



University Council

October 2, 2020

UNIVERSITY CURRICULUM COMMITTEE – 2020-2021

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Dear Colleagues:

The attached proposal from the Grady College of Journalism and Mass Communication and the College of Public Health for a new Undergraduate Certificate in Strategic Health and Risk Communication will be an agenda item for the October 9, 2020, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair

University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: May 6, 2020

College: Grady College of Journalism and Mass Communication

Department: Advertising and Public Relations

College: College of Public Health

Department: Health Promotion and Behavior

Certificate Title: Strategic Health and Risk Communication

Effective Term: Fall 2021

Which campus(es) will offer this certificate? Athens

Level: Undergraduate

CIP: 09090501

Program Abstract: The goal of this undergraduate certificate program is to provide students with knowledge, skills, and experience related to applying strategic communication principles to addressing public health problems. This 18-credit hour certificate will be co-administered by the Department of Advertising and Public Relations in the Grady College of Journalism and Mass Communication and the Department of Health Promotion and Behavior in the College of Public Health. It will help to prepare students to better meet the evolving health needs of society at large and use their health promotion and/or communication skills in an applied manner. The program of study will culminate in a capstone course in which students will create a public health communication campaign for a community client, providing students with valuable experiential and hands-on learning.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The goal of this program is to provide students with knowledge, skills, and experience related to applying strategic communication principles to addressing public health problems. The University of Georgia has a commitment to excellence in teaching and learning, with a mission to foster a well-prepared student body. Given the increasingly integral role of healthcare in our society and the aging population, there is a strong demand for training and experience in the healthcare realm. The availability of this program will help to prepare students to better meet the needs of society at large and use their health promotion and/or

communication skills in an applied manner. Specifically, the following educational objectives will be met by this program:

1. To provide students with foundational knowledge in health promotion and health communication.
2. To communicate the value of applying strategic health communication to health promotion practice.
3. To illustrate the process of developing empirically-informed health communication campaigns for public health purposes.
4. To practice the application of strategic public health communication through project-based and experiential learning opportunities.

2. Need for the Program

Explain why this program is necessary. In addition, provide the following information:

- a. *Semester/Year of Program Initiation:* Fall 2021
- b. *Semester/Year of Full Implementation of Program:* Fall 2021
- c. *Semester/Year First Certificates will be awarded:* Spring 2023
- d. *Annual Number of Graduates expected (once the program is established):* 30
- e. *Projected Future Trends for number of students enrolled in the program:* 30 annually

Industry and societal demand for graduates with strategic health and risk communication skills and knowledge are increasing. The U.S. Census Bureau projects that the U.S. population will grow older and more diverse over the next few decades. The U.S. Bureau of Labor Statistics projects the health care industry will increase by at least 20%, with more jobs available for health care marketing managers, health marketing analysts, health/ medical service managers, and health marketing communication specialists.

Facing these challenges and opportunities, the Department of Advertising and Public Relations (ADPR) at the Grady College of Journalism and Mass Communication and the Department of Health Promotion and Behavior (HPRB) at the College of Public Health propose an interdisciplinary undergraduate certificate in Strategic Health and Risk Communication (SHRC) to provide students with knowledge, skills, and experience related to applying strategic communication principles to addressing public health problems. This 18-credit hour certificate would feature courses from both departments, including core courses such as ADPR Health, Health and Risk Communication Campaigns (new course), Health Communication, and Health and Wellness, as well as two elective courses ranging from storytelling, digital/social/crisis communication strategies, to an array of public health topics and their foundations.

There are several peer and aspirational universities operating similar programs, including University of Kentucky, Texas A&M, University of Iowa, and University of Utah. However, no interdisciplinary undergraduate certificate in health communication/promotion is currently offered at UGA despite growing interest in health/risk communication, evidenced by a departmental elective course's (ADPR 5110: Advertising, Public Relations, and Health) enrollment increases from 22 to 34, an increase of 54.5% over the last three years. Further, an online needs assessment survey was conducted in early Spring 2020 for ADPR and HPRB

undergraduate students (N = 115): 49% of student respondents indicated they would elect to pursue the certificate if their schedule allows. 51% of respondents noted that they were either ‘very interested’ or ‘extremely interested’ in learning more about the certificate program, while 57% indicated that the certificate program will be either ‘very useful’ or ‘extremely useful’ for their interests and future career goals.

