

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

Fall 10-26-2021

Minutes, Curriculum Committee Meeting, Tuesday, October 26, 2021

Curriculum Committee

Follow this and additional works at: https://scholarship.rollins.edu/as_cc

Recommended Citation

Curriculum Committee, "Minutes, Curriculum Committee Meeting, Tuesday, October 26, 2021" (2021). *Curriculum Committee Minutes*. 107.
https://scholarship.rollins.edu/as_cc/107

This Minutes is brought to you for free and open access by the College of Liberal Arts Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Curriculum Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact rwalton@rollins.edu.

Curriculum Committee
Meeting Minutes
Oct 26 2021

Present: Jill Jones (Chair), Ashley Kistler, Mark Heileman, Raghendra KC, Rob Sanders, Rochelle Elva, Samantha Fonseca-Douguet, Sarah Parsloe, Stephanie Henning, Yusheng Yao, Zoe Pearson, Gloria Cook, Tiffany Griffin, Toni Holbrook, Susan Montgomery, John Houston, Steve Booker, David Painter, Edye McNickle, Jenny Cavanaugh, Rick Bommelje, Hesham Mesbah

- I. Approval of Minutes from Oct 5 meeting – passes unanimously.
- II. Announcements
 - A. Nov. 3: Curriculum Diversity and Inclusion Townhall, at 7:30 PM in Galloway sponsored by SGA. Zoe will deliver minutes and notes from the meeting and send an invite to the group.
- III. New Business
 - A. Self-Designed Minor—CLA Student
 - i. See 3 attachments
 - ii. What is the temperature in the room on this issue? Stephanie said there were three students last year who submitted self-designed minor applications and the Curriculum Committee approved them with the belief that EC would approve them. At that time, there was a proposal to create a self-designed minor that has since been voted against by EC. Currently there is no self-designed minor at Rollins so the college cannot approve the minor.
 - iii. Currently there is no self-designed minor at Rollins so the college cannot approve the degree. Toni asked about the other students who had the same issue, and the according to last year’s minutes those students request were given approval with the Dean’s support because of the then-floating proposal to create self-designed minors . The current student’s request was very similar to the Asian Studies minor. Jill will inform the student that the self-designed minor was not passed before and will refer the student to Tiffany. Gloria suggests that the faculty should be informed that we do not have a self-designed minor project. Ashley will reach out to Patricia with this info.
 - B. Holt Proposed Major in Strategic Communication
 - i. Rob Sanders gave a general scope of these proposals. The goal in Holt is to create programs that meet the pragmatic liberal arts, both in undergraduate and graduate programs. Holt wants to be self-sustaining at Rollins. Currently Holt is not losing money but wants to

contribute revenue. The Holt portfolio is misaligned with the student body in Holt.

- ii. This proposal for a new degree is part of larger timeline. Any new degree program must be approved at several levels which will include the full CLA faculty, library, trustees, and ultimately SACS.
- iii. Ten courses and every course is a new course: 9 required courses, 1 course internship or 1 advanced course.
- iv. This program satisfies an external need; UCF's program is more research focused and primarily for PhD training.
- v. Students will develop a mastery of the literacies taught at the undergraduate level.
- vi. Question surrounding faculty hiring; program has a built-in VAP line; the VAP will direct program and teach 6-8 courses per year; program will be supplemented with overload and adjunct faculty. Jill expressed a concern for overburdening current faculty.
- vii. Earliest to implement this program will in spring 2023.
- viii. Jenny asked if new hires who teach in this program are counted in student-faculty ration and Rob answered that faculty teaching only in graduate programs do not factor into the ratio.
- ix. It is possible that if the program is successful financially, there may be hiring for tenure track lines rather than it be staffed by adjunct professors.
- x. Program will be structured as a cohort model with some flexibility.
- xi. Request for a motion – made by Gloria, Zoe seconded.
- xii. Motions passes.
- xiii. Voting by hand affirmation to approve program.

C. Holt Leadership Minor Proposal

- i. Rob presented the proposal to the group. Reviewed the catalog to determine which courses currently on the books that could contribute to this minor. Although Rollins promotes leadership, we do not have a program that highlights leadership.
- ii. Rick Bommelje described the details of the Leadership minor and how a student progresses through the program.
- iii. John Houston discussed that the minor consolidates and packages current courses in a new way that might generate excitement among students.
- iv. Question about prereqs for courses; John H. said it depends on the course.
- v. Tiffany reiterated the importance of prereqs and allowing for exceptions.
- vi. Stephanie suggests to include the electives in the list of possible courses;
- vii. Suggestion to make the list of departments regarding electives to be more inclusive

- viii. Discussion of what is INT mean – INT means Interdisciplinary; maybe relabel them to LDR but limits hiring faculty with terminal degrees in leadership; INT allows for exceptions with hiring faculty.
 - ix. Jill offers a friendly amendment to the section “electives may include courses provided by” under *Three Interdisciplinary Electives*
 - x. Sarah asked about the scheduling of these courses to ensure that they are open and offered regularly.
 - xi. HLCK courses can be included as possible courses
 - xii. INT courses will be taught over a 2-year period.
 - xiii. Rob asked about allowing students to enroll without prereqs and Stephanie indicated that this is possible with the “Instructor Approval” form.
 - xiv. Possibly included in the notes field on the Course Scheduling that a course counts toward the Leadership minor.
 - xv. Will be effective in Fall 2022.
 - xvi. Zoe makes motion to pass with friendly amendments posed, Yusheng seconds.
 - xvii. Discussion encouraging conversations with pertinent faculty colleagues to ensure that they are aware their class or classes are part of the minor.
 - xviii. Leadership minor may extend to CLA
 - xix. Vote: motion passes by majority vote
- D. Overload Policy
- i. Tabled until next meeting.

Meeting adjourned at 1:40 PM.

Master of Arts in Strategic Communication

Degree Proposal

Proposal for a Master of Arts Degree Program in Holt

Proposed by:

Hesham Mesbah, David Painter, Sarah Parsloe, Greg Cavanaugh, and Rob Sanders

The Strategic Communication Master of Arts program will develop students' abilities to create and execute communication initiatives that address global and local social issues, influence key publics' knowledge, attitudes, and behaviors, and/or further an organization's ability to achieve its mission. Graduates of this program will develop the intellectual, managerial, and communication skills necessary to conduct formative research and then lead the planning, implementation, and evaluation of strategic communication initiatives. Specifically, the learning outcomes for this program are:

Program Learning Outcomes

1. Demonstrate the thought leadership skills necessary to develop innovative strategic communication.
2. Plan inclusively and act collaboratively to produce messages that address contemporary global and local issues.
3. Use key performance indicators, including web analytics and social media metrics, to benchmark and maximize strategic communication effectiveness.
4. Incorporate communication theories, scholarship, and best practices in the research, planning, implementation, and evaluation of strategic communication.
5. Adapt messaging to achieve goals in a variety of organizational and situational contexts.

At the completion of the Master of Arts in Strategic Communication program, graduates will be able to analyze organizational needs and produce messages for paid, earned, owned, and/or shared media channels to achieve their objectives. Moreover, graduates will be equipped with the knowledge, skills, and abilities to influence public opinion, develop mutually beneficial relationships, design effective campaigns, and solve social problems in a multicultural world. To achieve these objectives, students will complete a curriculum that leverages Rollins College's existing strengths in community-engagement, liberal arts education, and leadership. This experiential pedagogy will also provide students with professional portfolio artifacts and real-world experience leading a campaign through the research, planning, implementation, and evaluation stages.

This program's curriculum includes ten graduate courses that cover the theoretical and research-based principles and practices used by leaders in the strategic communication field. These courses stem from the program learning outcomes that were based on the recommendations from professional associations such as the International Association of Business Communicators and Public Relations Society of America, Hanover Research's market analysis report, and our analyses of the skills sought in mid-career level job postings and industry surveys. The nine required courses will develop the students' mastery of the research, management, messaging, execution, and evaluation strategies and tactics used by professional communicators in a wide

variety of organizational and situational contexts. Moreover, students will also complete an elective organizational leadership or supervised internship course as well as two capstone courses that require them to apply their knowledge and skills to developing strategic communication solutions.

The Master's in Strategic Communication is prepared to participate in the recently approved Holt accelerated pathway program and expects to promote this option among exceptional Holt and CLA undergraduate applicants from Communication Studies, English, and other relevant majors.

Rationale

A Hanover Research market analysis that recommended Rollins College's Hamilton Holt School develop a master's degree with public relations content, but use "communication" in the program title, was the impetus for this program proposal. Hanover's analysis of degree completions, labor market demand, and market competitors suggested that this program should target "career changers, working professionals, and recent graduates" because "student and labor market demand are strong for public relations related fields." Specifically, "employment projections are expected to grow by 27% in Florida and 22% in the Southeast."

Florida is the third largest state in the U.S. and as of 2020, Orlando's media market is the second largest in the state. Further, the large entertainment, media, health, and educational organizations in central Florida have created a strong and growing demand for communication professionals and leaders. While a master's degree is not required for most of these occupations, it would "appeal to professionals who wish to advance their skills, to those with unrelated academic backgrounds seeking a fast track to employment, or to professionals who wish to transition to a different career path. Additionally, public relations professionals who hold a master's degree get paid more than those with only a bachelor's degree."

The existing mass communication, public relations, and integrated marketing communication master's degree programs in central Florida are either focused on the theory and research aspects of doctoral program preparation, they are not regionally accredited, and/or they are fully online without meaningful experiential components. The proposed Master of Arts in Strategic Communication program in Rollins College's Holt School, on the other hand, will be geared toward equipping students with the knowledge, skills, and abilities to augment their professional skillsets, develop their portfolios, and advance their careers. Moreover, this program will build on Rollins College's existing strengths and mission since it will be regionally accredited and facilitate students' relationship-building with professors, practitioners, industry leaders, community partners, and local organizations that hire communication professionals.

The Strategic Communication Master of Arts degree program will allow students to situate their studies in a wider variety of contexts than other graduate programs focused solely on public relations or marketing. This broader focus is intentionally based on the ongoing convergence and evolution of public relations, marketing, journalism, organizational, health, political, and sports communication (among others) into a strategic communication field. This professional field is led by skilled communicators who customize the verbal, nonverbal, visual, and design elements of their messages to target key publics. These thought leaders have mastered the creation of creative communication initiatives driven by clearly defined goals and objectives as well as theory- and research-based content and distribution strategies and tactics. This broader, strategic communication focus is also intentionally based on Rollins College's liberal arts tradition as well as its mission: "Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are

committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.”

Budget and Resource Requirements

While the Master's in Strategic Communication uses existing capacities and resources at Rollins, the following additional resource needs are anticipated:

Resource Requirement	Costs
Operating Expenses for Program (70020-72270)	\$12,000
Graduate Assistantship \$10,000 (63060)	Year 3+: \$10,000
Admissions and Recruiting	Year 1: \$8000 Year 2+: \$1000 per year
Program Director Stipend - O/L Fac. - Admin Stipends (61046)	\$2000
Holt Graduate Strategic Communication VAP/Lecturer - One (1) FTE (average FT salary and benefits)	\$56,000 \$22,842
Adjunct Faculty (Include Holt Adjunct Faculty Salaries-Instruction (61041)) – 2 sections per year	\$8,000
Faculty Overloads (Include Holt O/L Fac. Sal-Instruction (61045)) – 2 sections per year	\$8,000
Totals	Year 1: \$116,842 Year 2: \$109,842 Year 3+: \$119,842
Anticipated Enrollments	Anticipated Holt Revenue: (based on estimated tuition of \$633 per credit hour (average graduate per credit cost) - assuming three 3-credit courses per term (9 credit hours) (\$5,697 per semester, per student)
Year 1: <ul style="list-style-type: none"> 12 New (Fall/Spring) 	
Year 2: <ul style="list-style-type: none"> 12 Continuing for Fall only 16 New (Fall/Spring) 	Year 1: Total - \$136,728
Year 3 <ul style="list-style-type: none"> 16 Continuing for Fall only 16 New (Fall/Spring) 	Year 2: Fall - \$159,516 Spring - \$91,152 Total - \$251,668
Year 4 <ul style="list-style-type: none"> 16 Continuing for Fall only 16 New (Fall/Spring) 	Year 3: Fall - \$182,304 Spring - \$91,152 Total - \$273,456
	Year 4: Fall - \$182,304 Spring - \$91,152 Total - \$273,456

Curriculum Plan with Program Requirements

Master's in Strategic Communication Curriculum Map - Effective Fall 2022

CORE COURSES (30 Credit Hours)

Nine Required Courses:

- COM 510: Global strategic communication management
- COM 515: Strategic communication theory and research
- COM 520: Strategic communication messaging (written, oral, visual comm/design)
- COM 525: Integrated marketing communication:
- COM 530: Digital and social media marketing
- COM 535: Web analytics and social media metrics
- COM 540: Crisis communication: Risk and reputation management
- COM 545: Strategic communication campaigns: Capstone 1
- COM 550: Strategic communication measurement and evaluation: Capstone 2

ELECTIVE

Choose one:

- COM 590: Internship
- COM 555: Organizational Leadership course

Demonstration of Learning Plan (Student Assessment)

In consideration of the focus of the Master’s in Strategic Communication on the preparation of working professionals to develop as collaborative thought-leaders within their organizations, five key learning outcomes have been identified as appropriate outcomes for the program. These include: Integrative Learning, Teamwork, Information Literacy, Inquiry and Analysis, and Creative Thinking.

