

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, January 31, 2013 2:19 PM
To: Brothers, Sheila C
Subject: Instructional Communication

This is a recommendation that the University Senate approve the establishment of a new post graduate certificate: Instructional Communication, in the Division of Instructional Communication, within the College of Communication and Information.

Graduate Certificate Application

Certificate in Instructional Communication

Submitted by:

Dr. Deanna Sellnow
Gifford Blyton Endowed Professor of Communication
Director, Undergraduate Studies in Communication
Director, Division of Instructional Communication
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Enclosures

Graduate Certificate Application Form

- Educational Objectives/Learning Outcomes
- Rationale for Certificate
- Target Student Population
- Certificate Requirements and Proposed Courses
- Certificate Relationship with Other Degrees
- Certificate Course Format Options
- Admissions Criteria
- Financial Plan
- Certificate Director and Faculty
- Evaluation Plan

CJT 616 – Foundations in Instructional Communication

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

CJT 636 – Assessment and Evaluation Methods in Applied Communication Research

- New Course Form
- Distance Learning Form
- CJT 636 Syllabus

CJT 646 – Interpersonal Communication in Instruction

- New Course Form
- Distance Learning Form
- CJT 646 Syllabus

CJT 656 - Instructional Communication and Technology

- New Course Form
- Distance Learning Form
- CJT 656 Syllabus

CJT 726 – Communication Leadership Studies

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

CJT 780 – Interventions and Assessment in Healthcare

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

Instructors for each course:

CJT 616: Foundations in Instructional Communication

B. Frisby
D. Sellnow
L. O'Connor

CJT 636: Assessment and Evaluation Methods

B. Frisby
A. Gaffney
D. Lane

CJT 646: Interpersonal Communication in Instruction

B. Frisby
D. Sellnow
L. Wittenberg-Lyles

CJT 656: Instructional Communication and Technology

D. Lane
A. Limperos
P. Spence

CJT 723: Training and Consulting

D. Lane
T. Sellnow
P. Spence

CTJ 726: Communication Leadership Studies

T. Sellnow
P. Spence
S. Veil

CJT 780: Interventions and Assessment in Health Care

E. Cohen
D. Lane
E. Wittenberg-Lyles

University of Kentucky
Graduate Certificate Program Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Instructional Communication

Sponsoring Academic Unit: College of Communication and Information

Administering Unit, if different: Division of Instructional Communication

Primary Contact Name: Deanna Sellnow

Campus Address : Lucille C. Little Library 310J

Phone Number: 859-257-8370 **Email:** Deanna.Sellnow@uky.edu

First Term the Certificate Would be Offered: Upon approval from University Senate

1. Describe the Certificate Program and provide a statement of educational objectives and learning outcomes.

This certificate is designed to help students achieve instructional communication competency that can be applied in a wide range of contexts. Specifically, this program will (objectives):

1. Provide students with a multi-faceted view of instructional communication theory and research methods.
2. Prepare students to effectively plan, implement, lead, and assess communication effectiveness in diverse instructional contexts.
3. Provide students with the knowledge and skills to be competitive in a knowledge and technology driven society.

Furthermore, graduates will be able to (learning outcomes):

1. Describe effective instructional communication processes as they occur in multiple contexts.
2. Apply instructional communication theories and methods to examine instructional communication in various settings.
3. Deliver effective instructional communication messages in a variety of contexts.
4. Evaluate instructional communication messages as they occur in a variety of contexts.

Completed and approved applications should be submitted to:
Dean of the Graduate School, University of Kentucky

2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this certificate at the University of Kentucky.

The International Communication Association first formally recognized instructional communication as a field of study in 1972 and it remains prominent in the communication discipline today (Mottet & Beebee, 2006). Its status is evidenced by the presence of instructional communication divisions in regional, national, and international professional organizations, as well as by the two journals (*Communication Teacher* and *Communication Education*) sponsored by our national association (NCA) dedicated to this area of research. Defined as the study of “teaching and learning as a communication process with the goal of enhancing teaching effectiveness and student learning” (McCroskey, Richmond, & McCroskey, 2002; Mottet & Beebee, 2006, p. 4), instructional communication operates at the intersection of educational psychology, pedagogy, and communication. This field of study transcends narrow definitions of “instruction” in its application to a variety of contexts, both within and beyond traditional classroom walls. Further, Friedrich (1987) argued that instructional communication is “an exciting and active area of research within the communication discipline” (p. 9). Consequently, the theories, methodologies, and instructional communication skills developed through a graduate certificate in instructional communication will benefit those who earn the certificate. Specifically, a graduate certificate in instructional communication will be of value to graduates who plan to pursue careers in academia, training and development, and consulting. The certificate will also be of value to those who plan to conduct instructional communication research in traditional classroom settings and beyond them, for instance, instructional interventions to change behaviors in health care settings, in risk and crisis situations, in workplace negotiations, and other contexts where instruction and communication intersect.

In a 1996 study of doctoral program reputations, fifteen doctoral programs in communication reported specialty in communication education and instructional communication (NCA Doctoral Reputation Study, 1996). However, in a 2004 follow up study, fewer programs were offering formal specialization in instructional communication. This decline in a formal focus on instructional communication has been attributed to foundational researchers retiring or moving into administration (Lane & Sellnow, 2008). While many universities currently offer a course or sequence of courses in instructional communication, only four universities offer a formal degree program in instructional communication. These are West Virginia University, University of Nebraska, University of Utah, and Texas State University – San Marcos (Lane & Sellnow, 2008). Hence, developing and offering a formal certificate in instructional communication will position the University of Kentucky as one of only a few at the forefront of this field of study. Additionally, the University of Kentucky will be the first of our 20 benchmark institutions to offer a formal program in instructional communication. This certificate will propel the University of Kentucky to trendsetter status in a way that benefits the communication field, as well as employers, students, and the community.

A formal certificate in instructional communication will benefit the University of Kentucky in several additional ways. To clarify, students and faculty within the College of Communication and Information have been examining instructional communication through research and teaching activities for years and the number of them doing so is increasing. In fact, ten faculty members and eleven full time lecturers in the college are trained in and/or currently study some aspect of instructional communication. Four of these faculty members have been hired in the past three years, demonstrating deliberate growth in instructional communication as a formal area of expertise in the college. Additionally, several instructional communication courses have been offered at the graduate level and garnered solid enrollments although often

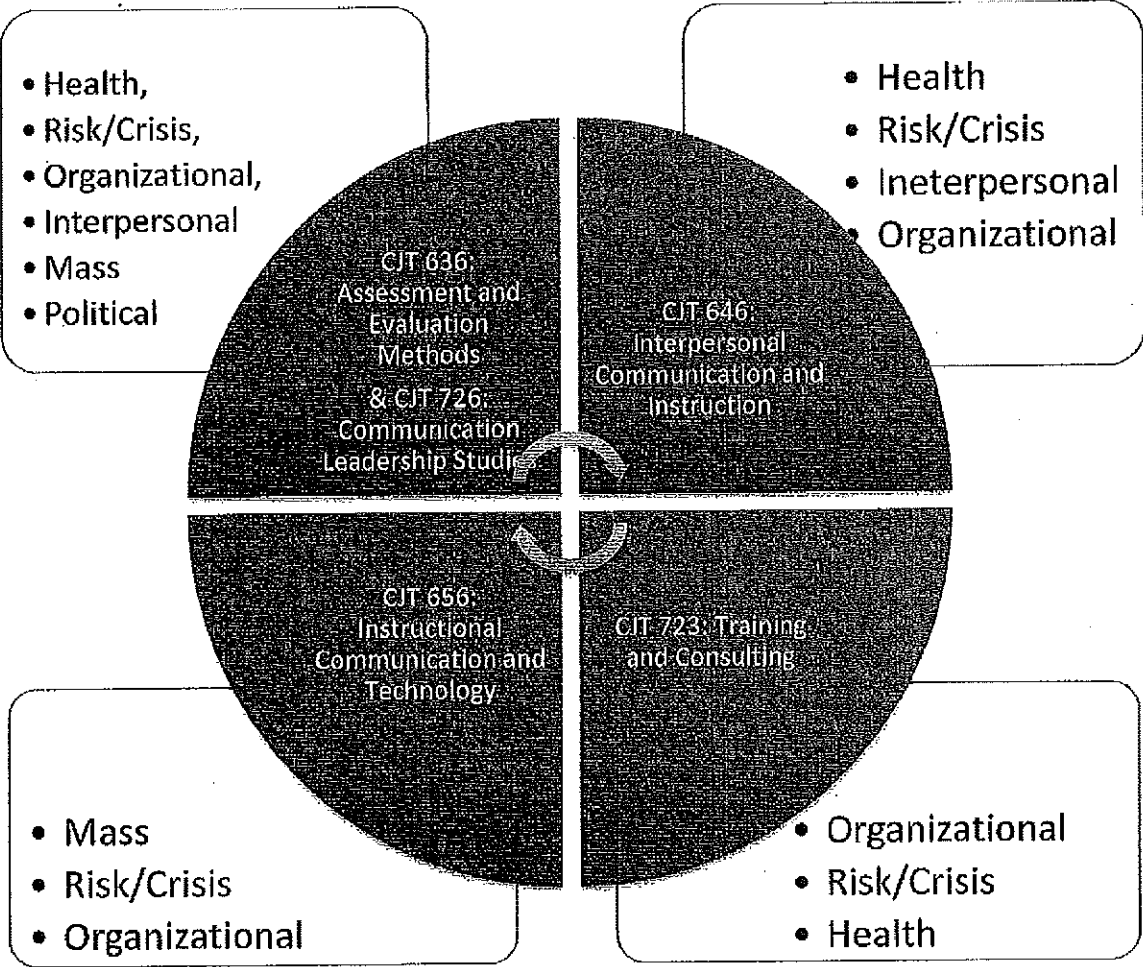
taught as CJT 780 Special Topics/Subtitle Required courses (see <http://cis.uky.edu/grad/courses>). Moreover, more than one third of the dissertations completed since 2007 focused on instructional communication, demonstrating student interest and demand. In fact, approximately 25% of the class admitted to the College of Communication and Information Graduate Program in 2011 expressed interest in instructional communication despite the lack of a formal certificate in this area (Sellnow, 2011).