This program will be initiated and implemented in fall 2021, with the first certificates being awarded in May 2023. Thirty annual graduates are expected, a number which will likely hold steady for several years unless faculty resources are increased in both ADPR and HPRB that will allow each major to admit more students.

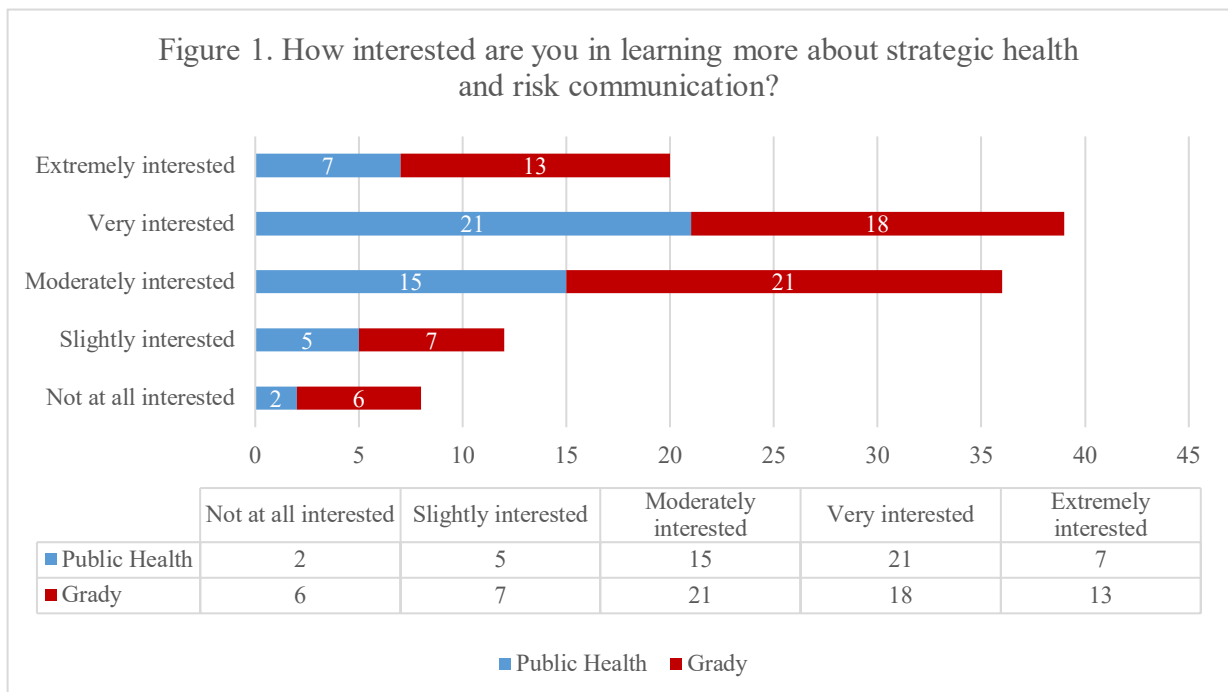
3. Student Demand

a. Provide documentation of evidence of student demand for this program, which may include a student survey.

Results of Student Survey

A survey was conducted of current students (N=115) in the Health Promotion and Behavior major in the College of Public Health, and the Advertising and Public Relations major in the Grady College of Journalism and Mass Communication in the spring semester of 2020. Of the 115 students, 50 (43.5%) respondents were from HPRB and 65 (56.5%) respondents were from the Grady College of Journalism and Mass Communication.

