

## New Proposal

Date Submitted: 04/21/25 3:02 pm

Viewing: : **Biostatistics in Public Health, GCRT  
(online)**

Last edit: 09/23/25 11:06 am

Changes proposed by: Allison Musser

### In Workflow

1. U Program Review
2. 1581-HK  
Committee Chair
3. 1581-HK Head
4. KY Committee Chair
5. KY Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

### Approval Path

1. 01/08/25 10:07 am  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 02/20/25 12:21 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581-HK  
Committee Chair
3. 02/20/25 11:28 pm  
Kim Graber  
(kgraber): Approved  
for 1581-HK Head
4. 04/01/25 2:02 pm

- Robbin King  
(rlking10): Rollback  
to 1581-HK  
Committee Chair for  
KY Committee Chair
5. 04/02/25 11:22 am  
Kristi Carlson  
(carlo1): Rollback  
to Initiator
6. 04/22/25 10:49 am  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
7. 04/24/25 12:54 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581-HK  
Committee Chair
8. 04/25/25 1:12 am  
Kim Graber  
(kgraber): Approved  
for 1581-HK Head
9. 04/29/25 9:53 am  
Robbin King  
(rlking10):  
Approved for KY  
Committee Chair
10. 05/01/25 2:44 pm  
Steve Petruzzello  
(petruzze):  
Approved for KY  
Dean
11. 05/05/25 12:15 pm  
Tom Teper (tteper):  
Approved for  
University Librarian
12. 09/09/25 11:34 am  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
13. 09/09/25 2:19 pm

Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs

14. 09/10/25 3:16 pm

Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

Proposal Type: Major (ex. Special Education)

## Administration Details

Official Program Name Biostatistics in Public Health, GCRT (online)

Diploma Title Graduate Certificate in Biostatistics in Public Health

Sponsor College Applied Health Sciences

Sponsor Department Health and Kinesiology

Sponsor Name Pedro Hallal

Sponsor Email phallal@illinois.edu

College Contact Steve Petruzzello

College Contact  
Email

petruzze@illinois.edu

College Budget Officer Suzanne Rinehart

College Budget Officer Email srinehar@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Pedro Hallal, Director  
Allison Musser, Asst. Director  
Andiara Schwingel, Assoc. Prof  
Kristin Carlson, Assoc. Teaching Prof.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term      Spring 2026

Effective Catalog      2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Graduate Certificate in Biostatistics in Public Health in the College of Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal is related to the MPH Online Proposal (key 176).

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Public health and online education gained momentum during the Covid-19 pandemic. Data from the Association of Schools and Programs of Public Health (ASPPH) shows that public health education was already experiencing significant growth at both the undergraduate and graduate degree levels for several decades. Between 2001 and 2021, there was a 1,100% increase in public health undergraduate degrees earned. At the graduate level, the number of public health degrees conferred rose from <4,500 in 1992 to >19,000 in 2016. In the same time frame, the number of institutions in the United States awarding graduate public health degrees rose from 74 to 310. However, the Covid-19 pandemic opened a new chapter for public health. Student interest in public health degree programs expanded greatly during the pandemic. In just one year (2020 to 2021), a 40% increase was observed in applications to public health graduate degree programs. There is a demonstrated demand for high-quality online options for MPH programs and we propose to develop an online version of our successful campus-based degrees with Graduate Certificates that can stack into the MPH Online. The addition of this Graduate Certificate will enhance the accessibility of a high-quality University of Illinois education, opening the door for non-degree students and other professionals to take advantage of the public health expertise available at Illinois in a cost-effective and flexible modality.

The need for data-driven decision-making in public health has never been clearer. Meeting the dynamic needs of the field requires a workforce trained to work with quantitative data in sound, sophisticated, and reproducible ways. They must also be able to interpret the results of these analyses to guide public health decision-making. Through this Certificate program, students will engage with courses focusing on data management and data analysis. In the first course, Introduction to Quantitative Data Management for Public Health, students become acquainted with two widely used software tools for data analysis: Stata and R. They will also engage with best practices for reproducible research, e.g., code management, documentation, and data sharing, which are skills that can be directly applied to public health careers. In the second course, Biostatistics in Public Health, students will develop a solid foundation in biostatistics. They will learn the theory underlying important statistical approaches used in public health and practice applying this theory to real-world data sets. In the final course, Advanced Biostatistics, students will learn more advanced biostatistical techniques that will prepare students to answer public health questions using more complex analysis methods. Taken together, this three-course Certificate will enable students to develop marketable skills in quantitative data management and analysis that can be applied to a variety of health fields, including public health practice, surveillance, and research.

When students utilize this Graduate Certificate to complete the Master of Public Health Online degree, they will be poised to take on positions in preventative and community healthcare initiatives. Our goal is to prepare our graduates to make a difference and to become a leader in Public Health education nationally.