The College of Communication and Information is in a unique position to make this curricular change given the expert faculty available to facilitate the development, administration, and implementation of the program. Many of the faculty affiliated with instructional communication are located in the newly developed Division of Instructional Communication, which is yet another indicator of the vitality of this area of study. The Division of Instructional Communication was developed to a) respond to university needs revolving around the new UKCore and b) accommodate the growing interest in this field among our students. Given the faculty and student interest in instructional communication, the graduate program in the College of Communication and Information has the potential to become a new hub for instructional communication theorizing and empirical research, and to produce faculty and scholars with instructional communication expertise.

We expect a formal certificate in instructional communication to attract students in an array of related fields across the university, as well. It will do so by complementing what is currently offered. A certificate in instructional communication is different from any other certificates currently being offered at the University of Kentucky. For example, The Graduate School offers a graduate certificate in College Teaching and Learning. This certificate focuses on “preparation for the full range of faculty responsibilities at a range of institutions of higher education” (University of Kentucky Graduate School, 2011). The Department of Curriculum and Instruction offers a graduate certificate in distance education to develop a “unique set of skills for course program development, management, support, and delivery” in distance education (University of Kentucky Graduate School, 2011). While our instructional communication certificate would certainly assist those who wish to pursue faculty positions or those who wish to engage in distance education, the study of instructional communication will also enhance the education of those who are involved in instructional communication contexts that are more broadly defined. Instructional communication can be employed in organizational communication training, consulting, and development, in health care communication contexts, in risk and crisis, through mass communication channels, as well as in any classroom (i.e., ranging from pre-school, elementary, high school, and college to graduate school). Thus, this certificate will help students develop teaching and research skills that are applicable in a variety of instructional contexts.

Based on the historical context demonstrating its grounding in the field of communication studies, the need for research and theory in instructional communication, the plethora of students and faculty interested in instructional communication, the complementary nature of this certificate with other areas of focus in our interdisciplinary graduate program (see Figure 1), and the complementary nature of it to graduate students in related programs across the university, this new graduate certificate in Instructional Communication fills an important role for students at the University of Kentucky. This 12-credit certificate program will be open to students across disciplines, to faculty across colleges, and to community members who seek professional development and research training of an instructional communication nature.

Figure 1. Instructional Communication Integration with Existing CJT Curricular Foci.



References

- Friedrich, G. (1987). Instructional communication research. *Journal of Thought*, 22, 4-10
- Lane, D. R., & Sellnow, D. D. (2008). *Reflections on the future of communication education research: Examining the status of instructional communication as a doctoral specialty in U.S. universities*. Paper presented at the Joint Kentucky/Tennessee Communication Association Conference.
- McCroskey, L. L., Richmond, V. P., & McCroskey, J. C. (2002). The scholarship of teaching and learning: Contributions from the discipline of communication. *Communication Education*, 51, 383-391.
- Mottet, T. P., & Beebe, S. A. (2006). Foundations of Instructional Communication. In T. P. Mottet, V.P. Richmond, & J. C. McCroskey (Eds.). *Handbook of Instructional Communication: Rhetorical and Relational Perspectives* (pp. 3-27). Boston, MA: Allyn & Bacon.
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<http://natcom.org/Default.aspx?id=630&terms=doctoral%20programs>
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<http://natcom.org/Default.aspx?id=630&terms=doctoral%20programs>
- Sellnow, T. L. (2011). Personal communication. October 24, 2011.
- University of Kentucky Graduate School (2011). Graduate Certificates. Retrieved on October 24, 2011 from: http://www.research.uky.edu/gs/CurrentStudents/grad_cert.html

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

- Graduate Students**
- Professional Students:** The certificate will be advantageous for community members and professionals who are employed in an educational, organizational, or health care setting
- Degree-seeking, Matriculated Students**
- Non-Degree-Seeking Students**

This certificate will be appropriate for a diverse set of students including those who are currently in the graduate program and would like a certificate in their specialization, graduate students who are in other colleges who can complement their graduate degree with expertise in instructional communication, students who are considering a graduate degree, and professionals and community members.

4. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.

Students who earn a certificate in instructional communication will successfully complete 12 hours of coursework. They may choose the 12 hours tailored to their specific instructional context and professional needs. The courses are 3 credits each and include:

CJT 616 – Foundations in Instructional Communication

Instructional communication is a blending of three disciplines including pedagogy (teaching), educational and cognitive psychology (learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts. *This course blends elements from two existing and regularly taught courses: LIS 616 and CJT 684.*

CJT 636 – Assessment and Evaluation Methods in Applied Communication

Research

In a variety instructional settings including, but not limited to traditional classrooms (e.g., corporate training, online instruction, health care interventions, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these applied contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results. *This course is already being taught as a CJT 780 (Special Topics) course.*

CJT 646 – Interpersonal Communication and Instruction

Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom. Further, students will explore how the interpersonal concepts, constructs, theories, and relationships impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.

CJT 656 – Instructional Communication and Technology

Instructional communication, like other contexts of communication, often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology

demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

CJT 723 – Training and Consulting

This course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency.

Note: This course is already approved for the Risk Sciences Graduate Certificate.

CJT 726 – Communication Leadership Studies

The primary purpose of this course is to extend students' theoretical understanding of leadership from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in major term projects which incorporate current leadership theory and research; and (4) enhance students' understanding of published research in leadership communication.

CJT 780 – Interventions and Assessment in Healthcare

The purpose of this course is to expose students to the theories and principles of instructional communication that can be applied to health intervention research. Specifically, this course is designed to (1) sharpen the students' understanding of the role of instructional communication in developing effective intervention protocols; (2) familiarize students with intervention research as it relates to the instructional communication process; (3) involve students in major term projects which incorporate instructional theory and research into the healthcare setting; and (4) enhance students' understanding of published research on healthcare intervention research. *This course is being proposed as an irregularly offered special topics course that could apply to the certificate for students focused specifically on health communication.*

5. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s), if any.

The Division of Instructional Communication will offer the certificate within the Graduate Programs in Communication in the College of Communication and Information. The required courses can be used toward the Graduate Certificate in Instructional Communication, as well as a Master's or Doctorate in Communication. Students pursuing both a graduate degree in communication and the certificate in instructional communication must be accepted separately into both the graduate degree program and the certificate program.

6. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.

N/A

7. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

Given the broad based nature of instructional communication, this certificate program will be offered on campus, and through distance learning or in a hybrid form as needed to meet the needs of graduate students, faculty members, professional students, and community members who wish to obtain the certificate.

8. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable.

The minimum Graduate School requirements for admission to the Graduate Certificate in Instructional Communication are the same as those in effect for post-baccalaureate status. Students who already are or will be enrolled in a degree program, or those who apply for post-baccalaureate (non-degree) status in order to complete the certificate, are eligible to apply for admission. Applicants for admission to the graduate certificate must be approved for admission by the certificate director, who shall notify the Graduate School in writing of the student's admission. Students should apply and be admitted to the certificate curriculum before taking any classes that will be counted toward completion of the certificate, unless approved by the certificate director. Admission to or award of a graduate certificate does not guarantee admission to a degree program in the same or any other discipline.