LEAP Outcome	Learning Outcome	Ways of Demonstrating Learning	Outcome Benchmark
<i>Select an AAC&U LEAP Learning Outcome, if appropriate, using the pull-down menu.</i>	<i>Specific and measurable statement of what students will know and be able to do at degree completion.</i>	<i>In what courses, assignments, or projects will the department/program provide students with opportunities to demonstrate what they are learning? How will faculty members assess student learning? At least one direct and one indirect measure* must be included in the overall demonstration of learning plan.</i>	<i>How will the department know students have met expectations? Ex: 90% of students will demonstrate mastery of the ability to synthesize material from multiple viewpoints based on a departmental rubric.</i>
Integrative Learning	Students will demonstrate the thought leadership skills necessary to develop innovative strategic communication.	Assess in Internship or Capstone Direct Measures: Observations of field work, internship performance, service learning, or community engagement project; and Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances Indirect Measures: Percent of class time spent in active learning; and, Number of student hours spent on service learning or community engagement	90% of students will demonstrate mastery and application of professional knowledge and skills based on a departmental rubric aligned with professional standards for strategic communication. Students will spend at least 25% of class time engaged in active learning and at least 20 hours per term engaged in service to the community.

Teamwork	Students will plan inclusively and act collaboratively to produce messages that address contemporary global and local issues	<p>Assess in COM 520 or 525 course</p> <p>Direct Measure: * Observations of field work, internship performance, service learning, or project design</p> <p>Indirect Measures: Percent of class time spent in active learning; and Number of student hours spent on service learning</p>	<p>90% of students will demonstrate the behaviors, competencies, and dispositions of teamwork as assessed by a departmental rubric.</p> <p>Students will spend at least 25% of class time engaged in active learning and at least 20 hours per term engaged in service to the community.</p>
Information Literacy	Students will use key performance indicators, including web analytics and social media metrics, to benchmark and maximize strategic communication effectiveness	<p>Assess in capstone I course</p> <p>Direct Measure: * Observations of field work, internship performance, service learning, or project implementation</p> <p>Indirect Measures: Percent of class time spent in active learning; and Number of student hours spent on service learning</p>	<p>90% of students will demonstrate the behaviors, competencies, and dispositions of information literacy as assessed by a departmental rubric.</p> <p>Students will spend at least 25% of class time engaged in active learning and at least 20 hours per term engaged in service to the community.</p>
Inquiry and Analysis	Students will incorporate communication theories, scholarship, and best practices in the research, planning, implementation, and evaluation of strategic communication.	<p>Assess in capstone II course</p> <p>Direct Measures: Research projects and Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances</p> <p>Indirect Measures: Percent of class time</p>	<p>90% of students will demonstrate mastery of the ability to incorporate scholarship and best practice to synthesize, analyze, and evaluate an effective communication campaign as assessed by a departmental rubric.</p>

		spent in active learning; and Number of student hours spent on service learning	Students will spend at least 25% of class time engaged in active learning and at least 20 hours per term engaged in service to the community.
Creative Thinking	Students will adapt messaging to achieve goals in a variety of organizational and situational contexts.	Assess in COM 520 or 525 course Direct Measure: * Observations of field work, internship performance, service learning, or project design Indirect Measures: Percent of class time spent in active learning; and Number of student hours spent on service learning	90% of students will demonstrate the behaviors, competencies, and dispositions of teamwork as assessed by a departmental rubric. Students will spend at least 25% of class time engaged in active learning and at least 20 hours per term engaged in service to the community.

Proposal to Create a Holt Leadership Minor

Rick Bommelje, John Houston, Susan Bach, Edye McNickle, and Rob Sanders

Rationale

The mission of Rollins College is to educate students to be responsible leaders. While this part of the mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills, and applications of leadership. Holt students, who often arrive with work experience, are seeking to not only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles within an organization. They have anecdotal experience with leadership but lack the systematic analysis of the scholarship and application of leadership to position them for taking on such a role themselves. We contend that to be educated for global citizenship and responsible leadership, students need to inquire/explore their own style and behavior and analyze how to apply their strengths and address their weaknesses.

The minor in Leadership is available to all Holt majors and is designed to introduce and guide students through the personal development of leadership skills, behaviors, and dispositions, and how these influence and are influenced by the group or organizational contexts in which they might find themselves as leaders. Starting with a focus on students' awareness of their own personal identity as a leaders and followers, students will explore the theoretical models of leadership, examine how different models of leadership manifest themselves in different types of groups and organizations, and engage in practices of leadership in the context of the students' major or anticipated profession. Elective courses provide an interdisciplinary examination of leadership in the context of facets of leadership, including: organizational development, the psychology of work, ethics, servant leadership, and conflict leadership.

As a minor, the program isn't likely to result in new students enrolled in the Holt School. Rather, it will serve to further expand the Holt portfolio of programs available to Holt students and at least two of the INT courses offered can be proposed as HLCK options for other Holt students to use to fulfil General Education requirements.

Learning Outcomes

Students enrolled in the minor in Leadership will be able to:

1. demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals.
2. reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.

3. make a difference as leaders in professional, civic, and community life, and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice.

Budget and Resources

The three INT courses will be taught as CLA faculty overloads or by adjunct faculty. While the relevant electives are open to Holt students, additional sections may be added to accommodate enrollment in the minor.

Adjunct Faculty (Increase Holt undergraduate Adjunct Faculty Salaries-Instruction (61041)) 2 courses	\$8000
Faculty Overloads (Increase Holt undergraduate O/L Fac. Sal-Instruction (61045)) 2 courses	\$8000
Director Stipend	\$1000
Total costs per year	\$17,000

Holt undergraduate tuition for 2021-2022: \$2048 per course

Enrollment of only ten (10) students would generate \$20,480 per required course or \$40,960 per year (assuming two required courses per year).

Curriculum Plan

- 6 courses/24 Credits
- Three Required Courses (all three currently in catalog)
 - INT 260 Foundations in Leadership
 - INT 261 Leadership and Citizenship in Action
 - INT 390 Capstone in Leadership
- Three Interdisciplinary Electives
 - Electives provided by Departments of Psychology, Communication Studies, Health Services Leadership and Administration, Business Management, and International Affairs
 - Possible interdisciplinary electives may include (list would NOT be included in catalog):
 - PSY 316 Ethics
 - PSY 317 Group Dynamics
 - PSY 330 Organizational Behavior
 - PSY 337 Organizational Dysfunction
 - PSY 343 Psychology of Relationships
 - PSY 407 Organization Development
 - COM 210 Public Speaking
 - COM 212 Persuasion Theory

- COM 230 Listening
- COM 301 Designing Effective Organizations
- COM 316 Training and Development
- COM 319 Leadership and Effective Communication
- COM 321 Organizational Communication
- COM 324 Self-Leadership and Communication
- COM 327 Servant Leadership
- COM 345 Leadership, Film, and Communication
- HSL 315 Health Services Management, Organizational Behavior, and Leadership
- HSL 400 Health Strategic Management and Leadership
- EDU 496B Leadership Skills
- MGT 101 - Introduction to Responsible Business Management
- MGT 312 - Responsible Business Leadership
- MGT 316 - Critical Thinking & Problem Solving
- INAF 302 - Leadership and Public Policy in the Emerging Nations

Course Availability

Fall	Spring
INT 260 Foundations in Leadership	INT 260 Foundations in Leadership
INT 261 Leadership and Citizenship in Action	INT 261 Leadership and Citizenship in Action
Interdisciplinary Leadership Elective(s)	Interdisciplinary Leadership Elective(s)
INT 390 Capstone in Leadership (final term – on demand)	INT 390 Capstone in Leadership (final term – on demand)

Intended Sequence

Semester One: INT 260 Foundations in Leadership Interdisciplinary Leadership Elective	Semester Two: Interdisciplinary Leadership Elective(s)
Semester Three: INT 261 Leadership and Citizenship in Action Interdisciplinary Leadership Elective	Semester Four: Interdisciplinary Leadership Elective INT 390 Capstone in Leadership (final term)

Note: Students are permitted to use one course from their major course of study to fulfill the Interdisciplinary elective requirements. At least two elective courses must be taken outside the major.

Demonstration of Learning Outcomes Assessment Plan

LEAP Outcome	Learning Outcome	Ways of Demonstrating Learning	Outcome Benchmark
<p><i>Select an AAC&U LEAP Learning Outcome, if appropriate, using the pull-down menu.</i></p>	<p><i>Specific and measureable statement of what students will know and be able to do at degree completion.</i></p>	<p><i>In what courses, assignments, or projects will the department/program provide students with opportunities to demonstrate what they are learning? How will faculty members assess student learning? At least one direct and one indirect measure* must be included in the overall demonstration of learning plan.</i></p>	<p><i>How will the department know students have met expectations? Ex: 90% of students will demonstrate mastery of the ability to synthesize material from multiple viewpoints based on a departmental rubric.</i></p>
<p>Problem Solving</p>	<p>Students enrolled in the Leadership minor will demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals.</p>	<p>Assessed in INT 261 Leadership and Citizenship in Action</p> <p>Direct: Course and homework assignments, case study analysis</p> <p>Indirect: student reflections</p>	<p>90% of students will demonstrate the ability to design, evaluate, and implement leadership strategies as assessed by a departmental rubric.</p> <p>Students will spend at least 25% of class time engaged in active learning assignments that require reflection and introspection.</p>

<p>Ethical Reasoning</p>	<p>Students enrolled in the Leadership minor will be able to reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.</p>	<p>Assessed in INT 260 Foundations in Leadership</p> <p>Direct: class discussion participation, case study analysis</p> <p>Indirect: reflective journals and outcomes of self-report efforts and improvements in relationships based on goals that were set.</p>	<p>90% of students will be able to recognize ethical issues in leadership and demonstrate the ability to resolve ethical dilemmas as assessed by a departmental rubric.</p> <p>Students will spend at least 25% of class time engaged in active learning assignments and activities that require reflection and self-reporting of different ethical perspectives and respective ramifications.</p>
<p>Civic Engagement</p>	<p>Students enrolled in the Leadership minor will be able to make a difference in professional, civic, and community life and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice.</p>	<p>Assessed in INT 390 Capstone in Leadership</p> <p>Direct: Observation of students' participation in fieldwork</p> <p>Indirect: # of hours engaged in activities related to civic engagement</p>	<p>90% of students will demonstrate mastery of the ability to synthesize, analyze, and evaluate activities that address leadership issues as assessed by a departmental rubric.</p> <p>Students will spend at least 25% of class time engaged in applied learning and at least 20 hours per</p>

			term engaged in leadership activities in their organization.
--	--	--	--

Office of the Vice President for Academic Affairs and Provost
ACADEMIC PROGRAM INFORMATION SHEET




New Programs or Substantive Change/Discontinuation of Existing Programs

Program Name	Undergraduate Minor: Leadership
College	Hamilton Holt School
Department or Program	Interdisciplinary
Contact(s), E-mail, Phone	Rick Bommelje, RBOMMELJE@Rollins.edu , 407-646-2625
Action	NEW PROGRAM
Type of Program	MINOR
Level	UNDERGRADUATE
Credit or Non-Credit	FOR CREDIT
Preferred CIP Code	30.0000 Multi-/Interdisciplinary Studies, General.
Total Credit Hours	24
Effective Date	FALL 2022