The Standard Occupational Code (SOC) for this CIP code and program are 11-9121.01 Clinical

## Instructional Resources

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Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

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Academic Level Graduate

Does this major have transcripted concentrations? No

What is the longest/maximum time to completion of this program?  
2 year

What are the minimum Total Credit Hours required for this program?  
12

What is the required GPA? 3.0

CIP Code 261102 - Biostatistics.

Is this program part of an ISBE approved licensure program?  
No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

Our program is accredited through the Council on Education for Public Health (CEPH).

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

The Master of Public Health Program is accredited by the Council on Education for Public Health (CEPH) through 2026.

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

NA

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

## Program of Study

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Attach Program of Study related [AHS GCRT name change approval.pdf](#) information here.

### Catalog Page Text - Overview Tab

Public health is an interdisciplinary field rooted in science and social justice that focuses on preventing disease and injury. Public health practitioners identify needs, craft interdisciplinary solutions to problems, and implement meaningful change to impact populations and make a real impact in the lives of others.

Taken together, this three-course Certificate will enable students to develop marketable skills in quantitative data management and analysis that can be applied to a variety of health fields, including public health practice, surveillance, and research. This Certificate provides additional training in a critical and growing area within Public Health for current practitioners, or an additional area of expertise for related fields such as Social Work, Nutrition, and Medicine. Students who have successfully completed this Certificate may use the Certificate toward the Master of Public Health or Master of Public Health Online degrees.

#### Admission

Prospective applicants must apply for admission to this Graduate Certificate through the Graduate College admissions process. We will utilize a holistic admissions process, with the admissions review including academic history, resume, and personal statement. Admission requires a Bachelor's degree.

#### Financial Aid

Please contact University of Illinois Student Financial Aid directly at (217) 333-0100 or [finaid@illinois.edu](mailto:finaid@illinois.edu) for any questions you may have related to financial aid.

#### Faculty Interests/Research

For information about specific faculty research interests, current grants, and publications, please visit our Faculty page.

Statement for  
Programs of Study  
Catalog

### Graduation Requirements

**Minimum Cumulative GPA: 3.0**

**Minimum hours required for certificate completion: 12 hours**

Students who have successfully completed this certificate may use the certificate courses to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

- 12 hours of coursework requirements of the Public Health, MPH degree program with the Physical Activity and Health concentration.
- 4 hours of coursework requirements of the Public Health, MPH degree program with the Health Behavior and Promotion Concentration.
- 12 hours of coursework requirements of the Epidemiology, MPH degree program.

The required courses for this certificate are listed below.

### Coursework Requirements



Courses Required		
<a href="#">HK 513</a>	Introduction to Quantitative Data Management for Public Health	4
<a href="#">HK 527</a>	Biostatistics in Public Health	4
<a href="#">HK 531</a>	Advanced Biostatistics	4
<b>Total Hours</b>		<b>12</b>
Corresponding Degree	GCRT Graduate Certificate	

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

#### Student Learning Outcomes

1. Following best practices for reproducible work, use statistical software to manage, clean, and visualize quantitative data to answer public health research questions.
2. Select and defend appropriate statistical analysis methods for quantitative data sets focusing on individual- and population-level health outcomes.
3. Implement statistical analyses to answer research questions relevant to public health research and practice and communicate the results to various audiences.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Throughout the courses in this online Graduate Certificate, a multifaceted approach will be used to ensure a comprehensive and engaging experience for students, with formative and summative assessments in each course. Video lectures will serve as the foundation for delivering core content, with an emphasis on interactive, online discussions to encourage critical thinking and in-depth exploration of key concepts. Online quizzes and polls will be used to assess comprehension. To bridge theory and practice, courses in this online graduate certificate will integrate real-world case studies that challenge students to apply theoretical knowledge to practical scenarios. Collaborative assignments will enable students to develop teamwork and problem-solving skills, preparing them for the challenges they may face in the field of Public Health. Learning outcomes will also be assessed individually through projects, written assignments and reflections.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

To signify that students have met the outcomes, they will be expected to meet or exceed a 3.0 GPA for MPH coursework.

Instructors will provide oversight in measuring student outcomes specific to each course and each assessment used within the course. During the online course design phase, instructors will work closely with AHS instructional designers to ensure assessments used throughout the course and certificate align with intended learning outcomes. Each assessment used to measure student learning outcomes will include an evaluation rubric.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

To ensure that assessments are effectively used to improve student learning, the certificate implements a structured process that prioritizes feedback and continuous improvement. Here is an overview of the steps below:

1. Clear Learning Outcomes: At the beginning of the course, instructors establish clear and measurable learning outcomes.
2. Varied and Authentic Assessments: Instructors employ a variety of assessment methods, including quizzes, exams, projects, papers, presentations, and discussions. This diversity helps them gain a more comprehensive view of student understanding and skills.
3. Timely and Constructive Feedback: Instructors provide timely and constructive feedback on assessments. This feedback not only highlights what students did well but also identifies areas where improvement is needed. It is specific, actionable, and encourages self-reflection.
4. One-on-One Meetings: Instructors may offer one-on-one meetings with students to discuss their assessments and address any questions or concerns they may have. This personalized feedback fosters a deeper understanding of their progress and encourages them to take ownership of their learning.
5. Student Input: Instructors actively seek input from students regarding their course, seeking their suggestions for improvement at the midterm and at the conclusion of the course through ICES.

