first Investigative Reporting conference in South East Europe, Budapest, Hungary, October 2005.

Participant and co-trainer in CAR session at the Second Global Investigative and CAR conference in Copenhagen, Denmark, April 2003.

Media Consultant for the project "Together for Youth," supported by the European Agency for Reconstruction and implemented by the British Council, December 2004- August 2005. Produced quarterly reports on the media coverage of the campaign and evaluated the program's achievement of projected goals.

Freelance writer for the Croatian business weekly "Lider" on Macedonia economy, various industry developments and crisis or interest of Croatian audience, 2005-2007.

Contributor for *Transition on Line* (TOL) (Czech Republic), the Austrian daily "Blik" and the Serbian daily "Blic," 2003 – 2007.

MEMBERSHIPS

Association for Education in Journalism & Mass Communication (AEJMC), 2009 - present

Society of Professional Journalists (SPJ), 2010

Global Investigative Journalism Network, 2003- present

Association of Journalists of Macedonia (AJM), 2003 – 2007

AWARDS AND SCHOLARSHIPS

University of Tennessee, Knoxville

- Graduate Teaching Associateship, Fall 2007-Spring 2010
- W.K. McClure Scholarship, Spring 2009
- Edward J. Meeman Scholarship, Spring 2009
- Karl A. and Madira Bickel Scholarship, Fall 2007

University of Missouri

- Ron Brown Fellowship, Fall 1998 – Spring 2000

RESEARCH GRANTS

University of Tennessee

- \$4.000 from the Open Society Institute Global Supplementary Grant Program 2009 – 2010 for conducting research in Macedonia on understanding of professionalism among journalists working in Macedonia and Macedonian media system.

PROFESSIONAL GRANTS

Weekly Lobi

- \$70.000 from the National Endowment for Democracy for two consecutive years 2005 and 2006 for LOBI – PressOnline web site for developing custom made tri-lingual web builder, redesigning the website, building searchable database and maintenance.
Involved in writing the proposal and preparing the financial and narrative reports.
- \$30.000 from IREX for conducting Instigative reporting projects, in 2003 and 2004.
Coordinator and Editor of the investigative projects, as well as responsible for providing financial and narrative reports.
- \$30.000 from the Small Democracy Grants Program from U.S. Embassy for covering Human trafficking issues in Macedonia, in 2003 and 2004.
Involved in preparation of the grant proposal, and upon receiving the grant was editor and part of the reporting team that worked on the stories. We produced over 20 stories covering on sex trafficking, internal trafficking of women in Macedonia, trafficking of children for labour and sex, stories dealing with protection of victims of trafficking and programs for prevention.
- \$70.000 from the Organization for Security and Co-operation in Europe (OSCE) and Canadian International Development Agency (CIDA) joint grant for redesigning of the LOBI magazine and covering of the full color printing costs for six months, September 2003 – February 2004.

Involved in writing the proposal and preparing the financial and narrative reports. Part of the project included organizing focus groups with regular readers to improve the content of the magazine and websites.

Dnevnik

- \$10,000 from the Education Exchange Grant to participate in the International Journalism Clinic, organized by the International Center for Journalists (ICFJ) in August- October, 1996. At the end of the project, I spent two weeks at the *Concord Monitor*, Concord, N.H., as a visiting journalist and covered the presidential elections in 1996. Stories produced were published in *Dnevnik*.

EXHIBIT T
Tabular Distribution of Age Tenure Status, Gender, and Ethnic Origin of Faculty

Instructor Name	Emp Status	Rank Modifier	Tenure Status	Gender	Race	PDF Year	all-time/Part-time	
						2008	2009	2010
						Full-time	Full-time	Full-time
Acheson, J. P RETIRED	Permanent	No Modifier	Not Tenured but on Tenure Track	Male	White	1	0	0
Bennett, Ruth T	Permanent	Instructor	Not on Tenure Track	Female	White	1	1	1
Caudill, Michael	Permanent	Instructor		Male	White	1	1	1
Connelly, Debra L	Temporary	Visiting Prof		Female	White	1	1	1
Connelly, Donald W	Permanent	Associate Prof	Tenured	Male	White	1	1	1
Dulaney, William L	Permanent	Assistant Prof	Not Tenured but on Tenure Track		White	1	1	0
Farmer, Betty A	Permanent	Professor	Tenured	Female	White	1	1	1
Harris, Pamela L	Permanent	Assistant Prof	Not Tenured but on Tenure Track		White	1	1	1
Hawley, Suzon G	Temporary	Lecturer	Not on Tenure Track		White	1	1	1
Lee, Cynthia W					White	1	1	1
Manning, Jim	Permanent	Associate Prof	Tenured	Male	White	1	1	1
Mattheis, Mark E		Assistant Prof	Not Tenured but on Tenure Track		White	1	1	1
Miller, Nathan D	Temporary	Lecturer	Not on Tenure Track	Male	White	0	0	1
Nucci, Gabe	Permanent	Assistant Prof	Not Tenured but on Tenure Track	Male	Undisclosed	0	0	1
Nicodemus, Linda H	Temporary	Lecturer	Not on Tenure Track		White	1	1	1
Petricek, Belinda D					White	0	0	1

Spasovska, Katerina*	Permanent	Assistant Prof	Not Tenured but on Tenure Track	Female	White	0	0	1
Wright, Kathleen S	Retired	Prof Emeritus	Retired		White	0	0	0

Total

15

*Non-resident alien

EXHIBIT U

2010-11 Faculty Scholarship:

- *Digital Radio Production 2nd Edition*, Waveland Press, contract pending, ISBN 13: 978-1-57766-69209, ISBN 10: 1-5766-692-5 (2011)
- 2nd edition (2011) of *Guns in American Society. An Encyclopedia of History, Politics, Culture And The Law* (Two submissions 2011)
- *Culture, Therapy & Healing: Practicing Cultural Competence in Calamity*, 12th Annual Conference on Intercultural Relations, Intercultural Management Institute, School of International Service, American University, Washington DC (2011)
- *A Christmas Carol*, live one and a half hour historic recreation of the 1938 Orson Wells radio broadcast starring Arthur Anderson, the original Ghost of Christmas Past. Presented before a live audience in the Fine and Performing Arts Center and broadcast regionally on Clear Channel Communication's WWNC, Asheville and WMXF, Waynesville; distributed via the Internet.
- Broadcast Education Association Annual Convention, competitively selected panel proposal/participant, IMET division; Interactive Advertising: Creating a Profit Center for Non-Commercial Radio. Presentation title: *Generating Non-traditional Revenue to Replace Declining Program Underwriting Dollars*.
- Broadcast Education Association Annual Convention, competitively selected panel proposal/participant,. Sports Division. There's a Big New Screen in the Football Stadium, Now Who's Going to Run It? Presentation title: *Can Academics and Athletics Really be Partners in Education?*
- Keynote speaker, 36th Annual Conference of the Transcultural Nursing Society, Atlanta, GA, October 14th, 2010
- *A Christmas Carol* - Fall, 2010 This multi-departmental stage presentation of the original Orson Welles radio broadcast was recorded live in a multi-camera shoot. The director's calls were added and an excerpt was submitted before a peer review panel of judges competing against Broadcast Education Association faculty from universities around the world.
- *Cross-campus Integration*. Accepted panel participant at the College Sports Video Summit in Atlanta in June. The CSVS is organized by the Sports Video Group, a respected industry association that has quickly grown to prominence in the remote broadcasting business.
- *How Did the Newspaper Cover Freedom-Fighter Irene Morgan's Successful Supreme-Court Case against Segregation? Why has Her Story Been Kept So Silent?* Paper acceptance at the Association for African American Historical Research and Preservation conference, February 5, 2010, Seattle.
- *How Did Newspapers Cover Freedom-Fighter Irene Morgan's Successful Supreme Court Case Against Segregation? Why Has Her Story Been Kept So Silent?* Accepted for presentation at Southern Studies Liberal Arts Conference, Auburn University, February, 2011.
- *Looking for a Supermajority Vote: How One Church's Communication Process Created a Dilemma for Women Elders*, accepted for presentation at The Art of Gender in Everyday Life VIII: A Multidisciplinary Conference, Idaho State, March 10-11, 2011.

- *How Did Newspapers Cover Freedom-Fighter Irene Morgan's Successful Supreme Court Case Against Segregation? Why Has Her Story Been Kept so Silent?* Accepted for presentation at The Art of Gender in Everyday Life VIII: A Multidisciplinary Conference, Idaho State, March 10-11, 2011.

2010-11 Faculty Projects:

- COMM 460 Public Relations Campaigns, Friends of the Jackson County Library
- COMM 460 Public Relations Campaigns, The Chancellor's Dillsboro project
- COMM 460 Public Relations Campaigns, Dillsboro on Display
- COMM 307 Advertising Writing, Advertising campaign for the Mad Batter bakery and restaurant
- QEP Development Grant – Office of the Provost. \$1,500 dollar grant to support the public relations students work in COMM 460 Public Relations Campaigns. The students in this capstone public relations class handled all of the publicity and promotion for the December 9, 2010 presentation of “A Christmas Carol.” The show involved four different departments from three different colleges.
- Visiting Scholar Grant – Office of the Provost. \$1,900 grant with a \$1,000 match from the Dean of the College of Arts and Sciences to bring Arthur Anderson a member of the original 1938 cast of the Orson Welles radio program “A Christmas Carol” to campus to appear in the December 9, 2010 production at Western and to present a public presentation and book signing.
- Council of Deans QEP Vision-Spring 2011 The client requests a video program be produced showing several scenarios from each school in the university showcasing WCU students aspiring to make a difference in the world. The faculty and students in the Department of Communication handle all of the technical aspects of the production with an original score composed by the Music Department.
- PurpleVision- Fall, 2010 In conjunction with the athletic department and communication department television production students produced 15 hours of live coverage of WCU football for the football stadium video scoreboard. This activity netted the athletic department tens of thousands of dollars from commercials and sponsors and provided the Department of Communication nearly \$60,000 in internal grants which funded the purchase of new equipment.
- Producing a promotional video for the Steinway Campus Initiative (to be unveiled 2/16/11). Includes recording of the Steinway Our Way concert on 2/15/11.
- Working with Mana Food Bank to create a student-produced cooking show pilot. If the pilot helps Mana secure funding, this may become a series fall 2011.
- Working with Office of Equal Opportunity and Diversity Programs (OEODP) to provide captioning service to commencement programs at WCU. If accepted, the solution would add captioning functionality to CAT television studio in conjunction with OEODP allowing future television and web streaming productions to comply with ADA regulations.

- Consulting with WCU Athletics to improve game-day media operations in order to comply with SOCON requirements for video replay.
- Working with School of Music faculty to evaluate opportunities for a swap of technology assets that are under-utilized by our respective departments. It will significantly increase facility functionality for both departments at very little cost to anyone. The minimal cost to communication will be for cable connectors to implement the newly acquired gear.
- COMM 303 Media relationship building, tourism support materials, community promotion and engagement for the Chancellor's Dillsboro Project and other regional businesses.

EXHIBIT V

Faculty Conferences Attended

- National Communication Association
- Broadcast Education Association
- National Association of Broadcasters
- Public Relations Student Society of America
- Intercollegiate Online News Network
- Association for African American Historical Research and Preservation Conference
- Southern Studies Liberal Arts Conference

EXHIBIT W

DEPARTMENT OF COMMUNICATION COULTER FACULTY COMMONS USE

Data compiled by the Coulter Faculty Commons and represents the most recent report available as of March 2010.
 Prepared by Annette Parris from the Coulter Faculty Commons.

CFC-Instructional Technology Support	Sandbox/Web Services	Communication	5/1/2009
CFC-Instructional Support	WebCat Course Management	Communication	5/26/2009
CFC-Instructional Support	WebCat Course Management	Communication	7/14/2009
CFC-Instructional Support	WebCat WIMBA	Communication	8/14/2009
CFC-Instructional Technology Support	Sandbox/Mircosoft Office	Communication	8/25/2009
CFC-Digital Media	Audio/Video/Animation	Communication	8/26/2009
CFC-Instructional Support	WebCat Access	Communication	8/27/2009
CFC-Instructional Support	WebCat Course Management	Communication	8/27/2009
CFC-Instructional Support	WebCat Access	Communication	8/28/2009
CFC-Instructional Support	WebCat Access	Communication	8/28/2009
CFC-Instructional Support	WebCat Access	Communication	8/28/2009
CFC-Digital Media	Podcasting/iTunes	Communication	9/3/2009
CFC-Digital Media	Podcasting/iTunes	Communication	9/3/2009
CFC-Instructional Technology Support	Sandbox/WebCat	Communication	9/3/2009
CFC-Instructional Support	WebCat Course Management	Communication	9/8/2009
CFC-Digital Media	Audio/Video/Animation	Communication	9/8/2009
CFC-Instructional Support	WebCat Access	Communication	9/11/2009
CFC-Instructional Support	WebCat Access	Communication	9/11/2009
CFC-Instructional Support	WebCat Access	Communication	9/11/2009
CFC-Instructional Technology Support	Sandbox/WebCat	Communication	10/1/2009
CFC-Instructional Support	WebCat General	Communication	10/2/2009
CFC-Instructional Support	WebCat WIMBA	Communication	10/5/2009
CFC-Instructional Development	Formative Assessment	Communication	10/14/2009
CFC-Instructional Development	Formative Assessment	Communication	10/14/2009
CFC-Instructional Support	WebCat Course Management	Communication	10/15/2009
CFC-Instructional Development	Formative Assessment	Communication	10/19/2009
CFC-Instructional Development	Formative Assessment	Communication	10/19/2009
CFC-Digital Media	Audio/Video/Animation	Communication	10/26/2009
CFC-Instructional Support	WebCat WIMBA	Communication	10/28/2009
CFC-Instructional Support	WebCat WIMBA	Communication	10/28/2009
CFC-Instructional Development	Formative Assessment	Communication	11/3/2009
CFC-Instructional Support	WebCat General	Communication	11/3/2009
CFC-Instructional Technology Support	Sandbox/Mircosoft Office	Communication	11/30/2009
CFC-Digital Media	Audio/Video/Animation	Communication	12/8/2009
CFC-Instructional Support	WebCat Course Management	Communication	12/9/2009
CFC-Instructional Support	WebCat General	Communication	12/9/2009

CFC-Instructional Support	WebCat Course Management	Communication	12/9/2009
CFC-Instructional Support	WebCat WIMBA	Communication	12/11/2009
CFC-Instructional Support	WebCat General	Communication	12/17/2009
CFC-Instructional Support	WebCat General	Communication	1/7/2010
CFC-Instructional Support	WebCat General	Communication	1/12/2010
CFC-Instructional Support	WebCat Access	Communication	1/14/2010
CFC-Instructional Development	e-Learning/e-Teaching	Communication	1/25/2010
CFC-Instructional Technology Support	Sandbox/PAWS Site	Communication	1/25/2010
CFC-Instructional Technology Support	Sandbox/WebCat	Communication	2/2/2010
CFC-Instructional Support	WebCat General	Communication	2/4/2010
CFC-Instructional Support	WebCat Respondus	Communication	2/8/2010
CFC-Digital Media	Audio/Video/Animation	Communication	2/9/2010
CFC-Digital Media	Podcasting/iTunes	Communication	2/9/2010
CFC-Digital Media	Podcasting/iTunes	Communication	2/9/2010
CFC-Digital Media	Podcasting/iTunes	Communication	2/9/2010
CFC-Digital Media	Blogs/Wikis	Communication	2/12/2010
CFC-Instructional Technology Support	Sandbox/PAWS Site	Communication	2/12/2010
CFC-Digital Media	Blogs/Wikis	Communication	2/15/2010
CFC-Digital Media	Audio/Video/Animation	Communication	2/18/2010
CFC-Instructional Development	Faculty Learning Community E-Learning & Digital Media	Communication	2/26/2010
CFC-Instructional Development	Faculty Learning Community E-Learning & Digital Media	Communication	2/26/2010
CFC-Digital Media	Podcasting/iTunes	Communication	3/12/2010
CFC-Digital Media	Podcasting/iTunes	Communication	3/12/2010

Data compiled by the Coulter Faculty Commons and represents the most recent report available.
Prepared by Annette Parris from the Coulter Faculty Commons.

