

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, January 29, 2014 10:16 AM
To: Brothers, Sheila C
Subject: Health comm certificate

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Health Communication, in the Department of Communication, within the College of Communication & Information.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
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<http://linguistics.ac.uky/edu/users/arhipp2>

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other


Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Health Communication Certificate Program

Proposal Contact Person Name: Elisia L. Cohen Phone: _____ Email: _____

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
Dean of CCI	2/1/2013	Dan O'Hair / 218-0290 / ohair@uky.edu	
CCI Faculty Council	12/7/2012	Derek Lane / 2572295 / dr.lane@uky.edu	
CPH Faculty Council & Academic Affairs Committee	11/12/2012 & 11/14/2012	Steven Wyatt & Steven Browning / 218-2047; 2182235 / wyatt@uky.edu srbrown@uky.edu	
Department of Communication Faculty	10/3/2012	Laura Stafford / 2573622 / laura.stafford@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

Please see letters of support for appropriate signatures.

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Health Communication Undergraduate Certificate Program Proposal

Final Proposal - 12/20/2013

I. Narrative Overview

The Health Communication program has been a strength in the College of Communication and Information. During the last 15 years the Graduate Faculty in Communication have obtained more than \$30 million in federal grants in health communication, the doctoral Program has been ranked 6th in the country in health communication (applied communication) by the National Communication Association and four of our graduate students have been awarded prestigious National Cancer Institute internships. The curriculum at the undergraduate level was created to enhance the quality of the undergraduate student body, provide professional development for students, and to increase the number of students studying communication from the allied health professions, nursing and medical pre-professional programs. We believe that a new health communication certificate can meet these objectives in the following ways:

- ³⁵₁₇ Improve the ability of the field of public health and communication to respond to emerging demands for communication competencies in the health professions.
- ³⁵₁₇ Increase the number of high achieving students recruited to the College of Communication & Information and related courses in the Certificate (i.e., Health Behavior and Epidemiology)
- ³⁵₁₇ Enhance the academic preparation in communication for pre-professional health science students to improve their communication competencies beyond the UK Core as applied to the health context.
- ³⁵₁₇ The Health Communication Certificate allows students to begin study in the College as first and second year students. As a result, many may become involved in communication as peer tutors, peer communication skills trainers, UK 101 peer instructors, and leaders in communication fraternities as early as their freshman year.
- ³⁵₁₇ Enhance the communication and pre-professional students' communication skills training that employers say are applicable to their professions.

II. Program Description

The Certificate in Health Communication is designed so as to comply with the University of Kentucky Standards for undergraduate certificates, and also to be feasibly combined with a broad array of majors across UK's colleges, but particularly the College of Communication and Information and Health Science Colleges. This program exceeds UK's minimum parameters for undergraduate certificates that follow:

- ³⁵₁₇ A minimum of 12 credits of course work taken for a letter grade.
- ³⁵₁₇ At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- ³⁵₁₇ The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- ³⁵₁₇ Student must earn a C or better in each required certificate course to receive the certificate.

³⁵₁₇ Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.

³⁵₁₇ No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

Health Communication Certificate Standards

In order to remain in good standing in the program, students must have a 2.0 overall GPA at the end of their first year, and a 2.0 in certificate classes to graduate from the certificate. Students are also required to take three core classes as requirements for the certificate program, as well as program electives.

³⁵₁₇ Courses taken within three years prior to admission to the certificate can be used in the certificate.

³⁵₁₇ Certificates will only be awarded to students who successfully complete a Bachelor's degree, or have completed a four-year degree.

³⁵₁₇ The certificate requires 15 hours and a minimum of 12 credits of course work in the certificate must be taken for a letter grade.

³⁵₁₇ The certificate requires 9 core hours of credit (2 communication core, and 1 public health core) courses be completed.

³⁵₁₇ No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's major a minor, or another certificate, exclusive of free or unrestricted electives.

³⁵₁₇ The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.

³⁵₁₇ The awarded certificate is to be posted on the student's official transcript.

³⁵₁₇ The program requests that this undergraduate certificate curriculum be approved for operation for a period of 6 years or the maximum allowable under UK program regulations, whichever is long.

