

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

1 This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Risk Sciences, in the Division of Risk Sciences within the College of Communication and Information

Best,

Andrew

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Response to Faculty Senate Queries

- 1. As a program in risk SCIENCES, please clarify what research methods will be covered, and identify the courses which cover them.**

Assignments outlined for the courses, including the needs assessment (training & consulting), risk communication analysis (risk), crisis assessment (crisis), and practice evaluation (knowledge management) all require social scientific research employing both quantitative and qualitative methods, primarily survey and interview methods for background research. In addition, all four courses include examination of theoretical concepts based on empirical research.

We should note that risk sciences is the term used by the National Science Foundation to describe communication research in risk and crisis contexts. NSF's decision, risk and management sciences division is a primary funding source for faculty research in this area. Therefore, our rationale for choosing the name Risk Sciences is that it not only encompasses the scientific, research-driven study of each of the areas reflected in the courses designed for the certificate but also aligns with our primary funding source's description of risk sciences

- 2. Will online-designed courses be available to PhD candidates to replace traditionally taught courses? If not, how will this be prevented? If so, can you argue that such courses are suitable for PhD students?**

The three courses that will be available to communication PhD students are CJT 721 Risk Communication, CJT 722 Crisis Communication, and CJT 723 Training and Consulting. These three courses are offered as hybrid courses, comprising both face-to-face meetings and online interaction. The current CJT course proposals are designed for online interaction for the readings and lecture early in the semester, an intense weekend seminar for discussion and project development, and online interaction for follow-up through the completion of the assigned paper or project. Throughout these courses, face-to-face and synchronous online class meetings and office hours will be held. CJT doctoral students choosing to pursue this graduate certificate in risk science may count the three CJT courses proposed here toward their degree; the courses could count toward nine of 12 hours required for the "area of specialization" portion of their program of study. The remaining three hours of "specialization," along with the hours required for "theory and context," "research methods/statistics," "cognate area," and "research problems" would be fulfilled through existing courses in the graduate program.

This hybrid model is important to both traditional PhD students and professionals already working in risk science fields. It encourages working professionals to enroll in the classes, which adds considerable value to the discussion of the theoretical models and methodological procedures presented in class. PhD students who intend to work as consultants or research analysts in practice or continue on in an academic career teaching courses in risk and crisis related areas will greatly benefit

from having practitioners in the class. Likewise, practitioners will benefit from interacting with students already well-versed in communication theory and research methods.

LIS 658 Knowledge Management is entirely online and is part of the Library and Information Science master's degree program, which also is offered entirely online. PhD students in communication may take the course, but it would not count toward their program's core requirements.

3. Why are three of the proposed courses pitched at the 700 level? Can't they all be at 600 level?

and

4. Can a 700 level course in theory comprise students with MAs and lower degrees?

The three proposed CJT courses are offered at the 700-level to assist us in assuring traditional master's and PhD students will have already completed their introductory theory and methods courses before taking these context specific courses.

A 700 level course can accommodate students with MAs and lower degrees. The final papers for traditional communication graduate students enrolled in the proposed courses are expected to be of academic journal quality. Post-baccalaureate students and those with graduate degrees in other areas seeking the stand alone certificate will have the option of completing either research papers like CJT graduate students or conducting theory-based applied projects, which still will be based on the research presented in class but will be applied to address an organizational need. For example, practitioners may choose to conduct a risk assessment for their employing organization and compile the results in a report that will be delivered to organizational management rather than a manuscript that will be submitted to an academic journal. In essence, the applied projects constitute translational research in which theory is adapted to solve problems faced by practitioners.

The purpose of engaging practitioners and traditional master's and PhD students in the same class is to encourage discussion of risk and crisis from multiple perspectives. Trained biases in risk sciences can be costly and even deadly. It is crucial for academic researchers and practitioners to understand challenges and expectations beyond their education and personal life experiences. Practitioners pursuing the stand alone certificate can benefit greatly from gaining a better understanding of theory and research in risk sciences. Traditional students pursuing the graduate certificate as an addition to their studies can benefit greatly from gaining a better understanding of the application of risk sciences theory and research in practice.

December 15, 2011


TO: Hollie Swanson
Senate Council
201 Main Bldg.
CAMPUS 0032

Dear Dr. Swanson,

I am transmitting to you the Proposal for the Graduate Certificate in Risk Sciences. The Graduate Council approved this proposal on December 15, 2011.