EXHIBIT X

COLLABORATIVE PARTNERSHIP BETWEEN ATHLETICS AND COMMUNICATION

From the Desk of WCU Director of Athletics, Chip Smith

Smith addresses PurpleVision, which will debut this Saturday

Sept. 8, 2010

Finally, it's time. We've been waiting for months. A great deal of hard work, preparation, organization and sacrifice have gone into this moment, and it is an event that will be long remembered.

No, it's not the beginning of the 2010 football season, although that is certainly long awaited. It isn't the start of any of the fall sports seasons, Move-In day for the freshman, the end of summer or even the promise of cooler weather and fall colors. It is (drum roll please) the official unveiling of the new video scoreboard in Whitmire Stadium.

Thanks to the generosity of Pepsi of Hickory, Ms. Jean Frans, the Teeter family and the gifts of other individuals, the Catamount Football experience will be enhanced with the operation of a video/scoreboard at all of our home games. While it will primarily be used during football games, it has been and will be a university-wide asset.



WCU Athletics
Director, Chip Smith

Daktronics, the leader in stadium video board technology, installed the structure during the summer of 2010. A tremendous amount of work was provided by WCU Facilities Management, Information Technology and the Athletic Department. A major "Thank you" goes to those folks, and especially Andy Degrove and Fred Cantler for coordinating those teams.

Production of the games will be undertaken by faculty members and students of the WCU Communication Department. Early in the project, it was decided to design the infrastructure to incorporate students and provide them with a professional learning experience through its operation. We then invested in a fiber network that connects the board with the state of the art television studio in the WCU Center for Applied Technology. Deans Wendy Ford and Robert Kehrberg have supported the effort from its genesis. Mark Mattheis has been absolutely essential in preparation of the debut, assisted by fellow faculty members Gabe Nucci and Don Connelly. Not only are we fortunate to have first-rate facilities, we are privileged to have world-class faculty as well.

The sounds and images (known as "content", I have found out) will feature much more than athletic information. University and student events, as well as community information from the Jackson County Chamber of Commerce, will be prominent.

Coordinating the content with the band, public address announcer and others (scripting) is a time-consuming job, which was taken on by Katharine Koch, Lindsey Lessing and Daniel Hooker. We have even received support from the alumni. Ryan Higgs('00) is working with us on Coach Wagner's weekly pre-game talk, and Tim ('77) and Britt('06) Amos created the team introduction that will be shown just before the Catamounts take the field.

We hope you enjoy the show. As with any start-up, we will be learning as we go. For many of us, it will be our first venture into this arena, so please bear with us. Each week we will learn and add a little more to what will eventually be an outstanding production or, in the words of Producer Mark Mattheis, "we will make this thing spin!"

See you Saturday. Go Catamounts!

Chip Smith
Director of Athletics

<http://www.catamountsports.com/genrel/090810aab.html>

EXHIBIT Y

**GUIDELINES FOR PREPARATION OF DOSSIERS
FOR REAPPOINTMENTS, TENURE, AND PROMOTION
2010-2011
OFFICE OF THE PROVOST
(April 30, 2010)**

Introduction

The substantive contents of your dossier will be evaluated in the context of your own department's collegial review document (CRD). These guidelines are intended to provide specific information regarding the structure, format, and presentation of your documentation. They also provide instructions to department heads, deans and committee members regarding their role in the review process. These guidelines are to be used in conjunction with the tenure, promotion and reappointment procedures found in section 4.0 of the Faculty Handbook and, most importantly, with the departmental CRD. They are not intended to replace section 4.0 of the Faculty Handbook or the departmental CRD in any way. Instead, they serve to link the three processes (reappointment, tenure and promotion) so that material preparation for reappointment becomes a cumulative process toward preparing the dossier for tenure and promotion. Candidates who prepare materials well for reappointment and update them annually will have little additional work when they prepare materials for tenure and promotion.

Note 1: To request permission to use previous department criteria please see section 4:04 D 8 of the Faculty Handbook. This request needs to be processed well in advance of the beginning of the TPR review process.

Note 2: Please see Section 4.07A3c in the Faculty Handbook for information concerning early tenure and promotion.

A. General Guidelines

1. A candidate for reappointment, tenure, or promotion is required to prepare a dossier according to these guidelines. The dossier should provide evidence of performance but should avoid excessive length or redundancy. The most effective dossiers are those in which candidates provide summaries and samples of their work. For example, committees find tables summarizing student assessment of instruction over time more helpful than large volumes of individual student responses. In addition, they appreciate being able to review selected samples of scholarly work rather than comprehensive collections. **To enhance readability, candidates should prepare the Application (see Part C) with 12-pt. font, one-inch margins, single spaced, and single sided.**

2. The dossier is composed of three distinct elements: (1) an Administrative Component comprising the AA-12(s), the Department Collegial Review Document (DCRD), the Department Head's Summary Statement, and rebuttal statement if submitted; (2) the Candidate's Application; and (3) a set of appendices. Elements (1) and (2) are placed together in a manila folder, and element (3) is presented in a two-inch three-ring binder. (see attached checklist)
 - a. When promotion and tenure occur in the same year, candidates shall prepare only one dossier; however, an additional AA-12 form needs to be completed for the second action. Should special circumstances require two sets of materials (e.g., joint appointment across two departments), the department head will notify the candidate.
 - b. A candidate who reapplies for promotion must explain, at the beginning of the Candidate's Statement (see part C.1 below), all material in the application which is new since the previous consideration.
3. The department head shall be responsible for seeing that the candidate's dossier is prepared on schedule and according to these guidelines. The department head's signature on the AA12 attests that the contents of the dossier are accurate and valid to the best of his/her knowledge. When the department head is unfamiliar with an entry claimed by a candidate, s/he is expected to verify it. The department head will notify the candidate of any discrepancies and seek correction. If the department head and candidate are unable to resolve differences, each will write a memo explaining his/her position. The memos of discrepancy will be placed in the Administrative Component following the AA-12(s), Department Head's Summary Statement, and any rebuttal to the Department Head's Summary Statement.
4. Once the dossier is submitted to the department head, the candidate has the right to amend it only with the department head's consent or as provided by the university's tenure, promotion, and reappointment guidelines. However, once the dossier is made available to the departmental collegial review committee, the candidate no longer has access to it. Should the status of any item listed in the dossier change substantially (e.g., a scholarly work originally listed as submitted is accepted), the information may be added to the dossier by the department head.

Following review by the departmental review committee and completion of the AA-12, the departmental administrative assistant will prepare two copies of (a) the Administrative Component and (b) the Candidate's Application (not the appendices). The original and one copy shall be submitted to the college dean along with the appendices, and one copy shall be retained in the department. The Dean will submit the original to the Provost Office.

5. At the conclusion of the consideration cycle, the original signature file of the Administrative Component and Candidate's Application will be retained in the Office of the Provost and a copy of the updated AA12 will be returned to the appropriate department head and dean for filing.

B. The Administrative Component

1. The Administrative Component consists of the following elements: AA-12 Transmittal Form(s)—one per action, Department Head’s Summary Statement, any rebuttal to the Department Head’s Summary Statement, and any memos of discrepancy. All pages of the Administrative Component shall be numbered consecutively, as Page X of Y, beginning with the first AA-12 as page 1. (Page numbering restarts with page 1 for the Candidate’s Application.) **Be sure to use the most updated AA-12 form found at <http://www.wcu.edu/11544.asp> ..**
2. AA-12 Transmittal Form. This is always the first element of the dossier. (See Section E for detailed instructions to complete the form.) **Note: When candidates apply for both promotion and tenure simultaneously, the department head must prepare two AA-12 forms, one for each personnel action.**
3. Department Head’s Summary Statement. The department head shall prepare a summary statement about the overall performance of the candidate in the context of the current review event. For reappointment, the department head should specifically address the candidate’s progress toward tenure and/or promotion. In all cases the department head should address teaching effectiveness, scholarly and creative activities, and service/engagement. When the department head is a candidate, this statement shall be prepared by the dean. The signature of both the person preparing the statement and the candidate must appear on this document. The candidate’s signature does not indicate agreement, but review of the summary. Should the candidate disagree with the summary statement, s/he should so note on the signature block by signing and entering: “See Rebuttal.” The candidate’s memo of rebuttal should explain the disagreement. The memo is placed immediately following the Department Head’s Summary Statement in the Administrative Component. Further, department heads and deans should initial or sign the top of the rebuttal memo to indicate they have reviewed its contents. Again, the signature does not indicate agreement.

C. The Candidate’s Application

NOTE: The information presented in items 2-7 should be objective. Evaluative statements should be placed in items 1 and 8. The full title of each section shall be included when preparing the application.

1. Self-Evaluative Statement (5 pages maximum). This item is the candidate’s opportunity to make his or her case for the requested action. The statement should present citations of evidence from the candidate’s curriculum vitae, resume, or other sources that are specifically related to the person's quality and effectiveness of teaching, scholarship, service/engagement, and the candidate’s promise for sustained performance.

2. Progress Toward a Higher Degree. Candidates should complete this section if they hold less than the highest degree appropriate to their discipline. If this item is not applicable to the candidate, indicate N/A for item 2 and proceed to item 3--- [Do not change the numbering system of the items].

3. Professionally Relevant Background and Experiences. If appropriate, in lieu of traditional academic qualifications, summarize previous positions or past and/or current experiences that should be considered. Examples would include relevant positions in business or industry, professional certifications or licenses, noteworthy achievements in the performing arts, or other such nontraditional qualifications. Candidates with traditional backgrounds may indicate N/A for item 3 and proceed to item 4.

4. Teaching. Include the cumulative record at Western Carolina University for a maximum of five years. The full titles of items a. through e. below shall be included when preparing this section.
 - a. Teaching loads: include a list of all courses and their enrollment taught by semester.
 - b. Teaching versatility: summarize the range of preparations and levels of courses.
 - c. Teaching effectiveness: provide a summary of peer evaluations, student assessment of instruction, and other indices used to measure effectiveness.
Statement from SAI Policy and Procedure manual: All open-ended responses are viewable only by the specific faculty member and department head. Open-ended responses may be included in reappointment, tenure, promotion, and annual evaluation documents. The inclusion of open-ended responses is at the discretion of individual faculty. The open-ended questions were selected to provide formative information, i.e. be constructive in helping faculty to continue to improve teaching. Faculty may choose to use them as part of the summative evaluation, however, that is not the primary purpose.
 - d. Other information: include objective information specified in the departmental CRD to illustrate their teaching commitment and effectiveness (e.g., graduate students supervised, service learning projects, engagement activities, directing student research).
 - e. The seven dimensions of teaching: based on information in a. through d., briefly address each dimension, as outlined in the departmental CRD.
 Library Faculty should use this section to provide information about their responsibilities in the Quality and Effectiveness of Teaching section of the Library Criteria.

5. Scholarship. The total cumulative record listed in chronological sequence from most recent to the most dated with regard to scholarship and creative works, as defined by the departmental CRD. For example, the departmental CRD may specify

categorization by Boyer type and/or peer review status. Items should be clearly designated as refereed, non-refereed, or non-traditionally refereed. Candidates need to:

- document non-traditional research/applied research in a format that is easily interpreted, and shows the results of external peer review—must have external peer review for activities to count as scholarship.
 - be clear about how scholarship, that does not support the academic area he/she was hired to enhance, meets departmental criteria.
 - clarify the relative significance of journals, performances and exhibits. (Committees above the department don't often know the relative importance.)
6. Service. Candidates should list the cumulative record of their service/engagement activities in this section, in chronological sequence from most recent to most dated within each category:
- a. Service to the university, subdivided into departmental, college, and institution.
 - b. Service to external constituencies, which may include engagement activities, delivering workshops, professional consulting, teaching professional continuing education courses, service to professional disciplines, etc.
 - c. Service to students. Briefly summarize advisee load, work with student organizations, thesis/dissertation committees, etc.
7. Professional Development Activities. This section should include a sampling of those professional development experiences that are most pertinent to one's position. Experiences include additional certifications, training, workshops, institutes, and continuing education programs that enhance one's role as a faculty member. Professional development does not include attainment of advanced degrees unless the candidate has completed a degree in addition to the required terminal degree. Include dates of preparation, nature of training and provider in chronological sequence from most recent to the most dated.
8. Other Pertinent Information. If other information is pertinent to the candidacy but does not fit into sections 1 through 7, that information may be entered in this section. (Most candidates should enter N/A here.)

D. The Appendices

All candidates will prepare a set of appendices contained in a two-inch three-ring notebook. These appendices supplement the Administrative Component and Candidate's Application, and the three components together form the candidate's dossier. The notebook should be subdivided and labeled as shown below:

APPENDICES

Face Page: Candidate's Name and Personnel Action

- Appendix A. Departmental collegial review document (CRD).
- Appendix B. Vita or resume. Include cumulative professional record of education, professional employment, teaching, scholarship and service activities.
- Appendix C. AFE Statements. Include all AFE statements, as described in your departmental CRD, with rebuttals if any, since beginning the tenure track process or the last tenure or promotion action.
- Appendix D. Results of peer review of teaching effectiveness. Include a copy or description of the department's protocols for peer review of teaching materials and peer observation. For tenure application, include results of peer review for all years on tenure track. For other review events, include results for at least three years.
- Appendix E. Student assessment of instruction. Include student assessments in an organized, concise manner, consistent with requirements in the department's CRD. Every effort should be made to avoid excessive bulk. The recommended presentation begins with a concise tabular summary of data for all courses taught during the evaluation period (3 years maximum), followed by detailed specific course data, following the order of the summary table. Narrative data, if included, should be presented in typed form as concisely as possible.
- Appendix F. Samples of teaching materials. Include representative materials as specified in the departmental CRD, including syllabi, tests, exams, projects, assignments, special activities, and so forth. Candidates should strive to avoid excessive bulk.
- Appendix G.. Samples of scholarship and creative activities. Include representative materials as specified in the departmental CRD. This appendix may include articles, recital programs, letters of acceptance, book covers, reports, etc.
- Appendix H. Documentation of service and engagement. Include representative materials to substantiate service activities as specified in the departmental CRD.

Optional

- Appendix I. Other: Any documentation the candidate wishes to provide to demonstrate effectiveness in any evaluation area

Note: Review committees will not review more than the authorized materials unless a letter from the Dean warrants an exception.

- E. **Detailed Instructions for completing AA-12:** Note that a copy of the AA12 may be shared with the candidate to serve as the written feedback at each review level. It is the responsibility of the Department Head to share the written feedback from the Department Collegial Review Committee and the Department Head. It is the responsibility of the Dean to share the written feedback of the College Collegial Review Committee and the Dean. A letter is sent from the Provost indicating the decision from the University Collegial Review Committee and the Provost. A letter is also sent from the Chancellor indicating his decision and the recommendation to the Board of Trustees.

Place an "X" in the appropriate block at the top of the page to indicate the type of personnel action, i.e. reappointment, promotion, or tenure.

1. Candidate's Name and Department. Enter the candidate's full name, department and date.
2. Proposed Rank. This line is completed only for candidates for promotion. Enter the proposed rank of the candidate.
3. Present Rank Enter the present academic rank of the candidate at WCU. Also indicate the year this rank became effective. All changes in rank become effective at the beginning of fall semester the year after a candidate has been considered and received a favorable recommendation.
4. Previous WCU Rank(s). Enter each academic rank previously held at WCU by the candidate and the year each rank first became effective.
5. Academic Record. Enter each degree earned by the candidate. Indicate the name of each institution the candidate has attended; the degree earned, if applicable; the year the degree was earned as shown on the official transcript; and/or the years the candidate attended each institution. In the space for "Years Attended," show the actual years (example: 2000-2004), not the number of years.
6. Department Head's Signature. Department head signs this block to attest to the following: "I have thoroughly reviewed the candidate's materials and attest that the information submitted is accurate to the best of my knowledge."

Items 1 through 6 should be completed prior to releasing dossier to departmental collegial review committee (CRC).

