

New Proposal

Date Submitted: 11/05/24 5:03 pm

Viewing: : **Public Health, BS**

Last edit: 12/03/25 3:38 pm

Changes proposed by: Kristi Carlson

Proposal Type

Proposal Type:
Major (ex. Special Education)

Administration Details

Official Program Name	Public Health, BS		
Diploma Title	Bachelor of Science in Public Health		
Sponsor College	Applied Health Sciences		
Sponsor Department	Health and Kinesiology		
Sponsor Name	Kristi Carlson		
Sponsor Email	carlso1@illinois.edu		
College Contact	Steve Petruzzello	College Contact	
	petruzze@illinois.edu	Email	
College Budget Officer	Suzanne Rinehart		
College Budget Officer Email	srinehar@illinois.edu		

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. COTE Programs
8. Provost
9. Senate EPC
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. Catalog Editor
16. DMI

Approval Path

1. 11/11/24 8:44 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 11/25/24 12:08 pm
Kristi Carlson
(carlso1): Approved
for 1581 Committee
Chair
3. 12/01/24 9:26 pm
Kristi Carlson
(carlso1): Approved
for 1581 Head
4. 01/07/25 3:06 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
5. 03/25/25 2:14 pm
Kristi Carlson

- (carlo1): Approved
for 1581-HK
Committee Chair
6. 03/25/25 6:39 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
7. 04/15/25 1:07 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
8. 04/15/25 2:59 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
9. 04/24/25 3:31 pm
Tom Teper (tteper):
Approved for
University Librarian
10. 04/24/25 4:19 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 10/08/25 2:11 pm
Brooke Newell
(bsnewell):
Approved for
Provost
12. 11/04/25 11:28 am
Barbara Lehman
(bjlehman): Rollback
to 1581-HK
Committee Chair for
Senate EPC
13. 11/10/25 9:00 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
14. 11/10/25 9:44 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
15. 11/14/25 1:58 pm

- Robbin King
(rlking10):
Approved for KY
Committee Chair
16. 11/14/25 1:59 pm
Robbin King
(rlking10):
Approved for KY
Dean
17. 11/17/25 9:31 am
Tom Teper (tteper):
Approved for
University Librarian
18. 11/17/25 10:09 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
19. 11/17/25 10:16 am
Brooke Newell
(bsnewell):
Approved for
Provost

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.

Dr. Kristi Carlson, carlso1@illinois.edu, will handle all edits.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
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 Bachelor of Science in Public Health in the College of Applied Health Sciences

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 BS proposal is related to the following proposals:

Health Education & Promotion Concentration (key 1293)

Health Administration and Policy Concentration (key 1292)

Epidemiology Concentration (key 1280)

Community Health Practice Concentration (key 1281)

Community Health, BS (key 93)

Health Education Concentration (key 621)

Health Planning & Administration (key 620)

Rehabilitation & Disability Studies (key 622)

Electives List (key 826)

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 is essential for improving the quality of life in various communities, both locally and globally. The importance of public health professionals was readily apparent during the recent pandemic, as experts contributed to informing the public about best practices for preventing disease and contributed to emergency health policies. The Bachelor of Science (B.S.) in Public Health will train students to fulfill these important roles in society, particularly at a time when job opportunities are expected to grow faster than expected compared to other occupations (27% growth for epidemiologists alone from 2022 to 2032 according to the U.S. Bureau of Labor Statistics). Students will be prepared for diverse careers within the public health sector, including roles as health educators, outreach coordinators, healthcare administrators, health policy analysts, health program managers, epidemiologists, community health coordinator, emergency response coordinators, and preparedness and compliance specialists.

