TO: Members of the Graduate Council  
FROM: Suzanne E. Barbour, Dean  
DATE: November 9, 2018

Graduate Council Meeting  
Wednesday, November 14, 2018 3:30 p.m.  
229 Terrell Hall  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes  
(October 17, 2018)

II. Graduate Council Committee Reports

A. Administrative Committee  
Committee Report (Rotating, Chair)

B. Appeals Committee  
Committee Report (Amy Pollard, Chair)

C. Program Committee  
Committee Report (Fikri Avci, Chair)  
*Action Item:* Request from the College of Public Health to create a new Graduate Certificate in Public Health.  
*Action Item:* Request from the Department of Communication Studies to offer a new Graduate Certificate in Science and Health Communications.  
*Action Item:* Request from Department of Human Development and Family Science to change the name of the Graduate Certificate in Quantitative Methods in Family Science to Quantitative Methods in Family and Social Science.  
*Action Item:* Request from the Office of Curriculum Systems to terminate the Graduate Certificate in Research Administration.

D. Strategic Planning Committee  
Committee Report (Chad Clay, Acting Chair)

III. Old Business

IV. New Business

V. Information Items

A. Curriculum Report: The Graduate School has approved 8 new courses, 14 course revisions, and 92 course deletions.

VI. Adjourn
OUTLINE FOR AN
INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution: University of Georgia  Date: September 10, 2018
2. School/College: College of Public Health
3. Department/Division: College of Public Health
4. Certificate Title: Public Health  Note: This certificate will only be offered online.
5. Level (undergraduate or graduate): Graduate
6. Proposed starting date for program: Summer 2019
7. Program abstract:

The University of Georgia College of Public Health, proposes a Graduate Certificate in Public Health targeted toward medical residents from hospitals in Athens and NE Georgia, Piedmont and St. Mary’s. This program will educate the residents about methods and practices that delineate the field of public health. They will learn about incidence and prevalence of diseases and conditions, methods of disease prevention and health promotion, analysis of health care data, public health organizations, and public health policies and health care system management. These educational goals will be attained through a series of course work requirements (see Table 1).

To assess the need of this program among the medical residents, we conducted a survey both at Piedmont and St. Mary’s hospitals. Results of the survey are found in section #3. Overall, the residents showed great interest in an online Public Health Certificate, as it provides them with flexibility in their schedules and a reasonable timeline to complete the degree. The opportunity for online public health training with an emphasis in population health is an attractive choice to the residents and may help with expanding the hospital’s applicant pool, improving the quality of care received by Athens citizens.

The long-range development plan of the UGA College of Public Health related to this certificate is to prepare physicians to provide essential public health services to populations through skills such as leadership, management and education as well and clinical interventions. In addition, a long term goal is to expand the program out to the professional public health workforce as part of our mission to train public health professionals across the state.

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

Not applicable.

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.

   A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.
The primary objectives are:

a. Foster communication, education, and scholarship in Public Health
b. Provide and facilitate career enhancement in Public Health for Physicians
c. Educate on the role and importance of the Public Health Physician’s knowledge and skills in their practice
d. Foster the skills needed to understand and reduce the risks of disease, disability and death in individuals and in population groups

The long-range development plan of the UGA College of Public Health related to this certificate is to prepare physicians to provide essential public health services to populations through skills such as leadership, management and education as well and clinical interventions.

B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The Graduate Certificate in Public Health will be housed in The College of Public Health. Within the college, the departments that will be involved are: Environmental Health Science, Epidemiology and Biostatistics, Health Policy and Management, and Health Promotion and Behavior.

Discussions regarding this Graduate Certificate in Public Health between the College and Piedmont and St. Mary’s hospitals date back to 2016. Over this time, faculty members and administrators from the three institutions have met periodically to discuss the important and benefits of the program. Currently, the curriculum is finalized and the courses are all in online format. Courses will be reviewed every three years or as needed to ensure that students are receiving the best possible experience and instruction.