7. Departmental Committee Votes. The secretary (selected by the DCRC) of the Department Collegial Review Committee (DCRC) records the date of the meeting, members in attendance, members absent, committee chair and committee vote on the candidate. The total of the votes reported must equal the total number of members on the committee. An "absent" should be recorded for each member of the committee who was not present at the meeting at which the vote was taken. Where departmental guidelines allow proxy votes for faculty who miss the

meeting, their votes shall be recorded as “yes” or “no.” An "abstain" should be recorded for each member of the committee eligible to vote who was present but who did not vote "yes" or "no." The presence of the non-voting committee chair shall be indicated in the "abstain" block by the letter "C" followed by the number of voting members of the committee who abstained. The vote shall be certified by the DCRC secretary’s signature.

8. Department Head Recommendation. Following consideration of the candidate by the departmental committee, the department head enters his or her recommendation for or against the reappointment, promotion, or tenure of the candidate, signs and dates the form. An "X" in the "Yes" block is a recommendation for reappointment, promotion, or tenure; and "X" in the "No" block is a recommendation against the action. In the space provided for comments, the department head states his or her recommendation. It is especially important that the department head deal specifically with any differences between his or her recommendation and the cumulative record of annual faculty evaluations and committee votes. If the department head's recommendation is a conditional one, the department head will state the condition precisely. For example: "I recommend promotion on the condition that the candidate completes the doctorate not later than June 1, 2005" or "I recommend reappointment with terminal notice effective June 30, 2005 unless the candidate completes the doctorate not later than June 30, 2005."
9. College Committee Votes. The secretary (selected by the CCRC) of the College Collegial Review Committee (CCRC) records the date of the meeting, members in attendance, members absent, committee chair and committee vote on the candidate. The total of the votes reported must equal the total number of members on the committee. An "absent" should be recorded for each member of the committee who was not present at the meeting at which the vote was taken. Where college bylaws allow proxy votes for faculty who miss the meeting, their votes shall be recorded as “yes” or “no.” An "abstain" should be recorded for each member of the committee eligible to vote who was present but who did not vote "yes" or "no." The presence of the non-voting committee chair (dean) shall be indicated in the "abstain" block by the letter "C" followed by the number of voting members of the committee who abstained. The vote shall be certified by the committee secretary’s signature.
10. Dean Recommendation. Following consideration of the candidate by the college committee, the dean enters his or her recommendation for or against the reappointment, promotion, or tenure of the candidate, signs and dates the form. An "X" in the "Yes" block is a recommendation for reappointment, promotion, or tenure; and "X" in the "No" block is a recommendation against the action. In the space provided for comments, the dean states his or her recommendation. It is especially important that the dean deal specifically with any differences between his or her recommendation and the cumulative record of annual faculty evaluations and committee votes.
11. University-Wide Committee Votes. The vote of the University Collegial Review Committee (UCRC) are recorded and signed by the Office of the Provost Administrative Assistant.
12. Provost Recommendation. The recommendation of the Provost is recorded. The Provost will sign and date the form.

EXHIBIT Z FALL 2010 FRESHMAN CLASS

	2007-2008					2008-2009		
	# Enrolled	Avg ACT	Avg HS GPA (W)	Avg HS Rank	Avg SAT	# Enrolled	Avg ACT	Avg HS GPA (W)
Undergraduate	33	22	2.84	47	992	32	19	2.96
New Freshman	27	21	3.15	48	1002	25	19	3.38
Female								
American Indian or Alaskan Native								
U.S. Citizen	—	—	—	—	—	—	—	—
Black or African American								
U.S. Citizen	—	—	—	—	—	2	—	2.93
Hispanics of any race								
U.S. Citizen	—	—	—	—	—	—	—	—
Race and Ethnicity Unknown								
U.S. Citizen	2	—	3.43	62	995	—	—	—
White								
U.S. Citizen	13	22	3.16	49	1011	12	19	3.49
Male								
Black or African American								
U.S. Citizen	3	—	3.1	45	1017	2	—	3.05
Race and Ethnicity Unknown								
U.S. Citizen	2	—	3.38	59	920	—	—	—
White								
U.S. Citizen	7	20	3.02	39	1006	9	19	3.4
New Transfer	6	26	1.43	43	910	7	—	1.48
Female								
Nonresident Alien								
Non-Resident /	—	—	—	—	—	—	—	—
Race and Ethnicity Unknown								
U.S. Citizen	—	—	—	—	—	1	—	0
White								
U.S. Citizen	3	26	2.1	57	975	2	—	3.64
Male								
Black or African American								
U.S. Citizen	2	—	1.14	14	780	1	—	3.06
White								
U.S. Citizen	1	—	0	—	—	3	—	0
Grand Total	33	22	2.84	47	992	32	19	2.96

This table does not include approximately 23 transfer students

STUDENT DIVERSITY

2009-2010						
Avg HS Rank	Avg SAT	# Enrolled	Avg ACT	Avg HS GPA (W)	Avg HS Rank	Avg SAT
64	987	40	21	3.35	60	1004
63	992	35	21	3.36	60	1017
—	—	1	—	3.41	57	1200
43	865	1	—	3	—	930
—	—	1	—	3.25	—	910
—	—	1	—	4.31	91	1050
67	1008	12	23	3.52	70	1016
45	960	3	—	3.19	58	967
—	—	3	—	3.07	52	953
64	1004	13	18	3.27	53	1043
73	925	5	17	3.32	52	853
—	—	2	—	—	—	—
—	—	—	—	—	—	—
82	1060	1	17	3.69	79	790
57	790	—	—	—	—	—
—	—	2	—	3.14	39	885
64	987	40	21	3.35	60	1004

EXHIBIT AA

[Personal Information](#) [Faculty and Advisor](#) [Employee](#)

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Detail Requirements

Information for XXXXX X. XXXXXXXXX



This is NOT an official evaluation.

Program Evaluation

Program :	Communication BS	Catalog Term :	Fall 2009
Campus :	Cullowhee	Evaluation Term :	Fall 2011
College :	College of Arts & Sciences	Expected Graduation Date :	Dec 15, 2013
Degree :	Bachelor of Science	Request Number :	21
Level :	Undergraduate	Results as of :	Feb 03, 2011
Majors :	Communication	Minors :	
Departments :	Communication	Concentrations :	Broadcasting Journalism

	Met	Credits		Courses	
		Required	Used	Required	Used
Total Required :	No	120.000	103.000		36
Program GPA :	Yes	.00	2.837		
Overall GPA :	Yes	2.50	2.837		
Other Course Information					
Transfer :			0.000		0
In Progress :			9.000		3
Unused :			9.000		3

*** This is NOT an official evaluation. ***

Area :	Communication (20.000 credits) - Not Met															
Description :	Communication Core Coursework															
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes			COMM		150				200810	CMCR	150	Interpersonal Commun		3.000	C+	H
Yes	AND		COMM		240				201010	COMM	240	Writing for Comm Media		3.000	B-	H
Yes	AND		COMM		296				200980	COMM	296	Intro Professional Devel		1.000	A-	H
Yes	AND		COMM		345				200980	COMM	345	Public Communication		3.000	A+	H
Yes	AND		COMM		350				200980	COMM	350	Communication Theory		3.000	A-	H
Yes	AND		COMM		415				201010	COMM	415	Intercultural Comm		3.000	B+	H
No	AND		<u>COMM</u>		483											
No	AND		<u>COMM</u>		496											
													Total Credits and GPA	16.000	3.229	

*** unofficial evaluation ***

Area : Broadcasting (18.000 credits) - Met																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes			COMM		254				200980	COMM	254	Radio Production I		3.000	A	H
Yes	AND		COMM		255				200980	COMM	255	Television Production I		3.000	A-	H
Yes	AND		COMM		352				201080	COMM	352	Writing for Broadcastg		3.000	A-	H
Yes	AND		LAW		406				201010	LAW	406	Media Law		3.000	B	H
Yes	AND	COMMELECT	Requirement:						200810	CMCR	140	Intro Commun Media		3.000	B	H
									201010	COMM	354	Radio Production II		3.000	A+	H
Total Credits and GPA													18.000	3.556		

*** unofficial evaluation ***

Area : Journalism (18.000 credits) - Not Met																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes			COMM		330				201110	COMM	330	News Reporting I		3.000		R
No	AND		<u>COMM</u>		430											
Yes	AND		ENGL		303				201110	ENGL	303	Intro Professional Wrtnng		3.000		R
No	AND		<u>ENGL</u>		313											
No	AND		<u>GEOG</u>		103											
Yes	AND		LAW		406				201010	LAW	406	Media Law		3.000	B	H
Total Credits and GPA													9.000	3.00		

*** unofficial evaluation ***

Area : Liberal Studies Core & Perspec - Met																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		C1	Writing (6 hrs)						200780	ENGL	101	Composition I		3.000	A-	H
									200950	ENGL	102	Composition II		3.000	B	H
Yes	AND	C2	Mathematics (3 hrs)						200780	MATH	101	Mathematical Concepts		3.000	C-	H
Yes	AND	C3	Oral Communication (3 hrs)						200780	CMHC	201	Intro to Speech Comm		3.000	B-	H
Yes	AND	C4	Wellness (3 hrs)						200780	HEAL	123	Hlth-Welns:Ult/ExCond		3.000	C	H
Yes	AND	C5	Sciences (6 hrs)						200810	BIOL	103	Environmental Biology		3.000	D-	H
									200880	GEOL	140	Investigations Envrnmt Geol		3.000	C	H
Yes	AND	P1	Social Sciences (6 hrs)						200880	GEOG	101	Population Geography		3.000	C+	H
									201010	LAW	406	Media Law		3.000	B	H
Yes	AND	P3	History (3 hours)						200880	HIST	107	World Cult in Hist Persp	P306	3.000	A-	H
Yes	AND	P4	Humanities (3 hours)						200910	HIST	171	Religion in America	P406	3.000	D	H
Yes	AND	P5	Fine & Performing Arts (3 hrs)						200810	MUS	101	Music Appreciation		3.000	B	H
Yes	AND	P6	World Cultures (3 hrs)						200910	PSC	110	Global Issues		3.000	B-	H
Yes	AND	SEMINAR	1st Year Seminar						200780	CMCR	190	User's Guide-Mass Media	FS06	3.000	C-	H
Yes	AND (LS_ELEC	Extra LS Courses						201010	COMM	415	Intercultural Comm		3.000	B+	H
)														
													Total Credits and GPA	45.000	2.354	

*** unofficial evaluation ***

Area : Upper-Level Perspective Comm - Met																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		ULP	Upper-Level Perspective						201010	LAW	406	Media Law	ULP	3.000	B	H
Total Credits and GPA														3.000	3.00	

*** unofficial evaluation ***

Area : General Electives - Met																
Description : General university electives as needed to meet total required hours																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		ELECTIVES	General Electives						200910	CMCR	250	Public Communication		3.000	B-	H
									201010	COMM	284	Television Practicum I		3.000	B-	H
									201080	COMM	313	Conflict Resolution		3.000	B+	H
									201080	COMM	355	Television Production II		3.000	A	H
									201080	COMM	493	Tps:SBE Television		3.000	A	H
									201110	COMM	493	Tps:TV Post Production		3.000		R
									200780	JS	101	Jumpstart Computer Trng		0.000	S	H
Total Credits and GPA														18.000	3.334	

*** unofficial evaluation ***

Area :	25% Rule (30 hrs) - Met															
Description :	(At least 25% of your total hours must be from WCU resident courses at the junior/senior level. You have met this requirement.)															
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		RESIDENCY	Requirement						201080	COMM	313	Conflict Resolution		3.000	B+	H
									201110	COMM	330	News Reporting I		3.000		R
									200980	COMM	345	Public Communication		3.000	A+	H
									200980	COMM	350	Communication Theory		3.000	A-	H
									201080	COMM	352	Writing for Broadcastg		3.000	A-	H
									201010	COMM	354	Radio Production II		3.000	A+	H
									201080	COMM	355	Television Production II		3.000	A	H
									201010	COMM	415	Intercultural Comm		3.000	B+	H
									201110	COMM	493	Tps:TV Post Production		3.000		R
									201080	COMM	493	Tps:SBE Television		3.000	A	H
									201110	ENGL	303	Intro Professional Wrtnng		3.000		R
									201010	LAW	406	Media Law		3.000	B	H
												Total Credits and GPA		36.000	3.666	

*** unofficial evaluation ***



EXHIBIT BB

 Department of Communication Internships
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Internships

Your internship can be an extremely valuable experience, providing you the opportunity to work in the medium that you are interested in for several weeks. There are a number of things you can do to make your experience much more rewarding.

Plan Your Internship

Your internship needs to be planned in advance. Typically, a student starts making industry contacts in November or December prior to the summer during which the internship will occur. Prior to the semester that you do your internship, you need to talk with your advisor about where you are doing the internship and fill out the [appropriate forms](#). Many companies have applications and forms to be completed in advance by the student before they will grant permission for an internship. DO NOT assume anything.

Follow the Internship Checklist (Things YOU are responsible for)

1. Early in the semester, prior to doing your internship, contact your advisor.
2. Discuss where you want to do your internship and receive faculty approval of your internship site.
3. Contact your potential internship sponsor and find out how to apply for the internship.
4. Complete the required [internship forms](#) for both the university and the sponsoring business.
5. Enroll in COMM-483. You must be enrolled in COMM-483 prior to doing your internship. If you are not enrolled in COMM-483 during the term in which you are doing your internship, NO course credit will be earned.
6. Keep a daily journal of your activities and what you learned each day.
7. At the mid-term, you are responsible for securing the [mid-term evaluation form](#) so that your employer can evaluate your progress and submit the completed form to your instructor.
8. At the end of the semester, you are responsible for securing the [final evaluation form](#) so that your employer can evaluate your internship and submit the completed form to your instructor.
9. At the end of your internship you are to prepare a paper based on your journals

as to what you did and how you did it. This paper is to be turned in to your instructor on the last day of classes.

10. You will be interviewed twice during the semester by your instructor, either by phone or email. You are required to respond in a timely manner to his or her inquiry.

Complete the Internship Requirements

- You are required to work in your career field or related area 150 hours to earn a 3 hour credit.
- You are required to keep a detailed daily journal of all of your activities with dates, times, places, and the work that you are doing.
- You are required to communicate with your instructor twice during the course of the semester. Make sure your instructor has your email and phone contact information.
- You also should keep copies of any materials or projects produced, if allowed.
- If you produce anything for "air," be sure to keep an "air check" of the project.
- At the end of your internship you are to prepare a paper based on your journals as to what you did and how you did it. You will chronicle your internship and explain how you felt the experience affected you. **Your journal is an integral part of this paper.**
- You are responsible for obtaining the [mid-term and final employer evaluation report forms](#) from this website or the communications office and delivering them to your employer. Your internship supervisor is to evaluate your performance at the mid point and the end of your internship and forward the evaluations to the department. The department's phone number is 828-227-7482. If you have any questions concerning your internship you should contact your academic advisor via e-mail or voice mail.

Internship Forms

- [Introduction letter](#)
- [Employer's Job Description](#)
- [Employer's Mid-Term Evaluation](#)
- [Employer's Final Evaluation](#)



WESTERN

CAROLINA UNIVERSITY

DEPARTMENT OF COMMUNICATION

- Broadcasting • Broadcast Sales • Print Media •
- Public Relations • Training & Development •

To: Whom It May Concern

From: Don Connelly, Department Head

Re: Communication Internships

Thank you for considering a Western Carolina University student for an internship in communication.

We require all communication majors to complete a three-credit-hour internship, working in their career field for a minimum of 150 hours. The student is required to keep a daily work log, to keep copies of materials produced, and to write a paper at the end of the internship about his or her experience.

We ask the company or agency to give us a description of the student's job responsibilities before the internship begins. If you accept the student as an intern, we will ask for an evaluation of the work the student is doing about halfway through the work period and again at the end of the internship. The intern will give you the forms you need for these reports.

If you have further questions about our requirements, please call me (828) 227-3851.

Don Connelly, Department Head
Department of Communications
109 Old Student Union
Western Carolina University
Cullowhee, NC 28723

109 Old Student Union
Cullowhee, NC 28723
Office: (828) 227- 7482
E-mail: dconnelly@email.wcu.edu
Web: <http://communication.wcu.edu>

Department of Communication Internship
109 Old Student Union
Western Carolina University
Cullowhee NC 28723

EMPLOYER'S JOB DESCRIPTION

(To be completed by the employer. This form should be completed for each type of job listed.)