Administrative Structure

The Faculty Director for the Health Communication Certificate will be Dr. Don Helme, current Director of Undergraduate Studies in the Department of Communication. Dr. Elisia Cohen, program proposer and Department Chair, Associate Professor of Communication, Director of the Health Communication Research Collaborative, and an instructor in the program will work with Dr. Helme and the affiliated faculty on any and all multidisciplinary curricular components.

Dr. Helme will coordinate the program with input from the following unit heads:

Dr. Cohen, Chair of the Department of Communication

Dr. Richard Crosby, Chair of the Department of Health Behavior, who will help coordinate the certificate for Undergraduate Students in the College of Public Health.

Dr. Melody Noland, Chair of the Kinesiology and Health Promotion department, who will be the lead contact for students in the College of Education.

The Certificate Program

The certificate students undertake a curriculum outlined below which is designed to enrich

their pre-professional health, business or communication-related major. The courses focus on building health communication and leadership skills, and help students understand the role and importance of effective communication strategies to promote individual and public health.

The Certificate reinforces classroom and program objectives through participation in the professional workshop series (workshops on networking, health professionals interviewing, and communication etiquette), and attendance at one Health Communication Research Collaborative coffee talk, breakfast or lunch workshop (coffee talks and breakfast/lunch workshops are informal discussions with a successful alum and faculty) or health professional site visit during completion of the certificate program.

Certificate learning outcomes:

- ³⁵₁₇ The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.
- ³⁵₁₇ Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.
- ³⁵₁₇ Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.

CERTIFICATE CORE CLASSES

COMMUNICATION CORE:

COM 311 Taking Control of Your Health: Patient-Provider Communication (Offered each term)

Many health care providers and health communication scholars have advocated a shift from traditional paternalistic medicine, which is often governed by the health-care provider, to patient-centered care, where providers work in concert with the patient, or health consumer, to deliver optimal care. To that end, interactions between providers and their patients are essential for helping facilitate an interpersonal climate of empathy, shared decision making, mutual support, and trust. Positive patient-provider interactions often manifest themselves in the disclosure of information from patients. Conversely, the absence of positive interaction could contribute to adverse health outcomes should the patient not feel comfortable disclosing information or should the provider fail to account for the complete health of the patient, including psychosocial needs. This course is designed to help students explore, understand, and appreciate the patient-provider relationship through an examination and analysis of selected health communication case studies and related materials. It also designed to improve your communication skills with physicians, nurses, and allied health professionals.

COM 471 Introduction to Health Communication (Offered online and in a regular in-person seminar format each term)

This course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns. This course is designed to equip students with skills to (a) analyze how messages from interpersonal,

organizational, and media sources affect health beliefs and behaviors, (b) evaluate the quality of communication in health and illness contexts, (c) apply this knowledge to become a more active participant in their own health care, and (d) prepare an application for any number of the diverse career opportunities available to health communication professionals.

**PUBLIC HEALTH CORE:
STUDENT MUST TAKE AT LEAST ONE COURSE FROM THE FOLLOWING LIST OF
COURSES OUTSIDE OF COMMUNICATION :**

CPH 440-001 Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

OR

UKC 130-001 or CPH 202 (when approved, see explanation below) Public Health Through Popular Film

This course will provide students with an introductory understanding of public health concepts through critical analysis of popular cinema and instruction in basic public health principles related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

ELECTIVES: In addition to meeting the COMMUNICATION and PUBLIC HEALTH CORE requirements, Students Must Take Two Additional Electives from this List:

COM 287 - Persuasive Speaking (offered each term)

A study of the processes involved in attitude change, with emphasis on the preparation and delivery of persuasive messages.

COM 482 - Studies in Persuasion (offered each term)

This course examines theory and research of persuasion. Topics include message characteristics, credibility, compliance-gaining, decision making, and motivational appeals.

COM 454/491 – Honors Seminar/Special Topics in Health Information Seeking

This course is designed to provide students with a basic understanding of the process of health information gathering. The course is designed to give students a background in

theories, perspectives, concepts, and approaches to understanding information seeking and information behavior in health contexts. Thus, it seeks to promote student understanding, analytical skills, and critical thinking necessary for such professions as consulting, research, and management and for their own personal survival and well-being.