2. There must be a demonstrated and well-documented need for the program.

A. Explain why this program is necessary.

This graduate certificate program will initially be targeted toward medical residents from hospitals in Athens and NE Georgia. Both hospitals in the Athens community have relatively new residency programs and, as new programs, have been challenged in attracting top-level applicants. Providing greater opportunities for the residents may enhance the hospital’s applicant pool. However, the residents’ free time is limited and a traditional program is not realistic. Opportunities for online public health training with an emphasis in population health should be attractive to the residents and may help with expanding the hospital’s applicant pool, improving the quality of care received by Athens citizens.

B. In addition, provide the following information:

1. Semester/Year of Program Initiation: Summer 2019
2. Semester/Year Full Implementation of Program: Summer 2021
3. Semester/Year First Certificates will be awarded: Summer 2021
4. Annual Number of Graduates expected (once the program is established): 15
5. Projected Future Trends for number of students enrolled in the program: 20

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.
A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

A survey was conducted at Piedmont and St. Mary’s hospitals. The table below presents the residents responses.

1. Level of interest in Graduate Certificate in Public Health

<table>
<thead>
<tr>
<th>Hospital</th>
<th># of Responses</th>
<th>Very Much</th>
<th>Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piedmont</td>
<td>13</td>
<td>8 (62%)</td>
<td>2 (15%)</td>
</tr>
<tr>
<td>St. Mary’s</td>
<td>9</td>
<td>3 (33%)</td>
<td>4 (44%)</td>
</tr>
</tbody>
</table>

2. Expected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>First 2019</th>
<th>Second 2020</th>
<th>Third 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

The certificate program may also motivate residents to continue and pursue a Master of Public Health (MPH), applying up to nine hours of certificate classes to the traditional MPH program. Additionally, this program could be expanded to help train public health professionals around the state who are wanting to expand their expertise but are unable to take the time to travel to Athens for a traditional MPH program. This potential expansion of the program will depend on potential student’s interest and available resources. This certificate not only will fill the community demand but may also attract students in the Doctoral or Master of Public Health programs who can use certificate coursework to satisfy degree requirements.

B. In addition, provide the following information:

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?

It is expected that minority student enrollment will be equivalent to the proportion of minority students in the total student body.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

The online MPH certificate will require 15 credit hours. The College of Public Health, Office of Academic Affairs will be responsible for running the certificate. The College is committed to teach the following courses at least once a year. The schedule below is tentative and subject to change.
Table 1. Public Health Certificate Course Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 7010E, Introductory Biostatistics I</td>
<td>3</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>EPID 7010E, Introduction to Epidemiology I</td>
<td>3</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>HPAM 7010E, Introduction to Health Policy and</td>
<td>3</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPRB 7010E, Social and Behavioral Foundations in</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EHSC 7010E, Fundamentals of Environmental Health</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

Four courses are already registered in CAPA (BIOS, EPID, HPAM, and HPRB), the EHSC documents have been submitted for approval. All courses will be ready to be taught online in the starting in the Summer 2019.

C. Identify 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.

The primary purpose of this certificate is to provide a basic understanding of public health to individuals not trained in public health. The required courses are foundational to our MPH degree and will provide a good basic understanding of the field and how it intersects with other health-related professions. The competencies in this course were established by our accrediting body and reviewed every seven years as part of our accreditation process.

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

These courses are reviewed and approved by our external accrediting body – the Council on Education for Public Health - to meet standards for the training of public health professionals. They currently meet standards and will continue to do so as they are used in our other programs.

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculties will provide direct instructional support to this program.

There are currently five full time faculty identified to teach each of the courses. This faculty are subject matter experts in their fields and have extensive expertise in online teaching. We have also identified five other faculty members in the same areas of expertise in the event that a core faculty is unable to teach in a particular semester. These courses are currently being offered to our MPH students – we are not creating new courses just for this program.