Name of Intern Student: _____

Student telephone number: _____

Student e-mail: _____

Company Name: _____

Address: _____

Phone: _____

Personnel Representative: _____

Title: _____

Direct Supervisor (if known): _____

Basic Qualifications (e.g., GPA, acceptable majors, class, skills, etc.): _____

DUTIES AND RESPONSIBILITIES OF POSITIONS

1. The primary duties of this job are best classified as:

_____ Educational

_____ Medical

_____ Technical

_____ Managerial

_____ Research & Development

_____ Administrative

_____ Human Services

_____ Other _____

2. Number of hours to be worked per week _____ for _____ weeks.

3. List the major responsibilities and the approximate proportion of times required for each.

a. _____

_____ %

b. _____

_____ %

c. _____

_____ %

d. _____

_____ %

The student is required to be professionally engaged for 150 hours to receive three hours of university credit for his or her internship.

4. Will the student participate in formal training periods? ____ Yes ____ No

If yes, describe length and type: _____

If no, describe how student will be trained: _____

5. Please list if applicable: Starting Salary: _____

Fringe Benefits: _____

6. Proposed internship start date: _____

7. Employer's e-mail: _____

Employer's Name (please print) _____

Employer's Signature _____

Title or position _____

Student will not be enrolled in the internship until faculty approval is obtained.

Faculty approval _____ Date _____

**Department of Communication
109 Old Student Union
Western Carolina University
Cullowhee, NC 28723
828-227-7491**

EMPLOYER'S MIDTERM EVALUATION

This report should be filled out by the student's direct supervisor. The supervisor's rating will be used to evaluate the student's work performance for academic credit. As part of the student's professional development, we encourage you to discuss this evaluation with him/her.

Name of Intern Student: _____

Intern Employer: _____

Intern Term: (Check One) _____ Fall _____ Spring _____ Summer _____
YEAR

Performance Description Codes

- | | |
|--------------------------------|----------------------------------------------------------------------|
| 1. Outstanding | Student <u>far exceeds</u> standards in this area |
| 2. Highly Effective | Student <u>exceeds</u> standards in this area |
| 3. Good, Competent Performance | Student <u>meets</u> overall standards for this area |
| 4. Needs Some Improvement | Student <u>needs improvement</u> to meet standards in this area |
| 5. Needs Much Improvement | Student <u>needs much improvement</u> to meet standards in this area |
| NA Not Applicable | <u>Not applicable</u> in this area |

Circle the description that best matches your judgment of the employee's performance in the specific areas listed below.

SPECIFIC AREAS FOR EVALUATION

PERFORMANCE DESCRIPTION

I. Performance of Skill Areas

	Outstanding					Needs Improvement
Organizing & Planning Work	1	2	3	4	5	NA
Ability to Learn	1	2	3	4	5	NA
Ability to Analyze & Resolve Problems	1	2	3	4	5	NA
Ability to Work Under Pressure	1	2	3	4	5	NA
Quality of Work	1	2	3	4	5	NA
Academic Preparation	1	2	3	4	5	NA
Written Communication	1	2	3	4	5	NA
Oral Communication	1	2	3	4	5	NA

II. Behavioral Characteristics

Initiative	1	2	3	4	5	NA
Attitude Toward Work	1	2	3	4	5	NA
Accepting Responsibility	1	2	3	4	5	NA
Sensitivity to Problems	1	2	3	4	5	NA
Reaction to Supervisor	1	2	3	4	5	NA
Relationship with Co-workers	1	2	3	4	5	NA
Flexibility (adjusting to non-routine tasks)	1	2	3	4	5	NA
Development of Subordinates	1	2	3	4	5	NA

III. Work Habits

Attendance	1	2	3	4	5	NA
Punctuality	1	2	3	4	5	NA
Appearance	1	2	3	4	5	NA
Accuracy	1	2	3	4	5	NA
Thoroughness	1	2	3	4	5	NA
Keeps Constructively Busy	1	2	3	4	5	NA

If a 4 or a 5 is indicated in any area, please note plans for improvement below

<u>Areas of Improvement</u>	<u>Plan for Action for Improvement</u>
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____

If counseling is needed by the Intern staff or the student's faculty advisor, please indicate in this section the need as you see it; or use this section for any comment you might like to make.

This report has been discussed with the student: _____ Yes _____ No

The Internship Education Staff has permission to discuss this report with the student: ____Yes ____ No

Evaluator (direct supervisor)

Evaluator's Title

Personnel Officer or Manager

Student's Signature (Signature indicates
ONLY that the student has seen the report)

EMPLOYER FINAL APPRAISAL

Name of Intern Student: _____

Intern Employer: _____

PURPOSE:

The Intern program at Western Carolina University extends the student's education beyond the limitations of classroom teaching and curriculum by providing a structured sequence of progressively more challenging lessons learned on assignments in direct association with senior members of their profession. The person who supervises the student on his/her internship assignment has the serious responsibility of reporting to the individual his/her performance level, limitations, potential and developmental needs. The employer thus cooperates with the faculty advisor in planning the student's program and providing counsel in connection with his/her professional career objectives. This communication is essential for the development of individual talent and the continual upgrading of performance. The employer appraisal form and the student's term report and work log will be used by his/her faculty advisor to evaluate the intern student for academic credit.

APPRAISAL:

This form should be completed by the individual in the best position to evaluate the employee's training. The evaluation consists of two basic parts:

PERFORMANCE RECORD & WORK HABITS:

In this section emphasis should be placed on the student's actual work record and performance. He/she should be rated against students of comparable academic level or against other personnel assigned the same or similarly classified jobs. The student's potential should not play a part in the evaluation of his/her performance.

PROFESSIONAL DEVELOPMENT:

In this section emphasis should be placed on the student's relative strengths and weaknesses as they affect his/her overall professional development. The evaluation of his/her present performance (Part I) only indicates how well he/she is doing on his/her present job. By considering the student's strong points and his/her limitations, guidance can be provided to enhance his/her achieving maximum professional potential.

Appraisals should be made only on those sections where the supervisor feels reasonably competent to judge the individual accurately. The evaluator is encouraged to qualify his/her evaluations in areas where further information would be helpful by utilizing the spaces provided for comments.

PERFORMANCE RECORD

Profile Values: 1 = Outstanding
2 = Very Satisfactory
3 = Satisfactory
4 = Barely Satisfactory
5 = Unsatisfactory

CATEGORY	PROFILE VALUE	COMMENTS, EXAMPLES, OBSERVATIONS
1. Volume of work produced		
2. Quality of work produced		
3. Analytical ability		
4. Sensitivity to problems, ability to resolve		
5. Accuracy and thoroughness		
6. Ability to work under pressure		
7. Effectiveness in oral communication		
8. Effectiveness in written communication		
9. Original and creative thinking		
10. Ability to learn		
11. Other (Please specify)		

WORK HABITS

Check column that best describes the student's individual work habits. Please evaluate each characteristic individually.

ATTENDANCE: _____ Regular
 _____ Irregular

PUNCTUALITY: _____ Regular
 _____ Irregular

CATEGORY	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	COMMENTS, EXAMPLES, AND/OR OBSERVATIONS
1. Effective in preparing & organizing his/her work				
2. Takes the initiative, a self-starter				
3. Has ability to adjust to non-routine assignments				
4. Keeps constructively busy & mentally alert				
5. Has healthy attitude towards company objectives & policies				
6. Is cooperative in working relationships with others				
7. Exhibits diligence & perseverance				
8. Performs tasks with industry & drive				
9. Demonstrates a willingness to accept responsibility				
10. Other (Please Specify)				

How would you rate this student's overall performance?

___ Outstanding ___ Very Satisfactory ___ Satisfactory ___ Barely Satisfactory ___ Unsatisfactory

PROFESSIONAL DEVELOPMENT

What are your perceptions of this student's strengths?

What are your perceptions of this student's weaknesses?

Regarding Professional Growth & Development, is this student making satisfactory progress at this stage? What suggestions do you offer?

This report has been discussed with the student: _____ Yes _____ No

The Intern Education Staff has permission to discuss this report with the student: ____ Yes ____ No

Evaluator (Direct Supervisor)

Personnel Office or Manager

Title

Date

Student's Signature (indicates ONLY that student has seen evaluation report)

WCU FACULTY MEMBER

Don Connelly

[Home](#)[Western Home](#)

COMM-483 Internship in Communications

Don Connelly

Head, Department of Communication
Associate Professor of Communication

Office: Old Student Union 109

Office Hours: M - W - F Noon to 2:00 pm

Phone: 828.227.3851

Email: dconnelly@wcu.edu

[For a printable version of this page click here.](#)

Your internship can be an extremely valuable experience. Your internship will provide you the opportunity to work in the medium that you are interested in for several weeks. There are a number of things you can do to make your experience much more rewarding.

Your internship needs to be planned in advance. Typically, a student starts making industry contacts in November or December prior to the summer during which the internship will occur. Prior to the semester that you do your internship, you need to talk with me about where you are doing the internship and fill out the [appropriate forms](#). [Click on this link for the required forms](#). Many companies have applications and forms to be completed in advance by the student before they will grant permission for an internship. Do Not assume anything.

Things YOU are responsible for:

1. Early in the semester, prior to doing your internship, contact your advisor.
2. Discuss where you want to do your internship and receive faculty approval of your internship site.
3. Contact your potential internship sponsor and find out how to apply for the internship.
4. Complete the required [internship forms](#) for both the university and the sponsoring business.
5. Enroll in COMM-483. You must be enrolled in COMM-483 prior to doing your internship. If you are not enrolled in COMM-483 during the term in which you are doing your internship, NO course credit credit will be earned.
6. Make yourself available for two phone interviews with your instructor during your internship.
7. Keep a daily journal of your activities and what you learned each day.
8. At the mid-term, you are responsible for securing the [mid-term evaluation form](#) so that your employer can evaluate your progress and submit the completed form to your instructor.
9. At the end of the semester, you are responsible for securing the [final evaluation form](#) so that your employer can evaluate your internship and submit the completed form to your instructor.
10. At the end of your internship you are to prepare a paper based on your journals as to what you did and how you did it. This paper is to be turned in to your instructor on the last day of classes.

Suggestions:

Before arriving at your first day of work make a phone call to your supervisor. Ask them when they would like you to report and also ask them what is the standard business attire or dress policy for the area you are going to be working in. Follow their lead. Avoid excessive jewelry, piercings, extreme hair styles, or

heavy perfumes or colognes.

You are entering either a broadcast or motion picture work environment. Time is money! Set you watch and your life to your employer's time standard and **NEVER** be a minute late for anything you do. Better to be five (5) minutes early and appear energetic and on time than to be a minute late and looked foolish. Late is a four letter word.

Make sure you remember everyone's name you meet and likewise, make sure they know your name. This is an excellent time to network with people in the industry. This can pay big dividends later when you are seeking your first position.

Make yourself available to try any professional learning experience offered. Don't be afraid to try new things. And above all, ask all the questions you want to! That's why you are there, to learn. There is no such thing as a dumb question. Most industry professionals are pleased to answer your questions, particularly when you ask their opinion or take on something.

While you have a minimum number of hours you must work to satisfy the requirements of the internship, I would strongly suggest to you that you get as involved as much as your employer will permit you. If there is an after hours or weekend promotion and you are asked if you want to participate, go for it! Remember, this is an opportunity to "try out your career!"

Internship Requirements: You are required to work in your career field or related area 150 hours to earn a 3 hour credit. A double internship for 6 hours credit requires 300 hours of work in your career field or related area.

You are required to keep a detailed daily journal of all of your activities with dates, times, places and the work that you are doing. You should also keep copies of any materials or projects produced, if allowed. If you produce anything for "air" be sure to keep an "air check" of the project. At the end of your internship you are to prepare a paper based on your journals as to what you did and how you did it. You will chronicle your internship and explain how you felt the experience affected you. Your journal is an integral part of this paper.

You are responsible for obtaining the [mid-term and final employer evaluation report forms](#) from this website or the communications office and delivering them to your employer. Your internship supervisor is to evaluate your performance at the mid point and the end of your internship and forward the [evaluations](#) to the department. The departments phone number is 828.227.7482. If you have any questions concerning your internship you should contact me via e-mail or voice mail.

Accommodation of Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Communications Majors: This course is graded as a pass fail. You are required to pass your internship with an satisfactory rating of S.

Official Communications: E-mails will be sent through "My Cat" and will utilize your assigned university e-mail address. It is your responsibility to maintain your e-mail account.

Upon your return to campus, it is your responsibility to turn in your journal and written report to me prior to the final day of class. Your final written report should be no longer than ten (10) pages and have your journal attached.

Please understand that your written report and your journal are academic papers and as such must conform to accepted standards for paper presentation.

Good Luck!

[For a printable version of this page click here.](#)

EXHIBIT CC

SAMPLE OF COULTER FACULTY COMMONS WEEKLY PROGRAMS

From: Laura Cruz

Sent: Monday, November 29, 2010 9:18 AM

To: Academic Affairs Division; Student Affairs Division; Chancellor Emeritus; Chancellors Office; ITLC

Subject: **THIS WEEK** at the Coulter Faculty Commons

And....we're back. Hope everyone had a happy holiday break. There's only a few more weeks left in the Fall semester, so let's make them good ones.

Highlights and News Items:

- Need to re-energize your class after the break? Try this week's **ACTIVE LEARNING technique**. Want to generate some discussion that is not instructor centered? Find an object—could be a ball, an eraser (something soft and throw-able. If on-line, you could use clip art). Ask the students a broad, open-ended question. Throw the object to one student, have them respond, then they throw the object to another student and it goes around the room. The method can also be used to brainstorm, to generate a list, to create questions....and more. Adding a bit of movement to an educational activity can work wonders.
- For those of you who are avid readers of the weekly email, you may recall that last week I mentioned a **conference** at VA Tech on Pedagogy in Higher Education. Several of you responded and pointed out that this conference has an additional benefit—registration is FREE. So, you can attend for the cost of a short drive and a relatively inexpensive hotel room. Several of the CFC staff plan to attend, so carpools may also be possible. For more information, visit the conference website at <http://www.cider.vt.edu/conference/>. The conference is February 3-4, 2011.
- The upcoming holidays will be a good time to get your course materials ready for Spring. If you're new to **Blackboard 9.1**, join us in the next few weeks for short introductory sessions designed to give you the basics you need to put up syllabi, readings, and more. Remember, WebCAT will no longer be available after this summer so making the switch now will save you time in the future. If you would like to join our Blackboard distribution list to receive up-to-date information about Blackboard, please send an email to LMSSupport@email.wcu.edu.
- What's the **buzz** about? There's been a great deal of conversation about this article from the Chronicle of Higher Education <http://chronicle.com/article/The-Shadow-Scholar/125329/>. It's an interview with a person (using a pseudonym) who writes custom papers for students. The chat associated with it is also interesting (and certainly contentious). Much food for thought.
- Our very own Sue Grider won the first **TRIPLE P Award**, which recognizes IT staff members who move the campus forward by embodying the "triple P" ethos--proactive, process, and prevention. It is through Sue's hard work and dedication, for example, that the CFC won a National Award from Campus Technologies magazine last year. Congratulations to Sue on this well-deserved honor.

Services:

- The **Scholarship of Teaching and Learning** begins with your classroom. What have you done this semester that worked? What have you done this semester that didn't work? Both of these questions can form the basis of a SoTL project. For more information on designing a SoTL project, contact BJ White, the SoTL Faculty Fellow (whiteb@wcu.edu), or Laura Cruz (lcruz@wcu.edu).
- Interested in having a **guest speaker** for your class? The Wimba Meeting tool can bring them to your classroom without having to pay for travel and other associated costs, and with less hassle than SKYPE. Through Wimba, your speaker and your class can share chat, video, documents, and more, whether in a face to face or online classroom. If you're interested in setting up a session, please contact John Hawes (X2931) or jhawes@wcu.edu.
- Don't forget that the CFC supports several kinds of **research software**. If you're interested in GIS, SPSS, SAS, Atlas TI, or Qualtrix (on-line surveys), we've got them available and ready for you to jump into serious research over the upcoming holidays. Contact John Hawes (X2931 or jhawes@wcu.edu) for more information.