COM 525: Organizational Communication: *Communication in Healthcare Organizations*

This course examines organizational communication by applying it to the complexities and contingencies that comprise the organization of health care. Using systems theory, an approach that enhances our understanding of health organizing, students will gain familiarity with the communication processes and behaviors that comprise a wide range of health settings. Understanding and applying the concepts discussed in this course can improve communication in health organizations, which ultimately benefits health care delivery. This course investigates topics salient to today's health organizations including but not limited to team dynamics, leadership, technology, organizational change, socialization, and care quality.

COM 535: Risk and Crisis Communication

This course examines strategic risk and crisis communication research, theory, and practices. Special emphasis is placed on crisis planning, media relationships, image restoration, ethical responses, and organizational learning.

COM 571: Interpersonal Communication in Health Contexts

Examines theory and research relevant to the role of interpersonal communication in managing mental and physical health. Topics related to interaction in health contexts include: communicating identity in health and illness, health and personal relationships, health care provider/patient communication, medical decision-making, and interpersonal health education and prevention efforts.

COM 572: Health Communication Campaigns & Communities

This course focuses on the role of the mass media in contemporary public health campaigns. Most class sessions focus on the application of theory and research to the design of these campaigns. Earlier studies examining the role of the mass media in health campaigns indicated that the mass media played a small and rather insignificant role in changing health behaviors. However, more recent studies indicate that careful targeting combined with formative research often yield successful behavior change.

LIS/CJT 539: Introduction to Medical Informatics

This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential

issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in various types of health information professions.

**UKC 130-001 (currently being proposed as a permanent course CPH-202):
Public Health Through Popular Film**

This course will provide students with an introductory understanding of public health concepts through critical analysis of popular cinema and instruction in basic public health principles related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

**CPH 365 /CPH 310 (when changes are approved) Disease Detectives:
Epidemiology in Action**

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

CPH 440-001: Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

KHP 230: Human Health and Wellness

This course is designed to help students develop health literacy to enable them to live a healthy lifestyle and achieve high-level wellness. Health literacy is essential for health promotion and disease prevention efforts applied to individual, family, and community health.

KHP 590: Advanced Health Concepts

Advanced Health Concepts is a content class that will examine current and significant health issues to increase students' knowledge, skills and health literacy. Specifically, the course will address major personal and community health issues such as non-communicable diseases, communicable diseases, intentional injury (homicide and suicide), unintentional injury (accidents), stress and others if time permits.

Total required certificate hours: 15 hours

The curriculum for this certificate in Health Communication was developed in

consultation with the College of Public Health faculty and professionals in the health professions. We anticipate that this 15 hour certificate will draw students initially entering the program through UKC-130 or CPH 202 when approved and COM 311 which enroll first and second year students. The remaining coursework can be completed in any sequence, and will diversify the knowledge base and marketability of our graduates interested in the health sciences and communication professions.

Primary Faculty Instructors:

Health Communication [College of Communication & Information]

Elisia L. Cohen, Ph.D., Associate Professor

Nancy G. Harrington, Ph.D., Professor

J. David Johnson, Ph.D. Professor

Allison Scott, Ph.D., Assistant Professor

Kevin Real, Ph.D. Associate Professor

Don Helme, Ph.D., Associate Professor

Matthew Savage, Ph.D., Assistant Professor

Health Behavior/Epidemiology [College of Public Health]

Kate Eddens, Ph.D., Assistant Professor

Robin C. Vanderpool, Dr.PH, Assistant Professor

Richard Crosby, Ph.D., Professor

Claudia Hopenhayn, PhD, MPH, Associate Professor

Wayne Sanderson, Ph.D., CIH – Professor

Kinesiology and Health Promotion [College of Education]

Richard Riggs, Ed.D., Professor (KHP 230 instructor)

Melody Noland, Ph.D., Chair and Professor

Kristen Mark, Ph.D., MPH, Assistant Professor

Melinda Ickes, Ph.D. Assistant Professor

III. Assessment

Student success will be measured, in part, by retention between enrollments in the certificate program and its completion. There are three learning outcomes for the certificate:

1. The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.
2. Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.
3. Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.