B. In addition, for each faculty member directly involved in this program, list:

1) Name, rank, degrees, academic specialty, educational background
2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years
4) Projected responsibility in this program and required adjustments in current assignments

Core Faculty:
- EPID 7010E, Introduction to Epidemiology I  Melisa Hallow, PhD. Doctorate in Mechanical Engineering, Georgia Institute of Technology. Area of expertise: Disease progression in the areas of cardiovascular, renal diseases, and diabetes, dynamic modeling physiology, and pharmacology. Dr. Hallow creates computer models that predict how diseases such as diabetes will respond to drug therapies. She teaches public health courses in chronic disease epidemiology and clinical trial design, as well as engineering courses.
- BIOS 7010E, Introductory Biostatistics I  Hanwen Huang, PhD. Doctorate in Statistics, University of North Carolina at Chapel Hill. Area of expertise: statistical machine learning and data mining, high dimensional data analysis, Bayesian statistics, dynamic modeling. During the past five years, Dr. Huang has taught Introductory Statistics I and II, Linear and generalized Linear Models, and Advance Biostatistical Inference.
- EHSC 7010E, Fundamentals of Environmental Health Science. Travis Glenn, PhD. Doctorate in Zoology, Evolution, and behavior emphasis, University of Maryland, College Park, MD. Area of Expertise: Fundamentals of environmental health science, environmental genomics, and genomics technology. Dr. Glenn instructs Fundamentals of Environmental Health, and Environmental genomics.

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.

The courses are currently being taught and it is not expected that we will need to add new faculty for some time. However, when that occurs we will hire faculty with terminal degrees in their area of specialization and preferably with experience in teaching online courses.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.

A. 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.

Some courses will need online access to library resources. Links to those resources are included in all syllabi.

B. Likewise, 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.

No laboratory resources will be required. The certificate will use the UGA Learning Management System, eLearning Commons with Desire2Learn platform. In addition, the CPH OIT Helpdesk ticketing system will provide online learning support via the helpdesk ticketing system. The development of the courses from face-to-faced format to online versions is taking place in the CPH Office of Online Learning (CPH/OOL) video/recording production studio under the supervision of the director and instructional designer. The CPH/OOL will be responsible for the ongoing quality of the program and will ensure that instructional facility follow best practices in online teaching.

7. Physical facilities necessary to fully implement the program must be available.

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 of the program should also be identified.

No physical facilities are needed. This is an online program.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.

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 upon the minimal investment required to mount and sustain a potentially marginal program.

The certificate program will be taught by the faculty that teach these e-courses and/or other interested faculty. For faculty that are on a nine-month appointment will receive additional salary to teach these online courses during the summer session. The program will rely on existing resources in the Office of Academic affairs. This include, administrative support staff, the CPH Director of Online Learning (Dr. Ivonne-Marie Berges) and the instructional technologist (Eastern Cueva).

The certificate program will advertise through program brochures, posters, and web ads. The main campus Office of Online Learning will assist to develop a marketing plan for the certificate.

The projected costs for students will be the same as those in the face-to-face MPH Program with an additional UGA e-rate of $275.

Please see below estimated costs and revenues.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Estimated Annual Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty/Support Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Director’s Time (10% effort/year)</td>
<td>$7,000</td>
</tr>
<tr>
<td>Technical Support (20% effort/year)</td>
<td>$8,000</td>
</tr>
<tr>
<td>Instructors (Summer Session)*</td>
<td>$16,000</td>
</tr>
<tr>
<td><strong>Operating Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Recording Studio’s Equipment/Supplies</td>
<td>$5,000</td>
</tr>
<tr>
<td>Program Advertising/Marketing</td>
<td>$12,000</td>
</tr>
<tr>
<td>Courses up-dates/Renewals</td>
<td>$3,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$51,500</td>
</tr>
</tbody>
</table>
**Revenue Sources**

<table>
<thead>
<tr>
<th></th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>New tuition e-rate*</td>
<td>$20,625</td>
<td>$41,250</td>
<td>$61,875</td>
</tr>
</tbody>
</table>

*New students: FY 2019, 5 students; FY 2020, 10 students; FY 2021, 15 students

**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 have any assistantship funds coming from UGA. Potentially, the only funds offered could come from the hospitals’ sponsorships.