9. Provide a projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

The courses will be taught through the faculty's traditional course load in the College of Communication and Information. When faculty earn a course release because they are working on funded research, funds will be reallocated to ensure the courses can be taught. Given the addition of four new graduate faculty with expertise in instructional communication since 2009 and the fact that many of these courses are already being or have been taught under different numbers (e.g., LIS 616, CJT 780), human resources are not an issue. Standard tuition rates apply.

Revenue:

Resident part-time per credit hour fee: \$519 / 12 total credit hours: \$6,228 tuition per graduate student / Est. 10 students per class: \$62,280 per year

Expenses:

N/A. Expenses will be absorbed within the Division of Instructional Communication and Graduate Programs in Communication

10. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the Director of the Certificate.

Graduate Certificate Director

Deanna D. Sellnow (Ph.D., 1991, University of North Dakota) is the Gifford Blyton Endowed Professor of Oral Communication, as well as Director of Undergraduate Studies in Communication and the Division of Instructional Communication at the

University of Kentucky. She has published and presented her scholarship in international, national, regional, and state venues. Her research interests focus primarily on instructional communication, communication education, and the rhetoric of popular culture. Sellnow has also authored or co-authored several textbooks for the basic communication skills courses and has just completed serving as editor of *Communication Teacher*, a refereed academic journal sponsored by the National Communication Association. Sellnow is currently under contract to revise her book, *The Rhetorical Power of Popular Culture: Considering Mediated Texts*, with SAGE. With Tim Sellnow, she also co-authored the Illusion of Life rhetorical perspective, a theory that illustrates how music communicates both didactic and emotional content via the dynamic interaction between discursive lyrical content and nondiscursive musical form.

Graduate Certificate Associates

Elisia L. Cohen (Ph.D., 2003, University of Southern California) is an associate professor of Communication at the University of Kentucky College of Communication and Information and Associate Member of the Markey Cancer Center. Her main research interests include developing novel content-analytic and surveillance approaches to studying media representations of health risks and disease, using health behavior theory to develop targeted health communication interventions to improve cancer risk communication, and using media-based approaches to creating effective diffusion of cancer prevention innovations. She currently serves as an investigator for the Rural Cancer Prevention Center (A CDC-PRC funded initiative) and the Washington University Center for Excellence in Cultural Communication Research, and works as an investigator to lead media planning for the Cervical Cancer-Free Kentucky Initiative (supported by a gift from GlaxoSmithKline). Her work has been published in *Communication Methods and Measures*, *Health Communication*, *Health Education & Behavior*, *Journal of Applied Communication Research*, *Journal of Health Communication*, *Newspaper Research Journal*, *New Media & Society*, *Tobacco Control*, among other journals and edited volumes.

Brandi N. Frisby (Ph.D., 2010, West Virginia University) is an assistant professor in the Department of Communication and the Division of Instructional Communication. Her educational background primarily focuses on higher education, communication, instructional communication, and interpersonal communication. Her research focuses on interpersonal communication processes and theories that occur in instructional settings. Specifically, she examines how interpersonal processes enhance the classroom environment, teacher-student relationships, peer-peer interaction, impact on student participation, and overall student learning. Additionally, other research projects that she is involved in examine instructional communication beyond traditional classroom settings including instruction in all-terrain vehicle safety, education with adolescents about risky behaviors, instructional interventions for physicians and patients, and providing mediated instruction in times of crises. Her work has been published in refereed journals such as *Communication Studies*, *Communication Education*, *Communication Teacher*, *Sex Roles*, and the *Journal of Social and Personal Relationships*, among other journals. She is a member of five professional organizations, serving in leadership roles for the National Communication Association and the International Communication Association.

Amy L. H. Gaffney (Ph.D., 2010, North Carolina State University) is an assistant professor in the Department of Communication and the Division of Instructional

Communication. She completed her Ph.D. in Communication, Rhetoric, and Digital Media at North Carolina State University in 2010. Her research interests are in communication across the curriculum and instructional communication. These interests have led to projects such as testing instructional methods for teaching communication competencies to design students, measuring students' affective learning, and predicting students' classroom participation. Her work has been published in *Communication Education* as well as in journals from other disciplines (e.g., *Physical Review Special Topics -- Physics Education Research*) and that cross disciplines (*International Journal for the Scholarship of Teaching and Learning*). She is active in professional organizations such as the National Communication Association. Dr. Gaffney has also worked on the University of Kentucky's Quality Enhancement Plan, which is focused on multi-modal communication across the curriculum. She also works on faculty development focused on integrating speaking and writing assignments across disciplines.

Derek R. Lane (Ph.D., 1996, University of Oklahoma) is an associate professor in the Department of Communication and Division of Instructional Communication, an endowed professor in the UK College of Engineering, and former Associate Dean for Graduate Programs in Communication in the College of Communication and Information at the University of Kentucky (2005-2009). Dr. Lane's research can be classified in the broad area of face-to-face and mediated message reception and processing to affect attitude and behavior change in instructional, organizational, and health contexts. His research has been funded by the U.S. Department of Education, the National Institute of Drug Abuse, the National Institute of Mental Health, and the National Science Foundation and appears in *Risk Analysis*, *Communication Monographs*, *Communication Education*, *Media Psychology*, *Communication Research Reports*, *Health Promotion Practice*, *American Journal of Communication*, the *Journal of Engineering Education* and the *Journal of Experimental Education* among others. His expertise and professional training encompass specialty areas that include Team Building, Mediation, Negotiation and Conflict Management, Leadership, Communication Skills Training and Development, Technological Innovations in Organizations, and Business and Professional Speaking. He is certified by the Institute of Cultural Affairs as a professional trainer for Basic Group Facilitation Methods and Participatory Strategic Planning.

Anthony Limperos (Ph.D., 2011, Pennsylvania State University) is an assistant professor in the Department of Journalism and Telecommunications and the Division of Instructional Communication. Broadly, his research focuses on media uses and effects, with specific interests in the areas of new communication technology, video games, instruction, and health. Limperos is generally interested in how contextual and technological features of new communication technologies impact various cognitive, affective, and behavioral outcomes. His dissertation research and current projects have explored the impact of mediated exercise environments on learning of and motivation for future exercise behavior. Notable research achievements include top paper awards at national communication conferences and recent publications in *Mass Communication and Society* and *Cyberpsychology, Behavior, and Social Networking*.

Lisa O'Connor (Ph.D., 2006, Cultural Foundations of Education, Kent State University; M.L.I.S., 1995, University of South Carolina) is an associate professor in Library and Information Science. Her research centers on the nature of information seeking and information literacy in everyday-life contexts, particularly in civic participation and personal finance management. Her work has been published in top-tier journals, such as

Library Trends, the Journal of Librarianship and Information Science, Library and Information Science Research, Journal of Education for Library & Information Science Education and RQ. She teaches Instructional Services, Information Seeking, Retrieval and Services and Foundations of Librarianship.

Timothy L. Sellnow (Ph.D., 1987, Wayne State University) is a Professor of Communication and Associate Dean for Graduate Programs in Communication at the University of Kentucky where he teaches courses in risk and crisis communication. He currently serves as Theme Leader for Risk Communication Research for the National Center for Food Protection and Defense, a national center of excellence sponsored by the Department of Homeland Security. Dr. Sellnow is also a past editor of the National Communication Association's *Journal of Applied Communication Research*. He has conducted funded research for the Department of Homeland Security, the United States Department of Agriculture, and the Centers for Disease Control and Prevention. Dr. Sellnow has published numerous journal articles and chapters on risk and crisis communication and he has co-authored four books. His most recent book is entitled, *Risk Communication: A Message-Centered Approach*.

Patric R. Spence (Ph.D., 2005, Wayne State University) is an associate professor of Communication and Coordinator of the new Strategic Business and Professional Communication course sequence (CIS 300) in the Division of Instructional Communication. His research focuses on health, risk and crisis communication. More specifically, he examines audience perceptions of risk and emergency messages to draw connections between audience attributes, messages produced by organizations, emergency management and news agencies, motivation to take remedial actions in light of perceived threats and issues of public relations throughout the life cycle of a crisis. He has published in regional, national, and international outlets including, for example, the *Journal of Computer Mediated Communication*, the *Journal of Emergency Management*, and the *Journal of Applied Communication Research*.

Shari R. Veil (Ph.D., 2007, North Dakota State University) is the director of the Division of Risk Sciences and assistant professor of communication at the University of Kentucky College of Communication and Information where she coordinates research, funding, education, and training programs specific to risk and crisis communication and teaches courses in risk and crisis, organizational, and mass communication. Her research interests include organizational learning in high-risk environments, community preparedness, and communication strategies for crisis management. Her research has been funded by the United States Department of Agriculture, Environmental Protection Agency, and the Department of Homeland Security's National Center for Food Protection and Defense and National Center for Risk and Economic Analysis of Terrorism Events and published in venues such as the *Journal of Applied Communication Research*, *Journal of Contingencies and Crisis Management*, *Journal of Business Ethics*, *Management Communication Quarterly*, *International Journal of Technology and Human Interaction*, *Journal of Communication Management*, *Journal of Business Communication*, *International Journal of Strategic Communication*, *Communication Studies*, and *Public Relations Review*, among others. Dr. Veil also serves on the executive board of the Lexington-Fayette County Local Emergency Planning Committee and is a member of the Community Emergency Response Team.