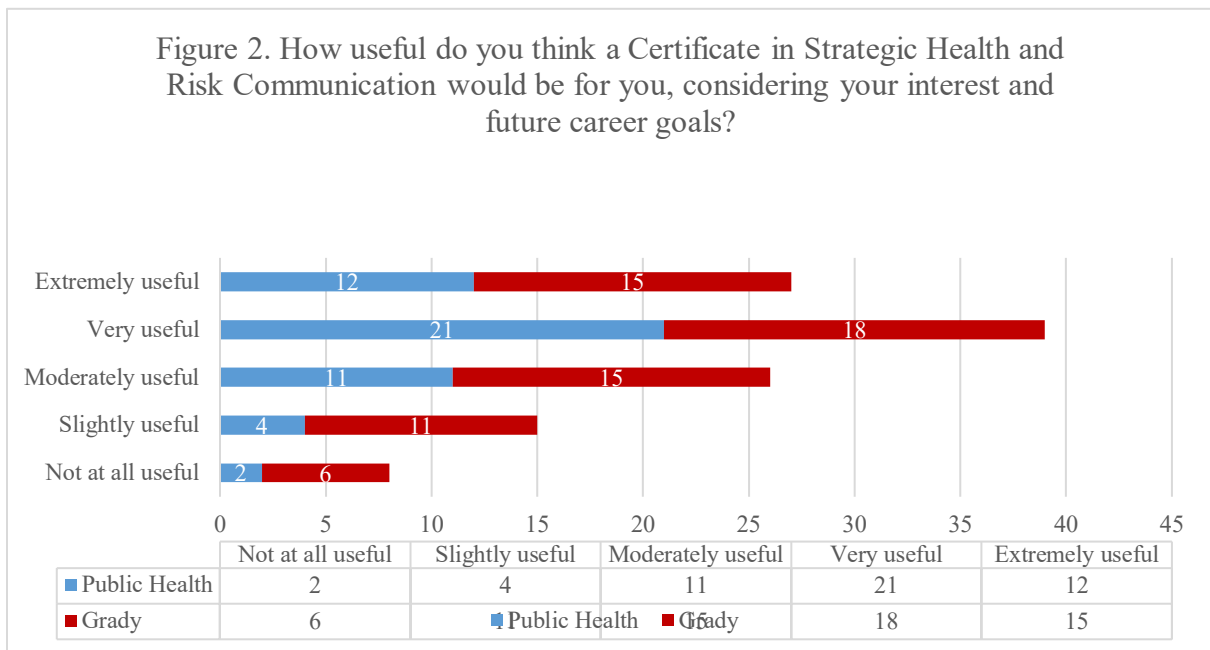
As shown in Figure 1, students were asked how interested they were in learning more about strategic and health communication. The question was measured with a 5-point scale (M=3.44, SD=1.10) ranging from 1 (not at all interested) to 5 (extremely interested), using one item: “How interested are you in learning more about strategic health and risk communication?” The total responses consisted of 7% not at all interested (N=8), 10% slightly interested (N=12), 31% moderately interested (N=36), 34% very interested (N=39) and 17% extremely interested (N=20).”



Students were also asked how useful they thought a Certificate in Strategic Health and Risk Communication would be, considering their interests and future career goals (see Figure 2). The question was measured with a 5-point scale (M=3.54, SD=1.18) ranging from 1 (not at all useful) to 5 (extremely useful), using one item: “How useful do you think a Certificate in Strategic Health and Risk Communication would be for you, considering your interest and future career goals?” The total responses consisted of 7% not at all useful (N=8), 10% slightly useful (N=15), 31% moderately useful (N=26), 34% very useful (N=39) and 17% extremely useful (N=27).

As shown in Figure 3, students were asked if they would elect to pursue a Certificate in Strategic Health and Risk Communication if their schedule would allow it. Specifically, they were asked “Assuming that your schedule would allow, would you elect to pursue a Certificate in Strategic Health and Risk Communication?”