**9. Commitments of financial support needed to initiate and fully develop the program must be secured.**

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

The College of Public Health is committed to supporting this program and understand that we will need to provide financial support during the first few years until it is fully operational.

**B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.**

This program will be offered online. There are no needs to have physical facilities, therefore no need for capital funding.

**10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.**

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

Potential students will apply as non-degree seeking graduate students through the Graduate School unless they are in a UGA graduate program. The Graduate School’s admissions standards will be used for non-degree seeking students. The program will allow degree-seeking students; however, it will not be marketed directly to those candidates since the primary target are external students.

Dr. Ivonne-Marie Berges, (Director of CPH Online Learning) with the assistance of Eastern Cueva (Instructional Technology Development Associate), will be responsible for the general management of the certificate. This includes recruitment, class scheduling, and student advising. Student advising will be centralized to the Certificate. Dr. Ivonne-Marie Berges, Director CPH of Online Learning will be the primary advisor and if there is a need, she will Coordinate with the Advising System staff centralized in the college. Dr. Berges will have the
responsibility to review student’s progress, grades, and goals, once per semester. These discussions could take place in-person, over the phone, or via email.
OUTLINE FOR AN
INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution: University of Georgia
   Date: April 23, 2018

2. School/College: Franklin

3. Department/Division: Communication Studies


5. Level (undergraduate or graduate): Graduate

6. Proposed starting date for program: Spring 2019

7. Abstract of the program for the University Council's agenda:

Abstract is found on last page of this proposal

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

N/A

SIGNATURES:

____________________________
Department Head

____________________________
Dean of School/College
II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

   A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

   **The purpose of the proposed Certificate in Science and Health Communication is to train students in the STEM fields to communicate effectively with various audiences for the purposes of 1) creating and maintaining disciplinary and interdisciplinary alliances within the sciences, including public health and epidemiology; 2) successfully communicating with the public and its various stakeholders; and 3) training for a diverse number of jobs including public policy advocacy, public health consulting, and lab management.**

   Students will be trained to 1) communicate about science and health in a clear, compelling, and persuasive way; 2) effectively employ the use of visual aids to both specialized and lay audiences; 3) identify, evaluate, and respond to different types of audiences; 4) successfully evaluate and navigate controversies around scientific research products, especially around issues of risk.

   **This certificate will serve the University’s “Grand Challenges” initiative insofar as the success of science, engineering, medicine, and public health research to meet economic, health, and security needs will rely significantly on successful communication to cultivate innovative research across disciplinary lines and ensure public support.**

   B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

   **Science and health communication is an inherently interdisciplinary field of study and practice, which promotes interdisciplinary activity. An expert in science and health communication will understand the fundamental assumptions that inform a wide range of language fields. For example, an expert in science communication will be able to understand the differences between public understanding of acceptable risk and technical definitions of acceptable risk. Moreover, core**
Certificate classes will be taught by faculty in the Communication Studies department who have training in multiple methodologies including rhetorical and social scientific (both qualitative and quantitative social science research). In addition, the certificate offers students the opportunity to work with faculty from the Sciences and Health related disciplines. For example, students can come to the certificate program through elective offerings in the life sciences (PBIO 6920 and BTNY 8930) that meet the certificate’s writing requirement.