Elaine Wittenberg-Lyles (Ph.D., 2004, University of Oklahoma) is an Associate Professor at the Markey Cancer Center and in the Department of Communication at the University of Kentucky. She is an active member of the Telehospice Project, a long-standing interdisciplinary team of researchers committed to intervention research using telehealth technology. Her research is aimed to design and test interventions for hospice caregivers that can be delivered through telehealth technologies in an effort to overcome the geographic burden and isolation created through caring for a dying love one. She currently serves as Co-I on two randomized controlled trials funded by the NIH National Institute of Nursing Research. Both intervention projects are based on a conceptual framework known as ACT (Assessing Caregivers for Team Interventions) which positions informal caregivers (family or friends) as central to the hospice care process. Essential to this research is a focus on improving caregiver quality of life, lowering caregiver anxiety, improving social support, pain management and problem solving skills. Extensive participatory evaluation is emphasized as a goal and her primary focus is on the caregiver's role and communication with the interdisciplinary healthcare team. In addition to her work in hospice care, Dr. Lyles works extensively on palliative care education for nurses. Her work on the COMFORT initiative, an acronym based communication curriculum that unites communication theory and nursing, has been introduced nationally and future work will involve assessing and evaluating the curriculum. She serves as a faculty member for the National Oncology Family Caregivers Training Program (funded by the *National Cancer Institute*) to assist with training oncology teams about family communication in the medical context. Her research interests include interventions for hospice informal caregivers that can be delivered through telehealth technologies; curriculum development and testing of nurse education in the area of palliative care communication.

11. Describe the evaluation plans for the Certificate Program.

This certificate is designed to help students achieve instructional communication competency that can be applied in a wide range of contexts. Specifically, students who complete this certificate will be able to:

Certificate Program Learning Outcome:

Critically apply instructional communication understanding to the planning, implementation, and assessment of teaching in diverse instructional contexts.

Certificate Program Objectives:

1. Provide students with a multi-faceted view of instructional communication theory and research methods.
2. Prepare students to effectively plan, implement, lead, and assess communication effectiveness in diverse instructional contexts.
3. Provide students with the knowledge and skills to be competitive in a knowledge and technology driven society.

Student Learning Outcomes:

1. Describe effective instructional communication processes as they occur in multiple contexts.
2. Apply instructional communication theories and methods to examine instructional communication in various settings.

3. Deliver effective instructional communication messages in a variety of contexts.
4. Evaluate instructional communication messages as they occur in a variety of contexts.

Evaluation Plan:

The Certificate in Instructional Communication will be evaluated according to the program learning outcome, objectives, and student learning outcomes laid out for the certificate. We will do authentic assessment using both direct and indirect measures. We will form conclusions about affective, cognitive, and behavioral learning. Assessment results will be used to inform and improve curriculum and other processes used to deliver the certificate program most effectively.

We will examine the extent to which students are able to *critically apply instructional communication understanding to the planning, implementation, and assessment of teaching in diverse instructional contexts* via an assessment of research projects completed in certificate courses. Specifically, we will sample from the papers completed and presentations delivered by students in certificate courses, and use a standard rubric to assess the extent to which students are able to critically apply instructional communication theories using rigorous methods to predict, explain, and suggest improvement plans in various contexts.

We will evaluate the program objectives using data from formative and summative assessment products, as well as from interviews, focus groups, and surveys. More specifically, evaluation of first program objective will be conducted based on course offering analyses, formative midterm assessment analyses, end-of-semester Teacher Course Evaluation (TCE) analyses, as well as follow-up interviews and focus groups with students who complete the certificate. We will also examine the extent to which learning opportunities were provided by examining the frequency with which courses – representative of multiple perspectives – are offered and the enrollment numbers in them. The second objective will be evaluated by surveying certificate completers with questions about their current positions and the extent to which the certificate prepared them to be competitive in their chosen field. The third objective will be assessed by surveying certificate completers, by tracking placement in related careers, and by questioning employers about the value of their instructional communication expertise in the environment where they work and the responsibilities of their position in that organization. Our goal in all evaluation and assessment processes will be continual improvement in both the variety of perspectives represented and the ability of the certificate program to prepare students to be competitive in their chosen fields.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 616
- b. Full Title: Foundations in Instructional Communication
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
<input type="checkbox"/> 2.5 Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

Instructional communication is a blending of three disciplines including pedagogy (i.e., teaching), educational psychology (i.e., cognitive learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts, with a special emphasis on those in academic, information, and organizational settings.

j. Prerequisites, if any: _____

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10-15
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Instructional Communication
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Instructional Communication
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

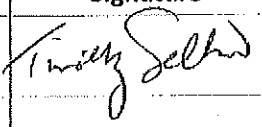
Course Prefix and Number: CJT 616

Proposal Contact Person Name: Deanna Sellnow Phone: 859-257-8370 Email: deanna.sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/7/2012	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 616	Date: 9/10/2012
Instructor Name: TBA	Instructor Email: for contact please use deanna.sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Consideratons?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

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	<p>100%; Instructional Communication Certificate *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

CJT 616: Foundations of Instructional Communication

Course Information:

Meeting Time: TBA
Meeting Location: TBA
Course Web Site: TBA

Instructor Information:

Name: TBA
Office location: TBA
Phone number: TBA
Email address: TBA (Will respond to emails within 24 hours)
Office Hours: TBA (Scheduled and Virtual)

Course Goals

Instructional communication is a vibrant field of interest and is a blending of three disciplines including pedagogy (teaching), educational and cognitive psychology (learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts, with a special emphasis on those in academic and information organization settings.

Learning Outcomes

This course is designed to achieve the following goals. Student will be able to:

- 1) Explain the foundations of instructional communication (i.e., pedagogy, educational and cognitive psychology, and communication)
- 2) Apply instructional communication theory, constructs, and processes
- 3) Discuss instructional communication theory, constructs, and processes
- 4) Deliver instruction in a variety of contexts (e.g., face-to-face, computer mediated)
- 5) Analyze the intersection of instructional communication with political and organizational literature and research

Textbooks

Fassett, D. L., & Warren, J. T. (2010). *The SAGE handbook of communication and instruction*. Thousand Oaks, CA: Sage.
Gayle, M. B., Preiss, R. W., Burrell, N., Allen, M. (2006). *Classroom Communication and*

Instructional Processes: Advances Through Meta-Analyses. Mahwah, NJ: Lawrence Erlbaum and Associates.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.

Exams and Assignments

Evidence-based Practice Paper (25%): Using empirical evidence, students will conduct a literature review to support or criticize a common pedagogical practice.

Computer-aided Instruction Project (30%): Using a systematic instructional design process, students will plan for and create a computer-aided instructional unit.

Teaching Project (30%): Students will prepare a 25-30 minute lesson in their discipline. Each lesson will be and presented to and critiqued by the group in terms of clarity, creativity, and the learning cycle. Students will turn in a 1-3 page, typed, double-spaced lesson plan. The lesson plan must include a goal statement, rationale statement, content statements (i.e. material covered), and process statements (pedagogy). Each lesson will also be captured. Students will view their own lesson, review class critiques, and submit a brief reflection on their performance.

Teaching Portfolio (15%): Students will complete a teaching portfolio including a philosophy, syllabus, sample lesson plans, sample exams, and sample activities. Each of these should demonstrate understanding and application of course materials, discussions, and readings.

Class Participation: Since this is a discussion-based course, students must be in class to benefit from it. Students who miss more than 1 class session during the semester without a University-approved excuse (see the policy below) will receive a 1-letter grade deduction. Students who miss more than 2 class sessions will receive a 2-letter grade deduction.

Course Grade

Course grades are assigned according to the following criteria.

Course Grade	Percentage
A	90% or better
B	80 – 89%
C	70 – 79%
E	Below 70%

Policies

Attendance

You are expected to attend each class meeting and participate in discussions and activities. Should you miss a class, you are expected to obtain class notes and assignments. More than two unexcused absences will adversely affect your course participation grade.

Excused Absences and Verification

Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Academic Integrity, Cheating and Plagiarism

You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy.

Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

Technology Information and Resources: Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Course Schedule

	Topic	Readings	Assignments Due
Week 1	Instructional Communication Philosophy	Fassett and Warren Ch. 2, 8, 9 Mottet et al. Ch. 1 and 2	
Week 2	Educational Psychology	Bloom (1956), Bloom et al. (1956), Gayle et al. Ch. 3	
Week 3	Brain-based Learning & Instructional Message Variables	Mottett et al. Ch. 5 Gayle et al. Ch. 22	
Week 4	Instructional Planning & Design Process	Gayle et al. Ch. 3 On Blackboard: Thompson (2009), Suskie Ch. 4, 9, 10, and 11	
Week 5	Computer-aided Instruction / Using Technology in Instructional Communication	Gayle et al. 5, 6, and 14	Practice Paper
Week 6	Teacher Communication/ Delivering Effective Lectures	Gayle et al. Ch. 16, Fassett and Warren Ch. 14, Mottett et al. Ch. 4	
Week 7	Learner Communication: Leading Quality Discussions and Designing Active Learning	Gayle et al. Ch. 9 and 17, On Blackboard: Kolb (1984)	
Week 8	Instructional Communication for Everyone: Diversity	Fassett and Warren Ch. 18, 19, 20	
Week 9	Managing the Teacher/Student Relationship: Instructor Misbehaviors and Student Expectancy Violations	Mottet et al. Ch. 10, On Blackboard: Mottett et al. 2006, Kearney et al. (1991)	Computer Aided Instruction Project

Week 10	Assessing Instructional Communication and Learning: Part I	Mottet et al. Ch. 13, On Blackboard: Backlund and Wakefield	
Week 11	Assessing Instructional Communication and Learning: Part II	On Blackboard: McCroskey (1994)	
Week 12	Teaching Presentations		Teaching Presentation
Week 13	Teaching Presentations		Teaching Presentation
Week 14	Instructional Practice in Other Professional Contexts	Gayle et al. Ch. 20, 21, and 24	
Week 15	The Future of Instructional Communications	Mottet et al. Ch. 13	Teaching Portfolio

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 636
- b. Full Title: Assessment and Evaluation Methods in Applied Communication Research
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

____ Lecture	____ Laboratory ¹	____ Recitation	____ Discussion	____ Indep. Study
____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
2.5 Seminar	____ Studio	____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin:

In instructional settings (e.g., training, workshops, teaching, online courses, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these instructional contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain:

Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: Graduate Certificate in Instructional Communication

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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NEW COURSE FORM

Signature Routing Log

General Information:

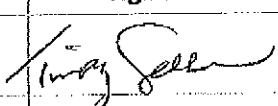
Course Prefix and Number: CJT 636

Proposal Contact Person Name: Deanna Sellnow Phone: 859-257-8370 Email: deanna.sellnow@uky.edu

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CJT Graduate Faculty	9/7/2012	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 636	Date: 9/10/2012
Instructor Name: TBA	Instructor Email: for contact please use deanna.sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>100%; Instructional Communication Certificate *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

COM 636: Assessment and Evaluation Methods in Applied Communication Research

Instructor: TBA

Office Hours: TBA (Scheduled and Virtual)

Office Location:

Office Phone: TBA

Email: TBA

Course Description

In instructional settings (e.g., training, workshops, teaching, online courses, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these instructional contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results.

Learning Outcomes

After taking this course, students will be able to:

1. Explain the importance of assessment in instructional communication and instructional contexts.
2. Describe potential outcomes of instructional communication as they relate to cognitive, affective, and behavioral dimensions of learning.
3. Describe and evaluate existing assessment measures.
4. Design, implement, and evaluate their own assessment plan.

Required Reading

Angelo, T. A. (1999, May). Doing assessment as if learning matters most. *AAHE Bulletin*, 51, 3-6. A publication by the American Association for Higher Education.

Beebe, S. A., Barge, J. K., & McCormick, C. (1998). *The competent group communicator: An instrument to assess problem-solving discussion*. Annandale, VA: National Communication Association.

Daly, J. A. (1994). Assessing speaking and listening: Preliminary considerations for a national assessment. In S. Morreale, M. Brooks, R. Berko, & C. Cooke (Eds.), *1994 SCA summer conference proceedings and prepared remarks* (from the 1994 summer conference on "Assessing College Student Competency in Speech Communication") (pp. 17-31). Annandale, VA: Speech Communication Association.

Goulden, N. R. (1992). Theory and vocabulary for communication assessments. *Communication Education, 41*, 258-269.

McCroskey, J. C. (1994). Assessment of affect toward communication and affect toward instruction in communication. In S. Morreale, M. Brooks, R. Berko, & C. Cooke (Eds.), *1994 SCA summer conference proceedings and prepared remarks* (from the 1994 summer conference on "Assessing College Student Competency in Speech Communication") (pp. 55-71). Annandale, VA: Speech Communication Association.

Rancer, A. S., Avtgis, T. A., Kosberg, R. L., & Whitecap, V. G. (2000). A longitudinal assessment of trait argumentativeness and verbal aggressiveness between seventh and eighth grades. *Communication Education, 49*, 114-119.

Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

Late Assignments

Your assignments for this course are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not write your assignments during class unless you are directed to do so.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel

unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, from another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Class Conduct

Appropriate classroom behavior means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

E-mail Policy

Please allow 24 hours for your instructor to respond to your e-mail. If you haven't heard back within 24 hours, a) send a follow-up email and b) approach them with your question or concern in class.

Blackboard

We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any

changes or updates. We will post all assignments on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from Blackboard rather than from one of us.

All of your work in this class must be submitted both on Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. If your assignment is lost in cyberspace, you will be expected to repost it within the same day.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Technology Information and Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact the Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Assignments

Participation and Attendance (15%)

As a graduate level course, you are expected to attend class regularly and to engage in the classroom discussions with thoughtful and critical analyses of the assigned readings.

Position Paper on Assessment Outcomes (15%)

You will write a 6-8 page paper that discusses the three primary areas of assessment (i.e., affective, cognitive, and behavioral). You will take a position on which of the three areas is the most important to assess.

Assessment "Sales Pitch" (20%)

You will choose a target class, organization, club, or training workshop on campus or in the community that you believe would benefit from assessment. With a partner, you will create a 6-8 minute persuasive presentation that discusses what assessment is, the importance of assessment, how assessment will benefit your chosen target audience, and present a plan for conducting the assessment.

Assessment Literature Review (20%)

You will conduct a search of the literature for scholarly articles that will inform your own assessment plan including articles on measure development, methodological design, data analysis, and improvement plans based on assessment results. You should use the literature review as a place to describe the knowledge that exists and highlight areas where your own assessment plan will relate to, or extend, existing assessment knowledge.

Assessment Analysis (30%)

You will assess an outcome that you believe is important to the class, organization, club, or training workshop on campus that you appealed to in your "sales pitch." You will actually administer this assessment measure to your target audience and analyze the strengths and weaknesses of the assessment.

Grading

Assignment	Percent of Final Grade	Points
Participation	15%	75
Position Paper	15%	75
Sales Pitch	20%	100
Assessment Literature Review	20%	100
Assessment Analysis	30%	150
TOTAL	100%	500

A = 90% B = 80% C = 70%

Tentative Course Calendar

Week	Topic and Assignments
	Unit 1: Assessment Foundations
1	Topic: Course Introduction, What is Assessment?
2	Topic: Why conduct Assessment? Who needs assessment?
3	Topic: How is assessment conducted? Assessment Idea Due
	Unit 2: Assessment Outcomes
4	Topic: Affective Outcomes, Behavioral Outcomes
5	Topic: Cognitive Outcomes
	Unit 3: Assessment Plans
6	Topic: Designing and Critiquing Assessment Plans, Position Paper Due
7	Topic: In Class Work Day for "Sales Pitch" Presentations
8	Topic: "Sales Pitch" Presentations
	Unit 4: Assessment Scales and Analysis
9	Topic: Analyzing Assessment Results
10	Topic: Critiquing Measures, Assessment Literature Review Due (Prepare to Discuss)
11	Topic: In Class Work Day for Assessment Proposed in "Sales Pitch", Peer Review
	Unit 5: Conducting Assessment and Closing the Feedback Loop
12	Topic: Method and Research Design in Conducting Assessment
13	Topic: Thanksgiving Break- No Class
14	Topic: Implementing Change Based on Assessment
15	Topic: Course Wrap Up/Discussion of Final Projects, Assessment Analysis Due

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 646
- b. Full Title: Interpersonal Communication in Instruction
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
<input type="checkbox"/> 2.5 Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom and impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO
If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Instructional Communication

b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:


Course Prefix and Number: CJT 646

Proposal Contact Person Name: Deanna Sellnow Phone: 859-257-8370 Email: deanna.sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/7/2012	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

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Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 646	Date: 9/10/2012
Instructor Name: TBA	Instructor Email: for contact please use deanna.sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

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	<p>100%; Instructional Communication Certificate *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/ilibpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

CJT 646: Interpersonal Communication in Instruction

Instructor: TBA
 Office Address: TBA
 Office Hours: TBA (Scheduled and Virtual)
 Office Phone: TBA
 Email: TBA (will respond within 24 hours)

Course Overview and Description

Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom. Further, students will explore how the interpersonal concepts, constructs, theories, and relationships impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.