Program

Description and

Requirements

Attach Documents

## Delivery Method

This program is  
available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

Courses will be delivered fully online through the Canvas learning management system. Content will be delivered though (optional) synchronous and asynchronous components, providing a flexible learning environment for all students.

## Admission Requirements

Desired Effective      Spring 2026  
Admissions Term

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Prospective applicants must apply for admission to this Graduate Certificate through the Graduate College admissions process. We will utilize a holistic admissions process, with the admissions review including academic history, resume, and personal statement. Admission requires a Bachelor’s degree.

## Enrollment

Number of Students in Program (estimate)

Year One Estimate	5	5th Year Estimate (or when fully implemented)
20		

Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when fully implemented)
20		

What is the matriculation term for this program?  
Spring/Summer/Other

Please give an explanation of why fall matriculation is not applicable:

Given that this is a certificate program requiring only 12 credit hours, we plan to offer spring and fall matriculation terms. In order to attract a wide variety of learners, we want to offer flexible start times.

## Budget

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Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/  
describe:

New faculty have recently been hired as part of the MPH Program's Investment for Growth grant awarded for FY25-FY27. These additional faculty will help develop online versions of our current degree program for the MPH Online, of which this proposed Certificate is part. The MPH Program has also hired a Coordinator for Recruitment and Admissions (shared with the MHA Program) An additional Tenure-Track Faculty as well as a Coordinator for Career Services will be hired in FY26 to help deliver the courses and support our students. Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

Additional Budget  
Information

Attach File(s)

## Financial Resources

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How does the unit intend to financially support this proposal?

An IFG grant has been awarded to develop the necessary online coursework. After the IFG grant expires, we anticipate the program will be self-sustaining based on tuition as a self-supporting professional program.

Will the unit need to seek campus or other external resources?

No

Attach letters of  
support

[SS Justification CERTs.pdf](#)

[SS Form Biostatistics in Public Health CERT.pdf](#)

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

MPH Online per hour rate

Is this program requesting self-supporting status?

Yes

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

#### Graduate Certificate in Biostatistics in Public Health

The Master of Public Health Online degree and the Certificates within will offer the same premier education as our in-person program, but with the convenience and flexibility of an online modality. The curriculum will continue to focus on preparing students to contribute to solving ongoing public health challenges including the syndemic of chronic and infectious disease, health inequities, physical activity, brain health and aging, and climate change. Taken together, this three-course Certificate will enable students to develop marketable skills in quantitative data management and analysis that can be applied to a variety of health fields, including public health practice, surveillance, and research. Students who complete the Certificate will also be well prepared for other Certificate programs offered by our program, e.g., our three-course Epidemiology and Public Health Certificates. In summary, this Certificate can provide comprehensive knowledge of Biostatistics and Data Management, from first steps like opening datasets and dealing with different variables to complex analysis models like multivariable linear regression. The Certificate provides value as a stand-alone Certificate for a mid-careerist, or can work as a flexible mode for students to complete the MPH Online.

## **Institutional Context**

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### **University of Illinois at Urbana-Champaign**

**Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.**

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

The Master of Public Health (MPH) Program was created in 2011 with five students enrolled and has grown since its inception to include over 50 students, adding a joint BS-MPH degree and new concentration in Epidemiology along the way. The MPH Program gained national accreditation from CEPH, the Council on Education for Public Health in 2013. The program was recently reaccredited in 2018, with accreditation lasting through 2026. To earn accreditation, the program conducts significant assessment and evaluation, follows governance procedures, and follows strict requirements in meeting 30+ specific curriculum competencies deemed by CEPH to be central to providing excellent quality education to students.

The MPH Program is housed in the Department of Health & Kinesiology within the College of Applied Health Sciences. Students take required courses within the Department and are able to choose electives from a range of interdisciplinary programs across campus. Courses offered by the MPH Program also routinely have students from other programs enrolled, including nutrition, social work, veterinary medicine, and more.

Adding the MPH Online with stacking certificates is the next step in continuing the growth of the program and better addressing the needs of today's students.

We are not aware of any programs with which this one would overlap.