2. There must be a demonstrated and well-documented need for the program.

A. Explain why this program is necessary.

Universities are recognizing the importance of effective communication among scientists, especially in the context of scarce financial resources to support scientific research, the emergence of risks and crises that at times result in public mistrust of experts, and the need for interdisciplinary research to solve the world’s problems. Professional societies are increasingly recognizing the importance of communication. For example, in a document titled “Unleashing a Decade of Innovation in Plant Science,” the authors recognize the importance of effective science communication, the implicit assumption being that inadequate funding levels are just one unfortunate consequence of the failure of the scientific community to communicate the significant economic and environmental need for innovative plant science.

There is currently no certificate in science or health communication at the University of Georgia. Although some courses are offered in various departments, students do not have the opportunity to engage in systematic training in science and health communication. Moreover, the certificate will integrate theory and practice based on the key principles of Communication Studies, which includes effective presentation style, audience analysis, ethical communication, and deliberative models of engagement.

B. In addition, provide the following information:

1. Semester/Year of Program Initiation:

   The program can begin as early as Spring 2019. All but one of the courses are listed in the UGA Bulletin.

2. Semester/year full implementation of program: **Spring 2019**

3. Semester/year first certificates will be awarded: **Spring 2019**

4. Annual number of graduates expected (once the program is established): **6**

5. Projected future trends for number of students enrolled in the program: **6-10**
3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Currently, graduate students regularly enroll in science and health communication courses offered in the Department of Plant Biology and Communication Studies. Dr. Meredith Welch-Devine, Director of Interdisciplinary Programs, regularly teaches a 1-hour credit course in science communication.

The certificate will also prove attractive to graduate students in the Department of Communication Studies. Exit surveys consistently document an interest in such a certificate especially as students increasingly contemplate careers in professional communication.

B. In addition, provide the following information:

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?

With the addition of a COMM faculty member in January of 2019 who specializes in health disparities, the Certificate in Science and Health Communication may attract a number of minority students from across campus.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

Students completing the certificate shall have earned a grade of C or better in each of the required courses. At least 12 credit hours are required to earn the certificate, as described below:

I. Two foundational communication courses (6 credit hours; no prerequisites required):

COMM 6350 or 6350(e) Science Communication
COMM 6610 Health Communication (cross-listed with HPRB 6610)

II. Electives (2 required, one must be writing focused. Student can request a waiver if they satisfy this requirement outside of the department).

Elective options within the Department of Communication Studies:

*COMM 6110 Speech Composition
COMM 6310 or 6310(e) Communication Strategies in Government
COMM 6360 Communication Strategies in Social Movements
COMM 8550 Interracial Communication
COMM 7612 Medical Interviewing and Information Dissemination
COMM 8165 Public Health Communication (cross-listed with HPRB 7310 Foundations of Public Health Communication)
COMM 8350 Rhetoric of Science
COMM 8520 Persuasion

Electives outside of Communication Studies can include:

*PBIO 6920 Explaining Your Science
*PBIO 8930 Science Writing for General Audiences
EETH/JURI 7870 Environmental Dispute Resolution
JRMC 8170 Risk Communication
HPRB 7370 Social Marketing of Health: Theory and Process
HPRB 7310 Foundations of Public Health Communication

*These courses satisfy the writing requirement.

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

COMM 6110 (Speech Composition) is the only new course added for the certificate. It received all institutional approvals in the spring 2018 semester.

C. Identify 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.

This Certificate proposal is most similar to one offered at George Mason: University: [https://communication.gmu.edu/programs/la-cerg-pwe-scmn](https://communication.gmu.edu/programs/la-cerg-pwe-scmn)

The GMU Certificate requires 15 credit hours, including 2 required courses (“Science Communication” and “Advanced Communication Skills for STEM”). Gary Kreps, who prior to moving to GMU was the founding chief of the Health Communication and Informatics Research Branch at the National Cancer Institute, established the GMU program.