Currently, the Department of Health and Kinesiology offers a B.S. degree in Community Health. While this degree fully prepares students for a successful career in public health, the degree title is not clearly recognized by prospective students and their parents. Since Community Health is often considered to be a narrower subfield within the broader field of public health, the name Community Health can hinder students by limiting their perceived scope of expertise, both in securing internship sites during their senior year and in setting them up for success after graduating. Potential employers and internship sites may not fully recognize the breadth and depth of skills and knowledge that community health students possess, which can lead to missed opportunities for placements and employment. This perception challenge can also affect students' ability to network effectively and to be considered for a wide range of roles within the broader field of public health. Public health spans government, business, and nonprofit sectors, covering a broad range of health domains, such as epidemiology, health policy, health administration, health education, and community health American Public Health Association (APHA). As a sub-area of public health, Community Health may be perceived as limited even among public health professionals and organizations. This perception can hinder our potential for collaborations in teaching, research, and outreach. A related concern we have experienced in the past is during faculty searches, where our program's name has caused confusion among candidates considering teaching in our department. This has created challenges in effectively conveying the scope and nature of our educational offerings, which can impact our ability to attract and retain high-quality faculty.

Strategic planning and curriculum review exercises in the department conducted from 2020-2022 provide overwhelming support for the establishment of a Public Health major and subsequent deactivation of the Community Health major, based on faculty discussions and survey results from current students and alumni. Our work with Eduventures Research marketing (www.encoura.org/eduventures-research/) indicated the B.S. in Public Health is the most common program name with few exceptions (418 major universities in the U.S.), including peer institutes such as UIC, Michigan, Purdue, and Iowa. The establishment of a Public Health major would not only allow us to compete more effectively with peer institutions for new enrollments but would increase revenue by encouraging current student to pursue our professional graduate degrees in public health (MPH) (regular admission or our 4+1 program) or health administration (MHA).

In addition to establishing a major in Public Health, we will also propose four concentrations that appropriately align with the domains of public health, including 1) Health Education & Promotion, 2) Health Administration and Policy, 3) Epidemiology, and 4) Community Health Practice.

Based on conversations with members from the Provost's and Registrar's offices, we felt it was better to propose a new program rather than revise our existing program in Community Health. There are substantial changes between the two programs, some of which include a new degree title, a new rubric, a new CIP code, revised major requirements, and revised concentrations and concentration requirements.

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?

Yes

Please describe: The proposed Public Health major will replace the current Community Health major. Similarly, the proposed concentrations will replace the current concentrations in Community Health.

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

Yes

If yes, choose program(s) being replaced

Programs Being Replaced
Community Health, BS

If yes, which program(s), what is the anticipated impact on faculty, students, and instructional resources?

There is no anticipated impact on faculty, students, and instructional resources. Faculty are already teaching the vast majority of the classes for the proposed major, so will continue to do so. No additional instructional resources will be required. Students who are enrolled in the current Community Health major will be given the option of completing their original course of study or transferring to the new Public Health major. All required courses for the current Community Health major will continue to be offered.

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 Undergraduate

Does this major have transcripted concentrations?

Yes

Concentrations

Concentrations(s)

Concentrations(s)

Public Health: Community Health Practice, BS

Public Health: Epidemiology, BS

Public Health: Health Administration and Policy, BS

Public Health: Health Education & Promotion, BS

Will you admit to
the concentration
directly?

No

Is a concentration
required for
graduation?

Yes

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

4 years

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

120

CIP Code 512201 - Public Health, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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 Public Health Program will seek accreditation through the Council on Education in Public Health (CEPH).

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.

Not Applicable

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

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Public Health, BS 40 hours upper division sample plan:

HK 300 - 4 hours

HK 410 - 4 hours

HK 470 - 1 hour

HK 471 - 8 hours

Sum: 17 hours

12 hours Concentration Requirements - options are primarily 300 or 400 level

12 hours HK Electives - many options are 300 or 400 level

Any remaining hours can be chosen from additional upper-division HK electives, the general education requirement, or Free Electives. The attached sample sequence has over 30 hours of free electives after accounting for all program requirements, including the general education and LOTE requirements.