Student Learning Outcomes

- Understand how interpersonal concepts and theories have historically been applied, and currently apply, in an instructional setting
- Articulate and support the relational and transactional approaches to relationships in the classroom
- Differentiate between interpersonal relationships as they are developed and maintained between students and between instructors and students
- Identify affective, cognitive, and behavioral outcomes associated with interpersonal relationships in the classroom
- Recommend strategic ways to enhance interpersonal relationships in the classroom for both students and instructors in order to enhance the overall learning environment

Required Readings

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Richmond, V. P., Wrench, J. S., & Gorham, J. (2009). *Communication, Affect, & Learning in the Classroom* (3rd ed.) San Francisco, CA: Creative Commons.

Journal articles posted to Blackboard or distributed in class

Selected Readings From:

Fassett, D. L., & Warren, J. T. (2010). *The SAGE handbook of communication and instruction*. Thousand Oaks, CA: Sage.

Gayle, M. B., Preiss, R. W., Burrell, N., Allen, M. (2006). *Classroom Communication and Instructional Processes: Advances Through Meta-Analyses*. Mahwah, NJ: Lawrence Earlbaum and Associates.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.

Recommended Reading

Baxter, L. A., & Braithwaite, D. O. (2008). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. Thousand Oaks, CA: Sage.

Assignments

Weekly Participation (10%)

Students will have the opportunity to contribute to the course in multiple ways over the course of the semester. Participation may include assigned Blackboard discussions, developing discussion questions, coming prepared to class, demonstrating critical thinking in class, demonstrating understanding of the readings, position papers, discussion facilitation, presentations, and other activities.

Exhaustive and Extended Abstracts (15%)

With a partner or a small group, you will conduct an exhaustive search of the literature for one interpersonal construct as it occurs in the classroom. You will write an extended (250 word) abstract for each of the articles in this exhaustive literature search. The number of abstracts may vary depending on the interpersonal construct chosen.

Training Workshop (15%)

With a partner or a small group, and using the extended abstracts on one interpersonal construct, you will develop an applied and practical workshop for either a) instructors or b) students. You will develop and deliver a 30- minute presentation to train your chosen audience on ways in which they can employ that interpersonal construct to enhance the overall learning environment.

Interpersonal Theory Summary and Extension (20%)

You will choose one traditional interpersonal communication theory to summarize. As a result of this summary, you should be able to critique this theory and highlight ways in which it can be extended through application in an instructional setting. You should develop a sound rationale for ways in which the theoretical extension would contribute to scholarly research in instructional communication.

Research Prospectus (40%)

Based on your extended abstracts and your theory summary and extension, you will propose a study driven by an interpersonal theory to conduct in an instructional context. You will present your research proposal to the class during the final session. You will have the opportunity to conduct the study after the semester has concluded.

Grading

Assignment/Activity	Percentage of Final Grade	Points
Participation	10%	50
Extended Abstract	15%	75
Training Workshop	15%	75
Interpersonal Theory Summary	20%	100
Research Prospectus	40%	200
TOTAL	100%	500 points

A = 90% B = 80% C = 70%

Policies

Attendance and Participation

You are expected to attend regularly, arrive on time, and stay for the entire class session. You should be fully engaged in the course through participation. "Full engagement" is comprised of being prepared, having read all assigned work, completing assignments, participating in conversations and discussions, asking questions, demonstrating understanding and critical thinking, and helping others to learn. Poor attendance and participation may result in a course grade reduction.

Assignments

It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will not be accepted.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor, classmates, and any guests (2) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (3) avoid negative language that may unnecessarily exclude or offend members of our campus and classroom.

Academic Integrity

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, from another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Fairness Policy

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

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Technology Information and Resources:

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services:

- <http://www.uky.edu/Libraries/DLLS>
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Tentative Course Calendar

Week	Topic, Assigned Readings, and Assignments Due
1	<p>Topic: Course Introduction, Foundations of Interpersonal/Relational Communication in the Classroom</p> <p>Readings: Mottet et al. Chapter 1, Gayle et al. Chapter 16, Fassett and Warren Ch. 16, Richmond et al. Ch. 1</p>
2	<p>Topic: Impression Management</p> <p>Readings: Coldren and Hively (2009), Guerrero and Miller (1998), Richmond et al. Ch. 12 and 14</p>
3	<p>Topic: Disclosure and Immediacy</p> <p>Readings: Mottet et al. Chapter 8, Gayle et al. Chapter 10, Hosek & Thompson (2009), Fassett and Warren Ch. 10</p> <p>Assignment: Training workshop proposal due</p>
4	<p>Topic: Rapport and Affinity</p> <p>Readings: Frisby and Martin (2010), Mottet et al. Chapter 9, Richmond et al. Ch. 4 and 13</p>
5	<p>Topic: Interpersonal Influence and Power</p> <p>Readings: Mottet et al. Chapter 7, Nussbaum (1992), Fassett and Warren Ch. 10</p>
6	<p>Topic: Negative Interpersonal Behaviors in the Classroom</p> <p>Readings: Mottet et al. Chapter 10 and 11, Richmond et al. Ch. 10 and 11</p> <p>Assignment: Exhaustive and Extended Abstracts Due</p>
7	<p>Topic: Mediated Interpersonal/Instructional Communication</p> <p>Readings: Stephens, Houser, & Cowan (2009), Mazer, Murphy, & Simonds (2009), Sherbloom (2010)</p> <p>Assignment: Interpersonal Theory proposal</p>
8	<p>Interpersonal and Instructional Training Workshops Due</p>
9	<p>Topic: Caring and Confirmation</p> <p>Readings: Ellis (2000), Teven and McCroskey (1996), Richmond et al. Ch. 7</p>
10	<p>Topic: Interpersonal Constructs in Instructor Feedback and Student Feedback</p> <p>Readings: Witt & Kerssen-Griep (2011), Trees, Kerssen-Griep, & Hess (2008), Richmond et al. Ch. 8</p>

11	<p>Topic: Advising/Mentoring Relationships</p> <p>Readings: Wrench & Punyunant-Carter (2005), Bernier, Larose, & Sousy (2005), Mansson (2011)</p> <p>Assignment: Interpersonal Theory Summary and Extension</p>
12	<p>Topic: Connectedness and Community</p> <p>Readings: Dwyer et al. (2004), Auster & MacRone (1994), Richmond et al. Ch. 8</p>
13	<p>Topic: Student-Student Relationships</p> <p>Readings: Myers and Goodboy (2005)</p>
14	<p>Topic: Interpersonal Constructs and Outcomes for Teachers and Students</p> <p>Readings: Goodboy, Martin, & Bolkan (2009), Graham et al. (1992), Gaylc et al. Chapter 9</p>
15	<p>Assignment: Research Prospectus and Research Prospectus Presentations</p>

****Syllabus is tentative. Topics may shift, due dates may be adjusted, and readings may be added.****

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 656
- b. Full Title: Instructional Communication and Technology
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|--------------------------------------|--|--|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ⁴ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| <input type="checkbox"/> 2.5 Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: Instructional communication often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10-15
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Instructional Communication
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Instructional Communication
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

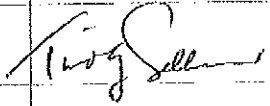
Course Prefix and Number: CJT 656

Proposal Contact Person Name: Deanna Sellnow Phone: 859-257-8370 Email: deanna.sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/7/2012	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 656	Date: 9/10/2012
Instructor Name: TBA	Instructor Email: for contact please use deanna.sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

CJT 656: Instructional Communication and Technology

Mondays, 6-8:30 p.m. – Grehan 223

Instructor: Dr. Amy Gaffney

Office: Lucille Little Library 310E

Office Hours: TBA (Scheduled and virtual)

Email: amy.gaffney@uky.edu

Instructional communication, like other contexts of communication, often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

Prerequisites

Graduate student standing.

Student Learning Outcomes

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

- Examine principles of instructional communication as they affect the implications of technology;
- Critically evaluate technological innovations and their potential instructional applications;
- Conduct systematic inquiry about questions concerning the relationship between technology, teaching, and learning;
- Engage in the principled and informed application of technology within your own teaching training, & development.

Course Materials

We will utilize a variety of readings in the course. We will use excerpts from some online books; other articles will be posted through BlackBoard. For excerpts from online books, I will provide a link to the book but will not post a copy of the reading to Blackboard because it is freely available. During some class periods (see schedule) I will ask you to bring articles pertinent to your area of interest (and post them on the class wiki).