## **University of Illinois**

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The University of Illinois Urbana-Champaign is charged by our state to enhance the lives of citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development. Our proposed Master of Public Health Online, of which this certificate is part, is well-suited to enhance all lives and address many of the great challenges of our time. Speaking to the Boldly Illinois: Strategic Plan 2030 goals, our program contributes to all four goals. Providing an accessible, flexible, quality Graduate Certificate in Biostatistics in Public Health, we will attract and retain a wider group of students and faculty, who are well-positioned to foster scholarship and innovation (Goal 1) and provide transformative learning experiences (Goal 2). Further, Public Health as a field is rooted in social justice and engages multiple disciplines to improve lives and have a transformative impact on society (Goal 3). This graduate certificate also contributes to Goal 4 which is generating additional resources while maintaining the high quality of education and fiscal stewardship expected at the University of Illinois.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

Students completing the Graduate Certificate in Biostatistics in Public Health will grow professionally in data-driven decision making skills. We anticipate that this certificate will appeal to entry level health workers looking to advance, as well as students looking for an online modality, and non-traditional and underrepresented students for whom coming to campus is a hardship.

According to the Bureau of Labor Statistics, overall employment in healthcare occupations is projected to grow much faster than the average for all occupations from 2022 to 2032. About 1.8 million openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. Overall employment in community and social service occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 281,600 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. (US Bureau of Labor Statistics: Occupational Outlook Handbook, December 20, 2023).

The median annual wage Public Health practitioners can vary given the breadth of the field, but three of the most common occupations' median salaries are given here. Community Health Workers' median salary is \$62,860; Program managers' median salary is \$77,030; and Epidemiologists' median salary is \$81,390. Providing a new and accessible degree option that spans across healthcare and social services will meet this rising demand in desirable and impactful careers. The market shows an upward growth trend, with degree completions increasing by 98 percent over all in the past ten years in our region. The bulk of this growth is in online delivery therefore making it more of an imperative that the University of Illinois Urbana Champaign enter this educational market.

What resources will be provided to assist students with job placement?

Given that this proposal is for a 12 hour certificate as opposed to a full-time degree program, we anticipate that many of the students completing our Certificate will already be employed. However, program advisors will be available to students for one-on-one counseling, as requested. We also plan to host panels of industry experts to discuss career opportunities and professional growth strategies. These will be available to all online students with advanced notification and a request for registration. Finally, course developers and instructors will be available upon request in order to mentor our online graduate students.

If letters of support  
are available attach

them here:

## Comparable Programs in Illinois

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Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

Public Health education is robust within the State of Illinois. The proposed Master of Public Health Online program and the Certificates offered within would allow us to continue to grow and serve State of Illinois constituents.

Several other institutions in Illinois offer Certificates in the field of Public Health including Chamberlain, Illinois State, Loyola, Northeastern, Benedictine, Southern Illinois Carbondale, Southern Illinois Edwardsville, and DePaul.

While there are many graduate Certificates in Public Health in the state of Illinois, there are not many specifically in Biostatistics in Public Health: only UIC and Benedictine offer Certificates in Biostatistics

Our Certificate will allow students in the State of Illinois and beyond to tap in to the excellent faculty and resources of our institution in a flexible modality. Given the growth in online education, and the growing need for data-driven decision making in a variety of health sectors, we are confident this Certificate will complement existing programs in Illinois.

Comparable  
Programs in Illinois  
Attach Documents

[Illinois Certificate Cost Comparisons.xlsx](#)

## A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

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IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

## Equity

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Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

To address equity gaps in access, progression, completion, and attainment within the MPH Online and certificates therein, we will implement the strategies below.

1. Administrators will work to develop targeted recruitment strategies to attract a diverse pool of applicants. We will collaborate with national and international organizations to inform them about our online offering, in order to reach underrepresented groups.
2. Certificate administrators plan to adopt a holistic admissions approach that considers not only academic achievements but also relevant life experiences and potential. This will help identify promising candidates from diverse backgrounds.
3. The nature of an asynchronous online certificate offers optimal flexibility to accommodate students with diverse needs, including those balancing work, family, and education.
4. The curriculum will reflect diverse perspectives and include case studies from varied demographic and cultural contexts. This promotes an inclusive learning environment.
5. All of the technology used in the program will be fully accessible and compliant for individuals with disabilities. AHS has a strong history of supporting students with disabilities and will continue to do so in the online space.

By incorporating these initiatives, the Certificate administrators will proactively work toward closing equity gaps and creating an inclusive learning environment for all students. Progress will be monitored through routine data collection and annual analysis informing our performance and progress.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Institution-based -

24-hour technical help for Canvas and other eLearning tools offered through Tech Services for online coursework

Remote access to all university library services

Access to Illinois Alumni network upon graduation

Accommodation services offered through our Division of Rehabilitation Education Program.

MPH Program-based:

Questions regarding admissions can be directed to the Coordinator for Recruitment and Admissions, which is a position shared by the MPH and Master of Health Administration (MHA) programs. The Coordinator for Career Services, to be hired FY26 will support students with career guidance. The Assistant Director will provide oversight to these services as well as academic advising and support to all students.

We also include many resources for professional development within our coursework. Our current students are assigned faculty mentors to provide an additional point of contact and we anticipate offering this same service to our online Certificate students.

