New Proposal

Date Submitted: 05/29/25 11:00 am

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

Last edit: 09/24/25 2:44 pm

Changes proposed by: Kristi Carlson

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. 03/05/25 9:55 am
   Donna Butler
   (dbutler): Approved
   for U Program
   Review
2. 04/03/25 1:59 pm
   Kristi Carlson
   (carlso1): Rollback
   to U Program
   Review for 1581-HK
   Committee Chair
3. 04/10/25 12:08 pm
   Donna Butler
   (dbutler): Approved
   for U Program

Review

4. 04/17/25 2:22 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair

5. 04/17/25 7:09 pm Kim Graber (kgraber): Approved for 1581-HK Head

6. 04/22/25 8:06 am Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair

7. 04/24/25 12:54 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair

8. 04/25/25 1:12 am Kim Graber (kgraber): Approved for 1581-HK Head

9. 05/06/25 10:03 am Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair

10. 05/06/25 2:16 pm Kristi Carlson (carlso1): Rollback to Initiator

11. 05/30/25 1:11 pm Donna Butler (dbutler): Approved for U Program Review

12. 06/02/25 12:39 pm Kristi Carlson

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name	Epidemiology in Public Health, GCRT (online)
Diploma Title	Graduate Certificate in Epidemiology 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.

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 Epidemiology 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)"

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 and programs and we propose to develop an online version of our successful campus-based degrees. While the pandemic has been over for a couple of years now, most schools and programs are facing a stable or slight decline in applications and admissions following the Covid-19 "bump." Fortunately, the numbers are still higher than those observed prior to the pandemic, and we are confident of continued growth, particularly in the online space.

This graduate certificate program is designed for individuals who want to gain foundational public health knowledge in the area of epidemiology. Epidemiology is a central component of the public health discipline and focuses on patterns of disease in populations and the development of knowledge on how to prevent and control these problems. Following the COVID-19 pandemic, the need for professionals with advanced training in epidemiology has become more apparent than ever. According to the United States Bureau of Labor Statistics, there is a 27% expected growth in the employment of epidemiologists over the next decade. Moreover, there is a shortage of epidemiologists in local, state, and federal public health agencies in the United States and abroad, demonstrating a strong need for this program and lending confidence to adequate expected enrollment. Data from the Bureau of Labor Statistics demonstrate that the current average salary of epidemiologists in the United States exceeds $90,000 annually, with many epidemiologists working in government positions, hospitals, scientific research and development services, grantmaking and giving services, pharmaceutical/medicine manufacturing, and in colleges, universities, and professional schools. In addition to growing employment opportunities, Epidemiology certificate students will be better prepared for advanced educational opportunities in the areas of public health, epidemiology, medicine, and other health-related disciplines that would benefit from foundational skills in population health.

The Standard Occupational Code (SOC) for this CIP code and program is 19-1041.00 Epidemiologists.

Instructional Resources

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

Academic Level   Graduate

Does this major   No
have transcripted
concentrations?

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

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

What is the   3.0
required GPA?

CIP Code   261309 - Epidemiology.

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.

  The MPH is already accredited through the Council on Education for Public Health (CEPH). We
  will complete the necessary paperwork to add this certificate.

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

No

Program of Study

Attach Program of Study related   MPH Certificate Stacking 2-3-25.xlsx
information here.   AHS GCRT name change approval.pdf

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Public health is an interdisciplinary field rooted in science and social justice that focuses on promoting health and well-being, and 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.

This graduate Certificate program is designed for individuals who want to gain foundational public health knowledge in the area of epidemiology. Epidemiology is a central component of the public health discipline and focuses on patterns of disease in populations and the development of knowledge on how to prevent and control these problems. Epidemiology Certificate students will gain an understanding of foundational epidemiologic concepts, how these concepts are applied in public health practice, and how to conduct and critique epidemiologic research using advanced scientific methodologies.

Taken together, this three-course Certificate will enable students to develop marketable skills in epidemiology 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.

This Certificate can be utilized toward the Master of Public Health 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 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 Epidemiology, MPH degree program.

-12 hours of coursework requirements of the Public Health, MPH degree program with the Physical Activity & Health Concentration.

-4 hours of coursework requirements of the Public Health, MPH degree program with the Health Behavior and Promotion Concentration.

The required courses for this certificate are listed below.

Coursework Requirements

HK 517	Principles of Epidemiology	4
HK 528	Applied Epidemiology	4
HK 533	Analytical Epidemiology	4
Total Hours		**12**

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

- Describe the foundational concepts and study designs in the field of epidemiology
- Apply theoretical epidemiologic concepts to public health practice
- Design and critique epidemiologic studies using advanced scientific methodologies

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 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. Group projects and 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.

By implementing this process, assessments become an integral part of the learning experience, serving not only as a measure of student progress but as a tool for enhancing that progress. The focus is on fostering a growth mindset.

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 synchronous and asynchronous components, providing a flexible learning environment for all students.