A Qualtrics survey will be developed using knowledge questions submitted by instructors teaching the core certificate courses to measure student knowledge and knowledge gaps related to learning outcomes 1, 2, and 3 above. The curriculum map, below, also identifies how the courses a student takes will map on to these learning outcomes, such that course

assignments may also be used to assess student learning. Additional measures of efficacy to analysis communication strategies promoting individual and public health, and their belief in their ability to determine concepts of disease prevention and health communication will be used to assess student learning. Additionally, a survey will assess the annual level of engagement in the program demonstrated and qualitative impact as expressed by the student. We will also compare academic success (GPA, degree completion, time to degree) among three groups: overall Communication major- health communication 'track' participating students and students in the Certificate of Health Communication program. Assessment of Education Abroad experience is ongoing. We will also track the ways in which students design the certificate program in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the program attracts a broad and representative spectrum of students.

<p>1. The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.</p>	<p>CPH 440-001 COM 471 COM 311</p>	<p>Course Assignments: Exams Research Papers</p>
<p>2. Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.</p>	<p>CPH 440-001 UKC130-001 or CPH 202</p>	<p>Exams Research Papers</p>
<p>3. Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.</p>	<p>UKC 130-001 or CPH 202 COM 311</p>	<p>Exams Research Papers Class journals/reaction papers</p>

IV. RESOURCES

No additional resources are requested for this program at this time. The Director of Undergraduate Studies in the Department of Communication will direct this program as part of his or her administrative service DOE. No additional resources area needed in terms of general coursework. All of the courses listed herein are regularly offered and have capacity. If the Certificate program enrolls large numbers of (non-CIS) students, additional sections of COM471 may be required. However, the current capacity in such course is 48 students per semester, and the COM311 course seats up to 150 students. Similarly, CPH 440-001 and CPH 202/UKC 130-01 are large capacity courses drawing on existing CPH faculty expertise. No additional resources are required to maintain the health communication component as the Communication and Public Health Colleges have a large set of faculty with this competency. No new resources

are required for program promotion, as promotion will be managed through existing Health Communication Research Collaborative channels as well as via college advisors and associate deans for undergraduate education. For the co-curricular component, technological investment will be required for the Qualtrics survey (we do have this existing resource within our College) and for integration of this requirement into APEX. If technology is appropriately designed, no additional staff resources should be required (unless/until enrollments grow substantially).



College of Communication
and Information

308 Lucille Little Library
Lexington, KY 40506-0224

P: 859-218-0290

Fax: 859-323-4171

March 23, 2013

Dear Undergraduate Council:

I am delighted to support the proposal for the Undergraduate Certificate in Health Communication. Health care professionals, organizations, and advocacy organizations are becoming keenly aware of the need for effective communication in health contexts, and employer demand for this specialization is increasing. The Undergraduate Certificate in Health Communication will prepare students to meet this need.

Faculty across the College of Communication and Information have extensive research and teaching interests in health communication, and the development of this certificate is an extension of their expertise. In addition to serving the needs of our current students, the certificate has the potential to extend the reach of our college in the university to help develop communication competencies in the training of pre-professional allied health students. We have ample teaching expertise and course offerings in the College to serve student demand for this certificate. Though no resources are needed at this time to meet demands for this certificate, should additional resources be required, I am certain that the College of Communication and Information can meet any unanticipated need.

Please contact me with any questions regarding this endorsement.

Sincerely,

A handwritten signature in cursive script that reads "H. Dan O'Hair".

H. Dan O'Hair, Dean
College of Communication and Information



Department of Communication
227 Grehan Building
Lexington, KY 40506-0042
Email: commdept@uky.edu
Information/Academic Services:
859 257-3621
Administration: 859 257-3622
fax 859 257-4103
comm.uky.edu

November 21, 2012

Dr. Elisia Cohen
Director, Health Communication Research Collaborative
231 Grehan Journalism Building
Department of Communication
University of Kentucky
Lexington, KY 40506

Dear Elisia,

The Department of Communication is in complete support of the College of Communication and Information Health Communication Certificate. The program was approved by our Curriculum and Assessment Committee and subsequently unanimously supported by our faculty. We have classes and personnel to support the program and are quite pleased to be part of it.