Our proposed certificate will be different from GMU and other similar certificates in at least 3 ways: 1) it is structured to allow students to engage in rigorous study while not being unduly burdened with requirements; 2) we focus on science and health communication; and 3) our core courses integrate theory and praxis in order to promote professional communication that is grounded in communication theory research.
D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

N/A

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

The Department of Communication Studies includes 8 full-time, tenured and tenure-track faculty with expertise in science and/or health communication. We have recently hired an additional health communication scholar with a specialization in health disparities. Seven of our current faculty members have committed to teaching the core required courses and the COMM electives on a regular basis. We anticipate offering the required courses every year (one in the fall, one in the spring).

No significant change in assignments will be necessary to run the certificate program. All faculty listed have significant research and teaching experience in science communication and health communication.

B. In addition, for each faculty member directly involved in this program, list:

1) Name, rank, degrees, academic specialty, educational background
2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years
4) Projected responsibility in this program and required adjustments in current assignments

Celeste Condit, Professor. Rhetoric of science, science communication, and science studies. PhD, University of Iowa
Profile link: http://comm.uga.edu/directory/people/celeste-condit

Thomas Lessl, Professor. Rhetoric of science and science writing. PhD, University of Wisconsin
Profile link: http://comm.uga.edu/directory/people/thomas-lessl

Kelly Happe, Associate Professor. Rhetoric of science, science studies, and science communication. PhD, University of Pittsburgh
Profile link: http://comm.uga.edu/directory/people/kelly-happe

Jennifer Monahan, Professor. Health communication. PhD, University of Southern California
Profile link: http://comm.uga.edu/directory/people/jennifer-monahan
Jiyeon So, Assistant Professor. Health communication. PhD, University of California, Santa Barbara  
Profile link: http://comm.uga.edu/directory/people/jiyeon-so

Analisa Arroyo, Assistant Professor. Health communication. PhD, University of Arizona  
Profile link: http://comm.uga.edu/directory/people/analisa-arroyo

Jiaying Liu, Assistant Professor. Health communication. PhD, University of Pennsylvania  
Profile link: http://comm.uga.edu/directory/people/jiaying-liu

Soroya McFarlane, Assistant Professor, Health Communication, PhD, University of Miami (January 2019)

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.

No additional faculty will be required to run this certificate program.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.

A. 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.

Library resources are currently sufficient.

B. Likewise, 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.

Instructional equipment is currently sufficient.

7. Physical facilities necessary to fully implement the program must be available.

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 of the program should also be identified.

No additional space is required beyond current facilities.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.

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 upon
the minimal investment required to mount and sustain a potentially marginal program.

No additional funding is needed. Existing courses and instructors are adequate to serve the expected number of students.

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.

N/A

9. Commitments of financial support needed to initiate and fully develop the program must be secured.

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

The Department of Communication Studies will dedicate the necessary resources to enact and maintain the new certificate.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

Should the program grow beyond what we anticipate, additional instructors and/or staff may be needed.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

The program will be administered by the Associate Head who will be responsible for overseeing 1) applications to the certificate program; 2) advising; and 3) clearing students for registration. The Associate Head will also track the number of the students in the certificate program for the purposes of annual assessment. The Graduate Coordinator will include certificate data in yearly assessment reports (including data gleaned by exit surveys). The Associate Head will review requests to opt out of the writing requirement.

This certificate will be open to degree-seeking and non-degree seeking students. Non-degree seeking students will be required to apply using the Graduate School’s online application and will be required to meet all Graduate School requirements.
SUMMARY

As President Morehead noted in his 2017 State of the University address, there are a number of “grand challenges” facing the state, the nation, and the world that require innovation within, and interdisciplinary partnerships among, engineering, public health, and the natural and social sciences. For these fields to fulfill their promise, effective communication will be crucial, not only to ensure successful integrative research but to garner and maintain public support.

While UGA is poised to build on and expand its research mission, it does not yet have a curriculum in place to foster effective communication skills for scientists and their advocates, unlike several of its peer and aspirational institutions. To that end, we are proposing a new Graduate Certificate in Science and Health Communication.