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

To enhance diversity and retention of faculty, staff, and administrators of color within the Master of Public Health program, we intend to implement the following strategies, which are supported by our institution:

1. The certificate will follow University policy to proactively seek candidates from underrepresented backgrounds. This can include targeted outreach efforts, participation in diverse job fairs, and partnerships with organizations focused on diverse talent.
2. We will provide ongoing professional development opportunities that support the growth and advancement of faculty, staff, and administrators of color. This can include mentorship programs, leadership training, and workshops on diversity and inclusion.
3. We will support the campus efforts by encouraging our staff and faculty to complete mandatory cultural competency training.
4. In tandem with the University efforts, the Department of HK will clearly communicate promotion criteria and ensure that they are transparent, fair, and unbiased.
5. We are eager to acknowledge and celebrate the achievements of faculty, staff, and administrators of all backgrounds, including those from diverse backgrounds.

These strategies can enhance diversity, equity, and inclusion, creating an environment where faculty, staff, and administrators of color feel valued, supported, and motivated to contribute to the success of the Master of Public Health program.

## Sustainability

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Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

The nature of the Master of Public Health Online program, including this proposed Certificate, lends itself to enhanced access to the University of Illinois. Our plan for asynchronous learning allows for students to complete coursework at their own pace, while still having time to devote to other needs such as caregiving or work. This model will also be inclusive of all learners, for whom coming to campus is difficult and/or cost prohibitive. Through market analysis, we are confident that our flat rate tuition model will be competitive in the marketplace as well as being transparent to prospective applicants in terms of overall cost of degree.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

See attached.

## Growth

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Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

In July 2022, Encoura/Eduventures provided HK with a market research analysis for professional self-supporting Master of Public Health and Master of Health Administration programs.

Findings show significant opportunities for growth. Nearly all occupations aligned with healthcare are projected to grow faster than average over the next ten years. The recent spikes in Public Health-related higher education demand have also been observed in the job market. A study using job postings information compared 2019 data (pre-pandemic) with 2020 data (first year of the pandemic). Whereas a 30% overall decline in job postings was observed, postings for Public Health positions increased significantly.

According to the Bureau of Labor Statistics, overall employment in healthcare occupations is projected to grow much faster than the average for all occupations from 2022 to 2032. About 1.8 million openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. One of the major reasons for the growing healthcare industry and related demand for healthcare workers is the aging population. By 2030 all people in the baby-boom generation will be over the age of 65. This means that one in every five residents in the United States will be retirement age. This scenario is creating demand for both providers and healthcare leaders. The proposed online Graduate Certificate, possibly leading to a Master of Public Health will allow us to better compete with top ranked Public Health programs in the state of Illinois and help meet the rising demand for healthcare credentials.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

The MPH Program will continue to meet regularly with our External Advisory Committee, made up of Public Health practitioners, collaborating on curriculum development to ensure alignment with industry needs. We'll also continue to establish partnerships with local healthcare organizations and incorporate guest lectures led by industry leaders to provide students with real-world insights. Furthermore, administrators in the program will cultivate relationships with regional and state industry associations, facilitating networking and fostering a dynamic exchange of ideas. Through these collaborations, the program not only enhances its educational offerings but also becomes a valuable resource for businesses seeking skilled professionals. By leveraging these partnerships, the Graduate Certificate in Biostatistics in Public Health will contribute to a robust healthcare workforce, thereby spurring economic growth in the state.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The Graduate Certificate in Biostatistics in Public Health aims to broaden student access simply by being online and thereby making our sought-after program available across the state, nation and world. Experiential learning opportunities will be included in each course, connecting theoretical learning to real-world scenarios, thus enhancing problem-solving abilities. Overall, these elements collectively empower students, offering a comprehensive skill set for impactful contributions in the healthcare sector.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

This Graduate Certificate will enhance teaching models by fostering collaboration with healthcare organizations and integrating real-world case studies. Public service and outreach will be amplified by engaging students in promoting interdisciplinary initiatives, and establishing partnerships with healthcare institutions to address health needs within our community and the community in which the student resides. This holistic approach will equip students with diverse skills for the evolving healthcare landscape.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

The creation of the Graduate Certificate in Biostatistics in Public Health will benefit society and the labor force, as we anticipate that healthcare workers will continue to be in great demand by employers. Our graduates will be well suited to address the great challenges of our time: Climate change, infectious and chronic disease, and inequity. The need for data-driven decision-making in public health has never been clearer. Meeting the dynamic needs of the field requires a workforce trained to work with quantitative data in sound, sophisticated, and reproducible ways. They must also be able to interpret the results of these analyses to guide public health decision-making. Through this Certificate program, students will engage with courses focusing on data management and data analysis. Taken together, this three-course Certificate will enable students to develop marketable skills in quantitative data management and analysis that can be applied to a variety of health fields, including public health practice, surveillance, and research.