Sincerely,


Laura Stafford

Professor and Chair
Department of Communication



UNIVERSITY
OF KENTUCKY

College of Public Health

Office of the Dean
111 Washington Avenue, Suite 112
Lexington KY 40536-0003
(859) 218-2047 phone
(859) 323-5698 fax
<http://www.mc.uky.edu/PublicHealth>

November 14, 2012

Elisia Cohen, PhD
Director, Health Communication Research Collaborative
231 Grehan Building
University of Kentucky
Lexington, KY 40506-0042

Dear Dr. ^{Elisia} ~~Cohen~~:


Thank you for sharing your Health Communication Certificate Program proposal with the College of Public Health. Indeed, employers require such enhanced communication skills training for pre-professional students and this proposed curriculum responds to that emerging demand.

Our Academic Affairs Committee and Faculty Council have thoroughly reviewed your proposal and are in favor of this collaboration. There is widespread agreement that we have the faculty, resources, and course offerings to support this proposal, and welcome certificate students into our classrooms. We expect that graduates will truly understand the role and importance of effective communication strategies to promote individual and public health.

The College of Public Health is pleased to support the College of Communication and Information in their Health Communication Certificate Program proposal, and looks forward to collaborating with program faculty to meet the academic needs of health communication students.

Sincerely,

Stephen W. Wyatt, DMD, MPH
Dean

Elisia Cohen <elisia.cohen@uky.edu> 
To: "Noland, Melody" <mnola01@email.uky.edu>
Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication

December 9, 2013 5:21 PM

2 Attachments, 76 KB

Hi Melody,

Thank you. I will include these courses in the revised proposal. These look perfect!

Elisia
On Dec 9, 2013, at 3:55 PM, "Noland, Melody" <mnola01@email.uky.edu> wrote:

Elisia, thanks for sending this. We agreed that KHP 230 would be a good overall introduction to health. It is a basic health course called Human Health and Wellness. The other course would be KHP 590 for students that want a more advanced look at health. I am attaching some sample syllabi.

From: Cohen, Elisia L
Sent: Monday, December 09, 2013 2:40 PM
To: FW_mmohr2
Cc: Hippisley, Andrew R; Noland, Melody
Subject: Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication

Thank you, Margaret and Andrew. Yes, what appears online is the most recent proposal.

I'm copying Melody Noland and Rick Crobsy here so that they can see it as well: http://www.uky.edu/Faculty/Senate/curricular_proposals/files/2013-2014/Health%20Communication%20UG%20Certificate_Complete.pdf The routing form and letters of support are available from the [old](#) (preUGC revisions) proposal attached.

I contacted Melody last week to ask her if there were any KHP courses we should add to our proposal and if we could have support from her unit in moving this forward. She will take it to her faculty. Although we discussed the certificate this summer, since we did not include KHP in our initial proposal, we did not route the proposal through the College of Education this past year. I have asked Melody to let me know if there are any courses to add or concerns to address. The certificate is designed to push our students out into other Colleges and vice-versa with existing course offerings, so we would be happy to add additional electives or address any concerns from KHP. The objectives of the certificate are squarely to enhance students communication skills and understanding of health communication practices, so it should not supplant offerings available in other Colleges.

Please let me know if there are any other concerns. As long as this is approved in the spring, we should be in good shape to admit our first students for Fall 2014. The courses affected are already regularly offered.

One change to the proposal or update is Dr. Don Helme (COM - Director of Undergraduate Studies) will coordinate admission and assessment activities related to the proposal with input from me and Richard Crosby (CPH).

Thank you,

Elisia

On Dec 9, 2013, at 2:28 PM, "Schroeder, Margaret" <m.mohr@uky.edu> wrote:

Hi!