The total responses consisted of 49% Yes (N=56), 22% No (N=25), 30% Unsure (N=34). Specifically, 26 respondents in HPRB (52.0%) would elect to pursue a Certificate in Strategic Health and Risk Communication if their schedule allowed, while 30 respondents in ADPR (46.2%) would elect to pursue a Certificate in Strategic Health and Risk Communication if their schedule allowed.





b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

The Health Promotion and Behavior undergraduate major currently has 248 students enrolled, and enrollment has increased every year since 2013. The ADPR major currently has 690 students enrolled. Given that the survey indicated that 46% of ADPR students and 52% of HPRB students would elect to pursue a certificate, this suggests that 446 current students would seek to pursue the certificate. With an initial target enrollment of 30 students per year, demand for the certificate will unquestionably be sufficient to sustain enrollment.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

The College of Public Health is the 2nd most diverse college at the University of Georgia, with 34% minority students, and international students making up 5% of the enrollment. The students in the HPRB undergraduate major are majority White (64%), with 14% Asian, 9.6% Black or African American, 5.2% Hispanic or Latino, and 6% of students identifying as Multiethnic. The overwhelming majority of students in the HPRB major identify as female at 92% (228 students).

Compared to all undergraduate students enrolled at the University of Georgia, the HPRB undergraduate program is more diverse. Minority students make up 35.9% of HPRB undergraduate students, while only 31% of all undergraduate students at UGA identify as a minority race or ethnicity. Students identifying as female make up 92% of the HPRB undergraduate program, compared to 57% of female-identifying students in the general UGA undergraduate population. Grady College has minority student enrollment that is roughly equivalent to minority student enrollment in the total student body at the University of

Georgia. Given the make-up of the two colleges collaborating on this certificate, it is expected that minority student enrollments would be greater than or equivalent to the proportion of minority students in the total student body.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

- a. Specific course prefixes, numbers, and titles*
- b. Identify any new courses created for this program*

Core Courses: 12 Hours

Students will take four required core courses from the Department of Advertising and Public Relations and Department of Health Promotion and Behavior.

- ADPR 5110, Advertising, Public Relations, and Health (3 hours)
- ADPR 5742/7742, Health and Risk Communication Campaigns^{1,2} (New, 3 hours)
- HPRB 1710, Health and Wellness (3 hours)
- HPRB 5310/5310E, Introduction to Public Health Communication (3 hours)

Elective Courses: 6 Hours

Students will choose two electives in the topic or practice area that they are interested in pursuing in the future. Other courses may satisfy the requirement with an approval of the program director.

Elective options within the Department of Advertising and Public Relations:

- ADPR 3110, Brand Storytelling (3 hours)
- ADPR 3520 or ADPR 3520E, Graphic Communications (3 hours)
- ADPR 5120, Crisis Communication (3 hours)
- ADPR 5760/7760, Digital and Social Communication Strategies (3 hours)
- ADPR 5992/7992, Advertising and Public Relations Study Abroad³ (1-3 hours)

Elective options within the Department of Health Promotion and Behavior:

- HPRB 3150, Issues in Women's Health (3 hours)
- HPRB 3750 or HPRB 3750E, Foundations of Injury Prevention (3 hours)
- HPRB 5060/5060E, Educational Strategies in Human Sexuality (3 hours)
- HPRB 5210/5210E The Effects of Drug Use and Abuse (3 hours)

Notes:

¹ ADPR 5742/7742, Health and Risk Communication Campaigns, (new course) must be taken in the final semester when students complete the certificate requirement.

² For HPRB students, prerequisites for ADPR 5742/7742, Health and Risk Communication Campaigns, include the HPRB courses listed below, which are equivalent to ADPR core curriculum. For ADPR students, prerequisites are the same as ADPR 5741/7741, Integrated ADPR Campaigns.