Several peer and aspirational institutions have such programs, including George Mason University, University of Kentucky, University of Wisconsin, and University of Utah. Here at UGA, there is growing interest in science communication, evidenced by departmental course offerings in Plant Biology and the Graduate School. The course offered by Meredith Welch-Devine, for example, has increased its enrollment from 8 to 17 students over the last two years. The College of Veterinary Medicine has recently proposed a new Non-Thesis Master of Comparative Biological Sciences, which recognizes the importance of effective communication skills.

The certificate program we are proposing will build on this growing interest by implementing a comprehensive curriculum grounded in the field of Communication Studies. The strength of such an approach is two-fold: 1) it will enable students to claim expertise in science and health communication, expertise that can both enhance the research process and expand job opportunities for students in the sciences, social sciences, and humanities; 2) it will provide students with an in-depth foundation in communication along with practical experience in communicating in public and technical spheres. For example, the core course “Science Communication” (COMM 6350) not only teaches students how to speak effectively to expert audiences (drawing on the field’s expertise in audience analysis, analogy, framing, consensus-building, visual imagery, emotional appeals, controversy, and narrative, and how those rhetorical devices are operative in technical discourse), it draws upon the field’s expertise in the relationship between messaging and technology, intercultural communication, and discipline-specific norms of reasoning and decision-making to teach students how to communicate effectively in interdisciplinary and multinational technical teams.

Communication Studies is also uniquely suited to incorporate consideration of values, ethics, and public understanding of science so that students will understand the character, forces, and dynamics involved in popular representations of science, thereby enabling judgments with regard to the relationship between science and society. For instance, research shows that science and health communication is effective with lay audiences when scientists move beyond the “deficit-model,” which holds that the public’s lack of science and health education and/or understanding of particular research programs and outreach is the basis for skepticism and
outright opposition or refusal to change behavior. Although the education of publics is an important part of outreach and advocacy, engagement is further served by a broader vision of science and society, one informed by more deliberative models of public engagement.
CURRENT NAME: Quantitative Methods in Family Science

PROPOSED NAME: Quantitative Methods in Family and Social Sciences

EFFECTIVE TERM: Fall 2019

DEPARTMENT: Human Development and Family Science

DEPARTMENT HEAD NAME (PRINT): Emilie Smith

DEPARTMENT HEAD (SIGN & DATE): 8-30-18

SCHOOL/COLLEGE: Family & Consumer Sciences

DEAN NAME (PRINT): Linda Kirk Fox

DEAN (SIGN & DATE): 9/12/18

Completed proposals containing graduate programs should be submitted to the Graduate School at krabney@uga.edu or Graduate School, Terrell Hall.

Completed proposals containing undergraduate programs only should be submitted to the Office of Curriculum Systems at currsys@uga.edu or 319 New College.

For information or assistance, please contact the Office of Curriculum Systems at currsys@uga.edu or 542-6358.
NAME CHANGE JUSTIFICATION FORM

School/College Name Changes:
Current School/College Name: __________________________________________
Proposed School/College Name: __________________________________________

Department Name Changes:
Current Department Name: __________________________________________
Proposed Department Name: __________________________________________

Major Name Changes:
Current Major Name: __________________________________________
Degree: __________
Proposed Major Name: __________________________________________
Degree: __________

Certificate Name Changes:
Current Certificate Name: __________________________________________
Quantitative Methods in Family Science
Proposed Certificate Name: __________________________________________
Quantitative Methods in Family and Social Sciences

Minor Name Changes:
Current Minor Name: __________________________________________
Proposed Minor Name: __________________________________________

Area of Emphasis Changes:
Current Area of Emphasis Name: __________________________________________
Proposed Area of Emphasis Name: __________________________________________

Prefix Changes:
Current Prefix and Name: __________________________________________
Proposed Prefix and Name: __________________________________________

JUSTIFICATION:

Please attach a justification for the requested changes. The justification should include the desired term for the name change to be effective. When the new name is effective, the old name will no longer be available and all students will be moved to the new program name.
We request that the name of the Quantitative Methods in Family Science Certificate (QMFS) be changed to the Quantitative Methods in Family and Social Sciences Certificate (QMFSS). New name of the certificate does not change any content of the program. The reason for our request is two-fold. First, the term ‘Family and Social Sciences’ more accurately covers broad range of quantitative method and analytical techniques that are covered in this certificate program which include multilevel modeling, growth curve and mixture modeling, and dyadic and categorical data analysis. This program is already popular among graduate students from family and social science departments who need to acquire quantitative methodological skills for their research. Out of 32 current and completed QMFS students, 40% were non-HDFS graduate students (05 from Psychology, 04 from Sociology, 01 from Education, 01 from Social Work, 01 from Housing and 01 from communication). Second, this name change will help family and social science graduates by providing a certificate title that is easily understood by outside institutions because the new title more accurately represents the range of quantitative methodological skills they have. The requested change was unanimously supported by the Human Development and Family Science (HDFS) departmental graduate committee and by a full vote of the HDFS faculty.
Program Approvals

Proposal: Termination of the Graduate Certificate in Research Administration
Department: Institute for Nonprofit Organizations
College: School of Social Work
Proposed Effective Term: Upon approval
Associated Units: Franklin College of Arts and Sciences, Office of Research

C. [Signature] 11/27/17

Director, Institute for Nonprofit Organizations

[Signature] 11/27/17
Dean, School of Social Work

[Signature] 11/27/17
Dean, Franklin College of Arts and Sciences

[Signature] 11/27/17
Vice President for Research, Office of Research

[Signature] 11/27/17
Dean, Graduate School
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution: University of Georgia
   Date: November 17, 2017

2. School/College: School of Social Work

3. Department/Division: Institute for Nonprofit Organizations

4. Program: Graduate Certificate in Research Administration

5. Deactivation or Termination: Termination

6. Last date students will be admitted to this program: No students are enrolled in this program

7. Last date students will graduate from this program: No students are enrolled in this program

8. Abstract of the deactivated or terminated program:

   The Graduate Certificate in Research Administration was designed as a professional development program to prepare students for careers managing research and development activities. The curriculum focuses on understanding the basic functions of research administration, project development, policy compliance, and the financial management of research projects. The certificate has been associated with the School of Social Work, the Franklin College of Arts and Sciences, and the Office of Research.

II. Conditions for Deactivating or Terminating Programs

1. Provide copies of the studies and decisions that warrant deactivation or termination of the program.

   This program was approved in 2003, but records do not indicate that students were ever enrolled.

2. State the reasons for deactivating or terminating the program.

   This program was approved in 2003, but records do not indicate that students were ever enrolled.

3. State the plans for allowing those students already in a program to complete degree requirements, including specific information on a.) how students will be notified of the program termination and b.) how students will be counseled on completing the program.

   No students are currently enrolled in this certificate program.

4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved, specifically a.) how will faculty and staff be notified of the termination and b.) how will faculty and staff be re-deployed?

   This certificate program is not currently being offered. No faculty are involved with the program, and many of the faculty and staff involved in the creation of the program have retired. Termination of this program will not impact the personal or professional lives of any faculty or staff.
5. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

This certificate program is not currently being offered, and no students are enrolled. No resources are being used for this program, and termination will not impact any other programs.

6. What plans, if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated or terminated program?

There are no plans to reinstate this program.
Program Approvals

Proposal: Termination of the Graduate Certificate in Research Administration

Department: Institute for Nonprofit Organizations

College: School of Social Work

Proposed Effective Term: Upon approval

Associated Units: Franklin College of Arts and Sciences, Office of Research

________________________________________________________
Director, Institute for Nonprofit Organizations Date

________________________________________________________
Dean, School of Social Work Date

________________________________________________________
Dean, Franklin College of Arts and Sciences Date

Vice President for Research, Office of Research Date

________________________________________________________
Dean, Graduate School Date