Admission Requirements

Desired Effective Admissions Term	Spring 2026

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	10	5th Year Estimate (or when fully implemented)
	50	

Estimated Annual Number of Degrees Awarded

Year One Estimate	10	5th Year Estimate (or when fully implemented)
	30	

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

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

No

Additional Budget Information	An IFG grant has been awarded to develop the necessary online coursework and complete necessary hiring. The MPH Program has already hired a Coordinator for Recruitment and Admissions (shared with the MHA Program) and a teaching faculty member. An additional Tenure-Track Faculty as well as a Coordinator for Career Services which will occur over the next

18 months.

Attach File(s)

Financial Resources

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 Epidemiology 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 credit hour rate

Is this program requesting self-supporting status?

Yes

IBHE

Institutional Context

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 major 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 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 within 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, 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/).

Following the COVID-19 pandemic, the need for professionals with advanced training in epidemiology has become more apparent than ever. According to the United States Bureau of Labor Statistics, there is a 27% expected growth in the employment of epidemiologists over the next decade. Moreover, there is a shortage of epidemiologists in local, state, and federal public health agencies in the United States and abroad, demonstrating a strong need for this program and lending confidence to adequate expected enrollment. Data from the Bureau of Labor Statistics demonstrate that the current median salary of epidemiologists in the United States exceeds $80,000 annually, with many epidemiologists working in government positions, hospitals, scientific research and development services, grantmaking and giving services, pharmaceutical/medicine manufacturing, and in colleges, universities, and professional schools. In addition to growing employment opportunities, Epidemiology certificate students will be better prepared for advanced educational opportunities in the areas of public health, epidemiology, medicine, and other health-related disciplines that would benefit from foundational skills in population health.

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

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 University, Illinois State University, Loyola University, Northeastern Illinois University, Benedictine University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and DePaul University. However, only two other institutions offer a Graduate Certificate in Epidemiology in Public Health: University of Illinois Springfield and Benedictine University. Given the growth in online education, and the growing need for knowledge in population health, 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

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

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 though 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 preparation and guidance. The Assistant Director will provide oversight to these services as well as academic advising and support to all students.

We also provide 1-on-1 advising support to all students once they are admitted to the program, and 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

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 "non-traditional" 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 global learners and underserved populations, 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.

Please see attached.

Growth

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 KCH 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. This proposed 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, this certificate 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 online Graduate Certificate in Epidemiology 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.

> The Master of Public Health Online will enhance teaching models by incorporating experiential learning, fostering collaboration with health organizations, and integrating real-world case studies. Public service and outreach will be amplified by engaging students in community health projects within their communities, 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 this Graduate Certificate 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. 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.

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 online Graduate Certificate in Epidemiology in Public Health is designed for individuals who want to gain foundational public health knowledge in the area of epidemiology. Epidemiology is a central component of the public health discipline and focuses on patterns of disease in populations and the development of knowledge on how to prevent and control these problems.

• HK 517 Principles of Epidemiology
Advanced course designed to provide an introduction to the fundamental concepts and principles of epidemiology and demonstrate their applicability in the field of public health. Emphasizes the use of epidemiologic data and research to a) describe the pattern of diseases in communities, and b) identify risk factors for diseases and for health disparities. 4 graduate hours. No professional credit. Prerequisite: Completion or concurrent enrollment of basic statistics course is encouraged.

• HK 528 Applied Epidemiology
Advanced epidemiologic analysis of disease problems. Covers research designs including cohort, case-control, and intervention trials; methods of analysis including multivariate adjustment for confounding and description of effect modification; and application of statistical computer software with emphasis on chronic diseases.

• HK 533 Analytical Epidemiology
The aim of this advanced epidemiology course is to provide students in-depth coverage of the design of epidemiologic research studies and the analysis of epidemiologic data. This course will expand analytical, writing, and oral communication skills using in-class group exercises, take-home computer exercises, and a course project.

Attach Program
Description Files if
needed

Graduation Requirements

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.

Students receiving the online Graduate Certificate in Epidemiology in Public Health will have completed 12 credit hours of coursework.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

We will collect and analyze data related to student competency attainment to ensure that the curriculum design, sequencing and extra-curricular activities are systematically developing the student competencies at the target level. This collection will occur via course assessments and student feedback. Please see the Student Learning Outcomes for more detail on this area.

As a CEPH accredited unit, we complete a thorough annual review each year which includes evaluation of student applications, admissions, acceptances, matriculations, and demographics; faculty contribution to the MPH Program; budget; and staffing. We also undertake a variety of assessment activities throughout the year including mid-term and final evaluations of students during their Applied Practice Experience (APE), final evaluations of APE sites, a panel evaluation of student Integrative Learning Experiences, current student surveys (3x year), graduating student exit surveys, and alumni surveys at 2 different points in time.
We 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 have 2 regularly scheduled meetings per year with our External Advisory Committee. We also regularly interact with community partners and alumni on an ad hoc basis.

Plan to Evaluate and Improve the Program Attachments

Budget Narrative

Fiscal and Personnel Resources

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.

