

## Brothers, Sheila C

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**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  
310J Lucille C. Little Library  
University of Kentucky  
Lexington, KY 40506  
859-257-8370

## 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

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**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

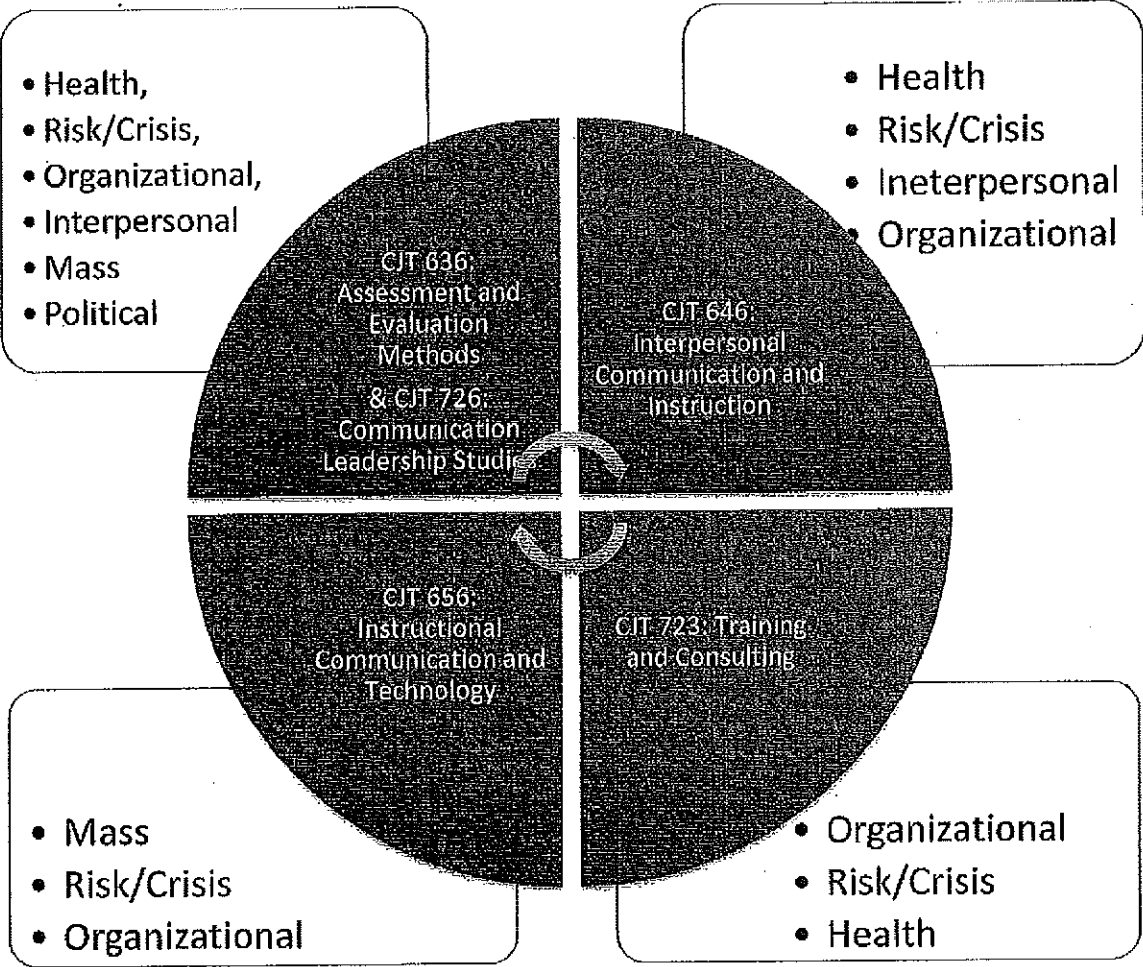
taught as CJT 780 Special Topics/Subtitle Required courses (see <http://cis.uky.edu/grad/courses>). Moreover, more than one third of the dissertations completed since 2007 focused on instructional communication, demonstrating student interest and demand. In fact, approximately 25% of the class admitted 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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- University of Kentucky Graduate School (2011). Graduate Certificates. Retrieved on October 24, 2011 from: [http://www.research.uky.edu/gs/CurrentStudents/grad\\_cert.html](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.

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Monday, February 04, 2013 2:53 PM  
**To:** Brothers, Sheila C  
**Cc:** Hippisley, Andrew R  
**Subject:** FW: Graduate Certificate in Instructional Communication

----- Forwarded Message

**From:** "O'Hair, Mary J" <[mjohair@uky.edu](mailto:mjohair@uky.edu)>  
**Date:** Wed, 30 Jan 2013 16:15:25 -0500  
**To:** "Hippisley, Andrew R" <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>  
**Cc:** "McCormick, Katherine" <[kmcco2@uky.edu](mailto:kmcco2@uky.edu)>, "Reese, Robert J" <[jeff.reese@uky.edu](mailto:jeff.reese@uky.edu)>, "Sellnow, Deanna D" <[Deanna.Sellnow@uky.edu](mailto:Deanna.Sellnow@uky.edu)>  
**Subject:** Graduate Certificate in Instructional Communication

Dear Dr. Hippisley,  
The College of Education is in support of the Graduate Certificate in Instructional Communication.  
Thanks,  
Mary John

Mary John O'Hair / Dean / College of Education  
103 Dickey Hall / Lexington, KY 40506-0017  
859.257.2813 / <http://education.uky.edu/>

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**From:** Sellnow, Deanna D  
**Sent:** Wednesday, January 30, 2013 3:45 PM  
**To:** O'Hair, Mary J  
**Subject:** Note about the Graduate Certificate in Instructional Communication

Hi Mary John,

Alan DeSantis from my own department who sits on Academic Programs wanted to have a note on file with the proposal that the College of Education has our blessing. Katherine McCormick said yes they did see and approve the certificate at Graduate Council. The chair of the Academic Programs committee is Andrew R Hippisley from Linguistics. All he needs is an e-mail.

Thanks and sorry to bother you,

Deanna

Dr. Deanna Sellnow  
Gifford Blyton Endowed Professor of Communication  
Director, Undergraduate Studies in Communication  
Director, Division of Instructional Communication  
University of Kentucky  
Lexington, KY 40506