Workshops

- **E-Briefcase Sneak Preview** - Come learn about a new tool being utilized in Blackboard 9.1, the Education Briefcase (ebriefcase.wcu.edu). Meet with members of the Education Briefcase development team to learn how the eBriefcase is being used beginning with students enrolled in ENGLISH 101 this Fall. The eBriefcase allows students to develop and refine artifacts in academic and co-curricular experiences that meet the QEP learning outcomes (qep.wcu.edu). The goal is to assist students in building a tool that will facilitate, synthesize, and document their learning, showcase their success while at WCU, create professional level presentations regarding their accomplishments, and help them to land their dream job or pursue advanced study following graduation. **Monday, November 29, 2010 – 10:00-11:00 AM – Hunter 156**
- **Online Instructor Certification training** - Online/Ongoing. The time has come to learn and play with WCU's new learning management system - Blackboard. This redesigned, self-paced course equips instructors with online teaching concepts, details on the tools and capabilities of the new system, and additional instructional resources available at WCU. Register with Robert Crow at rcrow@wcu.edu, or 2761.

Self-Help!

Please take a moment to look at our self-help tutorial videos and step sheets under the Tutorials at the following URL: <http://sandbox.wcu.edu/>.

LMS Self-Help - We have Instructor Tutorials for Blackboard available on the main page after you log in to Blackboard, under the Instructor Resources tab. Under the sub-tab Instructor Tutorials, there are PDF documents and videos to assist you in becoming more familiar with the new Learning Management System.

EXHIBIT DD

COMPLEX PROGRAM OR COURSE CHANGE

AA-5 FORM

WESTERN CAROLINA UNIVERSITY
OFFICE OF THE PROVOST

COURSE AND PROGRAM PROPOSAL FORM

<p>1. Current Course Prefix/Number:</p> <p>2. Current Course or Program Title: B. S. in Communication</p> <p>3. Current Course or Program Level: <input checked="" type="checkbox"/> undergraduate <input type="checkbox"/> graduate <input type="checkbox"/> senior/graduate concurrent</p>	<p>4. Type of Request</p> <table border="0"> <tr> <td><input type="checkbox"/> New course</td> <td><input type="checkbox"/> Course prereq/coreq change</td> </tr> <tr> <td><input type="checkbox"/> Course title change</td> <td><input type="checkbox"/> Course activity change (lab,lec)</td> </tr> <tr> <td><input type="checkbox"/> Course description change</td> <td><input type="checkbox"/> Liberal Studies proposal</td> </tr> <tr> <td><input type="checkbox"/> Course number change</td> <td><input type="checkbox"/> New program proposal</td> </tr> <tr> <td><input type="checkbox"/> Course credit change</td> <td><input checked="" type="checkbox"/> Program change</td> </tr> <tr> <td><input type="checkbox"/> Prefix change</td> <td><input type="checkbox"/> Deletion of program</td> </tr> <tr> <td><input type="checkbox"/> S/U grading</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Course deletion</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> New course	<input type="checkbox"/> Course prereq/coreq change	<input type="checkbox"/> Course title change	<input type="checkbox"/> Course activity change (lab,lec)	<input type="checkbox"/> Course description change	<input type="checkbox"/> Liberal Studies proposal	<input type="checkbox"/> Course number change	<input type="checkbox"/> New program proposal	<input type="checkbox"/> Course credit change	<input checked="" type="checkbox"/> Program change	<input type="checkbox"/> Prefix change	<input type="checkbox"/> Deletion of program	<input type="checkbox"/> S/U grading		<input type="checkbox"/> Course deletion	<input type="checkbox"/> Other:
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<input type="checkbox"/> S/U grading																	
<input type="checkbox"/> Course deletion	<input type="checkbox"/> Other:																
<p>*Additional information, as indicated in the Additional Information section of this form, must be provided with each request for action. Type the information into the text box that corresponds to the specific question. ** Liberal Studies courses require supplementary materials.</p>																	
<p>4. Current course or program description as it appears in present catalog (copy and paste from online catalog): Please see attachment A</p>																	
<p>5. Proposed course or program description in catalog format : Please see attachment B</p>																	
<p>6. Description of how course will count in degree audit:</p>																	
<p>7. Credit hours including variable or repeat credit provisions: N/A</p>	<p>8. Course type: <input type="checkbox"/> lecture <input type="checkbox"/> laboratory <input type="checkbox"/> seminar <input type="checkbox"/> activity <input type="checkbox"/> other (specify:)</p>																
<p>9. Scheduled student meeting hours per week: N/A</p>	<p>10. Course(s) with which proposed course will be concurrently scheduled: N/A</p>																
<p>11. *Semester and year proposal to become effective: Spring 2009 * The change will be effective the term immediately following approval unless a different date in the future is specified.</p>	<p>12. Semester (s) course to be offered: N/A</p>																

APPROVAL SIGNATURES:

If an AA5 has been submitted electronically to the Provost Office for review, it is assumed that it has been approved by the submitting department, college/ dean and other approval levels needed prior to being submitted to the Provost/Designee.

Provost/Designee Signature

(date)

After final approval, the Provost will (a) distribute copies to: Registrar, Department Head, Dean, and Graduate Dean (if applicable).

Additional information to accompany AA-5 proposals

AA-5 is used for new courses, new program proposals, more than two changes to existing courses, or any changes to liberal studies courses.

- For *Liberal Studies* course proposals, complete items 3-5 below only, and attach the appropriate Liberal Studies Course Proposal Form with syllabus.
- For *all other proposals* complete items 1-4 below.
 - For *new course* proposals, also complete items 5-7 below and only those items 8-9 below that are relevant. Attach a syllabus showing projected faculty, content and organization of the course, description of learning experiences and evaluation (number and identify as indicated).
 - For *modifications to existing courses*, also complete any items 8-9 that are relevant (number and identify as indicated).

1. Purpose and objectives of the proposal.

- a. What is being proposed? Why is it being proposed? Whose needs are to be met?

This proposal is to modify the B.S. degree in communication, transition the print media concentration to digital journalism, and transition the training and development concentration to organizational communication.

Why is it being proposed?

During the 2007-08 academic year the faculty in the Department of Communication undertook a major assessment of the B.S. in Communication degree program. The assessment included review of communication programs at Western's designated peer institutions and selected aspirational peer institutions.

The result of the assessment was the redesign of the degree program. As a part of the redesign, the number of required core classes for the degree was reduced and the number of hours for each concentration was standardized.

The current degree program has five prefixes, one for each of the concentrations in the Department of Communication. As a result of the assessment it is proposed that the five prefixes be eliminated in favor of one prefix; COMM.

The print media concentration transitions into an interdisciplinary digital journalism concentration and is the result of an independent consultant's recommendation that the present journalism program move from the English department to the Department of Communication and be merged with the print media concentration. The Departments of Communication and English appointed a joint committee to accomplish the task.

The proposed changes include the transition of the very specialized concentration in training and development into a broader and more flexible concentration in organizational communication.

Whose needs are to be met?

The proposed program clarifies the B.S. in Communication degree program for the prospective student and brings the program in line with Western's peers and the department's aspirational peers. One of the unique qualities of the communication industry is how quickly the industry changes. The proposed program focuses on what students absolutely have to have to be prepared for a career in communication and at the same time provides the student the academic freedom and flexibility to select electives in areas of professional interest, a second major, a minor, an approved program, international study, or preparation for graduate school as a part of the 120 hour degree program.

- b. Discuss the congruence of the request with goals and plans of the department, college and university.

At the request of the department and with the approval of the Provost, in the spring of 2007 Dr. Jeremy Lipshultz of the University of Nebraska at Omaha was retained by the department to evaluate the communication program and provide recommendations as to how the Department of Communication, Theatre, Dance, and Motion Pictures should be divided. As a part of Dr. Lipshultz's written report it was recommended that communication needed to stand alone as a department. It was also recommended that the journalism program be moved from the English department to a new communication department. As a part of the report it was suggested that the new department review its programs and consider updating the programs to come more into line with peer institutions. Further, the faculty determined that the training and development concentration was too narrowly focused and needed to be changed to a more flexible concentration in organizational communication.

In July 2007 the Department of Communication was formed with five concentration areas. Working with Dean Ford, the new department was ready to revise and update B.S. degree in communication. The faculty met approximately twice a month to assess the degree program and to make revisions. Programs at Western's peer institutions were examined as well

as four aspirational peer institutions. Throughout this process Dean Ford and associate deans Butcher and Michelsen were consulted. The result is the proposed program.

The B.S. in communication was a large cumbersome degree with a core of 26 hours and concentrations with as many as 33 hours in each of its five concentrations. The degree program used no less than 5 course prefixes. As a result of peer institution review the degree has been redesigned to include a pre-major of 6 hours, a core of 14 hours and each concentration is standardized at 18 hours. The 38 hour degree program combined with the 42 hours liberal studies program offers the student 40 hours with which to complete a minor, second major, be involved in international study or an approved program. The 5 course prefixes have been reduced to 1. Nine courses were deleted from the program as unnecessary or outdated. Students are required to have and maintain an overall GPA of 2.5 to help ensure the academic quality of our program. Simply put, the 120 hour degree program has been streamlined to afford students academic freedom to go deeply into areas of student learning interest and complete their degree in four years.

In compliance with the QEP, the department continues its history of offering courses involved in engaged learning as an integral part of the program. As examples: students in the capstone public relations course work with real clients developing public relations campaigns and programs that have been successfully implemented by the clients in the region. Students in training and development classes have taken on clients for students to work with. Radio Production students are involved each semester with a community project and often produce the radio advertising components for the capstone public relations course as well. The interpersonal communication class engages students in an off-campus "low ropes" team building course. This past year television students were involved in the production of two documentary programs that aired on the History and A & E Channels for which Western Carolina University received credits.

The department has a successful internship program with a history of placing students in outstanding full-semester internships, despite the perception that Western is remote and cannot provide these opportunities. Students routinely do internships in some of the largest markets in the United States and Europe. Recent examples include: Talent Development at CNN, Atlanta - ABC Radio Networks, Dallas - NBC News Channel, Charlotte - WFTV ABC TV, Orlando - CBS Radio, Charlotte - BBC Radio, London - Master Control, Turner Studios, Atlanta - WTVD ABC TV, Raleigh - Clear Channel Radio, Asheville, Greenville, Spartanburg market - Hueneye Communications, Montreal - Marketing Department, CNN, Atlanta - NASA Public Information Office, Houston.

Ahead of the released report from UNC Tomorrow the department decided to specifically require intercultural communication as a part of the proposed degree's core for all majors. The new proposed concentration in digital journalism requires a course in cultural geography at the specific request of a dozen industry representatives consulted about the new program. The proposed concentration in digital journalism is an interdisciplinary program making efficient use of university resources.

The proposed degree revisions are in congruence with the goals and plans of the department, college and university.

2. Effect on other courses, programs and academic units.

List other departments or colleges affected by the proposal. Include a signed consultation form summarizing the effect the proposal will have on those colleges and/or departments. List any similar courses already being offered in the university and the steps taken to determine that one of these courses cannot be used. (scan and paste or copy and paste an email correspondence into the text box)
See attachment C

3. Instructional resources and support. Will approval of the proposal result in a request for additional faculty, equipment, supplies and/or other support?

a. If yes, state specifically the nature and the estimated costs of the support which will be required. Discuss additional resource needs, both immediate and long term (five years or more).

The new concentration in digital journalism will require both capital expenses to establish a central news room and reoccurring funding to pay for the Associated Press news service. As it grows the program will require one new faculty member.

Estimated Capital Expenses

A central news room will serve as the hub for the digital journalism program. The news room will service WWCU, the CAT television studio, and the proposed Internet-based news product. The Internet-based news product is planned to be a public news website created by academically supervised students engaged in academic activities in the degree program.

The central news room will require a physical location the size of a classroom and must be configured as a news room with an Associated Press ENPS news production/server system. The room will require a limited number of desk-top computers, a limited number of laptop computers for location reporting, multiple laptop ports, and wireless capability. Portable video cameras and audio recorders will be required for remote reporting.

The room requires cable television service with multiple dedicated television displays, one for each news channel. The room requires police scanners and a dedicated State of North Carolina traffic camera workstation. A scaled-down green-screen video news set for recording and posting stories to the web is required.

The news room will be networked with WWCU and the CAT television studio, along with all of the computers in an electronic classroom (s). All workstations will have access to the Associated Press news service and be able to post and

retrieve stories to the central server. A student in an electronic classroom can write and post a story to WWCU, the CAT television studio, or the Internet-based news product and visa versa.

Capital and Reoccurring Expenses

The estimated costs, outside of the physical room itself, are approximately \$250,000 to establish the facility. The facility will require service contracts and software upgrades each year for the facility to remain viable and industry relevant.

Annual support for the facility will include the Associated Press news service and software leases of approximately \$20,000 per year. Upgraded software and engineering support for the facility are approximately \$8,000 per year.

Additional Faculty

As of fall 2008, the combined programs of print media in communication and journalism in English total 28 students. The communication department presently has one faculty member specializing in writing for communication media who will teach two of the six core courses required for the new digital journalism concentration. As this is an interdisciplinary program English has one faculty member who will be teaching two of the six core classes in the program.

Because this is an interdisciplinary program, the present positions are adequate for the start up of the program. The two remaining courses in the core are taught outside the departments of communication and English.

Based upon anticipated growth of the program and because the news room will be in the Department of Communication, the department has asked for an associate professor position to support the program with expanded elective course offerings as a part of its 2009-10 staffing plan.

- b. If no, what adjustments will be made to accommodate the proposal within existing resources? Discuss specific reductions and adjustments.

4. Library resources.

Summarize the adequacy of available resources to support the proposal.

- a. List resources needed in addition to current holdings. For new courses and programs, document resources needed in both the WCU library and the UNCA library. Include a consultation form signed by the University Librarian indicating that the resource issues have been discussed and resources and services are sufficient to support the course or program.

New Course/Program Library Consultation Form
To be completed for all proposed new courses and programs

Faculty Name: Donald Connelly

Proposed Course or Program Name: Major in Communication, B.S. degree

Course or Program Description: Liberal Studies Hours: 42. The major requires 38 hours, including a 6 hour pre-major, 14 hours in communication core courses and an 18-hour concentration.

Statement on Library Resources: Current library resources and funding are prepared to support this degree program.

Date: 07/31/08



Heath Martin
Collection Development Librarian

5. Scheduling.

- a. How often will the course be offered? Give the rationale for schedule of offerings. N/A
b. What are the maximum and minimum numbers of students to be served? What majors do you expect to enroll? N/A

6. Demand for the course.

- a. List the program(s) in which the new course will be required. What effect will the proposed course have upon the total hour requirements in the major/minor/elective components of the program(s)? N/A
b. List the program(s) in which the new course will be an elective. What are the majors of students likely to enroll for elective credit? N/A
c. Is the course needed as a service to departments and/or programs outside the home department and/or college? Explain. N/A

7. Course deletion. Is the new course proposal being paired with a course deletion? Explain. N/A

8. Change of course level. Explain the changes being made in content to make the course appropriate to the level being requested. N/A

9. Credit hour change.
 - a. Explain what changes in course content justify the change in credit hours. N/A
 - b. Discuss the effect the change will have on the total requirements in the major/minor/elective components of the program(s) of which it is a part. N/A

ATTACHMENT A
CURRENT B.S. IN COMMUNICATION
DEPARTMENT OF COMMUNICATION
August 8, 2008

Communication, B.S.