A Thriving Illinois:  
Higher Education  
Paths to Equity,  
Sustainability, and  
Growth - Attach  
Documents

## Program Description and Requirements

Illinois Administrative Code:

*1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

*1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

*1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

## Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The Graduate Certificate in Biostatistics in Public Health can provide comprehensive knowledge of Biostatistics and Data Management, from first steps like opening datasets and dealing with different variables to complex analysis models like multivariable linear regression.

Twelve hours of coursework are required for the Graduate Certificate in Biostatistics in Public Health.

#### HK 513 Quantitative Data Management in Public Health

Designed to teach the basics of data management and analysis using R and Stata. Prepares students to clean and summarize quantitative data for scientific reporting, generate visualization products that communicate data to a variety of audiences, and manage data and analytic code using best practices for reproducibility. Recommended for students without (or with minimal) prior statistical computing training who are interested in careers in public health, epidemiology, or other fields which use public health data.

#### HK 527 Biostatistics in Public Health

Introduction to fundamental topics in biostatistics in public health, covering univariate and bivariate statistics as well as basic topics in multivariate analysis. Including practice in analyzing health data through computer laboratory sessions.

#### HK 531 Advanced Biostatistics

The aim of this advanced course is to further develop students' skills in a broad range of statistical methods applied in the health sciences. Methods covered in this course will primarily focus on those used to analyze and interpret data collected from observational studies and clinical trials. The course will cover the following topics power & sample size calculations, descriptive statistic, general & generalized linear models, categorical data analysis, longitudinal data analysis, survival analysis.

Attach Program

Description Files if  
needed

#### **Graduation Requirements**

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Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

The Graduate Certificate in Biostatistics in Public Health can provide comprehensive knowledge of Biostatistics and Data Management, from first steps like opening datasets and dealing with different variables to complex analysis models like multivariable linear regression.

Twelve hours of coursework are required for the Graduate Certificate in Biostatistics in Public Health.

### Plan to Evaluate and Improve the Program

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Describe the program's evaluation plan.

We will collect and analyze data related to learning outcome attainment to ensure that the curriculum design, sequencing and activities are systematically developing the student competencies at the target level.

We will also share the results of our analysis with various constituents (External Advisory Board members, alumni and community partners) to ensure that we are meeting the demands of the industry.

We will also share the results of our analysis with various constituents (External Advisory Board members, alumni and community partners) to ensure that we are meeting the demands of the industry. Additionally, we will track our alumni routinely for three years to ensure that our education is supportive of their career opportunities and goals.

Plan to Evaluate  
and Improve the  
Program  
Attachments

### Budget Narrative

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#### Fiscal and Personnel Resources

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*Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

## Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

This program has received a University Investment for Growth (IFG) grant, which will provide funds for new faculty, staff, and online course development in the Master of Public Health Online.

New faculty have recently been hired as part of the MPH Program's Investment for Growth grant awarded for FY25-FY27. These additional faculty will help develop online versions of our current degree program for the MPH Online, of which this proposed Certificate is part. The MPH Program has also hired a Coordinator for Recruitment and Admissions (shared with the MHA Program) An additional Tenure-Track Faculty as well as a Coordinator for Career Services will be hired in FY26 to help deliver the courses and support our students.

Another component of the budget includes specific funds for course development. Existing faculty and new hires will be appropriately compensated for the additional work required to develop courses online.

After IFG funding expires, we anticipate sustaining the program through tuition as a self-supporting program.

## Faculty Resources

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Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

New faculty have recently been hired as part of the MPH Program's Investment for Growth grant awarded for FY25-FY27. These additional faculty will help add online versions of our current degree program for the MPH Online, of which this proposed certificate is part. Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

Our current faculty, including our new hires through the IFG, are sufficient to support this certificate without substantial impacts to faculty resources.



Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Two new staff members will be involved for the Master of Public Health Online program, as funded by the IFG. A Coordinator of Recruitment and Admissions shared between Master of Public Health and Master of Health Administration programs has been hired. This hire has and will continue to implement efforts geared toward student recruitment, marketing and program evaluation and effectiveness. In addition, a Coordinator of Career Services will be hired in FY26 and will be available to assist students in leveraging their education for their professional gain.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Facilities are fully adequate and no facility renovation will be required. Instructors will have office space in Huff Hall at 1206 S. Fourth Street, Champaign Illinois. Resources for online instruction can also be utilized by instructors at Freer Hall (906 S. Goodwin Ave. Urbana) and the Armory (505 E. Armory Ave. Champaign, IL). Administrators are all located in Huff Hall and will be available to assist students and faculty as needs arise. Students will experience this Graduate Certificate in an entirely online format.