Equivalent Courses	ADPR	HPRB Equivalent
Intro	ADPR 3100, Principle of Advertising (3 hours) OR ADPR 3850, Public Relations (3 hours)	HPRB 3020 or HPRB 3020E or HPRB 3020S, Foundations of Health Promotion Professional Practice and Service (3 hours)
Writing	ADPR 3110, Brand Storytelling (3 hours) OR ADPR 5920, Public Relations Communications (3 hours)	HPRB 5410W or HPRB 5410E, Professional Writing for Health Promotion (3 hours)
Research	ADPR 3400 or ADPR 3400E, ADPR Research: Insights and Analytics (3 hours)	HPRB 5010, Research Design and Methods in Health Promotion (3 hours)
Management	ADPR 5710, Advertising and Communication Management (3 hours) OR ADPR 5910, Public Relations Management (3 hours)	HPRB 4400, Health Promotion Program Development (3 hours)

³ This course is only taught on the Cannes Lions Study Abroad Program (S1)

5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

There are several peer and aspirational universities operating similar programs, although most programs were solely developed either by the communication or public health discipline. The current certificate proposal is similar to the one offered at University of Kentucky (UK) (<https://ci.uky.edu/ci/health-communication-undergraduate-certificate%E2%80%949415-credits>). The UK health communication certificate is an interdisciplinary program jointly created by the communication and public health disciplines, requiring 15 credit hours, including three required courses (“Introduction to Health Communication”, “Patient-Provider Communication”, and one course from “Introduction to Public Health”, “Public Health through Popular Film”, or “Foundations of Health Behavior”) and two electives. However, UGA’s proposed certificate program is uniquely different from UK’s and other similar certificate programs in that (a) students are provided with experiential learning opportunities through a capstone course (“Health and Risk Communication Campaigns”- required) and a study abroad program (“Cannes Lions Study Abroad Program”- elective) and (b) a balanced curriculum across two disciplines is provided so that students can efficiently apply strategic communication principles for addressing public health problems.

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

The Department of Health Promotion and Behavior is accredited under the Council for Education on Public Health (CEPH). Because this certificate does not alter the core curriculum of the undergraduate degree in Health Promotion and Behavior and will not impact the competencies obtained by the students, it does not need to be approved by CEPH. Thus, curricular standards do not need to be considered in the development of this certificate.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

By the end of this program, students completing the certificate should be able to:

1. Define health, wellness, social determinants of health, and public health.
2. Describe the major theories that explain and predict health-related behavior and changes to behavior.
3. Examine how organizations, agencies, and marketers communicate about a variety of health topics and issues, including health-related products, services, and recommendations, via advertising and public relations efforts.
4. Incorporate audience and stakeholder/partner needs, perspectives and characteristics into strategic advertising and public relations health communication plans and message design
5. Conduct primary and secondary research and set measurable strategic goals and objectives to design a combined advertising and public relations plan for a client in the health-sector.

7. Assessment

Describe how the learning outcomes for the program will be assessed.

This certificate will culminate a capstone course, ADPR 5742/7742, which will require students to create a health communication campaign for a real-life client. Final assignments produced in this course will be used to assess their overall skill obtained in strategic health and risk communication, especially their knowledge related to learning outcomes 4 and 5, listed above. The other listed learning outcomes will be addressed in the core courses required for the certificate. Performance in these courses will be used to assess attainment of these learning objectives. Additionally, students will be asked to complete a post-certificate assessment of the program through an anonymous online survey, gauging their subjective ratings of their knowledge gained in the areas of the 5 primary learning objectives.

8. Faculty Resources

Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Specify how many full-time faculty will provide direct instructional support to this program.

- a. Identify the extent to which such faculty resources currently exist at the institution*

- b. Identify the extent to which additions to the faculty will be needed to fully implement the program*
- c. Where it is deemed necessary to add faculty in order to fully develop the program, give the desired qualifications of the persons to be added.*

Both core and elective classes will be taught by current faculty in each department. Current courses and instructors across two departments are adequate to successfully implement the program. 19 faculty (4 in HPRB, 15 in ADPR) will provide direct instructional support for this program by teaching core or elective courses. These faculty members have expertise in health communication, specialized topics of interest in health promotion (e.g., drug use/abuse, human sexuality), the development of health communication campaigns, graphic communication, and more (see section 9 for full details).