Thanks for your responses! The committee voted to move this forward pending the following changes:

- 1) Clarification of the administrative structure as you mentioned in your email.
- 2) Adding the routing form and support letters from what you have attached with the current document Sheila has posted (We're assuming this is the most recent version?)
- http://www.uky.edu/Faculty/Senate/curricular_proposals/files/2013-2014/Health%20Communication%20UG%20Certificate_Complete.pdf
- 3) Garnering a letter from Melody Noland in KHP or Richard Riggs, Program Chair of the Health Promotion Program in KHP.

We believe that with the completion of these three items you will have a strong proposal going into the Senate Council meeting.

Please let me know if you have any questions.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program Chair | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



On Mon, Dec 9, 2013 at 12:52 PM, Cohen, Elisia L <elisia.cohen@uky.edu> wrote:
Hi Margaret,

I was working on this but did not have time to do a thorough revision. If it is OK to go through as is, I am attaching the old information that you will need. I also reached out to the College of Education. Since they were not involved in the Certificate, they did not write an initial letter of support. I have not heard any opposition, and have asked for a letter from Melody Noland (but this may take time/to write a letter she may have to get support from a committee. This routed thoroughly otherwise).

1. Under 'Certificate Standards' we would like clarification of last bullet - The program requests... approved for period of 6 years.
The 6 year approval is standard for the Certificate process. These are meant to be the general university standards that the certificate adheres to.
2. GPA of 2.5 to get the certificate: is this rigorous enough to be meaningful?
The GPA is meant so that students would need to earn at least a B in half of the coursework. We could drop it if it creates difficulty. But, we thought it would be a good standard...
3. A routing form is needed to show it has been through the college education policy committee and the undergraduate council.
Attached.
4. Support memos are needed from the College of Communication & Information, The College of Public Health and from KHP - College of Education. Currently there are no support letters attached.
Attached.

Finally, did you think that the assessment information was adequate? I was going to update that as well. Attached are the support letters and original routing material. The co-Directors of the Certificate are Elisia Cohen (Communication), Don Helme (Communication - lead director, and added now that I am Department Chair, Don is our Director of Undergraduate Studies and will administer this program), and Richard Crosby (Health Behavior).

Also, one other question related to the requirements... There are three core required courses for the certificate - 2 in communication and 1 in health behavior.

Thank you for your help. I apologize that I was not able to do more before this afternoon. We have candidates visiting and my email is a bit under siege.

Best,

Elisia

Elisia L. Cohen, Ph.D.
Department Chair & Associate Professor of Communication
Director, Health Communication Research Collaborative
Editor, Communication Yearbook
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elisia.cohen@uky.edu<<mailto:elisia.cohen@uky.edu>>

On Dec 9, 2013, at 11:50 AM, "Schroeder, Margaret" <m.mohr@uky.edu<<mailto:m.mohr@uky.edu>>> wrote:

Hi Elisia-

Sheila Brothers provided us with the updated copy of the proposed certificate on Friday. We noticed that we still needed the following addressed:

Please let us know if you have any questions.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program Chair | Department of STEM Education<http://goog_321265639/> | University of Kentucky<<http://www.uky.edu/>>
www.margaretmohrschroeder.com<<http://www.margaretmohrschroeder.com/>>
http://www.uky.edu/~tjwa227/images/STEM_01.png

On Wed, Dec 4, 2013 at 10:17 AM, Hippisley, Andrew R
<andrew.hippisley@uky.edu<mailto:andrew.hippisley@uky.edu>> wrote:
Hi Elisia,

That is good news. Just please do a quick check across the issues raised just in case any are left out. It would be good if we could have this done and dusted at next week's committee meeting.

Best,

Andrew

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
[1-859 2576989](tel:1-859-2576989)<tel:1-859%202576989>

<http://linguistics.ac.uky.edu/users/arhipp2>

From: Cohen, Elisia L
Sent: Wednesday, December 04, 2013 11:13 AM
To: FW_mmohr2
Cc: Hippisley, Andrew R
Subject: Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication

Margaret and Andrew,

Thank you so much. All of the letters and the routing went to UGC. We also had learning outcomes and assessment plan that went through UGC. Was it lost on the way to the Senate? I can provide this. I just provided the initial proposal... I hadn't realized the files were not forwarded. I can put this package together in short order.

Best,

Elisia

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