Rationale and Needs Analysis for New Programs, Changes, or Discontinuation	<p>The mission of Rollins College is to educate students to be responsible leaders. While this part of the mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills, and applications of leadership. Holt students, who often arrive with work experience, are seeking to not only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles within an organization. They have anecdotal experience with leadership but lack the systematic analysis of the scholarship and application of leadership to position them for taking on such a role themselves. We contend that to be educated for global citizenship and responsible leadership, students need to inquire/explore their own style and behavior and analyze how to apply their strengths and address their weaknesses.</p> <p>The minor in Leadership is available to all Holt majors and is designed to introduce and guide students through the personal development of leadership skills, behaviors, and dispositions, and how these influence and are influenced by the group or organizational contexts in which they might find themselves as leaders. Starting with a focus on students' awareness of their own personal identity as a leaders and followers, students will explore the theoretical models of leadership, examine how different models of leadership manifest themselves in different types of groups and organizations, and engage in practices of leadership in the context of the students' major or anticipated profession. Elective courses provide an interdisciplinary examination of leadership in the context of facets of leadership, including: organizational development, the psychology of work, ethics, servant leadership, and conflict leadership.</p> <p>As a minor, the program isn't likely to result in new students enrolled in the Holt School. Rather, it will serve to further expand the Holt portfolio of programs available to Holt students and at least two of the INT courses offered can be proposed as HLCK options for other Holt students to use to fulfil General Education requirements.</p>
Program Mission Statement Aligned to College Mission	<p>The mission of Rollins College is to educate students to be responsible leaders. While this part of the mission manifests in myriad courses throughout the curriculum and through the co-curricular offerings of the College, there are no credit-bearing programs at the College explicitly focused on the theory, skills, and applications of leadership. Holt students, who often arrive with work experience, are seeking to not only earn a baccalaureate degree but also leverage this degree to assume leadership or supervisory roles within an organization. They have anecdotal experience with leadership but lack the systematic analysis of the scholarship and application of leadership to position them for taking on such a role themselves. We contend that to be educated for global citizenship and responsible leadership, students need to inquire/explore their own style and behavior and analyze how to apply their strengths and address their weaknesses.</p>

Intended Audience	The minor in Leadership is available to all Holt majors and is designed to introduce and guide students through the personal development of leadership skills, behaviors, and dispositions, and how these influence and are influenced by the group or organizational contexts in which they might find themselves as leaders.
Projected Enrollment	10 in each cohort
Location(s) of Instruction	Courses for the Leadership minor will be taught in-person on the Winter Park campus of Rollins College.
Admission Requirements	Students must be enrolled in an undergraduate degree program of Rollins College through the Hamilton Holt School.
Faculty Required & Credentials	The program will draw upon the expertise of existing faculty in multiple departments to teach the required courses and through the students' selection of approved electives. Adjunct faculty will be used when additional expertise is required.
Coursework Required	<p><u>Curriculum Plan</u></p> <ul style="list-style-type: none"> • 6 courses/24 Credits • Three Required Courses <ul style="list-style-type: none"> ○ INT 260 Foundations in Leadership ○ INT 261 Leadership and Citizenship in Action ○ INT 390 Capstone in Leadership • Three Interdisciplinary Electives <ul style="list-style-type: none"> ○ Electives provided by Departments of Psychology, Communication Studies, Health Services Leadership and Administration, Business Management, and International Affairs ○ Possible interdisciplinary electives may include: <ul style="list-style-type: none"> ▪ PSY 316 Ethics ▪ PSY 317 Group Dynamics ▪ PSY 330 Organizational Behavior ▪ PSY 337 Organizational Dysfunction ▪ PSY 343 Psychology of Relationships ▪ PSY 407 Organization Development ▪ COM 210 Public Speaking ▪ COM 212 Persuasion Theory ▪ COM 230 Listening ▪ COM 301 Designing Effective Organizations ▪ COM 316 Training and Development ▪ COM 319 Leadership and Effective Communication ▪ COM 321 Organizational Communication ▪ COM 324 Self-Leadership and Communication ▪ COM 327 Servant Leadership ▪ COM 345 Leadership, Film, and Communication ▪ HSL 315 Health Services Management, Organizational Behavior, and Leadership ▪ HSL 400 Health Strategic Management and Leadership ▪ EDU 496B Leadership Skills ▪ MGT 101 - Introduction to Responsible Business Management ▪ MGT 312 - Responsible Business Leadership ▪ MGT 316 - Critical Thinking & Problem Solving ▪ INAF 302 - Leadership and Public Policy in the Emerging Nations
Student Learning Outcomes	<p><u>Learning Outcomes</u></p> <p>Students enrolled in the minor in Leadership will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate personal introspection and awareness to design, evaluate and implement leadership strategies to facilitate problem solving, and critical analysis in the context of organizational needs and goals; 2. reason about right and wrong human conduct, assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different

	<p>ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions; and</p> <p>3. make a difference as leaders in professional, civic, and community life, and develop the combination of knowledge, skills, values and motivation to make that difference in their respective communities of practice.</p>	
Evaluation & Assessment	See attached Demonstration of Learning (DoL) Assessment Plan.	
Resource Requirements & Project Budget	<u>Budget and Resources</u> The three INT courses will be taught as CLA faculty overloads or by adjunct faculty. While the relevant electives are open to Holt students, additional sections may be added to accommodate enrollment in the minor.	
	Adjunct Faculty (Increase Holt undergraduate Adjunct Faculty Salaries-Instruction (61041)) 2 courses	\$ 8,000
	Faculty Overloads (Increase Holt undergraduate O/L Fac. Sal-Instruction (61045)) 2 courses	\$ 8,000
	Program Director Stipend - O/L Fac. - Admin Stipends (61046)	\$ 1,000
	Total costs per year	\$17,000
	Holt undergraduate tuition for 2021-2022: \$2,048 per course Enrollment of only ten (10) students would generate \$20,480 per course.	

REVIEWS – APPROVALS		
Sponsoring Department	Rick Bommelje (via email) John Houston (via email)	10/4/2021 10/5/2021
OIP or OISSS (if international.)	<i>Not Applicable.</i>	
Dean		10/4/2021
VPAA Provost		10/5/2021
Faculty Governance (All governance entities.)	CLA Curriculum Committee Chair Signature on Approval CLA Executive Committee Chair Signature on Approval Minutes of CLA Faculty Meeting on Approval	Date Date Date
President's Cabinet (If financial resources required.)	Not Required; Provost Notification Only	
President (if required)	Not Required; Provost Notification Only	
Trustees (if required)	Not Required; Provost Notification Only	
SACSCOC Action Taken (Completed by Assistant Provost and SACSCOC Liaison.)	Notification only and addition to Degree and Program List; no new content, courses, or faculty at the undergraduate level. 	10/5/2021

April 15, 2021

Re: Ashleigh Kutryb's Application for Self-Designed Chinese Minor

To Whom It May Concern:

I'm writing to support Ms Ashleigh Kutryb's application for a self-designed Chinese Minor. I have known Ashleigh since she was a first-year student. She enrolled in my Intermediate Chinese course. She has been taking Chinese since and planning to study Chinese throughout the college.

Ashleigh entered the college with fairly solid foundation in Chinese language, thanks to her high school Chinese study. She was selected to participate in a study abroad program in Taiwan through National Security Language Initiative for Youth. As an Asian Studies Major, she has been fully taking the advantage of liberal arts education in exploring wide range of Asian related courses, from modern East Asian history to Asian religions, from Cinema and Society in China to Politics of Global Poverty. Outside of the classroom, she has been actively involved in various extracurricular and community engagement activities, including Rollins Chinese Club and local Chinese American luna New Year celebration performances.

Currently our Chinese program at Rollins only offers up to 300 level of Chinese, and only a few would even go beyond FCMP (201). Ashleigh shows a deep interest and commitment in Chinese language/cultural studies, and she has a strong desire to minor in Chinese. To reach that goal, Ashleigh plans to take every opportunity of Chinese language study, including a semester-long study abroad in China. In addition, she is working sponsor faculty to take two 4xx Independent Chinese courses, one of them being Language Cross-Disciplinary, focusing on reading and translation on a topic for her senior capstone project. Linguistically, she aims at reaching at least Mid Advanced Language Proficiency Level (ACTFL Standards). With her current status (Sophomore) and language level (Advanced Chinese 3xx), I'm very confident she can achieve that goal. Thus, I enthusiastically support her Self-Designed Chinese Minor proposal. Please feel free to contact me if you have any questions.

Sincerely yours,



Li Wei
Coordinator
Asian Studies Program & Chinese Program

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Global Strategic Communication Management

Transcript title (limited to 30 characters): Global Strat Comm Mgmt

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 510

Number of credits: 3 Lab **Lecture**

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Students will analyze, develop, and propose strategic communication solutions to contemporary social and organizational problems in our multicultural world. Students will also develop an advanced understanding of diverse and inclusive management decision-making and leadership practices to develop their expertise in the field of global strategic communications.

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: **Y** N

Prerequisites: _____ **Co-requisites:** _____

Course counts toward the _____ **major/minor concentration** **Y** **N (please specify why)**

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH SYLLABUS**].

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Global Strategic Communication Management course will be the first of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide the foundation for graduate students pursuing their advanced degree in strategic communication. This course will prepare students to successfully complete the graduate curriculum that prepares them for leadership roles in the strategic communication field of their particular interest, including public relations, advertising, social and organizational marketing communications, health, organizational, and political communication, among others. This course advances Rollins College's mission in several ways. First, in relation to global citizenship, this course situates contemporary strategic communications in our multicultural world. Second, in relation to responsible leadership, this course requires students to elaborate upon and apply professional codes of ethics to particular communication strategies and tactics. Third, in relation to productive careers and meaningful lives, this course begins the process of equipping students with the necessary tools to address social issues as part of their professional career paths.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? **Fall**

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate?

No

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

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

1. Identify and incorporate key strategic communication principles and their appropriate application in a global communication context.
2. Define and apply communication, management, and marketing theories in a strategic global communication context.
3. Describe
4. Analyze key organizational communication issues facing today's multicultural organizations.
5. Develop policies and procedures for managing and implementing strategic communications.
6. Identify and execute the keys steps in a real-world strategic communication campaigns.
7. Develop creative communication and action strategies and tactics based on insights into contemporary organizational and social issues and audiences.
8. Analyze key management challenges and recommend best practices for developing strategic communications to address them.
9. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

What methods will you use to evaluate whether the learning outcomes have been met?

1. Tests and quizzes
2. Case studies: written and oral
3. Participation: Discussions and reflection exercises
4. Final project paper and presentation

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

- Expressive Arts (HART)
- Writing
- Quantitative Methods (HQT)
- Scientific Perspective (HSCI)
- Literature (HLIT)
- Global Citizenship (HGC)
- Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

- Health & Wellness (BCMP)
- Mathematical (MCMP)
- Foreign Language (FCMP)
- Writing (WCMP)
- Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 510
Global Strategic Communication Management

Class Time: Tuesdays 6:45 p.m.
Office: CSS 160
Office Hours: T/TR 11-1, or by appt.
Classroom: CSS 134

Professor: David Lynn Painter, Ph.D.
Email: dpainter@rollins.edu
Office Phone: 407.691.1702
Cell Phone: 352-213-4529

Required Text:

- [Strategic Communication: Principles and Practice](#)
- [Strategic Communications](#)
- [Strategic Public Relations Management](#)
- [PRSA Silver Anvil Case Studies](#)
- Canvas Resources

Course Description:

Students in this course will analyze strategic communication objectives and operations in a multicultural world. Students will learn about strategic decision-making and global best practices to develop their expertise as well as their professional competence. Student will also develop an advanced understanding of the theoretical principles as well as the practical applications of leadership skills in the field of strategic communications.

Course Objectives

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

1. Incorporate strategic communication principles to address organizational needs and social issues in a global communication context.
2. Analyze key organizational communication issues facing today's multicultural organizations.
3. Develop policies and procedures for leading and managing strategic communication initiatives.
4. Analyze the keys steps in real-world strategic communication campaigns.
5. Develop creative strategies and tactics based on insights into contemporary organizational needs, social issues, key publics and stakeholders.
6. Analyze key management challenges and recommend best practices for developing strategic communications to address them.
7. Research, evaluate, and present findings on strategic communication best-practice recommendations for a global industry.