Sincerely Yours,

Dr. Brian A.
Jackson

 Digitally signed by Dr. Brian A. Jackson
DN: cn=Dr. Brian A. Jackson,
o=University of Kentucky,
ou=Graduate School, email, c=US
Date: 2011.12.15 16:05:58 -05'00'

Brian Jackson, Senior Associate Dean
The Graduate School

Cc: Sheila Brothers



College of Communications
and Information Studies
Office of the Dean
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Lexington, KY 40506-00224

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<http://cis.uky.edu/>

October 21, 2011

Dear Graduate Council:

I support the proposal for the Graduate Certificate in Risk Sciences. Organizations and entities of various sizes are becoming keenly aware of the need for effective communication in risk and crisis contexts, and employer demand for this specialization is increasing. The Graduate Certificate in Risk Sciences will prepare students to meet this need.

Faculty across the College of Communications and Information Studies have extensive research lines in risk and crisis communication, and the development of specialized education in risk sciences is a natural extension of their expertise. In addition to serving the needs of our current students, by offering the classes online through distance learning, the certificate has the potential to extend the reach of our college well beyond the commonwealth. Please contact me with any questions or comments regarding this authorization.

Sincerely,

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

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



UNIVERSITY OF KENTUCKY

**College of Communications
and Information Studies**

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www.uky.edu/CommInfo/Studies

October 21, 2011

Dear Graduate Council:

As the Associate Dean of Graduate Studies in the College of Communications and Information Studies, I fully support the proposal for the Graduate Certificate in Risk Sciences. Graduate students in the College of Communications and Information Studies have received research funding from risk-related projects consecutively for the last four years. This year alone, two dissertations and two theses were funded by extramural grants in risk and crisis communication. Thus, our students are already engaged in extensive research in risk sciences.

I am personally teaching risk communication as a special topics graduate seminar this semester and have 16 students keenly interested in this developing area of research and practice. Crisis communication and training and consulting have also been offered previously as special topics courses due to student demand. With the recent addition of graduate faculty lines, specifically designated for risk sciences, we now have the faculty to offer the four required courses proposed for the Graduate Certificate in Risk Sciences consistently each year. Please let me know if you have any questions or comments regarding the proposal.

Sincerely,

Timothy L. Sellnow
Associate Dean of Graduate Studies
College of Communications and Information Studies

University of Kentucky Graduate Certificate Program Application Form

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

Name of Proposed Certificate Program: Risk Sciences

Sponsoring Academic Unit: College of Communications and Information

Administering Unit, if different: Risk Sciences Division

Primary Contact Name: Shari Veil

Campus Address : 310D Little Library, Lexington, KY

Phone Number: 859-257-9470 **Email:** shari.veil@uky.edu

First Term the Certificate Would be Offered: Fall, 2012

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

The Graduate Certificate in Risk Sciences will require twelve total credit hours, including risk communication, crisis communication, training and consulting, and knowledge management. Risk communication, crisis communication, and training and consulting have all three been offered as special topics courses on an as needed basis in the graduate program in communication. The classes are now being proposed as permanent courses in the graduate course offerings rotation in communication. Knowledge management is a new course being developed to serve both the risk sciences graduate certificate and the graduate program in library and information science.

The courses on risk communication and crisis communication will provide foundational understanding of risk and crisis communication and the opportunity to develop practical application of this knowledge. Research implications (both theoretical and practical), lessons learned, and new theories of community risk communication will be included in the curriculum. Course outcomes could include research studies, risk communication campaigns, organizational risk assessments, crisis communication plans, crisis communication assessments, or grant proposals for research or training. The course on training and consulting addresses the theoretical and pragmatic issues of training, consulting, and teambuilding required in risk and crisis planning and management. The knowledge management course will focus on how to leverage knowledge assets to more quickly recognize risks and address crises as they emerge.

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

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

According to Bureau of Labor Statistics projections, the number of emergency and crisis management specialists is expected to increase 28%, from 2002 to 2012. In 1994, four universities were offering programs in emergency management. By 2007, there were at least 144 college programs in the United States (Whitaker, 2007), including a bachelor's degree in homeland security from Eastern Kentucky University.

While emergency management education offerings have increased, a graduate degree specific to emergency management or homeland security may deter potential applicants interested in managing risk and crisis not for just municipalities, but for organizations and corporations. According to the executive board of the Public Relations Society of America (2010), there is a demand for crisis communication education that is not being addressed by programs focusing on emergency and disaster management or insurance risk. Therefore, our focus will be on risk and crisis communication and knowledge management, as well as how individuals can incorporate this knowledge in training and consulting.