Liberal Studies Hours: 42

Click below to view the requirements for the Liberal Studies Program.
[Liberal Studies Program Requirements](#)

Major Requirements

The major requires 47 hours, including 26 required hours in communication core courses (CMCR) and a 21-23 hour concentration.
Required Communication Core Courses, 26 hours:

- BA 300 - Business Communications Credits: (3)
- or ENGL 401 - Writing for Careers Credits (3)
- CMCR 140 - Introduction to Communication Media Credits: (3)
- CMCR 150 - Interpersonal Communication Credits: (3)
- CMCR 250 - Public Communication Credits: (3)
- CMCR 296 - Introduction to Professional Development Credits: (1)
- CMCR 301 - Writing for Communication Media Credits: (3)
- CMCR 350 - Communication Theory Credits: (3)
- CMCR 365 - Communications Ethics and Responsibilities Credits: (3)
- CMCR 483 - Internship in Communications Credits: (3, R9)
- CMCR 496 - Seminar in Professional Development Credits: (1)

Concentrations

Concentrations, at least 21-23 hours, selected from:

Broadcasting

Required Courses

- BCST 352 - Writing for Broadcast Credits: (3, R6)
- BCST 354 - Radio Production I Credits: (3)
- BCST 355 - Television Production I Credits: (3)
- BCST 454 - Radio Production II Credits: (3)
- BCST 455 - Television Production II Credits: (3)
- LAW 406 - Media Law Credits: (3)

6 Hours Selected From:

- BCST 351 - Introduction to Television Studies Credits: (3)
- BCST 451 - Advanced Studies in Television Studies Credits: (3)
- BCST 456 - Broadcast Operations Credits: (3)
- BCST 457 - Radio and Television Programming Credits: (3)
- BCST 458 - Broadcast Sales and Promotion Credits: (3)
- BCST 459 - Broadcast News Credits: (3)
- BCST 493 - Selected Topics in Broadcasting Credits: (3, R9)
- CMPM 306 - Introduction to Multimedia Credits: (3)

or 3 hours of advisor-approved courses

Broadcast Sales

Required courses

- BCST 458 - Broadcast Sales and Promotion Credits: (3)
- CMPM 303 - Public Relations Writing Credits: (3)
- ENT 201 - Introduction to Entrepreneurship Credits: (3)
- MKT 301 - Principles of Marketing Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 310 - Consultative Selling Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3)
- MKT 410 - Sales Management and Negotiation Credits: (3)
- MKT 411 - Marketing Strategy (for non-marketing majors) Credits: (3)

6 hours selected from:

- BCST 352 - Writing for Broadcast Credits: (3, R6)
- BCST 354 - Radio Production I Credits: (3)
- BCST 355 - Television Production I Credits: (3)
- BCST 457 - Radio and Television Programming Credits: (3)
- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 403 - Advertising Management Credits: (3)
- MKT 405 - Business and Organizational Marketing Credits: (3)

or 3 hours of advisor approved courses

Communication Training and Development (CMTD)

Required Courses

- CMTD 312 - Small Group Communication Credits: (3)
- CMTD 313 - Conflict Resolution Credits: (3)
- CMTD 315 - Organizational Communication Credits: (3)
- CMTD 416 - Communication Training and Development Credits: (3)

9 Hours Selected From:

- CMHC 314 - Advanced Professional Speaking Credits: (3)
- CMHC 410 - The Rhetoric of Performance Credits: (3)
- CMHC 411 - Rhetorical Theory and Criticism Credits: (3)
- CMHC 414 - Gender Communication Credits: (3)
- CMHC 415 - Intercultural Communication Credits: (3)
- CMPM 306 - Introduction to Multimedia Credits: (3)
- CMTD 493 - Selected Topics in Communication Training and Development Credits: (3, R9)

or 3 hours of advisor-approved courses

Print Media (CMPM)

Required Courses

- CPM 303 - Public Relations Writing Credits: (3)
- CPM 304 - Magazine and Feature Writing Credits: (3)
- CPM 306 - Introduction to Multimedia Credits: (3)
- CPM 401 - Editing for Communication Media Credits: (3)
- CPM 404 - Desktop Publishing Credits: (3, R6)

6 Hours Selected From:

- CPM 302 - Reporting of Public Affairs Credits: (3, R6)
- CPM 305 - Sports Writing Credits: (3)

- CMPM 402 - Print Media Production Credits: (3)
- CMPM 403 - Association Communications Credits: (3)
- CMPM 406 - Advanced Multimedia Credits: (3)
- CMPM 493 - Selected Topics in Print Media Credits: (3, R9)
- CMPR 360 - Introduction to Public Relations Credits: (3)
- CMTD 315 - Organizational Communication Credits: (3)

or 3 hours of advisor-approved courses

Public Relations (CMPR)

Required Courses

- CMPM 303 - Public Relations Writing Credits: (3)
- CMPM 401 - Editing for Communication Media Credits: (3)
- CMPM 404 - Desktop Publishing Credits: (3, R6)
- CMPR 360 - Introduction to Public Relations Credits: (3)
- CMPR 365 - Public Relations Case Studies Credits: (3)
- CMPR 460 - Public Relations Campaigns Credits: (3)

3 Hours Selected From:

- CMPM 304 - Magazine and Feature Writing Credits: (3)
- CMPM 306 - Introduction to Multimedia Credits: (3)
- CMPM 403 - Association Communications Credits: (3)
- CMPR 400 - Crisis Communications Credits: (3)
- CMPR 493 - Selected Topics in Public Relations Credits: (3, R9)
- CMTD 315 - Organizational Communication Credits: (3)

or 3 hours of advisor-approved courses

Additional Requirements

At least 30 hours taken at WCU must be at the junior-senior level to meet one of the general university degree requirements. To continue in the program, students must earn a grade of C or better in each course required for the major and maintain a 2.5 overall GPA. In lieu of a declared minor, a student may elect to take 18 hours of Junior/Senior level courses. Hours may be in any subject area except the required core courses and courses required for the declared concentration.

ATTACHMENT B
PROPOSED B.S. IN COMMUNICATION
DEPARTMENT OF COMMUNICATION
August 8, 2008

DEPARTMENT OF COMMUNICATION

MAJOR IN COMMUNICATION, B.S. DEGREE

Liberal Studies Hours: 42

The major requires 38 hours, including a 6 hour pre-major, 14 hours in communication core courses and an 18-hour concentration.

Communication Pre-major, 6 hours:

COMM 150 -- Interpersonal Communication, 3 hours

COMM 240 -- Writing for Communication, 3 hours

Communication Core Courses, 14 hours:

COMM 296 -- Introduction to Professional Development, 1 hour

COMM 345 -- Public and Mediated Speaking, 3 hours

COMM 350 -- Communication Theory and Criticism, 3 hours

COMM 415 -- Intercultural Communication, 3 hours

COMM 483 -- Professional Internship, 3 hours

COMM 496 -- Seminar in Professional Development, 1 hour

Concentrations, 18 hours, selected from:

Broadcasting: COMM, 254, 255, 352; LAW 406 required; 6 hours of communication department electives.

Broadcast Sales: COMM 458; ENT 201; MKT 301, 306, 310 required; 3 hours of marketing electives.

Digital Journalism: COMM 330, 430, ENGL 303, ENGL 313, GEOG 103, LAW 406 required. (To be admitted to the Digital Journalism concentration a student must receive a B or higher in ENGL 101, 102 and COMM 240.)

Public Relations: COMM 260, 303, 404, 365, 460 required; 3 hours of communication department electives.

Organizational Communication: COMM 215, 312, 313, 414 required; 6 hours of communication department electives.

General Requirements for all Communication Majors

To become a communication major the student first declares the communication pre-major and must make a C or better in COMM 150 and COMM 240. Upon successful completion of the pre-major, the student will be admitted as a communication major. To continue in the program, a student must earn a grade of C or better in each course required for the major and maintain a 2.5 overall GPA. To complete the program, a total of 40 hours is required, including a minor, second major, or other approved program and student selected general electives. At least 30 hours taken at WCU must be at the junior-senior level to meet one of the general university degree requirements.

ATTACHMENT C
CONSULTATIONS FOR THE PROPOSED B.S. IN COMMUNICATION
DEPARTMENT OF COMMUNICATION
August 8, 2008

2. Effect on other courses, programs and academic units.

The following departments will be affected by the proposal:

College of Arts and Sciences - Multi-media Minor – Women’s Studies
College of Business – Minor in Sport Management – Center for Professional Selling
College of Education and Allied Professions- Multi-media Minor, Second Academic Concentrations for Teacher Education Program
College of Fine and Performing Arts- Multi-media Minor
College of Health and Human Sciences – Minor in Emergency Management
Honors College – Humanities Program Double Majors - Broadcasting
Kimmel School of Construction Management and Technology- Multi-media Minor
Liberal Studies Oversight Committee

Department of Chemistry
Department of English
Department of Stage and Screen

The following are the electronic consultations with the above colleges and departments:

College of Arts and Sciences - Multi-media Minor

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Multi-Media Minor
(proposed course or program)

From: Wendy Ford
Sent: Thursday, June 19, 2008 8:47 AM
To: Donald Connelly
Cc: Niall Michelsen
Subject: RE: Revised - Changes in the Communication Degree Program - Consultation Form - Multi-Media Program

Good work, Don!

I will wait and sign at the dean approval stage.

Warmly,
Wendy

College of Arts and Sciences – Women’s Studies

From: Marilyn Chamberlin
Sent: Wednesday, August 20, 2008 8:58 AM
To: Donald Connelly
Subject: RE: Consultation

Don,
It worked this time. See my agreement below.
Thanks, Marilyn

Dr. Marilyn Chamberlin
Department of Anthropology and Sociology
108B McKee
Cullowhee NC 28723
Phone: 828-227-3839
Fax: 828-227-7061

-----Original Message-----
From: Donald Connelly
Sent: Wednesday, August 20, 2008 8:54 AM
To: Marilyn Chamberlin
Subject: Consultation

I eliminated the original web content, which may have been the problem.

ELECTRONIC CONSULTATION FORM
(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Interdisciplinary Minor in Women’s Studies
(proposed course or program)

I Marilyn Chamberlin, Director of Women’s Studies, agree with the proposal for the following reasons:

(agree with, disagree with, am uncertain about, was informed about)

8/20/08
Date

From: Debra Burke
Sent: Tuesday, June 24, 2008 1:40 PM
To: Donald Connelly
Subject: Changes in the Communication Degree Program - Consultation Form - Sports Management Major

From: Donald Connelly
Sent: Friday, June 20, 2008 7:55 AM
To: Debra Burke
Subject: Changes in the Communication Degree Program - Consultation Form - Sports Management Major
Importance: High

Debra,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The consultation form below reflects the program as it is in the catalog with the proposed communication changes highlighted in yellow that will affect the program.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Major in Sport Management
(proposed course or program)

S/Debra Burke

Sport Management, B.S.

[Add program to portfolio.](#)

 [Return to: Business Administration and Law, Hospitality and Tourism, and Sport Mgt.](#)

Liberal Studies Hours: 42

Click below to view the requirements for the Liberal Studies Program.
[Liberal Studies Program Requirements](#)

Major Requirements

The major requires 73-76 hours as follows:

Core courses (55 hours)

- ACCT 161 - Accounting for the Non-Business Major Credits: (3)
- or
- ACCT 251 - Accounting Principles I—Financial Credits: (3)
- CIS 110 - Introduction to Computer Information Systems Credits: (3)
- or
- CS 130 - Introduction to Computing Credits: (3)
- ECON 231 - Introductory Microeconomics and Social Issues Credits: (3)
- MGT 300 - Introduction to Management Credits: (3)
- MKT 301 - Principles of Marketing Credits: (3)
- SM 260 - Introduction to Sport Management Credits: (3)
- SM 340 - Sport Ethics Credits: 3
- SM 380 - Independent Study Credits: (1-3, R3)
- or
- SM 383 - Apprenticeship Credits: (1, R3)
- or
- SM 389 - Cooperative Education in Sport Management Credits: (1 or 3, R15)
- SM 415 - Legal Issues for the Sport Practitioner Credits: (3)
- SM 423 - Sociology of Sport Credits: (3)
- SM 435 - Event and Facility Management and Marketing Credits: (3)
- SM 445 - Sport Administration Credits: (3)
- SM 460 - Financial Aspects of Sport Credits: (3)
- SM 461 - Sport Marketing Credits: (3)
- SM 484 - Internship in Sport Management Credits: (6)
- SM 485 - Internship in Sport Management Credits: (6)
- SM 495 - Sport Management Seminar Credits: (3)

Concentrations Hours: 18-21 selected from:

Athletic Administration:

If a student intends to select an internship in coaching, a coaching minor is required.

- CMPR 360 - Introduction to Public Relations Credits: (3) **changes to COMM 260 - Introduction to Public Relations Credits: (3)**
- LAW 315 - Athletics and the Law Credits: (3)
- SM 315 - Introduction to Intramurals and Recreational Sport Management Credits: (3)

Select three from:

- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 304 - Consumer Behavior Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 405 - Business and Organizational Marketing Credits: (3)
- MKT 407 - Global Marketing Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3)
- MKT 410 - Sales Management and Negotiation Credits: (3)

Event and Facility Management and Marketing:

- CM 424 - Facilities Management Credits: (3)
- MGT 302 - Labor-Management Relations Credits: (3)
- SM 315 - Introduction to Intramurals and Recreational Sport Management Credits: (3)

- SM 330 - Aquatic Recreation Management Credits: (3)

Select two from:

- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 304 - Consumer Behavior Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 405 - Business and Organizational Marketing Credits: (3)
- MKT 407 - Global Marketing Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3)
- MKT 410 - Sales Management and Negotiation Credits: (3)

Exercise Science and Fitness Management:

- CHEM 132 - Survey of Chemistry I Credits: (4)
- CHEM 133 - Survey of Chemistry II Credits: (4)
- ND 330 - Human Nutritional Needs Credits: (3)
- PE 423 - Kinesiology Credits: (3)
- PE 425 - Exercise Physiology Credits: (3)

And

- BIOL 291 - Human Anatomy and Physiology I Credits: (4)
- or
- BIOL 292 - Human Anatomy and Physiology II Credits: (4)
- or
- PE 335 - Anatomy and Physiology Credits: (3)

Professional Sport Management:

- CMPR 360 - Introduction to Public Relations Credits: (3) **changes to COMM 260 - Introduction to Public Relations Credits: (3)**
- LAW 230 - Legal Environment of Business Credits: (3)
- or
- LAW 315 - Athletics and the Law Credits: (3)
- MGT 302 - Labor-Management Relations Credits: (3)

Select three from:

- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 304 - Consumer Behavior Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 405 - Business and Organizational Marketing Credits: (3)
- MKT 407 - Global Marketing Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3)

Sales:

- ACCT 251 - Accounting Principles I—Financial Credits: (3)
- or
- ACCT 252 - Accounting Principles II—Managerial Credits: (3)
- LAW 230 - Legal Environment of Business Credits: (3)
- MGT 401 - Small Business Management Credits: (3)

Select three from:

- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 304 - Consumer Behavior Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 407 - Global Marketing Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3)
- MKT 410 - Sales Management and Negotiation Credits: (3)

Sports Information:

- CMCR 140 - Introduction to Communication Media Credits: (3) changes to COMM 140 - Introduction to Communication Media Credits: (3)
- CMCR 301 - Writing for Communication Media Credits: (3) changes to COMM 240 – Introduction to Media Writing Credits: (3)
- CPM 303 - Public Relations Writing Credits: (3) changes to COMM 303 - Public Relations Writing Credits: (3)
- CPM 304 - Magazine and Feature Writing Credits: (3) changes to COMM 304 - Magazine and Feature Writing Credits: (3)
- CPM 305 - Sports Writing Credits: (3) changes to COMM 305 - Sports Writing Credits: (3)
- CMPR 360 - Introduction to Public Relations Credits: (3) changes to COMM 260 - Introduction to Public Relations Credits: (3)

I _____ the proposal for the following reasons:

(agree with)

6/25/2008

Date

S/Debra Burke

-----Original Message-----

From: Debra Burke
Sent: Friday, October 24, 2008 9:51 AM
To: Donald Connelly
Cc: Gary Jones
Subject: RE: ENGL 401 and BA 300

Yes--thank you.

From: Donald Connelly
Sent: Friday, October 24, 2008 9:39 AM
To: Debra Burke; Elizabeth Addison
Subject: ENGL 401 and BA 300

Drs. Burke and Addison,

As a part of the Department of Communication degree revisions, majors in communication will no longer be required to take either BA 300 or ENGL 401 effective with the fall 2009 semester. I am sending this notice as a form of consultation. Could you please reply that you have received this notice?

Thank you for your assistance.

Best Regards,

Don Connelly - CRME
Head, Department of Communication
Associate Professor of Communication
828.227.3851
<http://paws.wcu.edu/connelly>
P Please consider the environment before printing this email.