Using IFG funds, a Specialized Faculty has been hired to partner with existing faculty and professionals in the field to help develop the online courses and teach in the MPH Program. Two tenure-track faculty have already been hired to help develop the online courses and to increase the number of Epidemiology courses to enhance elective course and research opportunities for our students. We are also approved to hire a Coordinator of Career Services in FY26.

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.

No new funds are being requested. The unit's current budget is adequate to support the program when fully implemented. IFG funds will enable the creation of the program, and marketing funds from the IFG will be used to aggressively recruit students. As a self-supporting certificate tuition revenue will be used to maintain the program once it is launched.

Faculty Resources

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 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.

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

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 received 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.

> Since we already have a degree in Epidemiology, we do not anticipate new resources needed.

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?

> We do not utilize graduate tuition waivers; we are self-supporting.

Budget Narrative

Fiscal and
Personnel
Resources
Attachments

Personnel Budget

Category	Year One	Year Five	Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
8	10	6 current faculty also teach in other programs

Faculty ($)

Faculty Year 1	Faculty Year 5	Faculty Notes
$627,616	$847,616	NA

Advising Staff ($)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
$123,658	$151,158	NA

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

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 EPICOVID19 project, the largest epidemiological study on Covid-19 in Brazil.

Dr. Rachel Hoopsick (she/her) (HK 517 and 528 Developer/Instructor) utilizes epidemiologic methods and a socioecological lens to understanding risk and resilience for problems with substance use and mental health among populations with high-stress occupations and life circumstances. Her research has primarily focused on military populations (including veterans, active duty service members, reservists, and military-connected families), with a particular focus on never-deployed service members and veterans – a population at increased risk for problems with substance use, mental health, and barriers to healthcare services, yet remains understudied. Dr. Hoopsick also has substantial applied epidemiology and evaluation experience. She holds graduate degrees in epidemiology (MS), health services administration (MPH), and community health and health behavior (PhD) from the University at Buffalo. She also completed a HRSA-funded NRSA postdoctoral fellowship in addiction management and implementation science.

Rafael Tassitano (HK 533 Developer/Instructor) 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.

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 tenure-track and specialized faculty have already been hired through the IFG who will add new courses.

Additional Funds

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

No

Institutional Funding

Please explain institutional funding for proposed program:

Investment for Growth Grant and then self-supporting.

EP Documentation

EP Control Number   EP.26.023

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Program Code:

Minor Code	Conc Code	Degree 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	**Kristi Carlson (carlso1) (04/03/25 1:59 pm):** Rollback: Minor revisions
	Robbin King (rlking10) (04/22/25 8:06 am): Rollback: Rolling back per Kristi
	Shannon Mejia (stmejia) (04/28/25 3:36 pm): This proposal reads really well. The excel spreadsheet outlining the certificates and how those certificates can be stacked to contribute to the MPH degrees was very helpful. In the catalog section: the sentence about the potential to apply the certificate to the MPH and online MPH degrees is not clear. Don't these programs provide the same degree? Perhaps the wording such as.. "..toward a University of Illinois MPH degree" would reduce confusion and direct students to the program staff to answer questions about the online and in person degree programs.
	Jacob Fredericks (jfred) (04/29/25 1:11 pm): I'm worried that a justification focused on COVID-19 is limited. Can you give a sense of what has happened in public health graduate degrees since 2021? Especially in terms of growth trends of University of Illinois students in the MPH program. In Institutional Context, you note the average salary of epidemiologists exceeds 90k annually, but in the proposal for GCRT Public Health you note epidemiologists' median

salary is $81,390. Can you make these consistent (either use average or median)? In Program of Study, the Catalog Page Overview text, can you expand the definition of public health to include the promotion of health and well-being, not just disease and injury prevention?

Laura Payne (lpayne) (05/01/25 3:14 pm): This certificate program is very similar to the MPH Graduate Certificate Program. Thus, I have the same comments here. Also, I agree with Jake that you could say more about issues and trends (beyond covid) that have increased the visibility and demand for public health and epidemiology. Aside from that, 1) more action oriented verbs in the learning outcomes, 2) clarify the format of the virtual course offerings - synchronous and asynchronous may not be practical or feasible and conflicts with what is said later, 3) spell out the university names in full please.

Meaghan McKenna (meaghanm) (05/03/25 9:36 am): Can additional information be provided in the Plan to Evaluate and Improve the Program section? What types of data you are planning to collect to conduct this evaluation? How will the results be shared with each of the following groups: external advisory board members, alumni, and community partners? When following-up with alumni, how will you gather this information?

Ian Mertes (imertes) (05/04/25 11:32 pm): I do not have any comments to add.

Wesley Wilson (wjwilson) (05/05/25 10:17 am): No additional comments.

Robbin King (rlking10) (05/06/25 10:03 am): Rollback: Rolling back: Please review committee comments, edit as needed and re-submit.

Kristi Carlson (carlso1) (05/06/25 2:16 pm): Rollback: Rolling back for minor revisions

Mary Lowry (lowry) (09/10/25 12:03 pm): The Graduate College Executive Committee suggested changing the GCRT name. Approval of the suggested name is attached in the Program of Study section.