A Risk Sciences Fellowship was established in August, 2010 to gauge current student interest in risk and crisis communication in the College of Communication and Information. Fellow candidates complete a minimum of 40 volunteer research hours with one or more faculty and submit a manuscript to both a conference and a regional, national, or international journal in addition to attending meetings twice each month on graduate student research and engagement. In 2010-2011, five Ph.D. students and two master's students completed the fellowship requirements. Sixteen graduate students are engaged in the program for 2011-2012.

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

☒ **Graduate Students**

☒ **Professional Students:** The graduate certificate will also be marketed to professionals with a need for this specialized education, including emergency managers, civic leaders, organizational leaders, corporate communicators, and media managers.

☒ **Degree-seeking, Matriculated Students**

☒ **Non-Degree-Seeking Students**

The Graduate Certificate in Risk Sciences will likely attract two different types of students:

1) New students who are not ready to commit to a graduate degree but feel a need for specialized education in risk sciences, who may find once they have completed half the credit hours that a master's is no longer too distant a goal. The Graduate Certificate will likely increase enrollment figures for individual college graduate degrees as students progress through the certificate.

2) The second type of student includes those who already have a graduate degree or are currently pursuing a graduate degree and want to add the specialization of risk sciences. For example, students pursuing a Master's or Ph.D. in communication can include the certificate courses in their degree plan. In addition, outside the College of Communications and Information, a student pursuing an MBA or MPA may find an emphasis in organizational crisis or the communication of health risks to be beneficial to their area of study.

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

To earn the Graduate Certificate in Risk Sciences, students must maintain a minimum GPA of 3.0 in the following set of courses required for completion of the graduate certificate:

- CJT 721 SEMINAR IN RISK COMMUNICATION (3): This course establishes risk communication as a distinct sub-discipline within the communication discipline. Ethical considerations are paramount in all areas covered in the course. Theories of risk communication such as mindfulness, sensemaking, chaos, image repair, issues management, the constraints of structuration, and renewal discourse are discussed in terms of pre-crisis, crisis, and post-crisis. Applied research areas such as best practices, high reliability organizations, terrorism, and health risks are also considered. Ultimately, the course provides an overview of the established and emerging perspectives on risk and crisis from the communication perspective.
- CJT 722 SEMINAR IN CRISIS COMMUNICATION (3): This course follows the crisis communication management process through the stages of pre-crisis, crisis, and post-crisis. The pre-crisis stage discusses planning and environmental scanning. The crisis stage discusses communication strategies for image restoration. The post-crisis stage depicts crisis as an opportunity for organizational learning and for rebuilding or expanding public trust. The course uses a case study approach throughout.
- CJT 723 SEMINAR IN TRAINING AND CONSULTING (3): This course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency.
- LIS 658 KNOWLEDGE MANAGEMENT (3): Organizational knowledge is a valuable strategic asset. Knowledge management refers to the systematic management of an organization's knowledge assets so that they can be leveraged for sustainable advantage. This course examines how knowledge is created, captured, organized, diffused, and implemented in an organization. Topics covered include knowledge management processes and practices, corresponding technologies, collaboration tools, and people and cultural issues.

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

The required courses can be used both toward the Graduate Certificate in Risk Sciences as well as a Master's or Doctorate in Communications. Students pursuing both a graduate degree in communications and the certificate in risk sciences must be accepted separately into both the graduate degree program and the certificate.

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

No.

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

All courses will be offered through distance education. Risk communication, crisis communication, and training and consulting will be offered online with a weekend seminar. Knowledge management will be offered entirely online.

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

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

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

Because the courses are offered online except for the weekend seminars, additional classroom resources will not be needed, as the classrooms should almost all be available. The courses will be taught through the faculty's traditional course load; however, since all faculty work on funded research and their course load may be reduced, funds are being allocated for overload payment of one course per year as needed. Standard tuition rates apply. While all tuition funds will not go directly to the certificate, because the classes are all taught primarily online, Teaching Innovation Incentive Funding will provide \$120/per student/class. With 10 students, the \$4800 in incentive funds will cover the \$3000 to pay for an overload plus potential administrative costs.

Revenue:

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

Expenses:

Teaching overload: \$3000

Total Additional Yearly Expenses: \$3000

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

All changes to graduate curriculum must be approved by the College of Communication and Information graduate faculty.