9. Faculty Members

For each faculty member directly involved in this program, please provide:

- a. Name, rank, degree(s), academic specialty, and educational background*
- b. Special qualifications related to this program*
- c. Relevant professional and scholarly activity for the past five years*
- d. Projected responsibility in this program and required adjustments in current assignments*

Faculty members involved in this program are listed in the below table, along with their qualifications, related scholarly/professional activity, and their projected responsibility related to the certificate. None of these faculty members will require any adjustments to their current assignments except for the instructor of the new course. Departments will adjust the courses faculty and graduate students will teach, and if needed, experienced graduate student instructors will teach courses that were taught by the new course instructor.

Faculty Name	Rank	Degree & Background	Qualifications & Related scholarly/professional activity	Projected Certificate Responsibility	Relevant Courses
Christina Proctor	Clinical Assistant Professor, Undergraduate Coordinator	M.P.H., Ph.D. in Health Promotion	7 years teaching, Developed Research Methods course 2019 UGA Writing Fellow; Reviewer for Journal of Rural Health; Grant Evaluator for CCSD Healthy Brain Campaign	Program Director (HPRB) Instructor, HPB Undergraduate Coordinator	HPRB 5010, Research Design and Methods in Health Promotion; HPRB 5060, Educational Strategies in Human Sexuality; HPRB 5210/5210E, The Effects of Drug Use and Abuse; HPRB 3750/3750E, Foundations of Injury Prevention

Deanna Walters	Instructor and Practicum Coordinator	M.Ed. in Professional Counseling, Ph.D. in Health Promotion and Behavior	<p>8 years working as a Health Educator and in advocacy at UGA Health Center</p> <p>3.5 years teaching HPB undergraduate students, Developed Introduction to Health Communication course</p> <p>PI for multiple grants from the Georgia Trauma Commission for improving trauma work and response; Co-chair for Athens Clarke County Sex Trafficking Task Force</p>	Instructor	<p>HPRB 5410W, Professional Writing for Health Promotion;</p> <p>HPRB 5310/5310E, Introduction to Public Health Communication;</p> <p>HPRB 1710, Health and Wellness</p>
Katie Hein	Clinical Assistant Professor	Ph.D. in Health Promotion	<p>Over 20 years teaching courses in health promotion, Affiliate faculty member in Women's Studies</p> <p>Scholarly work on public health curriculum development; member of the Association of Schools & Programs of Public Health; Board member, president, The Cottage Sexual Assault Center</p>	Instructor	<p>HPRB 3020S, Foundations of Health Promotion Professional Practice and Service;</p> <p>HPRB 3700, Community Health;</p> <p>HPRB 3150, Issues in Women's Health;</p> <p>HPRB 5560, Field Experience in Health Promotion</p>
Tamora Callands	Assistant Professor	Ph.D. in Clinical Psychology	<p>3 years teaching courses in health promotion;</p> <p>Investigator on multiple global health grants; PI of NIH grant exploring the promotion of mental and sexual health among women in Liberia</p>	Instructor	<p>HPRB 3150, Issues in Women's Health;</p> <p>HPRB 5210E, The Effects of Drug Use and Abuse;</p> <p>HPRB 1710, Health and Wellness</p>
Jeong-Yeob Han	Associate Professor	Ph.D. University of Wisconsin	<p>30+ research articles in health communication and technology;</p> <p>PI or Co-PI on multiple health and technology grants</p>	Program Director (Grady) / Instructor	<p>ADPR 5110, ADPR Health;</p> <p>ADPR 3400, Insights and Analytics</p>