The only "textbook" you need for this class is your 6th edition *Publication Manual of the American Psychological Association*

Given this course focuses on technology, I ask that you bring your computer to the classroom every week. If you have any difficulties with access to technology, please let me know. There may be times when I will ask you to get an account for particular technologies—most of these we will set up during class. **To start, you will need a blog account on a blog site of your choice.**

Online sections: If you are taking this course online, you must have a reliable high-speed internet connection, a web camera, and microphone so you can participate in video chats and real-time class meetings.

Course Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

Online sections: Although online sections do not require the same face-to-face time that traditional sections require, there is still a commitment to participate and be actively engaged throughout each week. You will have regular assignments due through Blackboard and will also be expected to engage with your classmates through text and video.

There are also several dates noted on the calendar when we will meet synchronously through Adobe Connect. These times are required and you are expected to be present for the duration of the class "meeting."

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Resource Center

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Technology Information and Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Assignments

You will have four major assignments in the course. Below you will see a synopsis for each assignment.

1. Scholarship of Teaching and Learning Research Project (50%)

You will be completing a research project (under 20 pages) within the scholarship of teaching tradition—which involves systematic inquiry of questions about your teaching and your students' learning. The scholarship of teaching and learning moves beyond good teaching or scholarly teaching (teaching grounded in disciplinary scholarship on the topic) and involves a focused inquiry process and reflective practice about one's own teaching as it is related to student learning—with an eye towards public dissemination, peer review, and iterative improvement. Your project will culminate in a potential conference submission or publication and a conference panel presentation (for the class). You will submit this project through Blackboard by the date listed on the calendar.

2. Techno-teaching Philosophy (20%)

Your task is to create a teaching philosophy that is technologically manifested in the medium and form of your choice. This techno-teaching philosophy should be no longer than five minutes long (or should take your reader/viewer no longer than 5 minutes to get through) and should provide insight into who you are as a teacher, what your beliefs are about teaching and learning, your style of classroom interaction, and your commitments in terms of assessing student learning. This

project will allow you to experiment with using technologies in order to convey a message and will provide you with an opportunity to engage (as a learner) in a technological innovation process. Your end product should be a link that you can put on a professional website for future job prospects. At the end of the semester, we will have a roundtable day where you will share your philosophies with faculty and other graduate students as an opportunity to hone your skills in talking about technology and teaching. Your philosophy will be posted online (through the forum of your choice) and linked to your blog and a Blackboard submission.

3.a. Teaching Technology Activity – Traditional Section (20%)

You will have the opportunity to teach the class about a particular technological innovation and its potential educational uses. You will have 30 minutes to teach the class about this technology. In your teaching time, you should provide the class with a clear description of the technology, describe and provide concrete examples of its potential instructional and pedagogical uses, and engage the class in a critical analysis of the technology. Your product—the teaching activity—should provide new teachers with insight and instruction on potential technology tools for classroom use as well as an understanding of how that technology intersects with instructional communication research.

Early in the semester, we will discuss the technologies that we are interested in learning more about and you will have your choice of technologies. The date on which you present will be determined by the course topic most pertinent to your technology. These dates will be designated in class.

--or--

3.b. Teaching Technology Activity – Online Section (20%)

You will have the opportunity to teach the class about a particular technological innovation and its potential educational uses. You will prepare a lesson (with appropriate activities) that requires approximately 30 minutes for the class to complete in which the class will learn about your technology and its potential uses in the classroom. During this time, you should provide the class with a clear description of the technology, describe and provide concrete examples of its potential instructional and pedagogical uses, and engage the class in a critical analysis of the technology. Your product—the teaching activity—should provide new teachers with insight and instruction on potential technology tools for classroom use as well as an understanding of how that technology intersects with instructional communication research.

Early in the semester, we will discuss the technologies that we are interested in learning more about and you will have your choice of technologies. The date on which you present will be determined by the course topic most pertinent to your technology. These dates will be designated in class.

4.a. Weekly Reading Blogs and Responses -- Traditional Section (10%)

To enhance and spark our discussions about the readings, we will use a blog to post responses and questions about class readings and topics. You can choose whichever blog site you would like to host your blog, but should link it to the course wiki. Your reading responses should be approximately 500 words in length. Blogs can be traditional (written texts) or you might also want to experiment with other ways of responding that could include podcasting or other types of media. You will need to complete a total of ten blog entries during the course of the semester. You should read and respond to the blog entries of your classmates, fostering an ongoing discussion that can continue outside of the classroom. This product, your blog, should be considered part of your scholarly development (and hence should be able to be linked on your professional website).

--or--

4.b. Weekly Reading Blogs and Responses -- Online Section (10%)

To enhance and spark our discussions about the readings, we will use a blog to post responses and questions about class readings and topics. You can choose whichever blog site you would like to host your blog, but should link it to the course wiki. Your reading responses should be approximately 500 words in length. Additionally, you are expected to respond to discussion questions posted by the instructor. Blogs can be traditional (written texts) or you might also want to experiment with other ways of responding that could include podcasting or other types of media. Due to the nature of an online class, you are expected to post each week, no later than Wednesday at 5 p.m. You should read and respond to the blog entries of your classmates, fostering an ongoing discussion that can continue outside of the classroom. This product, your blog, should be considered part of your scholarly development (and hence should be able to be linked on your professional website).

Grading

Final grades will be assigned using the following scale, with no rounding:

90-100% = A
80-89.9% = B
70-79.9% = C

There are no opportunities for make-up work or extra credit. You are expected to be responsible for your own work and for ensuring that you understand the assignments.

Tentative Schedule

Online section: Weeks noted as synchronous meetings will require you to be present for a synchronous meeting on that Wednesday at 6:30 p.m. for approximately 90 minutes. Access details will be posted to Blackboard in advance of the first meeting.

Week and Topic	Reading Assignment	Special Notes/Preparation
Week 1 Historical and Philosophical Foundations <i>Synchronous Meeting</i>	1. Lane & Shelton's 2001 "the centrality of communication education" 2. Bailey & Cotlar's 1994 "Teaching via the Internet" 3. Morreale et al.'s 2010 "The basic communication course"	View: The Machine is Us/ing Us RSS in Plain English Wikis in Plain English Blogs in Plain English
Week 2 Have students really changed? Exploring assumptions about our students and teaching	1. Is it age or IT? From <i>Educating the net generation</i> (online book) 2. The gathering cloud , from <i>The Tower and the Cloud</i> (online book) 3. Peruse The Horizon Report (2009)	View: A Vision of Students Today Technology Fear Factor in Education Come prepared with a couple of questions you might use for your final project. Project Lab: SoTL, IRB, Research Questions and Methodologies
Week 3 Contexts of Instructional Communication: Technology's impact on in-class communication	1. Rummel & Krämer's 2010 "Computer-Supported Instructional Communication" 2. Tamim et al.'s 2011 "What forty years of research says about the impact of technology on learning" (PDF) 3. Ellison et al.'s (2008) "Blogging in the classroom"	
Week 4 Contexts of Instructional Communication: Technology's impact when classes are not face-to-face <i>Synchronous Meeting</i>	1. Schwier et al's 2002 "The interplay of content and community" 2. Allen's 2006 "Is the rush to provide on-line instruction" 3. Wittwer, Nückles & Renkl's (2010) "Using a Diagnosis-Based Approach to Individualize"	

<p>Week 5 Technology and Alternative Learning Contexts</p>	<ol style="list-style-type: none"> 1. Chapters 2, 4, and 6 from <u>Learning Spaces</u> (online book) 2. Stephens & Mottet's 2008 "Interactivity in a web conference" 3. Selections from <i>Technology-based health promotion</i> (PDF) 	
<p>Week 6 Building interpersonal relationships with the help of technology <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Kim & Bonk's (2010) "Instructional Immediacy in Online Faculty Experiences" 2. Selections from Druin's <i>Mobile technology for children: designing for interaction and learning</i> 3. Roblyer et al.'s (2010) "Findings on Facebook in higher education" 	<p>Project Lab: Research project updates</p>
<p>Week 7 Out-of-Class Communication and Technology</p>	<ol style="list-style-type: none"> 1. Stephens et al.'s 2009 "R U Able to Meat Me" 2. Mazer et al.'s 2007 "I'll see you on Facebook" 3. Sheer's 2007 "Can Email Communication Enhance Professor-Student Relationship and Student Evaluation of Professor?: Some Empirical Evidence" 4. Aguilar-Roca et al.'s 2009 "Two minute training in class significantly increases the use of professional formatting" 	<p>Project Lab: Techno-teaching philosophy lab</p>
<p>Week 8 Students' perceptions of teachers who use technology</p>	<ol style="list-style-type: none"> 1. Schrodtt & Witt's 2006 "Students' attributions of instructor credibility" 2. Witt & Schrodtt's 2006 "The influence of instructional technology use" 3. Bassili's (2008) "Media richness and social norms in the choice to attend lectures or to watch them online" 	
<p>Week 9 Teacher misbehaviors: Digital edition <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Kearney et al.'s 1991 "College teacher misbehaviors" 2. Semlak's 2008 "Through the years" 3. Mazer et al.'s 2009 "The effects of teacher self-disclosures" 	
<p>Week 10 Student inclivity with technology</p>	<ol style="list-style-type: none"> 1. Campbell's 2006 "Perceptions of Mobile Phones" 2. Wei et al.'s 2010 "Students' silent messages" 	