Graduate Certificate Director

Crisis Communication Course Development and Instructor of Record

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

Risk Communication Course Development and Instructor of Record

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

Training & Consulting Course Development and Instructor of Record

Derek R. Lane (Ph.D., 1996, University of Oklahoma) is an associate professor in the Department of Communication, an endowed professor in the UK College of Engineering, and former Associate Dean for Graduate Programs in Communication in the College of Communications and Information at the University of Kentucky (2005-2009). Dr. Lane's research can be classified in the broad area of face-to-face and mediated message reception and processing to affect attitude and behavior change in instructional, organizational, and health contexts. His research has been funded by the U.S. Department of Education, the National Institute of Drug Abuse, the National Institute of Mental Health, and the National Science

Foundation and appears in *Risk Analysis*, *Communication Monographs*, *Communication Education*, *Media Psychology*, *Communication Research Reports*, *Health Promotion Practice*, *American Journal of Communication*, the *Journal of Engineering Education* and the *Journal of Experimental Education* among others. His expertise and professional training encompass specialty areas that include Team Building, Mediation, Negotiation and Conflict Management, Leadership, Communication Skills Training and Development, Technological Innovations in Organizations, and Business and Professional Speaking. He is certified by the Institute of Cultural Affairs as a professional trainer for Basic Group Facilitation Methods and Participatory Strategic Planning.

Knowledge Management Course Development and Instructor of Record

Jeff Naidoo, (Ph.D., 2010, University of Alabama) is an assistant professor at the School of Library and Information Sciences within the College of Communication and Information at the University of Kentucky. He was previously employed as a Senior Management Consultant for Cap Gemini Ernst and Young, and worked on various information technology and business reengineering consulting projects of varying scope, and across multiple industry sectors. He is currently the Associate Editor for the Association for Library and Information Science Education Statistics publication, and his research interests are in business intelligence and predictive modeling, focusing specifically on the predictive relationships between institutional artifacts and macroeconomic vulnerability, and how possible associations can be modeled to provide long-range predictive insights.

Risk Sciences Affiliated Faculty

Dan O'Hair (Ph.D., 1982, University of Oklahoma) is Dean of the College of Communications and Information and Professor of Communication at The University of Kentucky. In 2006, he served as the President of the National Communication Association, the world's largest and oldest professional association devoted to the study of communication. He has published over ninety research articles and scholarly chapters in risk and health communication, public relations, business communication, media management, and psychology journals and volumes, and has authored and edited fifteen books in the areas of communication, risk management, health, and terrorism. His latest book was published in 2009 entitled *The Handbook of Risk and Crisis Communication* (Routledge) for which he served as a senior editor and contributor. He has directed over twenty doctoral dissertations and served on over ninety doctoral and masters committees. He has been the principal investigator or Co-PI for several grants from business, non-profit, and government institutions totaling more than \$10 million. Dr. O'Hair has served on the editorial boards of twenty-seven research journals and is a past editor of the *Journal of Applied Communication Research*, published by the National Communication Association. Articles published in JACR have been referenced or reviewed by such publications as the *Wall Street Journal* and the *Harvard Communication Letter*. He has served as an education and training consultant to dozens of private, non-profit and government organizations.

Kevin Real (Ph.D., 2002, Texas A&M University) is Associate Professor of Health and Organizational Communication in the Department of Communication at the University of Kentucky. Real's primary research and teaching focus is on communication in health care organizations with an emphasis on healthcare quality and safety in individual and team interactions. Much of his recent research focuses on safety communication in various contexts, including health care, manufacturing and construction. Dr. Real takes a *problem-focused* approach to research. He is interested in how communication theory and research can provide opportunities for improving everyday life for workers and organizational stakeholders. His work has been published in the *Handbook of Health Communication*, *Journal of Business and*

Psychology, Health Communication, Management Communication Quarterly, and Journal of Applied Communication Research.

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

Don Helme (Ph.D., 2000, University of Kentucky) is an Assistant Professor in the Department of Communication at the University of Kentucky. He also holds an adjunct appointment with the Department of Social Sciences and Health Policy, within the Division of Public Health Sciences of the Wake Forest University School of Medicine. Dr. Helme has worked on projects examining the receptivity for and impact of tobacco control policies on college campuses; testing the efficacy of a media-based intervention targeted at reducing high sensation-seeking adolescents' attitudes and intentions towards using tobacco and marijuana; assessing the implementation and dissemination of evidence-based tobacco cessation strategies in free medical clinics across North Carolina; and developing an interactive website for adolescents to promote safer-sex behaviors and a reduction in substance abuse.