Glen Nowak	Professor	Ph.D. University of Wisconsin	Director, Center for Health and Risk Communication Former Director of Media Relations at CDC	Instructor	ADPR 5120, Crisis Communication; ADPR 5110, ADPR Health
Yan Jin	Professor	Ph.D. University of Missouri	Associate Director, Center for Health and Risk Communication 80+ peer-reviewed journal articles in the field of risk, health, and crisis communication	Instructor	ADPR 5110, ADPR Health
Bryan Reber	Professor	Ph.D. University of Missouri	Richard Yarbrough Professor in Crisis Communication Leadership Director, UGA Crisis Communication Coalition 40+ publications in public relations, health, and crisis communication	Instructor	ADPR 5120, Crisis Communication; ADPR 5992/7992, Advertising and Public Relations Study Abroad
Jeffrey Springston	Professor	Ph.D. Ohio State University	Associate Dean for Research and Graduate Studies Co-PI on multiple NIH grants; 25+ publications in public relations, health promotions, and emerging technologies	Instructor	ADPR 5992/7992, Advertising and Public Relations Study Abroad
Joe Phua	Associate Professor	Ph.D. University of Southern California	30+ publications in social media, advertising, and social marketing; Co-PI on USDA grant	Instructor	ADPR 5760, Digital and Social Comm Strategy
Michael Cacciatore	Associate Professor	Ph.D. University of Wisconsin	Associate Director, Center for Health and Risk Communication 20+ journal articles examining the communication of science and risk topics; NSF grant	Instructor	ADPR 3850, Public Relations

María Len-Ríos	Professor	Ph.D. University of Missouri	Associate Dean for Academic Affairs 30+ journal articles examining public relations and health communication	Instructor	ADPR 5110, ADPR Health
Karen Russell	Associate Professor	Ph.D. University of Wisconsin	Jim Kennedy Professor of New Media Winner of the Pathfinder Award, the highest award from the Institute for Public Relations; Former editor of Journal of Public Relations Research	Instructor	ADPR 5950/7950, Public Relations Campaigns; ADPR 5741/7741, Integrated ADPR Campaigns; ADPR 5742/7742, Health and Risk Communication Campaigns
Hye Jin Yoon	Associate Professor	Ph.D. University of Georgia	30+ publications in advertising, health, and environmental issues	Instructor	ADPR 3120, Media Strategy and Activation; ADPR 5740/7740, Advertising/Communication Campaigns
Sabrina Deal	Lecturer	M.F.A. Academy of Art University	15+ experience in art direction and print design; taught Graphic Communication and Message Strategy	Instructor	ADPR 3520e, Graphic Communications; ADPR 3515, Foundations of Graphic Comm; ADPR 3110e, Brand Storytelling; ADPR 5990, Introduction to Mobile Video Production
Kirsten Strausbaugh-Hutchinson	Senior Lecturer	Ph.D. University of Florida	20+ years teaching courses on Graphic Communication, Message Strategy, and Campaign	Instructor	ADPR 3110, Brand Storytelling
Jennifer Barnhart	Senior Lecturer	Ph.D. University of Georgia	17 years teaching courses on Message Strategy and Campaign; co-adviser for Talking Dog Advertising and Public Relations Agency	Instructor	ADPR 3110, Brand Storytelling ADPR 5740, Advertising/Communication Campaigns; ADPR 5741, Integrated ADPR Campaigns; ADPR 5742/7742, Health and Risk

					Communication Campaigns
Kim Landrum	Senior Lecturer	M.F.A. University of Georgia	20+ years of experience communicating in a visual language using a variety of mediums. Taught Graphic Communication and Message Strategy	Instructor	ADPR 5520, Adv Graphics of Communication; ADPR 5741, Integrated ADPR Campaigns; ADPR 3520, Graphic Communications; ADPR 5990, Social media Content Creation; ADPR 5742/7742, Health and Risk Communication Campaigns
Kristen Smith	Senior Lecturer	M.A. University of Georgia	Faculty adviser to Creative Consultants, the student-run PR agency; 12 years teaching courses on Graphic Communication and PR writing; co-adviser for Talking Dog Advertising and Public Relations Agency	Instructor	ADPR 3520, Graphic Communications; ADPR 5990, Design History; ADPR 5520, Adv Graphics of Communication

10. Facilities and Resources

- a. *Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation should also be identified.*

This program will be conducted in existing buildings/classrooms used within the Health Promotion and Advertising/Public Relations programs. Faculty involved in the program will use their existing offices. No additional facilities or space will be required.