## Library Resources

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Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

In anticipation of a new online program, we expect there will be additional students potentially utilizing university library resources. We do not believe that the volume of students will warrant any additional resource needs from the University Library. We have confirmed support from Nancy O'Brien and Jonas Yela.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

Same as what is currently utilized for our in-person program/no change.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

The funding for this certificate has been attained through an Investment for Growth grant. Once the funding provided by this grant has expired, the certificate should be fully sustainable and funded by the tuition required of enrollees.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

N/A

Budget Narrative

Personnel Budget

Category                      Year One                      Year Five                      Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
8	9	Including all faculty teaching in the MPH Online

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
\$627,616	\$847,616	A tenure track faculty will be hired FY26.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
\$123,658	\$151,158	New hire in FY26, to be split with MHA

Graduate Students  
(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
NA	NA	NA

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
NA	NA	NA

Budget Narrative

Attachments

Facilities and Equipment

*Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;*

*B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;*

*C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The Department of Health & Kinesiology is housed in both Freer Hall (906 S. Goodwin) and Huff Hall (1206 S. Fourth St.). The College of Applied Health Sciences (AHS) has recently built a fully equipped recording studio in the newly renovated side of Freer Hall to provide scaffolding for all AHS online programs, including this one. Because this is an online program, additional classroom and laboratory spaces are not necessary. The Master of Public Health Program is housed in Huff Hall, and additional administrative space should be available in Huff Hall should it be required. New construction is not anticipated.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and  
Equipment  
Attachments

## **Faculty and Staff**

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*Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Our plan is to use both current faculty as well as new hires to develop courses and instruct courses in this online graduate certificate. We will also include adjunct faculty with current real-life experience for some courses and as guest lecturers. All faculty will work closely with the program leadership but report directly to the department head. Program leadership will be integrally involved in faculty evaluations and reward structure.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Pedro Hallal is a Professor at the University of Illinois - Champaign/Urbana. Prof. Hallal served as the President of the Federal University of Pelotas, Brazil from 2017 to 2020. His primary area of research is physical activity and public health. Prof. Hallal has published more than 500 scientific articles and his research has been funded by Brazilian and international agencies. According to Google Scholar, Prof. Hallal's work has been cited >74,000 times, and my h-index is 107. Prof. Hallal was the leader of the 2012 Lancet Physical Activity Series and steering committee member of the 2016 and 2021 series – work that informs the global health burden of physical inactivity. He is one of the founders and former president of the Brazilian Society of Physical Activity and Health. He serves as the Editor-in-Chief of the Journal of Physical Activity and Health. More recently, Prof. Hallal served as the Principal Investigator for the EPICOV19 project, the largest epidemiological study on Covid-19 in Brazil.

Rafael Tassitano is an Assistant Professor in the Department of Health and Kinesiology at the University of Illinois at Urbana-Champaign. His research program is based on 15 years of experience in physical activity epidemiology research, teaching, and service experiences with low-income and other underrepresented populations from Brazil. The overarching goal of Dr. Tassitano's research is to gain a better understanding of health behaviors, including physical activity, sedentary behavior, and more recently, sleep, and to reduce existing disparities within and between populations. Ongoing projects include a mixed-methods approach to identify, test, and implement feasible and sustainable solutions that promote physical activity opportunities in structured settings, such as childcare and school. Dr. Tassitano is a founding member of the Brazilian Society of Physical Activity and Health (SBAFS) and a member of the South American Physical Activity and Sedentary Behavior Network (SAPASEN). He is also a senior editor at the Journal of Physical Activity and Health. Dr. Tassitano has participated in the development of the Physical Activity Guidelines for the Brazilian population, specifically in the people with disability workgroup.

Otávio Leão holds a BS in Kinesiology, Master's in Public Health and a PhD in Epidemiology. His primary field of research is Physical Activity and Public Health, focusing on longitudinal studies to evaluate the effect of physical activity on child development and health throughout the life-course. He has extensive experience with Epidemiology and Statistics and has applied these methods in his research. He has also taught Statistics and Epidemiology to undergraduate and graduate students. He has been working with the 2015 Pelotas (Brazil) Birth Cohort as a database manager since 2018, where he also conducted his postdoctoral training.

Cecilia Tenorio is a Teaching Assistant Professor in the Department of Health and Kinesiology at the University of Illinois at Urbana-Champaign. She is an experienced teacher with over 20 years of teaching experience in both schools and universities throughout her career. For the past 13 years, Dr. Tenorio has been responsible for teaching, mentoring students, organizing outreach activities, and coordinating events. She is a founding member of the Brazilian Society

of Physical Activity and Health (SBAFS) and holds the prestigious position of President of the Brazilian Society for Physical Activity and Health. Dr. Tenorio's contributions extend beyond teaching and administration. She has actively engaged in quality research, managing research projects, collaborating with community partners, and mentoring graduate students and project staff.

Faculty and Staff  
Attachments

## HLC Section

### Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	12 100	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	0 0	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	12 100	Percent of Total:

### New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage:

New faculty have recently been hired as part of the MPH Program’s Investment for Growth grant awarded for FY25-FY27. These additional faculty will help develop online versions of our current degree program for the MPH Online, of which this proposed Certificate is part. The MPH Program has also hired a Coordinator for Recruitment and Admissions (shared with the MHA Program) An additional Tenure-Track Faculty as well as a Coordinator for Career Services will be hired in FY26 to help deliver the courses and support our students. Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

### Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

**Institutional Funding**

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Please explain institutional funding for proposed program:  
No, none other than what is approved within the IFG.