Chike Anyaegbunam (Ph.D., 1994, University of Iowa) is an Associate Professor in the Integrated Strategic Communication program of the UK School of Journalism and Telecommunications. He teaches undergraduate and graduate courses including public relations and participatory communication. He also specializes in designing participatory communication strategies and media for rural community outreach projects related to civic engagement, agricultural safety and health, and economic well-being. Chike has served as a rural communication adviser for a variety of national and international development projects funded by the Pfizer and Robert Wood Johnson Foundations, the National Cancer Institute (NCI) through the Appalachian Cancer Network, the World Bank, the United Nations, and the United States Agency for International Development (USAID). He is currently the director of a national social marketing program to promote tractor safety funded by NIOSH/CDC through the UK Southeast Center for Agricultural Health and Injury Prevention. He was the 1992-93 editor of the *Journal of Communication Inquiry* and is the lead author of a book on participatory rural communication research. He has also co-authored articles published in several academic journals and book chapters on participatory rural communication research.

Bradley Wade Bishop (Ph.D., 2010, Florida State University) is an assistant professor in the School of Library and Information Science at the University of Kentucky College of Communications and Information. He has published in *Library and Information Science Research, Library Quarterly, Government Information Quarterly*, among others. Research interests include geographic information studies, digital reference, and information policy.

Nancy Grant Harrington (Ph.D., 1992, University of Kentucky) is a Professor of Communication, and Associate Dean for Research in the College of Communications and Information, University of Kentucky. She also holds an academic appointment in the School of Public Health and is a faculty associate of the Multidisciplinary Center on Drug and Alcohol Research. She has been a principal investigator, co-investigator or principal evaluator on several NIH-funded and CDC-funded studies totaling nearly \$8.5 million. She has published more than 40 journal articles or chapters in outlets such as *Health Communication*, *Communication Monographs*, *Communication Yearbook*, and *Health Education & Behavior*, and she serves on the editorial boards of nine journals, including *Journal of Communication*, *Health Communication*, and *Journal of Applied Communication Research*. She was a founding member of the Coalition for Health Communication and served as its chair from 2006-2008; she served as chair to the Health Communication division of the National Communication Association from 2004-2005. She teaches undergraduate and graduate courses in persuasive message design, health communication, interpersonal communication, communication theory, and research methods. Her research focuses on persuasive message design in a health behavior change context, particularly as it relates to risk behavior prevention/health promotion and interactive, tailored health communication using computer technology.

Beth Barnes (Ph.D., 1990, Northwestern University) became director of the School of Journalism and Telecommunications in 2003. She came to UK from Syracuse University, where she was an assistant dean overseeing master's degree programs in communications and manager of an intramural champion softball team. Her professional experience is in advertising and marketing communications; she worked in marketing management at United Air Specialists, corporate advertising research at IBM, and media research at DDB Worldwide. She is co-author of *Strategic Brand Communication Campaigns*, and has published in *Journalism & Mass Communication Educator*, the *Journal of Advertising Education*, and the *Journal of Marketing Communications*. Barnes serves on the Accrediting Council on Education in Journalism and Mass Communications. She frequently chairs site visits to programs seeking accreditation or re-accreditation. Barnes received a B.A. in English from the College of William and Mary and an M.S. in Advertising and Ph.D. in Communication Studies from Northwestern University.

Jeffrey T. Huber (Ph.D., 1991, University of Pittsburgh) is Director and Professor in the School of Library and Information Science at the University of Kentucky College of Communications and Information Studies. He teaches courses related to health information resources and services. Teaching interests also include issues related to online learning. His research primarily focuses on health information outreach/health literacy programming for marginalized or underserved populations. His work has been published in the *Journal of the Medical Library Association*, *Journal of the American Medical Informatics Association*, *Medical Reference Services Quarterly*, and *Journal of Consumer Health on the Internet*. In addition, Huber was the lead editor for the fifth edition of *Introduction to Reference Sources in the Health Sciences*.

11. Describe the evaluation plans for the Certificate Program.

Assessment of the certificate will be based initially on 1) the number of students who complete the certificate requirements; 2) the number of students who successfully secure or maintain positions related to risk sciences; 3) the visibility of students and faculty in organizations that focus on risk sciences such as the National and International Emergency Management Associations, the National and International Communication Associations, the Society for Risk

Analysis, and the Public Relations Society of America; and 4) the survey administered at the end of each year to current students and certificate recipients to determine the effectiveness of the curriculum, instructors, and overall certificate program.