- b. *Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.*

Current library resources provided by the University of Georgia are sufficient. No resources will need to be improved to support this program.

c. Document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc., available to adequately support this program. Specify improvements needed in these support areas.

Computer and instructional equipment that is currently available to the Departments of Health Promotion and Behavior and Advertising and Public Relations are sufficient to support this certificate program.

11. Budget

a. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not the minimum investment required to mount and sustain a potentially marginal program.

No additional funding is needed to support this program, as it will use existing resources from the College of Public Health and Grady College.

b. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

This program will not require any additional assistantships beyond those that are already provided to Teaching Assistants through the College of Public Health and Grady College.

c. Identify sources of additional funds needed to support the program and the probability of their availability.

No additional funds are needed to support this program.

d. Identify long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

No additional or expanded facilities are needed to support this program.

12. Administration

Describe and evaluate the structure for the administration of the program. Describe the process and criteria for how students will be admitted to and retained in the program.

This certificate program will be administered by Jeong-Yeob Han in ADPR and by Christina Proctor in HPRB. They will distribute the call for applications to students in their respective departments, review applications to determine admission to the program, and oversee program administration.

Admission is open to majors in Grady College who meet the following criteria: the completion of 30 hours, including a statistics course (any STAT course, MSIT 3000, BIOS 2010+L), and one upper-division studies course [3000 or above] offered by the Department of Advertising and Public Relations (for example, ADPR 3100, Principle of Advertising, or ADPR 3850, Public Relations). Applicants must have an overall GPA of 3.2 or higher to apply. For students in the College of Public Health, admission is open to any students who have been accepted into the Health Promotion and Behavior major.

Applicants seeking to participate in the program must submit a formal essay explaining their interest in strategic health and risk communication. Application cycles occur during each spring semester. For Grady College, students will either apply when they apply to be a Grady College or during their first semester as a major. HPRB students will typically apply during the semester that they receive notification of acceptance to the program (the spring semester before they start in the fall) or during their first semester for those who begin the program in the spring. Within HPRB, after students are notified of their acceptance to the program, they will be invited to apply to the certificate program. An information session will be held for interested individuals to learn more. Applications will be due by the end of the spring semester.

Once applications have been received, the departments will complete an initial screening of all applications to determine who is qualified. The departments will hold a joint meeting to go through the applications and decide who will be admitted, with a goal to split the cohort evenly between both departments (15 from HPRB, 15 from ADPR) if application numbers allow. Students will be notified of their acceptance status through email and provided with instructions for registering for classes.

Retention in the program will be encouraged by requiring students to meet individually with Dr. Proctor or Dr. Han each Fall to discuss their schedule for the upcoming year to make sure they are on-track to meet certificate requirements. Dr. Proctor and Dr. Han will also meet with the undergraduate advisors in both colleges to ensure mutual understanding of certificate requirements. The certificate program will sponsor a talk each semester discussing innovative approaches to strategic health communication and provide certificate students with the opportunity to meet with the speaker.

Approvals on File

Proposal: Undergraduate Certificate in Strategic Health and Risk Communication

College: Grady College of Journalism and Mass Communication; College of Public Health

Department: Advertising and Public Relations; Health Promotion and Behavior

Proposed Effective Term: Fall 2021

Department:

- Advertising and Public Relations Department Head, Dr. Bryan Reber, 7/20/20
- Health Promotion and Behavior Department Head, Dr. Nathan Hansen, 4/20/20

School/College:

- Grady College of Journalism and Mass Communication Dean, Dr. Charles Davis, 9/8/20
- College of Public Health Dean, Dr. Marsha Davis, 9/8/20