Course Assignments

Participation/Exercises	10%	Project	
Tests (2 @ 20% each)	30%	Best Practice Paper	15%
Case Studies	20%	Best Practice Presentation	15%
Case Study Presentation	10%		

Brief Descriptions of Course Requirements

- 1. Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises**, all of which are due by 11:59 pm on due dates specified on Canvas.
- 2. Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas.
- 3. Case Study analyses and presentation** assignments require students to describe, analyze, and evaluate strategic communication campaigns in 700- to 1000-word papers and a 10-minute presentation. While the specifics of each case study analysis will vary, generally students will summarize the situation that demonstrated the need for the campaign, research on the issue and campaign (messages, channels, and publics); the campaign's goals, objectives, strategies, tactics, and evaluation criteria; and an explanation of how the lessons learned from the case analyses may be used in other campaigns.
- 4. The Best Practice Project** includes a paper and presentation that details the research and analysis conducted in the evaluation of strategic communication campaigns designed to further a particular organization's mission and/or address a pressing social issue. The 2000- to 2500-word paper should detail the formative research conducted to analyze the client, situation, and key publics; the campaign's goals, objectives, strategies, tactics, key performance indicators, timeline, and budget/expenses. The 15-minute presentation should summarize the analyses in the paper using engaging visual aids.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Strategic Communication Theory and Research

Transcript title (limited to 30 characters): Strat COM Theory and Research

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 515

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

A key aim of this course is for students to understand how research is informed by and develops theories. Additionally, students will recognize how theory is a key aspect of ensuring that messaging is actually “strategic.” Students will learn how to apply theories as part of designing communication initiatives.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course counts toward the major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr Graduate

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the second of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with an understanding of how theories are developed through research, and how theories can be applied to inform communication strategy. In addition, students will learn how to conduct formative research to ensure that communication initiatives respond to target audiences' actual beliefs, attitudes, values, and behaviors. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledge, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leadership requires cultivating a deep understanding of how others are likely to respond to a particular message—an understanding that can be developed through studying theory and conducting research.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe has a PhD in Health Communication and has taken coursework in research methods, communication theory, persuasion, social media theory, and health campaigns.

What are the learning outcomes for this class?

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

- Understand what a theory is and how it guides and emerges from quantitative and qualitative research
- Develop an appreciation for what constitutes a 'good' theory
- Understand the theoretical basis of persuasive communication at multiple levels of analysis.
- Compare, contrast, and critique current theories and their potential applications
- Articulate how theory might inform practice in various professional contexts or domains of practice
- Apply a theory or theories to develop a strategic communications plan

What methods will you use to evaluate whether the learning outcomes have been met?

- Weekly Reading Check Reflections (20%)
- Domains of Practice Discussion Leader Assignment (20%)
- Implementing Strategic Communication Case Study (20%)
- Strategic Communication Literature Review (25%)
- Strategic Communication Research Proposal (15%)

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 515: Strategic Communication Theory and Research

Class Time: XXX
Professor: XXX
Office Hours: XXX

Classroom: XXX
Office: XXX

Course Description:

The theoretical underpinnings of strategic communication practices are informed by research conduct by scholars in communication and media studies, psychology, sociology, business, advertising and marketing, public diplomacy, and public relations, among other areas. A key aim of this course will be for students to understand how research is informed by and develops theories. Additionally, students will recognize how theory is a key aspect of ensuring that any messaging is actually “strategic.” As such, students will learn how to apply theories as part of designing communication initiatives.

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

- Understand what a theory is and how it guides and emerges from quantitative and qualitative research
- Develop an appreciation for what constitutes a ‘good’ theory
- Understand the theoretical basis of persuasive communication at multiple levels of analysis.
- Compare, contrast, and critique current theories and their potential applications
- Articulate how theory might inform practice in various professional contexts or domains of practice
- Apply a theory or theories to develop a strategic communications plan

Required Text:

- [The Routledge Handbook of Strategic Communication](#)
- Additional readings available on Canvas

Course Assignments:

- Weekly Reading Check Reflections (20%)
- Domains of Practice Discussion Leader Assignment (20%)
- Implementing Strategic Communication Case Study (20%)
- Strategic Communication Literature Review (25%)
- Strategic Communication Research Proposal (15%)

Brief Descriptions of Course Requirements:

- **Weekly Reading Check Reflections:** Students will respond to a mixture of multiple choice and short-essay questions assessing their understanding of the week's readings and ability to apply the concepts to relevant contexts
- **Domains of Practice Discussion Leader Assignment:** Discussion leaders will be responsible for teaching the class about how theories might be applied to a particular domain of practice. They will:
 - Create a handout that summarizes the domain of practice (public relations, advertising, political communication, government, health communication, international NGOs, activism/social change, crisis communication, and risk communication) and summarizes a key theory/theoretical concept that might be applied in this domain
 - Pose 3-5 discussion questions to facilitate classmates' deeper engagement with the reading
 - Create and facilitate an activity that is designed to get classmates to apply the theory to the domain. This might include analyzing a case study or crafting a message.
- **Implementing Strategic Communication Case Study Assignment:** Students will select one chapter/concept from Handbook Section 3: Implementing Strategic Communication. Then, they will identify a case study in which the concept from this chapter might be applied to address a need to develop effective messaging. Their case study might be drawn from their own professional experience, or might be drawn from current event examples like those showcased on the blog, <https://orgcominthenews.com/>. Students will write a brief paper summarizing the theoretical concept, the case study context, and an explanation of how the concept might be applied to understand and address the strategic communication challenge present in the case study. Students will present their case study and analysis to their classmates.
- **Strategic Communication Literature Review:** Students will select one strategic communication theory that they find interesting and applicable to their future careers. Drawing from 10-15 sources, they will write a literature review conceptualizing the theory and summarizing existing research. They will end their paper by describing how this theory might be applied to inform the strategic communication initiatives they intend to undertake in their future career.
- **Strategic Communication Research Proposal:** Students will select a second strategic communication theory of interest. Inspired by this theory, they will:
 - Propose at least 2 hypotheses or research questions
 - Outline the methods for conducting a study to test the hypotheses or answer the research questions
 - Develop a survey instrument or interview protocol
 Students will then participate in a Research in Progress discussion, where they review each other's research proposals and provide feedback to refine their initial ideas.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Strategic Communication Messaging

Transcript title (limited to 30 characters): Strategic Communication Messaging

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi-media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.).

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: _____ **Co-requisites:** _____

Course counts toward the _____ **major/minor concentration** Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr Graduate

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be the third of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with a robust understanding of best practices used in creating written, oral, visual, and multimedia messaging. It will also help students to understand the strategic nature of a communication plan, connecting these messaging tactics with goals, objectives and strategies. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how effective leaders adapt their messages to connect with key audiences and to adapt to the best practices of a particular genre.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe has an undergraduate degree in Public Relations and has taken several relevant graduate courses, including Social Media. Future faculty members slated to teach this course should have a PhD in Strategic Communication/PR and/or have extensive work experience developing strategic communication initiatives and creating messaging.

What are the learning outcomes for this class?

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

- Demonstrate their understanding of how tactics emerge from a clear communication strategy
- Understand and apply best practices to develop written, oral, visual, and multi-media messages
- Develop proficiency in a design or editing software of their choice

What methods will you use to evaluate whether the learning outcomes have been met?

- Communication Plan (5%)
- Lynda.com/LinkedIn Learning Tutorials (20%)
- Tactics Portfolio (75%)
 - Written
 - Press release (10%)
 - Blog post (10%)
 - Written Piece 3 (10%)
 - Oral
 - Media training plan (5%)
 - Media interview (10%)
 - Visual
 - Infographic (10%)
 - Visual Piece 2 (10%)
 - Multi-Media
 - PSA or advertisement (10%)

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 520: Strategic Communication Messaging

Class Time: XXX
Professor: XXX

Classroom: XXX
Office: XXX

Course Description:

Every strategic communication initiative involves thoughtful, researched-based planning to link goals and objectives to strategies and tactics. However, even the most well-developed plan can fall apart if the tactics are not skillfully executed. In this course, students will learn and incorporate best practices for creating written, oral, visual, and multi-media messages. Additionally, students will be asked to select from several online tutorials to develop proficiency in using various tools for message creation (e.g., Photoshop, InDesign, Illustrator, etc.). By the end of this course, students will:

- Demonstrate their understanding of how tactics emerge from a clear communication strategy
- Understand and apply best practices to develop written, oral, visual, and multi-media messages
- Develop proficiency in a design or editing software of their choice

Required Materials:

- Readings and tutorial videos available on Canvas
- Access to Lynda.com/Linkedin Learning

Course Assignments:

- Communication Plan (5%)
- Lynda.com/Linkedin Learning Tutorials (20%)
- Tactics Portfolio (75%)
 - Written
 - Press release (10%)
 - Blog post (10%)
 - Written Piece 3 (10%)
 - Oral
 - Media training plan (5%)
 - Media interview (10%)
 - Visual
 - Infographic (10%)
 - Visual Piece 2 (10%)
 - Multi-Media
 - PSA or advertisement (10%)

Brief Descriptions of Course Assignments:

- **Communication Plan:** Students will develop the overarching framework for a strategic communication initiative, including goals, objectives, strategies, and tactics. This plan will be used to help guide the students in developing messages that are connected to a broader purpose.
- **Lynda.com/LinkedIn Learning Tutorials:** Students will select two (2) Lynda.com/LinkedIn Learning tutorials of their choice, focusing on learning a design or editing software that will assist them in creating visual and/or multi-media messaging.
- **Press release:** Students will develop one press release designed to promote a story related to their communication plan
- **Blog post:** Students will write one blog post designed to be of interest to a key target audience that they identified as part of their communication plan
- **Written piece 3:** Students will propose one other type of written communication that might be a useful messaging tactic for their campaign. They will research best practices for producing this type of written material and (in collaboration with their instructor) develop a rubric for assessing their own work. Then, they will produce this written message for inclusion in their tactics portfolio.
- **Media training plan:** Students will be asked to identify a potential spokesperson who might need to interact with the media as part of their communication plan. They will develop a list of key talking points to provide to this spokesperson, as well as a set of guidelines they might train this spokesperson to follow based on best practices for communicating with the media.
- **Media interview:** Students will partner with a classmate to simulate a media interview, taking turns pretending to be a reporter and a spokesperson. Acting as journalists, they will develop 2-3 questions that they might ask during a 5 minute interview about their partner's initiative. Student partners will film mock interviews with each other to practice interacting with the media.
- **Infographic:** Students will develop an infographic depicting key statistical data related to their communication initiative. This infographic will incorporate social math principles.
- **Visual Piece 2:** Students will propose one other type of visual communication that might be a useful messaging tactic for their campaign. They will research best practices for producing this type of visual messaging and (in collaboration with their instructor) develop a rubric for assessing their own work. Then, they will produce this message for inclusion in their tactics portfolio.
- **Public Service Announcement or Advertisement:** Keeping their target audience and preferred communication channels in mind, students will script and film/record a public service announcement or advertisement relevant to their communication plan. Students will tailor the design of their multi-media message to be appropriate to the best practices of their intended channel (ex., TV, radio, Tik Tok, YouTube, etc.).

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Integrated Marketing Communications

Transcript title (limited to 30 characters): Integrated Marketing Comm

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 525

Number of credits: 3 Lab **Lecture**

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Students in this course will analyze integrated marketing communications (IMC) practices to develop a robust understanding of organizations' use of paid, earned, shared, and owned media to achieve their goals. Students will also analyze and create IMC programs, including the key performance indicators used to measure their return on investment.

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: _____ **Co-requisites:** _____

Course counts toward the _____ **major/minor concentration** Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Integrated Marketing Communications course will be the fourth of ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will provide students with a robust understanding of the ways in which organizations and social movements use paid, earned, shared, and owned media to achieve their goals and address social problems. This course will explain the key concepts and frameworks for creating and managing an IMC plan, with particular attention paid to recent trends in social marketing. By the end of this course, students will be able to analyze and create IMC programs using the latest value-based IMC practices, including the qualitative and quantitative benchmarks and key performance indicators used to measure their return on investment. This course advances Rollins College's mission in several ways. First, in relation to global citizenship, this course situates the use of media to achieve goals in our multicultural world. Second, in relation to meaningful lives, this course teaches students how to use a wide range of media, especially social media, to address social problems on a local and global scale. Third, in relation to productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Copur

What are the learning outcomes for this class?