College of Business - Center for Professional Selling

Broadcast Sales Concentration Changes

From: Donald Connelly

Sent: Wednesday, July 02, 2008 9:03 AM

To: James DeConinck

Subject: Changes in the Communication Degree Program - Consultation Form - Broadcast Sales concentration

Importance: High

Jim,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The other major change is in the communication degree. The number of hours in each concentration, some of which require over 30 hours, are being reduced to 18 hours. This change is based on upon peer institution analysis and the desire to provide students more academic freedom to focus on a particular area of interest.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Changes to the B.S. in Communication degree with a concentration in Broadcast Sales
(proposed course or program)

Required courses

- BCST 458 - Broadcast Sales and Promotion Credits: (3) changes to COMM 458 - Broadcast Sales and Promotion Credits: (3)
- CPM 303 - Public Relations Writing Credits: (3) class dropped as requirement
- ENT 201 - Introduction to Entrepreneurship Credits: (3)
- MKT 301 - Principles of Marketing Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)
- MKT 310 - Consultative Selling Credits: (3)
- MKT 409 - Negotiations/Relationship Marketing Credits: (3) class dropped as requirement
- MKT 410 - Sales Management and Negotiation Credits: (3) class dropped as requirement
- MKT 411 - Marketing Strategy (for non-marketing majors) Credits: (3) class dropped as requirement

6 hours selected from: changes to 3 hours of marketing electives

- BCST 352 - Writing for Broadcast Credits: (3, R6) class dropped as requirement
- BCST 354 - Radio Production I Credits: (3) class dropped as requirement
- BCST 355 - Television Production I Credits: (3) class dropped as requirement
- BCST 457 - Radio and Television Programming Credits: (3) class dropped as requirement
- MKT 302 - Integrated Marketing Communications Strategy Credits: (3)
- MKT 403 - Advertising Management Credits: (3)
- MKT 405 - Business and Organizational Marketing Credits: (3)

I Jim DeConinck the proposal for the following reasons:

(agree with, disagree with, am uncertain about, was informed about)

The recommended changes fit the objectives of the communication major to allow more flexibility for their students.

7/02/08

Date

Minor in Broadcast Sales

From: Donald Connelly

Sent: Wednesday, July 02, 2008 9:03 AM

To: James DeConinck

Subject: Changes in the Communication Degree Program - Consultation Form - Broadcast Sales minor

Importance: High

Jim,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Minor in Broadcast Sales

[Add program to portfolio.](#)

Return to: [Programs](#)

Minor Requirements

This minor is designed to prepare students for a career in media sales. The minor requires 18 hours including:

- [BCST 458 - Broadcast Sales and Promotion Credits: \(3\)](#) [changes to COMM 458 - Broadcast Sales and Promotion Credits: \(3\)](#)
- [CMPM 303 - Public Relations Writing Credits: \(3\)](#) [changes to COMM 307 - Advertising Writing Credits: \(3\)](#)
- [MKT 306 - Introduction to Professional Selling Credits: \(3\)](#)
- [MKT 310 - Consultative Selling Credits: \(3\)](#)
- [MKT 409 - Negotiations/Relationship Marketing Credits: \(3\)](#)
- [MKT 410 - Sales Management and Negotiation Credits: \(3\)](#)

Note:

For students outside the Communication major minoring in Broadcast Sales:
A student majoring or minoring in Broadcast Sales cannot pass the above-listed courses with a grade below C- (minus) and still have that course count toward satisfying the minor in Broadcast Sales.

I [Jim DeConinck](#) the proposal for the following reasons:
([agree with](#), disagree with, am uncertain about, was informed about)

This change enables the communications department to tailor its program to better meet the needs of its students and to compete successfully for students against the best programs in the country. I fully support the proposal.

7/02/08

Date

College of Education and Allied Professions- Multi-media Minor

From: Dale Carpenter
Sent: Wednesday, June 18, 2008 8:02 AM
To: Michael Dougherty; Lee Nickles
Cc: Donald Connelly
Subject: RE: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program

See our agreement below.

Dale Carpenter
Associate Dean
College of Education and Allied Professions
Killian Bldg, Rm 222
Western Carolina University
Cullowhee, NC 28723
828-227-7311
828-227-7388 (fax)
carpenter@email.wcu.edu

From: Michael Dougherty
Sent: Tuesday, June 17, 2008 9:55 PM
To: Lee Nickles; Dale Carpenter
Subject: FW: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program
Importance: High

please respond
A. Michael Dougherty
Dean

From: Donald Connelly
Sent: Tuesday, June 17, 2008 3:30 PM
To: Michael Dougherty; Wendy Ford; Robert Kehrberg; Robert McMahan
Subject: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program

Deans Dougherty, Ford, Kehrberg, and McMahan,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The multi-media minor is an interdisciplinary program listed under the College of Arts and Sciences, the College of Education and Allied Professions, the College of Fine and Performing Arts, and the Kimmel School. The impact of the proposed changes is highlighted in yellow. Could you please review and return the consultation form below.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Multi-Media Minor
(proposed course or program)

Present:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose from:

[ART 320 - Intermedia in Contemporary Culture](#) Credits: (3)

[CMPM 306 - Introduction to Multimedia](#) Credits: (3)

[ENGL 313 - Authoring Multimedia](#) Credits: (3, R6)

Audio:

[MUS 383 - Music and Audio in Media](#) Credits: (3)

Textual:

[CMPM 404 - Desktop Publishing](#) Credits: (3, R6)

or

[ENGL 304 - Writing for Electronic Environments](#) Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- [EDCD 372](#)
- [EDEL 466](#)
- [EDEL 472](#)
- [ART 479 - Motion Graphics](#) Credits: (3, R6)
- [CMPM 406 - Advanced Multimedia](#) Credits: (3)
- [ECET 301 - Electrical Systems](#) Credits: (3)
- [ECET 302 - Instrumentation and Controls](#) Credits: (3)
- [ENGL 305 - Technical Writing](#) Credits: (3)
- [ENGL 307 - Professional Editing and Publishing](#) Credits: (3)
- [ENGL 310 - Introduction to Screenwriting](#) Credits: (3)
- [MUS 181 - Introduction to MIDI/Synthesis](#) Credits: (1)
- and [MUS 283 - Music Technology Methods](#) Credits: (1)

Proposed:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose From:

[ART 320 - Intermedia in Contemporary Culture](#) Credits: (3)

[CMPM 306 - Introduction to Multimedia](#) Credits: (3) (CMPM 306 is being dropped and being replaced in communication department programs with ENGL 313 as the two classes were essentially the same class)

or

[ENGL 313 - Authoring Multimedia](#) Credits: (3, R6)

Audio:

[MUS 383 - Music and Audio in Media](#) Credits: (3)

Textual:

COMM 404 - Desktop Publishing Credits: (3, R6) (Prefix change from CMPM)

or

ENGL 304 - Writing for Electronic Environments Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- EDCD 372
- EDEL 466
- EDEL 472
- ART 479 - Motion Graphics Credits: (3, R6)
- COMM 406 - Advanced Multimedia Credits: (3) (Prefix change from CMPM)
- ECET 301 - Electrical Systems Credits: (3)
- ECET 302 - Instrumentation and Controls Credits: (3)
- ENGL 305 - Technical Writing Credits: (3)
- ENGL 307 - Professional Editing and Publishing Credits: (3)
- ENGL 310 - Introduction to Screenwriting Credits: (3)
- MUS 181 - Introduction to MIDI/Synthesis Credits: (1)
- and MUS 283 - Music Technology Methods Credits: (1)

I _____ agree with _____ the proposal for the following reasons:
(agree with, disagree with, am uncertain about, was informed about)

[Dale Carpenter] June 18,2008

Date

**College of Education and Allied Professions - Second Academic Concentrations for
Teacher Education Program**

From: Dale Carpenter

Sent: Thursday, June 19, 2008 2:21 PM

To: Michael Dougherty; Donald Connelly

Cc: Lee Nickles

Subject: RE: Changes in the Communication Degree Program - Consultation Form - Teacher Education Program

Don,

Thanks for taking care of this. We agree and consultation form is included below.

Dale Carpenter

Associate Dean

College of Education and Allied Professions

Killian Bldg, Rm 222

Western Carolina University

Cullowhee, NC 28723

828-227-7311

828-227-7388 (fax)

carpenter@email.wcu.edu

From: Michael Dougherty

Sent: Thursday, June 19, 2008 2:01 PM

To: Donald Connelly

Cc: Lee Nickles; Dale Carpenter

Subject: RE: Changes in the Communication Degree Program - Consultation Form - Teacher Education Program

Thanks Don,
Lee Nickels and Dale Carpenter will get back to you on this.

A. Michael Dougherty

Dean

College of Education and Allied Professions

220 Killian Building

Cullowhee, NC 28723

828-227-7311

dougherty@email.wcu.edu



From: Donald Connelly

Sent: Thursday, June 19, 2008 1:43 PM

To: Michael Dougherty

Subject: Changes in the Communication Degree Program - Consultation Form - Teacher Education Program

Importance: High

Dean Dougherty,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The Second Academic Concentration for Teacher Education Program is listed on page 258 of the 2007-08 university catalog. The consultation form below reflects the program as it is in the catalog with the proposed communication changes highlighted in yellow that will affect the program. In the present program, as it appears in the catalog, CMHC 411 is listed and this course is being dropped from the communication program. CMTD 315 is being changed to CMTD 215. CMTD 412, 413, and 465 are included. In the 2006-07 catalog CMTD 412 became CMTD 312 and CMTD 413 became CMTD 313. CMCR 465 was changed to CMCR 365 in the 2006-07 catalog.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Present:

5. Communication Training and Development Hours: 18

Required courses:

- **CMCR 150 - Interpersonal Communication Credits: (3)** changes to **COMM 150 - Interpersonal Communication Credits: (3)**
- **CMCR 250 - Public Communication Credits: (3)** changes to **COMM 250 - Public Communication Credits: (3)**

Additional courses:

Select 12 hours from:

- **CMTD 316** CMTD 316 was changed to CMTD 416 in the 2006-07 catalog CMTD 416 **Comm Training and Development changes to COMM 416 Comm training and Development**
- **CMTD 412** CMTD 412 was changed to CMTD 312 in the 2006-07 catalog CMTD 312 **Small Group Communication changes to COMM 312 Small Group Communication**
- **CMTD 413** CMTD 413 was changed to CMTD 313 in the 2006-07 catalog CMTD 313 **Conflict Resolution changes to COMM 313 Conflict Resolution**
- **CMCR 465** CMCR 465 was changed to CMCR 365 in the 2006-07 catalog CMCR 365 **Communication Ethics and Responsibilities changes to COMM 365 Communication Ethics and Responsibilities**
- **CMCR 350 - Communication Theory Credits: (3)** changes to **COMM 350 - Communication Theory and Criticism Credits: (3)**
- **CMHC 314 - Advanced Professional Speaking Credits: (3)** changes to **COMM 314 - Advanced Professional Speaking Credits: (3)**
- **CMHC 411 - Rhetorical Theory and Criticism Credits: (3)** **Course being deleted form the program**
- **CMHC 414 - Gender Communication Credits: (3)** changes to **COMM 414 - Gender Communication Credits: (3)**
- **CMHC 415 - Intercultural Communication Credits: (3)** changes to **COMM 415 - Intercultural Communication Credits: (3)**
- **CMTD 315 - Organizational Communication Credits: (3)** changes to **COMM 215 - Organizational Communication Credits: (3)**
- **CMTD 493 - Selected Topics in Communication Training and Development Credits: (3, R9)** changes to **COMM 493 - Selected Topics in Communication Credits: (3, R9)**

I _____ agree with _____ the proposal for the following reasons:
(agree with, disagree with, am uncertain about, was informed about)

June 19, 2008 _____
Date

From: Donald Connelly
Sent: Tuesday, June 17, 2008 3:31 PM
To: Michael Dougherty; Wendy Ford; Robert Kehrberg; Robert McMahan
Subject: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program
Importance: High

Deans Dougherty, Ford, Kehrberg, and McMahan,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The multi-media minor is an interdisciplinary program listed under the College of Arts and Sciences, the College of Education and Allied Professions, the College of Fine and Performing Arts, and the Kimmel School. The impact of the proposed changes is highlighted in yellow. Could you please review and return the consultation form below.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Multi-Media Minor
(proposed course or program)

Present:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose from:

ART 320 - Intermedia in Contemporary Culture Credits: (3)

CMPM 306 - Introduction to Multimedia Credits: (3)

ENGL 313 - Authoring Multimedia Credits: (3, R6)

Audio:

MUS 383 - Music and Audio in Media Credits: (3)

Textual:

CMPM 404 - Desktop Publishing Credits: (3, R6)

or

ENGL 304 - Writing for Electronic Environments Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- EDCD 372

- EDEL 466
- EDEL 472
- ART 479 - Motion Graphics Credits: (3, R6)
- CMPM 406 - Advanced Multimedia Credits: (3)
- ECET 301 - Electrical Systems Credits: (3)
- ECET 302 - Instrumentation and Controls Credits: (3)
- ENGL 305 - Technical Writing Credits: (3)
- ENGL 307 - Professional Editing and Publishing Credits: (3)
- ENGL 310 - Introduction to Screenwriting Credits: (3)
- MUS 181 - Introduction to MIDI/Synthesis Credits: (1)
- and MUS 283 - Music Technology Methods Credits: (1)

Proposed:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose From:

ART 320 - Intermedia in Contemporary Culture Credits: (3)

CMPM 306 - Introduction to Multimedia Credits: (3) (CMPM 306 is being dropped and being replaced in communication department programs with ENGL 313 as the two classes were essentially the same class)

or

ENGL 313 - Authoring Multimedia Credits: (3, R6)

Audio:

MUS 383 - Music and Audio in Media Credits: (3)

Textual:

COMM 404 - Desktop Publishing Credits: (3, R6) (Prefix change from CMPM)

or

ENGL 304 - Writing for Electronic Environments Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- EDCD 372
- EDEL 466
- EDEL 472
- ART 479 - Motion Graphics Credits: (3, R6)
- COMM 406 - Advanced Multimedia Credits: (3) (Prefix change from CMPM)
- ECET 301 - Electrical Systems Credits: (3)
- ECET 302 - Instrumentation and Controls Credits: (3)

- ENGL 305 - Technical Writing Credits: (3)
- ENGL 307 - Professional Editing and Publishing Credits: (3)
- ENGL 310 - Introduction to Screenwriting Credits: (3)
- MUS 181 - Introduction to MIDI/Synthesis Credits: (1)
- and MUS 283 - Music Technology Methods Credits: (1)

I _____ agree _____ the proposal for the following reasons:
(agree with, disagree with, am uncertain about, was informed about)

Robert Kehrberg
Dean, CFPA

June 18,2008

Date

ELECTRONIC CONSULTATION FORM
To be completed and signed by the consulted person)

I was consulted by Don Connelly about the course prefix change proposal for communication classes.