**EP Documentation**

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EP Control Number    EP.26.022

Attach Rollback/  
Approval Notices

**Non-EP Documentation**

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U Program Review  
Comments

Rollback  
Documentation and  
Attachment

**DMI Documentation**

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Attach Final  
Approval Notices

Banner/Codebook  
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major Code

Senate Approval  
Date

Senate Conference  
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer  
Comments

**Emily Stuby (eastuby) (01/08/25 9:34 am):** Updated Corresponding Degree to correct degree.

**Jacob Fredericks (jfred) (03/08/25 3:27 pm):** In Enrollment, should the Year One Estimate for Annual Number of Degrees be 5?

**Wesley Wilson (wjwilson) (03/10/25 3:07 pm):** Strong justification. A minor thing, but consider adjusting the first Student Learning Outcome to begin with a strong verb so that it is in a parallel structure with SLO 2 and 3.

**Ian Mertes (imertes) (03/10/25 9:39 pm):** I have no comments to add.

**Justin Aronoff (jaronoff) (03/12/25 2:19 pm):** A clearer link between the online MPH and this program is needed, given the extensive discussion of the MPH throughout the proposal. For example, is one of the goals of the certificate programs that students who receive the certificate will go on to enroll in the MPH program? Or is it that students who are in the MPH program will add this certificate for further specialization? Also, the prerequisite restrictions to certain degree programs for the courses will need to be updated to allow students in this certificate program to enroll in them.

**Meaghan McKenna (meaghanm) (03/12/25 8:14 pm):** No additional comments to add.

**Wesley Wilson (wjwilson) (03/27/25 9:41 am):** Beyond the comments I made on 3/10, I have no additional comments.

**Shannon Mejia (stmejia) (03/27/25 12:43 pm):** I have no additional comments to add.

**Laura Payne (lpayne) (03/30/25 8:13 pm):** I believe this biostatistics certificate will be attractive to recent BS grads and professionals who may want to pursue post-graduate education in public health. I have been designing (and redesigning) and teaching courses in the RST Online MS Program since 2010. We were the first fully online MS program in AHS and 1 of only 3 programs campus wide to go fully online between 2008-2009 (under Global Campus Initiative). I recommend that Pedro and colleagues (perhaps Allison is involved here? She came from RST's Doc program) learn from RST's depth of experience with fully online certificates and degree programs. A few points from my experiences: 1. It is logistically challenging and quite difficult to expect certificate and online MPH program students to engage in team-based and/ other group projects. If your target audience are people with a bachelor's who are off campus and have limited access to graduate education (due to financial, time, transportation, occupational constraints, etc.) they will be doing this degree in addition to a full time job. Thus, making coordination of group projects very difficult. I know from experience - we used to teach a capstone course with group projects (groups of only 3 because 4 became too unwieldy) and it was very difficult and generally not a good experience for graduate students in a self-supporting graduate course/program. Online graduate students often get much from optional "zoom meetings" to have "live interactions" with the instructor and other students. However, this is not feasible for all students. I hope you will keep that in mind. I am bothered by the assertion that UIUC is competing with other Illinois Campuses - UIC and UIS. It was NOT the original vision of the MPH program as developed by Dr. David Buchner and colleagues in Community Health to compete with either of our system campuses - UIS and UIC. In fact, Dr. David Buchner (a close colleague and friend) intentionally developed a collaborative relationship and built the UIUC MPH to be complementary to the UIC MPH Program - Not to



compete with it. I have been collaborating with UIC Faculty in Public Health and Medicine (as have some Kinesiology Faculty and my Extension Colleagues) for nearly 20 years and those I work with dislike and do not want to perpetuate a culture of competition among our campuses - particularly with UIC. Competing with UIC and UIS will not bode well for inter-campus relationships and the culture of the University of Illinois System. I implore you to rethink this strategy and not compete with UIS and UIC.

**Robbin King (rlking10) (04/01/25 2:02 pm):** Rollback: Rolling back- Please review committee comments, edit as needed, and re-submit.

**Kristi Carlson (carlso1) (04/02/25 11:22 am):** Rollback: Rolling back for revisions

**Allison Musser (amusser3) (04/24/25 3:42 pm):** Thank you for your feedback regarding our Master of Public Health Graduate Certificate in Biostatistics proposal. We have worked to address all your feedback. In particular, we have reworked the language in several places to clarify how the MPH Online and Graduate Certificates work together. We have also changed our language to better reflect our intention of complementing the other Public Health programs in the State of Illinois and beyond, as well as to improve Public Health. We did not change the SLOs as those were developed after an extensive faculty review process.

**Mary Lowry (lowry) (09/10/25 12:02 pm):** The Graduate College Executive Committee suggested changing the GCRT name. Approval of the suggested name is attached in the Program of Study section.