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

1. Students will be able to effectively develop, implement, and manage a strategic IMC program.
2. Students will be able to recognize, analyze, and evaluate the effectiveness of an IMC program.
3. Students will be able to demonstrate which media strategies are most appropriate in a given situation.
4. Students will be able to calculate the costs and benefits of an IMC program.
5. Students will be able to choose appropriate marketing tools for an IMC program.
6. Students will be able to create and deliver an IMC Oral Presentation recommending an effective IMC strategic and tactical plan promoting a specific brand each student has selected.

What methods will you use to evaluate whether the learning outcomes have been met?

1. Participation: Discussions and reflection exercises
2. Tests and quizzes
3. Case Studies: Written and oral presentations
4. Final project: Written IMC plan and pitch presentation

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 525
Integrated Marketing Communications

Class Time: Tuesdays 6:45 p.m.
Ph.D.
Office: CSS 160
Office Hours: T/TR 11-1, or by appt.
Classroom: CSS 134

Professor: David Lynn Painter,
Email: dpainter@rollins.edu
Office Phone: 407.691.1702
Cell Phone: 352-213-4529

Required Texts:

- [IMC, the Next Generation Five Steps for Delivering Value and Measuring Returns Using Marketing Communication](#)
- [Brand Media Strategy](#)
- [Social Media Marketing: A Strategic Approach](#)
- Ad Age (www.adage.com)
- Ad Week (www.adweek.com)
- Interbrand Corp. (<http://www.brandchannel.com>)
- Canvas Resources

Course Description:

Students in this course will analyze the latest integrated marketing communications (IMC) practices to develop a robust understanding of the ways in which organizations use paid, earned, shared, and owned media to achieve their goals. Students will also learn about the key concepts and frameworks for creating and managing an IMC plan, with particular attention paid to recent trends in social marketing. Students will also analyze and create IMC programs using the latest value-based IMC practices, including the benchmarks and key performance indicators used to measure their return on investment.

Course Objectives

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

1. Students will be able to effectively develop, implement, and manage a strategic IMC program.
2. Students will be able to recognize, analyze, and evaluate the effectiveness of IMC programs.
3. Students will be able to demonstrate which media strategies are most appropriate in a given situation.
4. Students will be able to calculate the costs and benefits of an IMC program.
5. Students will be able to choose appropriate marketing tools for an IMC program.
6. Students will create and deliver an IMC plan and pitch presentation recommending an effective IMC strategic and tactical plan promoting a specific brand and/or addressing a particular social issue.

Course Assignments

Participation/Exercises	10%	Project	
Tests (2 @ 15% each)	30%	Written IMC Plan	15%
Case Study Analyses - written	20%	IMC Plan Pitch Presentation	15%
Case Study Presentation	10%		

Brief Descriptions of Course Requirements

1. **Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises**, all of which are due by 11:59 pm on due dates specified on Canvas.
2. **Tests and Quizzes** will require you to reflect on assigned readings as detailed on Canvas.
3. **Case Study analyses and presentations.** The purpose of these assignments is to **analyze and evaluate** the strategic processes evidenced in the case, **NOT** simply describe it. Limit your descriptions (what, where, when) to a brief summary and then make an argument about the IMC campaign's effectiveness (how, why, and among whom). Specific details will vary according to the case being analyzed, but generally you will write 750- to 1250- word papers and deliver a 10-minute summary presentation.
4. The **Integrated Marketing Communications Plan and Pitch Presentation** requires students to develop a written and oral presentation that details the formative research, planning, implementation, and evaluation strategies and tactics that will achieve the integrated marketing communication campaign's goals and objectives in furthering an organization's mission and/or addressing a pressing social issue. Specific project requirements and examples are posted on Canvas.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Digital and Social Media Marketing

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 530 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites:

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

~~This course is a four credit hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. Please identify the student activity. In this course, the additional outside of class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small group projects, etc. PLEASE ATTACH SYLLABUS].~~

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Digital and social media have changed the interaction between brands and consumers, provided new, crucial channels for markets, and equipped consumers with new tools to search, evaluate, and engage with products and marketers. This class focuses on this digital marketing and interaction. It enables students to develop digital marketing plans, experiment with digital marketing tools, and maximize the use of social media to achieve business and marketing objectives. Topics include mobile marketing, viral marketing, influencer marketing, real-time marketing, use of social media to measure ROI, and management of digital and social media content. Mastering the skillset offered in this class, students can advance in their expertise in the field and pursue a productive career, which meets a main aspect of Rollins mission. In addition, this class teaches students how to develop digital marketing plans, which prepares them to make strategic decisions and claim responsible leadership.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? **Fall**

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? **No**

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that’s specialized in pharmaceutical marketing. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:

1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by using a social media management system (Hootsuite)
3. Use social media tools, to analyze the behavior of “connected customers”
4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track relevant users
6. Analyze and critique social media practices and strategies of leading brands

What methods will you use to evaluate whether the learning outcomes have been met?

Participation	10%
Hootsuite assignment	10%
Influencer marketing assignment	20%
Digital & social media plan	40%
Final Exam	20%

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 5XX

Digital and Social Media Marketing

Identification of Course

1 COM 5XX Digital and Social Media Marketing (3 Credit hours)

Prerequisites: None

Mon. & Thu. 6:45-9:15 p.m. at SCC 230

2 Reading Materials

Buyer, L. (2018). *Social PR secrets: How to optimize, socialize, and publicize your brand (4th ed.)*. Florida: Buyer Group.

Larson, J. & Draper, S. (2019). *Digital marketing essentials: A comprehensive digital marketing textbook*. Idaho: Edify.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science*, 49, 51–70. doi.org/10.1007/s11747-020-00733-3

3 Instructor's Information

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment

E-mail: hmesbah@rollins.edu

Course Description

Digital and social media have changed the interaction between brands and consumers, provided new, crucial channels for markets, and equipped consumers with new tools to search, evaluate, and engage with products and marketers. This class focuses on this digital marketing and interaction. It enables students to develop digital marketing plans, experiment with digital marketing tools, and maximize the use of social media to achieve business and marketing

objectives. Topics include mobile marketing, viral marketing, influencer marketing, real-time marketing, use of social media to measure ROI, and management of digital and social media content.

Course objectives

By the end of this class, students should be able to:

1. Identify and critique key issues in digital and social media marketing
2. Formulate, implement, and evaluate online marketing strategies and objectives by using a social media management system (Hootsuite)
3. Use social media tools, to analyze the behavior of “connected customers”
4. Assess digital marketing strategies and solve real-time problems
5. Use data and information analysis tools to retrieve social media content and track relevant users
6. Analyze and critique social media practices and strategies of leading brands

Grading

Participation	10%
Hootsuite assignment	10%
Influencer marketing assignment	20%
Digital & social media plan	40%
Final Exam	20%

Brief Descriptions of Course Requirements

1. Participation

Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

2. Hootsuite assignment

You will take the free Hootsuite training course and turn in its certificate of completion for credit. The fee for Hootsuite certification is \$99, but you are not required to seek certification. However, it’s a great resume-builder. If you are a certified Hootsuite user, I will give you another Hootsuite assignment.

3. Influencer marketing case

Identify top 5 top micro influencer campaigns and analyze their audio/visual key messages, tactics, user interactions, and impact. You will also assess strengths and weaknesses of those micro campaigns and provide your own solutions and/or alternative strategies. Your report should not exceed 1,500 words, excluding the clips or screenshots that you take from those campaigns. Each student will present their report in class.

4. Digital & social media marketing plan

This is a group project. You will partner with a classmate to develop a digital and social media marketing plan for a given Brand. I will provide you with a list of brands to choose one for your project. The first phase of this project is to audit the current mobile, web, and social media marketing strategies of the brand you have chosen. You will apply your skills in web and social media analytics to assess the reach and impact of those strategies. In the second phase, you will create an alternative plan that deals with the weaknesses you have identified in the first phase and/or leverage opportunities for the brand via digital and social media.

5. Final exam

It's a comprehensive exam that's based on the course readings, class discussions, and cases you have analyzed.

<p>COURSE PROPOSAL/ CHANGE FORM</p> <p>Form Approved December, 2016 Curriculum Committee</p>		<p>CLA <input type="checkbox"/> UG <input type="checkbox"/> Holt <input type="checkbox"/> UG <input type="checkbox"/> GR <input type="checkbox"/> CLA/Holt Cross Listed <input type="checkbox"/></p>
---	---	---

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Strategic Communication Internship

Transcript title (limited to 30 characters): Strat Comm Internship

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 590

Number of credits: 3 Lab **Lecture**

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Students in this academic internship course will gain on-the-job experience and participate in structured reflections as part of an experiential learning process. This course will help you intentionally and mindfully navigate your internship and reflect on your experience so that you can connect your coursework with your work experience.

Grading: standard letter grade **credit/no credit**

Is this course repeatable for credit: Y **N**

Prerequisites:

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

An internship is an opportunity for on-the-job experience. The academic internship in the Strategic Communication Master of Arts program offers students a structured approach to this kind of high-impact, experiential learning. The course is designed to enrich the students' learning experience. The National Society for Experiential Learning defines an internship as any "carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience." This course will help students intentionally and mindfully navigate their internship and reflect on their experience with an eye toward connecting coursework with work experience. This course is specifically designed to help students develop productive careers and meaningful lives.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely

Every 2yr

Every yr

Every semester

More than 1/semester

During which semester are you hoping to first offer the course? Summer

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? No

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

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

1. Articulate and apply principles learned in and out of the classroom to your professional and personal experiences, including connecting your coursework to your professional life
2. Engage in thoughtful and productive reflections on your internship experiences
3. Analyze your on-the-job skills, strengths, and weaknesses
4. Explain how this experiential learning process influenced your self-understanding, confidence, and interpersonal skills
5. Develop and articulate work competencies for future professional pursuits
6. Network and pursue career options while gaining work experience

What methods will you use to evaluate whether the learning outcomes have been met?

Course Assignments

Learning Objectives Statement	10%
Reflection Journals	10%
Discussion Boards	10%
Time Sheets (Midterm & Final Signed)	10%
Evaluations (Midterm, Student, Employer)	20%
Career Assignments	15%
Final Reflection Paper/Portfolio	25%

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

- Expressive Arts (HART) Writing Quantitative Methods (HQT)
- Scientific Perspective (HSCI) Literature (HLIT)
- Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

- Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
- Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 590

Strategic Communication Internship

Class Time: Tuesdays 6:45 p.m.
Office: CSS 160
Office Hours: T/TR 11-1, or by appt.
Classroom: CSS 134

Professor: David Lynn Painter, Ph.D.
Email: dpainter@rollins.edu
Office Phone: 407.691.1702
Cell Phone: 352-213-4529

Course Description:

Students in this academic internship course will gain on-the-job experience and participate in structured reflections as part of an experiential learning process. This course will help you intentionally and mindfully navigate your internship and reflect on your experience so that you can connect your coursework with your work experience.

Readings and Resources: Canvas Class Modules

Course Objectives

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

1. Articulate and apply principles learned in and out of the classroom to your professional and personal experiences, including connecting your coursework to your professional life
2. Engage in thoughtful and productive reflections on your internship experiences
3. Analyze your on-the-job skills, strengths, and weaknesses
4. Explain how this experiential learning process influenced your self-understanding, confidence, and interpersonal skills
5. Develop and articulate work competencies for future professional pursuits
6. Network and pursue career options while gaining work experience

Course Assignments

Learning Objectives Statement	10%
Reflection Journals	10%
Discussion Boards	10%
Time Sheets (Midterm & Final Signed)	10%
Evaluations (Midterm, Student, Employer)	20%
Career Assignments	15%
Final Reflection Paper/Portfolio	25%

Earning Credit

The final "grade" for this course is either Credit (CR) or No Credit (NC). In order to achieve credit in this course you must complete all registered internship hours, complete all course assignments (min C- average), and earn a successful Employer Evaluation.

Brief Descriptions of Course Requirements

1. **Learning Objectives Statements** clearly define what you intend to learn during the semester. The objectives should help the student, the Site Supervisor, and the Internship Instructor evaluate the learning progress at the conclusion of the experience. Learning Objectives should not try to cover all aspects of the internship, but focus on select areas that

you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement on the job. Furthermore, the outcomes should benefit both you and the organization.