B.S. Degree – Major in Emergency Management

CMCR 250 – Public Communication (3) will change to COMM 345 Public and Mediated Speaking (3)

CMPR 400 – Crisis Communications (3) will change to COMM 400 – Crisis Communications (3)

I Marie Huff agree with the proposal.
(Acting Dept. Head)

6/20/08
Date

Honors College – Humanities Program Double Majors – Broadcasting

From: Steve Carlisle

Sent: Wednesday, June 25, 2008 3:51 PM

To: Donald Connelly
Subject:

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Humanities Program Double Majors - Broadcasting
(proposed course or program)

Broadcasting Core (18 hours)

- BCST 352 - Writing for Broadcast Credits: (3, R6) changes to COMM 352 - Writing for Broadcast Credits: (3, R6)
- BCST 354 - Radio Production I Credits: (3) changes to COMM 254 - Radio Production I Credits: (3)
- BCST 355 - Television Production I Credits: (3) changes to COMM 255 - Television Production I Credits: (3)
- CMCR 140 - Introduction to Communication Media Credits: (3) changes to COMM 140 - Introduction to Communication Media Credits: (3)
- CMCR 483 - Internship in Communications Credits: (3, R9) changes to COMM 483 - Internship in Communications Credits: (3, R9)
- LAW 406 - Media Law Credits: (3)

Elective Broadcasting courses (9 hours selected from)

- BCST 351 - Introduction to Television Studies Credits: (3) changes to COMM 351 - Introduction to Television Studies Credits: (3)
- BCST 451 - Advanced Studies in Television Studies Credits: (3) changes to COMM 451 - Advanced Studies in Television Studies Credits: (3)
- BCST 454 - Radio Production II Credits: (3) changes to COMM 354 - Radio Production II Credits: (3)
- BCST 455 - Television Production II Credits: (3) changes to COMM 455 - Television Production II Credits: (3)
- BCST 456 - Broadcast Operations Credits: (3) changes to COMM 456 - The Business of Broadcasting Credits: (3)
- BCST 457 - Radio and Television Programming Credits: (3) changes to COMM 457 - Radio and Television Programming Credits: (3)
- BCST 458 - Broadcast Sales and Promotion Credits: (3) changes to COMM 458 - Broadcast Sales and Promotion Credits: (3)
- BCST 459 - Broadcast News Credits: (3) changes to COMM 430 - News Reporting II Credits: (3)

- BCST 493 - Selected Topics in Broadcasting Credits: (3, R9) changes to COMM 493 - Selected Topics in Communication Credits: (3, R9)
- CMPM 306 - Introduction to Multimedia Credits: (3) changes to COMM 306 - Introduction to Multimedia Credits: (3)
- MPTP 450 - Intermediate Directing Credits: (3)

I, Steve Carlisle, _____ the proposal for the following reasons:
(agree with)

June 25, 2008

Date

From: Ken Burbank
Sent: Wednesday, June 18, 2008 7:23 PM
To: Donald Connelly
Cc: Robert McMahan
Subject: FW: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program
Importance: High

Don-

We are fine with the request to change the prefixes for the communication courses in the Multi-Media Minor. Please note that ECET 302 is no longer offered by the Department of Engineering and Technology, and we look forward to working with the College of Fine and Performing Arts to update this minor.
Ken

Dr. Ken Burbank
Professor and Department Head
Department of Engineering and Technology
Western Carolina University
220 Belk Building
Cullowhee, NC 28723
828 227 2181
kburbank@wcu.edu

From: Robert McMahan
Sent: Tuesday, June 17, 2008 5:03 PM
To: Bradford Sims; Ken Burbank
Subject: FW: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program
Importance: High

Please let me know if this affects you/us (or if not). Thanks – Bob

From: Donald Connelly
Sent: Tuesday, June 17, 2008 3:31 PM
To: Michael Dougherty; Wendy Ford; Robert Kehrberg; Robert McMahan
Subject: Changes in the Communication Degree Program - Consultation Form - Multi-Media Program
Importance: High

Deans Dougherty, Ford, Kehrberg, and McMahan,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The multi-media minor is an interdisciplinary program listed under the College of Arts and Sciences, the College of Education and Allied Professions, the College of Fine and Performing Arts, and the Kimmel School. The impact of the proposed changes is highlighted in yellow. Could you please review and return the consultation form below.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Multi-Media Minor
(proposed course or program)

Present:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose from:

[ART 320 - Intermedia in Contemporary Culture](#) Credits: (3)

[CMPM 306 - Introduction to Multimedia](#) Credits: (3)

[ENGL 313 - Authoring Multimedia](#) Credits: (3, R6)

Audio:

[MUS 383 - Music and Audio in Media](#) Credits: (3)

Textual:

[CMPM 404 - Desktop Publishing](#) Credits: (3, R6)

or

[ENGL 304 - Writing for Electronic Environments](#) Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- [EDCD 372](#)
- [EDEL 466](#)
- [EDEL 472](#)
- [ART 479 - Motion Graphics](#) Credits: (3, R6)
- [CMPM 406 - Advanced Multimedia](#) Credits: (3)
- [ECET 301 - Electrical Systems](#) Credits: (3)
- [ECET 302 - Instrumentation and Controls](#) Credits: (3)
- [ENGL 305 - Technical Writing](#) Credits: (3)
- [ENGL 307 - Professional Editing and Publishing](#) Credits: (3)
- [ENGL 310 - Introduction to Screenwriting](#) Credits: (3)
- [MUS 181 - Introduction to MIDI/Synthesis](#) Credits: (1)
- and [MUS 283 - Music Technology Methods](#) Credits: (1)

Proposed:

The minor will consist of 18 hours with nine hours of core courses and nine hours of elective courses. Students will take one course in each of the three core areas:

Visual:

Choose From:

[ART 320 - Intermedia in Contemporary Culture](#) Credits: (3)

CMPM 306 - Introduction to Multimedia Credits: (3) (CMPM 306 is being dropped and being replaced in communication department programs with ENGL 313 as the two classes were essentially the same class)

or

ENGL 313 - Authoring Multimedia Credits: (3, R6)

Audio:

MUS 383 - Music and Audio in Media Credits: (3)

Textual:

COMM 404 - Desktop Publishing Credits: (3, R6) (Prefix change from CMPM)

or

ENGL 304 - Writing for Electronic Environments Credits: (3)

Additional Requirements:

The remaining nine hours will be selected from other core courses and these additional courses involving multimedia history and technology:

- EDCD 372
- EDEL 466
- EDEL 472
- ART 479 - Motion Graphics Credits: (3, R6)
- **COMM 406 - Advanced Multimedia Credits: (3)** (Prefix change from CMPM)
- ECET 301 - Electrical Systems Credits: (3)
- ECET 302 - Instrumentation and Controls Credits: (3)
- ENGL 305 - Technical Writing Credits: (3)
- ENGL 307 - Professional Editing and Publishing Credits: (3)
- ENGL 310 - Introduction to Screenwriting Credits: (3)
- MUS 181 - Introduction to MIDI/Synthesis Credits: (1)
- and MUS 283 - Music Technology Methods Credits: (1)

I _____ the proposal for the following reasons:
(agree with, disagree with, am uncertain about, was informed about)

Date

From: Carol Burton
Sent: Thursday, June 19, 2008 5:33 PM
To: Donald Connelly
Cc: Peter Nieckarz
Subject: RE: Changes in the Communication Degree Program - Consultation Form - Liberal Studies

Don, we have polled the Liberal studies Oversight Committee and have received an affirmative response from the members. Please use this email and the amendment to your email below as your confirmation. Thanks,
carol

*Carol Burton
Assistant Vice Chancellor
for Undergraduate Studies
Western Carolina University
Cullowhee, NC 28723*

*Office: 828.227.7497
Fax: 828.227.7498
Email: burton@wcu.edu*

From: Donald Connelly
Sent: Wednesday, June 18, 2008 2:26 PM
To: Carol Burton
Subject: Changes in the Communication Degree Program - Consultation Form - Liberal Studies
Importance: High

To the Oversight Committee,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this Consultation Form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Liberal Studies
(proposed course or program)

C 3 Oral Communication CMHC 201 Introduction to Speech Communication will be changed to COMM 201 Introduction to Speech Communication

P 6 World Cultures CMHC 415 Intercultural Communication will be changed to COMM 415 Intercultural Communication

First Year Seminar CMCR 190 A User's Guide to the Mass Media will be changed to COMM 190 A User's Guide to the Mass Media

We, the members of the Liberal Studies Oversight Committee, support the change to the prefix for Communication courses that are part of the Liberal Studies Program.

June 29, 2008
Date

Department of Chemistry

From: Cynthia Atterholt

Sent: Friday, June 20, 2008 10:42 AM

To: Donald Connelly

Subject: RE: Changes in the Communication Degree Program - Consultation Form - Industrial Chemistry Concentration

Hi Don,

I agree with the prefix change described below.

Cindy

Cynthia Atterholt

Dept. of Chemistry & Physics

Western Carolina University

Cullowhee, NC 28723

(828) 227-3667

atterholt@email.wcu.edu

From: Donald Connelly

Sent: Thursday, June 19, 2008 1:46 PM

To: Cynthia Atterholt

Subject: Changes in the Communication Degree Program - Consultation Form - Industrial Chemistry Concentration

Importance: High

Dear Cynthia,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The consultation form below reflects your program as it is in the catalog with the proposed communication changes highlighted in yellow that will affect your program.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Present:

Chemistry, Industrial Chemistry Concentration, B.S.

[Add program to portfolio.](#)

[Return to: Programs](#)

Liberal Studies Hours: 42

Click below to view the requirements for the Liberal Studies Program.

Major Requirements

The major requires 40 hours in Chemistry as follows:

- CHEM 140 - Advanced General Chemistry Credits: (4)
- CHEM 232 - Quantitative Analysis Credits: (3)
- CHEM 241 - Organic Chemistry I Credits: (3)
- CHEM 242 - Organic Chemistry II Credits: (3)
- CHEM 272 - Organic Chemistry Lab Credits: (2)
- CHEM 352 - Physical Chemistry I Credits: (3)
- CHEM 361 - Principles of Biochemistry Credits: (3)
- CHEM 370 - Instrumental Analysis I Credits: (3)
- CHEM 371 - Chemical Dynamics Credits: (2)
- CHEM 495 - Seminar in Chemistry Credits: (1, R4)
- PHYS 130 - Introductory Physics I Credits: (4)
- and
- PHYS 131 - Introductory Physics II Credits: (4)
- or
- PHYS 230 - General Physics I Credits: (4)
- and
- PHYS 231 - General Physics II Credits: (3-4)

Industrial Chemistry Concentration

Electives

- CHEM 311 Industrial Chemistry Credits: (3)
or
- Chemistry electives at the junior-senior level, 3 hours.

Concentration Requirements

The concentration requires 18 hours selected from the following, of which 9 hours must be junior/senior level:

- ACCT 251 - Accounting Principles I—Financial Credits: (3)
- ACCT 252 - Accounting Principles II—Managerial Credits: (3)
- CMTD 315 - Organizational Communication Credits: (3) **changes to COMM 315 - Organizational Communication Credits: (3)**
- ECON 231 - Introductory Microeconomics and Social Issues Credits: (3)

- ECON 232 - Introductory Macroeconomics and Social Issues Credits: (3)
- ENGL 305 - Technical Writing Credits: (3)
- FIN 305 - Financial Management Credits: (3)
- LAW 230 - Legal Environment of Business Credits: (3)
- MGT 300 - Introduction to Management Credits: (3)
- MKT 301 - Principles of Marketing Credits: (3)
- MKT 306 - Introduction to Professional Selling Credits: (3)

COMM 315

(proposed course or program)

I _____ agree with _____ the proposal for the following reasons:
(agree with, disagree with, am uncertain about, was informed about)

6/20/08

Date

From: Elizabeth Addison
Sent: Wednesday, June 25, 2008 1:32 PM
To: Donald Connelly
Subject: RE: Changes in the Communication Degree Program - Consultation Form - Minor in Film Studies

I agree with the proposed changes. Thanks.

Elizabeth Addison
Head, Department of English
Western Carolina University
Cullowhee, NC 28723
828-227-7264

"Write, that I may know you." Emerson

"All writing comes by the grace of God, and all doing and having." Emerson

From: Donald Connelly
Sent: Wednesday, June 25, 2008 11:34 AM
To: Elizabeth Addison
Subject: Changes in the Communication Degree Program - Consultation Form - Minor in Film Studies
Importance: High

Elizabeth,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. A few of the course numbers will be changing; however in most cases it is simply a prefix change.

The consultation form below reflects the program as it is in the catalog with the proposed communication changes highlighted in yellow that will affect the program.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Minor in Film Studies
(proposed course or program)

HELP

Minor in Film Studies

[Add program to portfolio.](#)

I have received this notice.

Elizabeth Addison
Head, Department of English
Western Carolina University
Cullowhee, NC 28723
828-227-7264

"Write, that I may know you." Emerson

"All writing comes by the grace of God, and all doing and having." Emerson

From: Donald Connelly
Sent: Friday, October 24, 2008 9:40 AM
To: Debra Burke; Elizabeth Addison
Subject: ENGL 401 and BA 300
Importance: High

Drs. Burke and Addison,

As a part of the Department of Communication degree revisions, majors in communication will no longer be required to take either BA 300 or ENGL 401 effective with the fall 2009 semester. I am sending this notice as a form of consultation. Could you please reply that you have received this notice?

Thank you for your assistance.

Best Regards,

Don Connelly - CRME
Head, Department of Communication
Associate Professor of Communication
828.227.3851
<http://paws.wcu.edu/connelly>

 Please consider the environment before printing this email.

Department of Stage and Screen

From: Susan Brown-Strauss
Sent: Friday, June 20, 2008 1:05 PM
To: Donald Connelly

Cc: Jack Sholder

Subject: RE: Changes in the Communication Degree Program - Consultation Form - Motion Picture and Television Production

I have contacted Jack and we do not have a problem with the prefix changes. Jack notes that we will be dropping COMM 483 and replacing it with MPTP 483 – Internship

Susan

From: Donald Connelly

Sent: Friday, June 20, 2008 7:54 AM

To: Susan Brown-Strauss

Subject: Changes in the Communication Degree Program - Consultation Form - Motion Picture and Television Production

Importance: High

Susan,

At the present time the Department of Communication is preparing for a revision to the B.S. degree in Communication. One of the things that will change is the five (5) different course prefixes the department presently uses. We are going to one prefix as our peer institutions have. The new prefix will be COMM. The course numbers will not be changing, just the prefix.

The consultation form below reflects the program as it is in the catalog with the proposed communication changes highlighted in yellow that will affect the program. Please note that under your major requirements CMCR 483 is listed which is a communication class for the internship.

Thank you for your consideration.

Please respond by completing the statement at the bottom of this form

ELECTRONIC CONSULTATION FORM

(To be completed and signed by the consulted person)

I was consulted by Don Connelly about
(name of faculty member initiating request)

Motion Picture and Television Production
(proposed course or program)

Motion Picture and Television Production, B.F.A. Degree

[Add program to portfolio.](#)

[Return to: Programs](#)

Liberal Studies, 42 hours

Major requirements, 41 hours

The major requires 41 hours in Motion Pictures and Television core courses and a 21 hour concentration in either Motion Pictures or Television.

Required Motion Picture and Television Production Core Courses, 41 hours

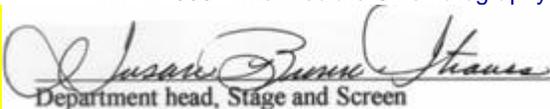
- Elective Credits: (3)
- CMCR 140 - Introduction to Communication Media Credits: (3) changes to COMM 140 - Introduction to Communication Media Credits: (3)
- CMCR 483 - Internship in Communications Credits: (3, R9) changes to COMM 483 - Internship in Communications Credits: (3, R9)
- MPTP 250 - Basic Production Techniques Credits: 3
- MPTP 286 - Production Practicum I Credits: (1, R2)
- MPTP 310 - Introduction to Screenwriting Credits: (3)
- MPTP 353 - Storytelling for the Screen Credits: 3
- MPTP 357 - Non-linear editing Credits: 3
- MPTP 365 - Producing Credits: (3)
- MPTP 386 - Production Practicum II Credits: (1, R3)
- MPTP 450 - Intermediate Directing Credits: (3)
- MPTP 488 - Senior Project I Credits: (1)
- MPTP 489 - Senior Project II Credits: (2)
- MUS 383 - Music and Audio in Media Credits: (3)
- THEA 231 - Stagecrafts for Theatre, Motion Pictures and TV Credits: (3)

Motion Picture Concentration, 21 hours

- BCST 355 - Television Production I Credits: (3) changes to COMM 255 - Television Production I Credits: (3)
- ENGL 278 - Introduction to Film Studies Credits: (3)
- MPTP 335 - Intermediate Cinematography Credits: (3)
- MPTP 406 - Screenwriting II Credits: (3)
- (or other approved screenwriting course)
- MPTP 460 - Directing the Documentary Credits: (3)
- MPTP 461 - Advanced Directing Credits: (3)
- MUS 469 - Music in Motion Pictures Credits: (3)

Television Concentration, 21 hours

- Elective in Concentration Credits: (6)
- BCST 351 - Introduction to Television Studies Credits: (3) changes to COMM 351 - Introduction to Television Studies Credits: (3)
- BCST 355 - Television Production I Credits: (3) changes to COMM 255 - Television Production I Credits: (3)
- BCST 455 - Television Production II Credits: (3) changes to COMM 355 - Television Production II Credits: (3)
- LAW 406 - Media Law Credits: (3)
- MPTP 335 - Intermediate Cinematography Credits: (3)


I, Susan Bunn House
Department head, Stage and Screen

I agree with the proposal for the following reasons: We appreciate the information and note that the prefix change for Communication will not adversely affect our degree offerings. We will make the appropriate changes to our MPTP program.

June 20, 2008

Date

End of Consultations