<p>Week 11 Power and equality issues in technology-rich instruction</p>	<ol style="list-style-type: none"> 1. Plumm's 2006 "Technology in the classroom" 2. Reeves, Herrington, and Oliver's (2005) "Design research: A socially responsible approach..." 	
<p>Week 12 Using technology to enhance participation <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Vess's 2005 "Asynchronous discussion" 2. Wang et al.'s 2008 "The impact of mobile learning" 3. Schmid's 2008 "Potential pedagogical benefits" 	<p>Project lab: Techno-teaching philosophy</p>
<p>Week 13 From classmates to colleagues: Using technology for student-to-student interactions</p>	<ol style="list-style-type: none"> 1. Rocca's 2010 "Student participation" 2. Picciano's 2002 "Beyond student perceptions: Issues of interaction, presence, and performance" 3. Fried's 2008 "In-class laptop use and its effects on student learning" 4. Caspi et al.'s 2008 "Participation in class and in online discussions" 	<p><i>Meet via discussion board for first half of class</i> Project Lab: Projects</p>
<p>Week 14 Where have we come from and where are we going? Posing the instructional communication and technology questions that matter</p>	<ol style="list-style-type: none"> 1. Salinas (2008). "From Dewey to Gates: A model to integrate psychoeducational principles in the selection and use of instructional technology" 2. Powell & Powell's (2010) "Technology and Instructional Communication" chapter 3. Bennett et al.'s 2008 "The 'digital natives' debate" 4. Abbott's 2009 "Meeting faculty expectations in learning space design" 	
<p>Week 15 Techno-teaching Philosophy Roundtables (Presentations with guests) <i>Synchronous Meeting</i></p>		<p>Techno-teaching philosophy due today</p>

<p>Final Exam Period</p> <p>Mini-presentations on final project</p> <p><i>Synchronous Meeting</i></p>		<p>FINAL PROJECT DUE (SoTL)</p>
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NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 726
- b. Full Title: Communication Leadership Studies
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture Laboratory¹ Recitation Discussion Indep. Study
 Clinical Colloquium Practicum Research Residency
 2.5 Seminar Studio Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: The primary purpose of this course is to extend students' theoretical understanding of leadership from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in major term projects which incorporate current leadership theory and research; and (4) enhance students' understanding of published research in leadership communication.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: Leadership communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: Graduate Certificate in Instructional Communication

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

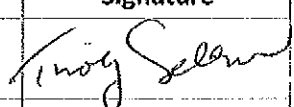
Course Prefix and Number: CJT 726

Proposal Contact Person Name: Deanna Sellnow Phone: 859-257-8370 Email: deanna.sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/7/2012	Tim Sellnow / 859-257-8370 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 726	Date: 9/10/2012
Instructor Name: TBA	Instructor Email: for contact please use deanna.sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>100%; Instructional Communication Certificate *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes
	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: TBD Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

CJT 726: Communication Leadership Studies **Wednesdays, 6-8:30 p.m. – Grehan 223**

Instructor: Dr. Derek Lane
 Office: Lucille Little Library 310H
 Office Hours: TBA
 Email: Derek.Lane@uky.edu

The primary purpose of this course is to extend students' theoretical understanding of leadership from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in major term projects which incorporate current leadership theory and research; and (4) enhance students' understanding of published research in leadership communication.

Student Learning Outcomes

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

1. Demonstrate mastery of the concepts, variables, and technical vocabulary of leadership communication, and be able to use that language appropriately.
2. Apply knowledge of leadership concepts, principles, and theories as it relates to leadership communication.
3. Assess ethical choices of leaders using critical thinking skills, overall judgment, reasoning, and logic in leadership issues
4. Evaluate the mental, physical, social, organizational, and emotional factors affecting individuals in leadership roles.
5. Create a plan to improve formal procedures for problem solving and decision-making.

Course Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Nohria, N., & Khurana, R. (Eds.) (2010). *Handbook of Leadership Theory and Practice*. Boston, MA: Harvard Business School Publishing Corporation.

Northouse, P.G (2007). *Leadership Theory & Practice (4th Ed.)*. Thousand Oaks, CA: Sage.

ISBN: 1-4129-4161-X

Other supplemental readings will be provided throughout the semester. The course readings can be found under "Course Content" on the Blackboard site.

Policies

Attendance and Participation

You are expected to attend regularly, arrive on time, and stay for the entire class session. You should be fully engaged in the course through participation. "Full engagement" is comprised of being prepared, having read all assigned work, completing assignments, participating in conversations and discussions, asking questions, demonstrating understanding and critical thinking, and helping others to learn. Poor attendance and participation may result in a course grade reduction.

Assignments

It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will not be accepted.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom -- including the instructor, classmates, and any guests (2) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (3) avoid negative language that may unnecessarily exclude or offend members of our campus and classroom.

Academic Integrity

All work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will result in immediate failure of the course. Such conduct may also constitute grounds for dismissal from the University.

Fairness Policy

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

Technology Information and Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please

contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

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- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Assignments

You will have three major assignments in the course.

Leadership Theory Literature Review (30%)

You will choose one leadership theory that you are interested in exploring in depth for this course. To begin your exploration, you will conduct a literature review of the theory providing a state of the art review of the seminal articles, chapters, and research conducted using your theory as a theoretical framework. Your literature review should thoroughly explain key concepts, developments, study trends, and provide a critique of the theory and the findings. Conclude your literature review with ideas for future research. The final literature review should be 10-12 pages.

Based on your literature review, you will prepare a 30 minute session for our classroom. During this 30 minute session, you should educate your peers about the theory you have examined and facilitate discussion about the theory.

Leadership Case Study (30%)

You will choose an organization, team setting, or particular leader from the past 15 years. You will conduct an in depth search about this organization, team setting, or person and write a 6-8 page case study of the person. In this case study, you should apply course concepts, theory, and empirical research to explain their successes and/or failures as a leader.

Study Proposal (40%)

You will transform a theory-driven literature review assignment into a compelling study proposal including an introduction, literature review, rationale, and proposed method. Your study proposal should be between 15-18 pages (not counting references).

Tentative Course Schedule

Week	Topic	Assignments and Readings
1	Introduction	Northouse Ch. 1, Nohria & Khurana Ch. 1 and 4
2	Trait Approach	Northouse Ch. 2, Nohria and Khurana Ch. 6
3	Situational Approach	Northouse Ch. 5, Thompson & Vecchio (2009)
4	Functional Approach	Morgenson et al (2010), Lakshman (2008)
5	Relational Approach	Nohria and Khurana Ch. 8, Uhl-Bien (2006)
6	Skills Approach	Northouse Ch. 3, Solansky (2010)
7	Styles Approach	Northouse Ch. 4, De Vries (2010)
8	Leadership Theories	Literature Review and Presentations Due
9	Leadership Ethics	Northouse Ch. 15, Harris (2011), Piotrowski (2010)
10	Leadership Panel	Community members and leadership scholars will visit our classroom to present a panel on leadership styles,
11	Transformational Leadership	Northouse Ch. 9, Nohria and Khurana Ch. 7 and 19
12	Leadership in Groups/Teams	Leadership Case Study Due , Northouse Ch. 11, Nohria and Khurana Ch. 17, Burke et al (2006)
13	Leadership in Organizations	Nohria and Khurana Ch. 16, Hamlin (2011), Chiaburu et al. (2011)
14	Leadership in Instructional Settings	Bolkan and Goodboy, 2009, Patrick et al. (2009), Myers (2006)
15	Conclusion of Class	Study Proposal Due

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 9/10/2012
- b. Department/Division: Division of Instructional Communication
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 859-257-8370
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 780
- b. Full Title: Interventions and Assessment in Health Care Settings
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
<input type="checkbox"/> 2.5 Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: This course exposes students to theories and principles of instructional communication that can be applied to health intervention research. Specifically, this course is designed to (1) sharpen the students' understanding of the role of instructional communication in developing effective intervention protocols; (2) familiarize students with intervention research as it relates to the instructional communication process; (3) involve students in major projects which incorporate instructional theory and research into the healthcare setting; and (4) enhance students' understanding of research on healthcare intervention research.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10-15
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Health communication is an important topic to a variety of disciplines at the University of Kentucky and for those already employed in professional fields.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Instructional Communication
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Instructional Communication
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

⁵ In order to change a program, a program.change form must also be submitted.