2. **Reflection Journals** are a place to engage in and demonstrate meaningful reflection as you work toward achieving your Learning Objectives and navigate your new work experience. This is also a space to share your current completed internship hours.
3. **Discussion Forums** are our community space where you will connect with your fellow interns to discuss various topics related to professional development. Interns can learn about each other's sites and projects, synthesize and connect various concepts to their experiences and support each other. This also provides an opportunity for the Internship Instructor to advise, facilitate problem solving, and encourage critical/creative thinking.
4. **Time Sheets:** Interns are required to track their work hours each week and turn in a Midsemester and Final Timesheet signed by the supervisor. You may also be asked to submit your hours weekly. See Canvas for more information.
5. **Career Assignments** include (1) Organization Briefing Paper in which you will learn about your internship organization because it is crucial to understand the place you work. As well as: (2) Resume and (3) LinkedIn: You will ask your site supervisor or a coworker to review your resume, and you will add your current internship and update your LinkedIn account
6. **Evaluations (Midterm, Employer, & Student):** These serve as assessment tools for the Site Supervisor and the Student. The Site Supervisor and Student should discuss these evaluations. You will also reflect on this experience. There are three evaluations: a midterm evaluation and then a final employer evaluation and student evaluation at the end of the experience so you can review your overall performance. You will write reflection papers on these evaluations.
7. **Final Reflection Portfolio/Paper:** The final paper provides an opportunity to reflect on your entire internship experience. You will summarize your learning, assess your overall success in achieving your Learning Objectives, and highlight any additional insights about the organization/industry and your own professional goals. This assignment facilitates closure of the internship experience. In addition to writing the reflection paper, you will include (and make reference to) three artifacts from your internship. These can be pictures, articles or social media content you've written, infographics you've designed, or any other evidence of your work.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Organizational Communication

Transcript title (limited to 30 characters): Organizational Communication

Faculty Sponsor/Instructor: Sarah Parsloe, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 520

Number of credits: 3 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

This course is designed to assist aspiring leaders in strategic communication in developing the skills they will need to inspire cooperation and innovation in a fast-paced global environment. In this class, students will learn how to be agents of change by mastering and practicing key communication principles.

Grading: standard letter grade credit/no credit

Is this course repeatable for credit: Y N

Prerequisites: Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr Graduate

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

The Strategic Communication Messaging course will be an option elective course in addition to ten courses in the Strategic Communication Master of Arts program in Rollins College's Holt School. This course will introduce students to different styles of leadership, provide them with opportunities to analyze case studies of leadership in action, and articulate the ways in which effective leadership is essential for supporting organizational change and innovation. In relation to Rollins College's desire to prepare students for productive careers, this course provides students with the knowledges, skills, and abilities to advance their careers in the strategic communications field. Additionally, in relationship to responsible leadership, this course helps students to understand how their approaches to communication can create toxic work environments or supportive, inclusive spaces for collaboration. The course also encourages students to develop a sense of self- and collective-efficacy, inspiring them to recognize that their leadership skills might be put to use to address social inequities.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Fall

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? NO

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Dr. Parsloe took graduate-level coursework in organizational communication. In addition, her research interests include studying collective action and connective action—identifying the ways in which leaders mobilize for social change.

What are the learning outcomes for this class?

By the end of this course students will:

- Improve their ability to critically assess and address problematic workplace scenarios for productive outcomes
- Identify successful models of leadership so they can better champion key organizational priorities and necessary organizational changes
- Better communicate and instantiate organizational core values to motivate organizational members to reflect those values to both internal and external stakeholders
- Identify, analyze, and solve critical organizational problems they currently need to address by using course material as the basis for their organizational solutions

What methods will you use to evaluate whether the learning outcomes have been met?

- Leadership Self-Assessment Portfolio (20%)
- Case Study Discussion Leader (10%)
- Application Exercises (10%)
- Leadership Interview Project (30%)
- Leading through Organizational Challenges Paper (30%)

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

- Expressive Arts (HART) Writing Quantitative Methods (HQT)
- Scientific Perspective (HSCI) Literature (HLIT)
- Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

- Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
- Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 555: Organizational Leadership

Class Time: XXX
Professor: XXX
Office Hours: XXX

Classroom: XXX
Office: XXX

Course Description:

Effective strategic communication involves collaborating with others to develop, articulate, and carry out a coherent plan for achieving an organization's goals and objectives. As such, successful professional communicators model approaches to leadership that respond and adapt to evolving relational and organizational contexts. This course is designed to assist aspiring leaders in strategic communication in developing the skills they will need to inspire cooperation and innovation in a fast-paced global environment. In this class, students will learn how to be agents of change by mastering and practicing key communication principles. By the end of this class, students will:

- Improve their ability to critically assess and address problematic workplace scenarios for productive outcomes
- Identify successful models of leadership so they can better champion key organizational priorities and necessary organizational changes
- Better communicate and instantiate organizational core values to motivate organizational members to reflect those values to both internal and external stakeholders
- Identify, analyze, and solve critical organizational problems they currently need to address by using course material as the basis for their organizational solutions

Required Texts:

- [Leadership: A Communication Perspective \(7th Edition\)](#)
- [Cases in Organizational and Managerial Communication: Stretching Boundaries](#)

Course Assignments:

- Leadership Self-Assessment Portfolio (20%)
- Case Study Discussion Leader (10%)
- Application Exercises (10%)
- Leadership Interview Project (30%)
- Leading through Organizational Challenges Paper (30%)

Brief Descriptions of Course Requirements:

- **Leadership Self-Assessment Portfolio:** This portfolio will include several components, including (a) responses to a set of leadership self-assessment instruments included in the main text for this course, (b) an assessment of themes included in interviews with three individuals who have witnessed the students' communication approach when they held a leadership position, and (c) the students' reflection on their own leadership style, including strengths, opportunities, and aspirations.
- **Case Study Discussion Leader:** The main text for this course includes several case studies exploring leadership communication concepts present in real-life scenarios. The capacity to facilitate discussions in an inclusive, collaborative, and productive way is a

core skill that effective leaders should cultivate. Once per semester, each student will serve as a discussion leader—they will facilitate a discussion of the case with a small group of their peers. Peers will provide the discussion leader with an assessment of how they encouraged active participation in the discussion. The student will draw on this feedback and on their own experience of this exercise to reflect on their strengths and weaknesses as a discussion leader.

- **Application Exercises:** The main text for this course includes several application exercises that provide opportunities to incorporate course concepts in determining how to respond to a leadership challenge. Several of these application exercises will be assigned over the course of the semester.
- **Leadership Interview Project:** Students will complete an interview project where they will speak with at least five individuals who occupy leadership roles in an organization. They will ask interviews to identify examples of key leadership challenges that they have faced as part of their role and to reflect on how they have communicated with others to address these challenges. The student will produce a paper analyzing these interview transcripts, identifying themes in both the types of challenges leaders faced and the approaches leaders took to addressing these challenges. They will connect their analysis to key communication concepts discussed in class.
- **Leading through Organizational Challenges Paper:** Students will identify one type of organizational challenge that requires effective leadership skills to navigate. For instance, this might include topics like merging with another company, rolling out a new policy or practice, responding to claims of bullying or harassment, weathering a crisis, etc. Students will develop a literature review summarizing existing research on communication strategies that leaders utilize to respond to this type of organizational challenge. Then, students will identify a current case of this challenge type—either drawing from their own professional experiences or drawing from news or blog sources. Finally, students will apply principles learned from their literature review to offer suggestions for how leaders might respond effectively to the organizational challenge present in their case study.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Web Analytics and Social Media Metrics

Transcript title (limited to 30 characters): Digital SM Mkt

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 535 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites:

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

~~This course is a four credit hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. Please identify the student activity. In this course, the additional outside of class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small group projects, etc. PLEASE ATTACH A SYLLABUS].~~

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Web marketing allows companies to interact with consumers and adjust their campaigning in real-time. Students will learn how to use web analytics and social media metrics to monitor and evaluate the effectiveness of online communication of businesses and corporations. The class develops an applied understanding of specific web analytics, such as Google analytics and Adobe analytics. Students will also study and apply social media tools, such as KPI's, sentiment analysis, and campaign tracking. To enhance the leadership and analytical thinking skills of students, they will learn how to prepare, present, and strategize web analytics and social media analytics reports. This hands-on class provides students with skills and knowledge that helps them measure the impact of their clients' social media campaigns and compare that effect to competitors. This is expected to help them advance in their career and claim more leadership roles, which fulfills the aspects of "responsible leadership" and "productive life" in the Rollins mission.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? No

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. I have done marketing research for a leading research organization that's specialized in pharmaceutical marketing. I have a sound knowledge of Hootsuite, Google Analytics, and other social media metrics. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to do the following:

1. Monitor and Evaluate effective of digital communication by using appropriate web analytics and social media metrics
2. Use specific web and social media analytics, such as Key Performance Indicators (KPI's), Google analytics, and Adobe analytics
3. Apply social media metrics, such as Hootsuite, to design and modify social media communication
4. Monitor the digital communication of both consumers and competitors
5. Analyze and interpret social media data using the analytics of leading social media, such as Facebook, Twitter, and Instagram
6. Create reports of web analytics and social media analytics and use those reports in strategic decision-making

What methods will you use to evaluate whether the learning outcomes have been met?

Participation	10%
Project one (Web analytics)	30%
Project two (Social Media Tracking)	30%
Final report & presentation	30%

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 5XX

Web Analytics & Social Media Metrics

Identification of Course

- 1 COM 5XX Web analytics & Social Media Metrics (3 Credit hours)
Prerequisites: None
Tuesday & Thursday 6:45-9:15 p.m. at SCC 170

- 2 Reading Materials
 - Hemannken, C. & Burbary, K. (2018). *Digital marketing analytics: Making sense of consumer data in a digital world* (2nd Ed.). Indianapolis, Ind: Que.
 - Matthew A. Russell & Klassen, M. (2019). *Mining the Social Web: Data Mining Facebook, Twitter, LinkedIn, Instagram, GitHub, and More* (3rd Ed.). CA: O'Reilly

In addition to assigned readings from the following sources:

- Forrester Research
- Moz.org
- Growthhackers.com

- 3 Instructor's Information

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,
Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment

E-mail: hmesbah@rollins.edu

Course Description

Web marketing allows companies to interact with consumers and adjust their campaigning in real-time. Students will learn how to use web analytics and social media metrics to monitor and evaluate the effectiveness of online communication of businesses and corporations. The class develops an applied understanding of specific web analytics, such as Google analytics and Adobe analytics. Students will also study and apply social media tools, such as KPI's, sentiment analysis, and campaign tracking. To enhance the leadership and analytical thinking skills of students, they will learn how to prepare, present, and strategize web analytics and social media analytics reports.

Course objectives

By the end of this class, students should be able to do the following:

1. Monitor and Evaluate effective of digital communication by using appropriate web analytics and social media metrics

2. Use specific web and social media analytics, such as Key Performance Indicators (KPI's), Google analytics, and Adobe analytics
3. Apply social media metrics, such as Hootsuite, to design and modify social media communication
4. Monitor the digital communication of both consumers and competitors
5. Analyze and interpret social media data using the analytics of leading social media, such as Facebook, Twitter, and Instagram
6. Create reports of web analytics and social media analytics and use those reports in strategic decision-making

Grading

Participation	10%
Project one	30%
Project two	30%
Final report & presentation	30%

Brief Descriptions of Course Requirements

1. Participation

Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

2. Project one (Web analytics)

You will create your own WordPress website and determine scope, objectives, and key messages of this website in the second week. You will keep developing this website throughout the semester and monitor its analytics by setting up a search console and using Google analytics or Adobe analytics. You will also apply the basics of search engine optimization (SEO) to improve the searchability of keywords and support your PR efforts. You will present weekly progress reports on Canvas.

3. Project two (social media tracking)

You will pick a client (whether a business or corporation) and build a social media tracker for them. You will also track the social media of the main competitor of your client. You will analyze the communication of your client and competitor, along with their interaction with social media users. You will measure users' satisfaction, sentiment, and engagement. You will share the dashboard of your social media analytics weekly on Canvas.

4. Final Report & Presentation

You will submit a final report that summarizes and interprets your social media analytics and identifies how such data could be used strategically to enhance the effectiveness of your client's social media. You will present this report in class in Week 15.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Crisis communications: Risk and reputation management

Transcript title (limited to 30 characters): Crisis Comm

Faculty Sponsor/Instructor: Hesham Mesbah, Ph.D.

Requested Course Number (please coordinate with Registrar):

Number of credits: COM 540 Lab Lecture

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites:

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

COM 540 Crisis Communication is a core class in the Strategic Communication Master of Arts program. This course focuses on the theory and practice of crisis communication and reputation management. Students will learn and apply communication strategies during the three stages of a crisis: pre-crisis (prevention and preparation), during crisis (response/management), and post-crisis (reputation restoration and long-term prevention strategies). The course examines diverse cases of crisis communication for celebrities, organizations, and governments with varying levels of success or failure. The course also examines the ethics of communicating during and after a crisis. This course teaches students how to steer the communication of an organization during a crisis, which advances the Rollins missions of fostering responsible leadership and productive career. The course also examines several national and international cases of crisis management, which prepares students to be global citizens.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? **Spring**

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? **No**

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

Hesham Mesbah (Ph.D., sponsoring faculty member, earned his Ph.D. in Mass Communication from the College of Mass Communication at Cairo University. I have a 13-year experience of teaching Public Relations and Corporate Communication and have worked as a research/PR consultant overseas. Other COM faculty and adjuncts with a doctoral degree will also teach this class.

What are the learning outcomes for this class?

By the end of this class, students should be able to:

1. Identify what constitutes a crisis and differentiates between different types of crises
2. Assess potential risks facing an organization and develop a preparedness plan
3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications actual cases of crisis communication
4. Construct a communication plan for a simulated crisis
5. Construct a strategic post-crisis, recovery shot-term and long-term plan

What methods will you use to evaluate whether the learning outcomes have been met?

Participation	10%
Crisis case assignment	20%
Risk/preparedness assignment	20%
Crisis communication project	30%
Final Exam	20%

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 5XX

Crisis Communication

Identification of Course

- 1 COM 540 Crisis Communication (3 Credit hours)
Prerequisites: None
Mon. & Thu. 6:45-9:15 p.m. at SCC 170

- 2 Reading Materials

Coombs, W. T. (2019). *Ongoing Crisis Communication: Planning, Managing, and Responding* (4th ed.). Thousand Oaks: Sage Publications

Fearn-Banks, K. (2017). *Crisis Communication: A casebook approach* (5th ed.). CA: Sage Publications.

Li, F., Larimo, J. & Leonidou, L.C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science*, 49, 51–70. doi.org/10.1007/s11747-020-00733-3

Additional materials:

www.audible.com/pd/Crisis-Response-and-Reputation-Management (Oct. 22nd, 2020)

Best Reputation Management Podcasts: <https://player.fm/podcasts/Reputation-Management>

- 3 Instructor's Information

Dr. Hesham Mesbah, Associate professor, Office: CSS 152,

Phone 407-646-2384

Office hours: 11:00 a.m.: 1:00 p.m. Monday & Wednesday or by appointment

E-mail: hmesbah@rollins.edu

Course Description

This course focuses on the theory and practice of crisis communication and reputation management. Students will learn and apply communication strategies during the three stages of a crisis: pre-crisis (prevention and preparation), during crisis (response/management), and post-crisis (reputation restoration and long-term prevention strategies). The course examines diverse cases of crisis communication for celebrities, organizations, and governments with varying levels of success or failure. The course also examines the ethics of communicating during and after a crisis.

Course objectives

By the end of this class, students should be able to:

1. Identify what constitutes a crisis and differentiates between different types of crises
2. Assess potential risks facing an organization and develop a preparedness plan
3. Use crisis communication theory to analyze and critique ethical, reputational, and social implications actual cases of crisis communication
4. Construct a communication plan for a simulated crisis
5. Construct a strategic post-crisis, recovery short-term and long-term plan

Grading

Participation	10%
Crisis case assignment	20%
Risk/preparedness assignment	20%
Crisis communication project	30%
Final Exam	20%

Brief Descriptions of Course Requirements

1. Participation

Attendance and active participation in class discussion, brainstorming, and exercises are required of all students.

2. Crisis case assignment

Each student will be assigned a previous crisis case to analyze, critique, and present in class. The analysis should include a review of the existing literature about the crisis, the communication strategies adopted, media coverage of the crisis, social media interactions, and post-crisis strategies. The final report should not exceed 25 double-spaced pages including references.

3. Risk analysis and preparedness assignment

You will choose one communication track that resonates with either your interests or career, such as health, oil extraction, transportation, etc. You can also opt to do this assignment for current employer/organization. Your task is to assess the various dimension of the hazards in the track you have selected and develop a risk communication plan. The assessment of hazards will include the potential negative consequences of the risk/hazard and the public(s) that will be affected. You will create actual messages for your campaign, such as brochures, storyboards, or fliers. The third element in your analysis will identify the actionable measures in case a crisis occurs (preparedness plan).

4. Crisis management plan

This is a group project. Each group will be consisted of 2-3 students. I will assign each group a detailed simulated crisis to analyze and manage. After assessing the dimensions of the crisis, each group will apply crisis communication theory to identify strategies for managing the crisis and identifying response strategies. We will have simulated press conferences in class and raise questions that test those response strategies. Each group will create a final report for the crisis and post-crisis management plan. The report should not exceed 2,000 words and include an analysis of the crisis, deliverables and timetable, and communication strategy after the crisis is over).

5. Final exam

It's a comprehensive exam that's based on the course readings, class discussions, and cases you have analyzed.

COURSE PROPOSAL/ CHANGE FORM

Form Approved December, 2016 Curriculum
Committee



CLA UG
Holt UG GR
CLA/Holt Cross Listed

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: COM 545: Strategic Communication Campaigns: Capstone 1

Transcript title (limited to 30 characters): Strat Comm Capstone 1

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 545

Number of credits: 3 Lab **Lecture**

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: Y N

Prerequisites:

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr Graduate

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

This is a three-credit-hour course – see attached syllabus

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Strategic communication campaigns is the first of two capstone courses in the Strategic Communication Master of Arts program. This course synthesizes the content of the other courses as the students conduct their formative research and campaign planning on behalf of their client. This course provides students with the opportunity to apply their strategic communication knowledge, skills, and abilities to the development of a campaign designed to an existing challenge identified by their client organization. Working individually, the students will respond to the obstacles and opportunities in their client’s situation to develop and pitch their formative research and campaign plans. While the course’s primary focus is creating a comprehensive plan, assignments, discussions, and peer reviews of their classmates’ plans will allow students to articulate their mastery of strategic ethical, responsible, and communication research and planning in our multicultural world. The capstone experience is intended to ensure students have the knowledge, skills, and abilities to become industry leaders, furthering the Rollins mission of “educating students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.”

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? **Spring**

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? **No**

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

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

1. Create, conduct, and present a formative research plan that includes a situation/issue, client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign plan on behalf of a client.
3. Create and pitch a strategic communication campaign to a client.
4. Design, draft, and revise verbal, nonverbal, and visual campaign communication materials.
5. Evaluate and peer review classmates' formative research plans, and campaign plans.
6. Demonstrate mastery of the formative research and strategic communication campaign planning processes.

What methods will you use to evaluate whether the learning outcomes have been met?

Course Assignments

Participation/Exercises/Peer Reviews	10%	Campaign Pitch Presentation	20%
Situation/Issue Analysis	5%	Campaign Book Draft	5%
Client & Competitor Analysis	5%	Final Campaign Book	30%
Publics Analysis	5%		
Formative Research Presentation	5%		
Formative Research Plan	15%		

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 545
Strategic Communication Campaigns: Capstone 1

Class Time: Tuesdays 6:45 p.m.
Office: CSS 160
Office Hours: T/TR 11-1, or by appt.
Classroom: CSS 134

Professor: David Lynn Painter, Ph.D.
Email: dpainter@rollins.edu
Office Phone: 407.691.1702
Cell Phone: 352-213-4529

Reference Texts (not required; useful guides):

- [Strategic Planning for Public Relations](#)
- [Cases in Public Relations Strategy](#)
- Canvas Resources

Course Description:

Students in the first capstone course will complete the formative research required to create a strategic campaign plan on behalf of a client. Students will analyze their client's situation, organization, and publics to develop campaign goals, objectives, strategies, and tactics to be implemented in the second capstone class.

Course Objectives

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

1. Create, conduct, and present a formative research plan that includes a situation/issue, client/competitor, and publics analysis.
2. Synthesize the research, theories, and best practice principles in the development of a campaign plan on behalf of a client.
3. Create and pitch a strategic communication campaign to a client.
4. Design, draft, and revise verbal, nonverbal, and visual campaign communication materials.
5. Evaluate and peer review classmates' formative research plans, and campaign plans.
6. Demonstrate mastery of the formative research and strategic communication campaign planning processes.

Course Assignments

Participation/Exercises/Peer Reviews	10%	Campaign Pitch Presentation	20%
Situation/Issue Analysis	5%	Campaign Book Draft	5%
Client & Competitor Analysis	5%	Final Campaign Book	30%
Publics Analysis	5%		
Formative Research Presentation	5%		
Formative Research Plan	15%		

Brief Descriptions of Course Requirements

1. **Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises and Peer Reviews**, all of which are due by 11:59 pm on due dates specified on Canvas.
2. **Situation/Issue Analysis:** Students will analyze the central issue(s) facing their client and explain how it may be resolved to their client's advantage in a visual report.
3. **Client and competitor analysis:** Students will analyze their client's background, history,

and trends, their resources and challenges, their competitors, opposition, and potential sponsors in a visual report.

4. **Publics Analysis:** Students will identify and describe their key publics' demographics and psychographics, their perceptions, attitudes, and behaviors related to their client/campaign in a visual report.
5. **Formative Research Plan:** Students will synthesize their issue/situation, client/competitor, and publics analyses into a formal report that establishes the foundation for their strategic communication campaign. This report will be reviewed by the client, instructor, and classmates who will provide revision suggestions for the final campaign book.
6. **Formative Research Presentation:** Students will develop and deliver a 20- to 25-minute presentation that explains how their formative research will be used as the basis for their campaign plan.
7. **Campaign Pitch Presentation:** Students will deliver a 25- to 30-minute presentation explaining their campaign plan's goals, objectives, strategies, tactics, and displaying the campaign materials they created.
8. **Campaign Book and Draft:** Students will draft and revise their campaign books that include their formative research as well as the details of their campaign as outlined on Canvas. The campaign book draft will be reviewed by the client, the instructor, and classmates who will provide revision suggestions for the final campaign book.

<p>COURSE PROPOSAL/ CHANGE FORM</p> <p>Form Approved December, 2016 Curriculum Committee</p>		<p>CLA <input type="checkbox"/> UG <input type="checkbox"/> Holt <input type="checkbox"/> UG <input type="checkbox"/> GR <input type="checkbox"/> CLA/Holt Cross Listed <input type="checkbox"/></p>
---	---	--

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing. If you are proposing an **RFLA course**, there is a separate form for **RFLA courses**. (insert hyperlink)

New Course Change in Course (i.e. title, pre-req, co-req) Remove Course

Department: Communication

Course Title: Strategic Communication Measurement and Evaluation: Capstone 2

Transcript title (limited to 30 characters): Strat Comm Eval: Capstone 2

Faculty Sponsor/Instructor: David Lynn Painter, Ph.D.

Requested Course Number (please coordinate with Registrar): COM 550

Number of credits: 3 Lab **Lecture**

Lab/studio time (min/wk)

Catalog Description (50 words or less):

Students in the second capstone course will develop their abilities to measure and evaluate their strategic communication initiatives. This course will teach students how to research and measure industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes.

Grading: **standard letter grade** credit/no credit

Is this course repeatable for credit: **Y** N

Prerequisites: COM 545

Co-requisites:

Course counts toward the _____ major/minor concentration Y N (please specify why)

PLEASE PROVIDE A REDLINE CATALOG AND MAJOR/MINOR MAP

Course restrictions, if any Fr So Jr Sr **Graduate**

Section II: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. **Please identify the student activity.** In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc. **PLEASE ATTACH ASYLLABUS**]:

Section III: Course Rationale - New & Change in Course

Briefly (one paragraph) describe the advantages in adding or changing this course to the Rollins College offerings. If applicable, describe how this course advances one or more aspects of the Rollins mission (global citizenship, responsible leadership, productive career, meaningful life)

Strategic communication measurement and evaluation is the second of two capstone courses in the Strategic Communication Master of Arts program. In this course, students will learn how to demonstrate the value of their work. This course will develop students' abilities not only to measure and evaluate their strategic communication campaigns, but also to demonstrate how they are enhancing their client organizations' abilities to achieve their missions. Students will learn how to use industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes. This course will also teach students how to develop compelling narratives using their evaluation data so that they can influence others or inspire changes in long-standing, but outdated practices that are no longer useful or viable. Moreover, students will learn how to mine and analyze data to find key insights that drive their campaigns' outcomes and impact. Finally, these skills are transferable to the students' individual lives, providing them with effective frameworks for building and measuring the meaning and productivity in their personal and professional lives.

Section IV: Curricular Impact- New & Change in Course

Information in this section will aid Curriculum Committee in evaluating the enrollment and staffing implications of the new course proposed.

How often will this course be offered?

Rarely Every 2yr Every yr Every semester More than 1/semester

During which semester are you hoping to first offer the course? Spring

Does this course overlap with other courses being offered across campus? If so, which course(s), and what impact do you anticipate? No

Section V: Academic Standards

Information in this section will aid the Curriculum Committee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty and/or the faculty members expected to teach the course?

David Lynn Painter, (Ph.D., sponsoring faculty member, earned his Ph.D. in Communication from the College of Journalism and Communication at the University of Florida after a 20-year career in public relations, political communication, event marketing, and operations management. Adjunct and overload faculty teaching this course will also be Ph.Ds. and/or professionals with significant experience in the field.

What are the learning outcomes for this class?

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

- Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone strategic communication campaign.
- Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes.
- Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and impact of their strategic communications
- Perform primary and secondary research to identify insights that drive strategic communication outcomes and impact.
- Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and analytics

What methods will you use to evaluate whether the learning outcomes have been met?

Course Assignments

Participation/Exercises/Peer Reviews	10%	Measurement Plan Draft	5%
Quizzes/Tests	20%	Measurement Plan	20%
Measurement Framework	10%	Measurement Presentation	15%
Measurement Methodology	10%		
Data Mining and Analysis	10%		

Section VI: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

Section VII: General Education Requirements

Instructors who wish their course to meet a general education requirement for the Holt curriculum must fill out a separate General Education Designation Request form, and submit it with this form to the registrar for submission to Curriculum Committee. General Education Designations are approved for a particular course and instructor. New instructors of existing courses will need to apply for General Education Designation.

Is a General Education Designation being requested for this course and this instructor? If yes, which?

Hamilton Holt Gen Ed Designations:

Expressive Arts (HART) Writing Quantitative Methods (HQT)
 Scientific Perspective (HSCI) Literature (HLIT)
 Global Citizenship (HGC) Leadership/Civic Knowledge (HLCK)

CLA ONLY Competency:

Health & Wellness (BCMP) Mathematical (MCMP) Foreign Language (FCMP)
 Writing (WCMP) Ethical Reasoning (ECMP)

Competencies must be approved by the appropriate Competency Faculty Director.

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair/Program Coordinator and any Competency Faculty Director signatures required. Curriculum Committee will provide the remaining signatures.

Section VIII: Approvals

Include signature and date:

Faculty Sponsor/Instructor: _____

Department Chair or Program Coordinator: _____

Competency Faculty Director: _____

COM 550

Strategic Communication Measurement & Evaluation: Capstone 2

Class Time: Wednesdays 6:45 p.m.
Office: CSS 160
Office Hours: T/TR 11-1, or by appt.
Classroom: CSS 134

Professor: David Lynn Painter, Ph.D.
Email: dpainter@rollins.edu
Office Phone: 407.691.1702
Cell Phone: 352-213-4529

Reference Texts (There are no required textbooks, but there are free white papers to be studied each week. Below, please find a partial list of publications, but the schedule and complete list are available on the course's Canvas page.

- Dictionary of Public Relations Measurement and Research, Third Edition by Don W. Stacks, University of Miami, & Shannon A. Bowen, University of South Carolina; August 2013
- 10 tips for enhancing your PR metrics in 2018 by William Comcowich, Ragan Communications, January 8, 2018
- Introducing Barcelona Principles 2.0 - Why change was necessary by David Rockland, Ketchum Partner, Immediate Past Chairman, the International Association for Measurement and Evaluation of Communication (AMEC)
- The Barcelona Principles – Full text and description by Katie Paine Publishing
- The Principles of PR Management published by Ketchum Global Research & Analytics
- Guidelines for Setting Measurable Public Relations Objectives: An Update by Forrest W. Anderson, Linda Hadley, David Rockland, Mark Weiner, published by the Institute for Public Relations
- Outputs or Outcomes? Assessing Public Relations Evaluation Practices In Award-Winning PR Campaigns by Maureen Shriner, Rebecca Swenson, and Nathan Gilkerson published in the Public Relations Journal, Vol. 11, Issue 1, June 2017

Course Description:

Students in the second capstone course will develop their abilities to measure and evaluate their strategic communication initiatives. This course will teach students how to research and measure industry-standard key performance indicators and metrics so they can learn from their efforts, adapt their strategies, and improve their outcomes.

Course Objectives

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

- Analyze, adapt, and incorporate industry-standard measurement techniques in the evaluation of their capstone strategic communication campaign.
- Identify and evaluate the most effective measurement tools for research, data mining, and benchmarking purposes.
- Effectively develop a measurement plan, including benchmarking and measuring the outputs, outtakes, outcomes, and impact of their strategic communications
- Perform primary and secondary research to identify insights that drive strategic

communication outcomes and impact.

- Create measurement reports and dashboards that tell a compelling story using measurable objectives, metrics, and analytics

Course Assignments

Participation/Exercises/Peer Reviews	10%	Measurement Plan Draft	5%
Quizzes/Tests	20%	Measurement Plan	20%
Measurement Framework	10%	Measurement Presentation	15%
Measurement Methodology	10%		
Data Mining and Analysis	10%		

Brief Descriptions of Course Requirements

1. **Participation** grades will be based on attendance and engagement, especially in terms of **Canvas Exercises, Discussions, and Peer Reviews**, all of which are due by 11:59 pm on due dates specified on Canvas.
2. **Quizzes and test** will require you to reflect on course content as specified on Canvas.
3. **Measurement Framework:** Students will use the AMEC Integrated Evaluation Framework to analyze their capstone campaign. The framework is a free online tool. Your work can be downloaded from the tool in various forms and submitted through Canvas.
4. **Measurement Methodology: Students will create** transparency tables and methodology documents as part of their measurement plans. Students will also outline any other methodologies they will use as part of their capstone measurement strategy.
5. **Data Mining and Analysis:** Students will explain how to research and analyze data from various sources as part of their capstone measurement strategies. Students will also describe how measurement plans and reports may include invalid or inflated data so that they can avoid such sources of bias in their evaluation strategies.
6. **Measurement Plan:** Students will draft and revise their measurement plans, reports, and dashboards as well as their narrative evaluations of their capstone campaigns. The measurement plan draft will be reviewed by the client, the instructor, and classmates who will provide revision suggestions for the final campaign book.
7. **Measurement Plan Presentation:** Students will deliver a 20- to 25-minute presentation explaining their overall capstone campaign measurement strategies and results.

SELF-DESIGNED MAJOR GUIDELINES AND PROCEDURES

Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. These majors reflect the College's recognition that not every student's area of special interest will always fall neatly within the bounds of a single discipline as traditionally defined.

The Self-Designed Major is not intended as a way for a student to avoid the intellectual focus and methodological rigor required in the normal departmental major or to avoid certain difficult courses within majors. It should not be used to concentrate work in a narrowly pre-professional way. On the contrary, by successfully completing the courses and integrative research project that constitute the Self-Designed Major, the student is expected to achieve a depth of focused reflection and understanding at least comparable to that of a traditional major.

General Guidelines for Proposals:

- A. The Self-Designed Major must be a coherent, interdisciplinary approach to an academic topic or area, rather than an accumulation of courses. A brief description of the title should specify that topic or area.
- B. The goal of any Self-Designed Major is the in-depth study of a particular area, rather than an overview or several academic fields. The Self-Designed Major should help students achieve the same degree of expertise or specialization as a conventional major.
- C. Reasons for proposing a Self-Designed Major should include intellectual growth and professional goals.
- D. The Self-Designed Major should include both introductory and upper-level courses in its constituent departments. Introductory courses should generally be taken in advance of more specialized courses.

II. Requirements for the Self-Designed Major:

- A. The student must have a grade point average (GPA) of 3.0 to propose a self-designed major and must be in his/her sophomore year.
- B. The proposal must include a rationale for choosing a Self-Designed Major rather than a conventional major.
- C. The Self-Designed Major must include courses from at least three academic departments, all related and converging on the theme of the Self-Designed Major.
- D. The Self-Designed Major must include at least six (6) semester hours, including the two-course semester hour. At least thirty-two (32) hours must be JOC-level or above.
- E. The proposal must include a plan for a two-term, one-semester hour independent research project, to be undertaken in the senior year. An independent project integrating the major is preferred. The title and goals for the independent project must be spelled out in the proposal.
- F. The Self-Designed Major must include the names and signatures of three sponsoring faculty, one from each academic department. The student will select one from among the three to serve as the director who will serve as an advocate for the student in the approval process. The Director will also serve as the student's faculty advisor.
- G. Any changes in the Self-Designed Major must be submitted on a Self-Designed Major Amendment Form (on the Student Records website) to the Dean of the Faculty within signatures and dated.

III. Procedures for the Self-Designed Major:

- A. Students must submit the proposal to the Office of the Dean of the Faculty by March 1st of their sophomore year. With the proposal, students must submit a current transcript and a detailed letter of support from the Director of his/her Self-Designed Major.
- B. The Associate Dean of College of Liberal Arts will forward the proposal to the Chair of the Curriculum Committee (CC) for scheduling at a future CC meeting.
- C. The CC will consider the proposal, make a determination, and inform the student as to whether the proposal has been accepted or rejected.

SELF-DESIGNED MAJOR COURSE OF STUDY

Lillht (OOU(bydCpalHfCn)youpropo\$Cto hllYtindudd in)OUrStf O:AgDedMaj». Shov.by(OOU(numberandril , Uldindkiiv.ilht) -X--th- couņ,alrmdycompktd.

DEPARTMENT: A_sl_a_n_S_lud_la_* _____

Cour.sCK	Title	Completed -"X"
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DEPARTMENT: As_la_n_s_..._* _____

Cour.sCK	Title	Completed -"X"
CHN 201	Intermediate Chinese I	X
CHN 202	Intermediate Chinese II	X
_____	Intermediate CHN Conversation I	X
...cJ:11:1.311J	Topic: Intro to Chinese Calligraphy	Fall 2021
CHN 302	Advanced Chinese I	X
_____	Advanced Chinese II	X
DEPARTMENT: Asian Studies		

Cour.sCK	Title	Completed -"X"
CHN401	Advanced Chinese III F81202.1	
_____	Advanced Chinese IV Spring 2022	
_____	_____	
_____	_____	

RELATED COURSES: _____

Completed -"X"

Signature of Student: _____

1 _____, 0 _____

Signature of Instructor: *Okrt* Date: 9-20-21
 Signature of Faculty Sponsor: *[Signature]* Date: 9-22-21
 Signature of Representative of College of Liberal Arts: _____ Date: 9-22-21

= An) :ba. . Inlll.Stf.Duland Major,nl.C IN Lcs""lkd.a luIAUCldnNlMm*(a, lahle Oil tbsllldlt RWlNK * b,kJ...ltd a,na111r and JNl,ybcA_...ndn1;:11111rmhlluld btrih-JNl lo'p'w and pIMil af b) the »-
 A<lelal. Oun 1>6htC:l1llflectrdM-tul.Vb orH *CWlad NJWd-clnllf' ofRk C:l1ntcl11n*CaU11111 (GC).

SELF-DESIGNED MAJOR PROPOSAL FORM

NAME: As h J :g=h K utrv=b R-Number: R0119079
E-Mail: ak_u_ttyb@'ol_Un_s_e.d_u Local Phone: 3_2_16_2_64315 Date Fikd: 9_20_21
Total Semester Credits Earned: _____ Class Standing: FrCShman Sophomore Junior
CUMG.P., 3.86 Current Academic Advisor: LI W e;

Please provide a concise description of your Self-Designed Major to be included in your permanent record:

Chinese Minor,

Please indicate the academic departments to be involved in your Self-Designed Major:
Asian Studies

Director's Name: LI Wei Department: Asian Studies
Sponsor 1 Name: LI Wei Department: Asian Studies
Sponsor 2 Name: UGRen Department: Chinese

Please respond to the following questions in your proposal (attach additional pages if necessary).

Why do you wish to pursue a Self-Designed Study Major instead of a traditional major?

What do you intend to do after completing it?

Why have you chosen the departments indicated and the particular courses chosen?

What are your goals and plans for your independent research project?