Attach Program of Study related information here. [Sample Sequence_PH_BS Revised.docx](#)
[PH_BS Revised.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The degree in Public Health prepares students to become leaders in public health, equipped with the knowledge and skills to make a significant impact on population health both locally and globally. Our program addresses the most pressing health challenges of our time. Students choose one of four concentrations to complement the core curriculum: 1) Health Education & Promotion, 2) Health Administration and Policy, 3) Epidemiology, or 4) Community Health Practice. Students are prepared for diverse careers within the public health sector, including roles as health educators, outreach coordinators, healthcare administrators, health policy analysts, health program managers, epidemiologists, community health coordinator, emergency response coordinators, and preparedness and compliance specialists.

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or

electives in the program.

Composition I	4-6
Advanced Composition	3
fulfilled by HK 300	
Humanities & the Arts (6 hours)	6
fulfilled by HK 208 and any other course approved as Humanities & the Arts	
Natural Sciences & Technology (6 hours)	6
Social and Behavioral Sciences (6 hours)	6
fulfilled by HK 111 and HK 300	
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Culture (1 course)	3
fulfilled by HK 271	
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one must be Quantitative Reasoning I)	6-10
fulfilled by HK 201 and HK 209	
Language Requirement (Completion of the third semester or equivalent of a language other than English is required)	0-15
Major Requirements	
HK 111 Introduction to Public Health	3
HK 125 Orientation to Health & Kinesiology	1
HK 201 Health Sciences Research Methods	3
HK 202 Health Careers & Professionalism	1
HK 206 Health Care Systems	3
HK 208 Introduction to Medical Ethics	3
HK 209 Introduction to Biostatistics and Health Data Analysis	3
HK 271 Health Equity in the United States	3
HK 300 Health Behavior Theories and Applications	4
HK 410 Public Health Practice	4
HK 470 Orientation to Internship	1
HK 471 Health Internship	8
HK Electives (choose from all HK courses, in consultation with advisors)	12
Required Concentration. Choose one below:	
Health Education & Promotion	12
Health Administration and Policy	12

Epidemiology	12
Community Health Practice	12
Total Hours	120

Corresponding Degree BS Bachelor of Science

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

Content Knowledge: Students will learn and engage with significant theories, models, themes, and ideas within the health and/or kinesiology disciplines.

Critical Thinking and Discovery: Students will explore and analyze scientific findings to promote inquiry, generate evidence-based solutions, and create new ideas within health and/or kinesiology disciplines.

Awareness and Understanding: Students will be exposed to and engage with a holistic perspective related to the diverse socioeconomic, behavioral, sociocultural, biological, environmental, philosophical, ethical and historical factors that influence health and/or kinesiology.

Programming and Assessment: Students will apply evidence-based practices in developing, implementing, and assessing programs and interventions related to health promotion, physical activity adoption and adherence, and the prevention and management of diseases.

Leadership and Engagement: Through a variety of applied learning opportunities, students will demonstrate leadership and effective communication skills, showcase an appreciation of and commitment to health and well-being as they develop and sustain productive relationships and work for the common good at local, national, and global levels.

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

Describe here:

Student learning outcomes will be assessed through each course. Both formative and summative assessments, such as quizzes, exams, projects, or assignments, will be used throughout the courses to determine student comprehension of the material. Practical learning experiences such as lab activities, opportunities to engage in research, and applied practices experiences will be integrated throughout the curriculum to allow students to apply the material and improve their skills in communication and leadership. Additionally, the Health Internship will be used to assess competency in all learning outcomes of the program. Graduating seniors will also participate in an exit survey which will provide information on the extent to which students feel they were prepared with regard to the stated learning outcomes.

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.

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

The outcomes from each course (including grades and feedback such as ICES evaluations) will be utilized to assess each course and make adjustments as needed to improve the course quality and student experience. Each instructor will utilize this information to reflect upon and evaluate the effectiveness of their course, and to determine where improvements are needed. Students will receive ongoing feedback from their instructors about the extent to which they are demonstrating competencies, which will help promote student success in achieving and demonstrating the expected outcomes.

In addition, program staff will meet each term to discuss student performance in the classroom and any adjustments that need to be made to enhance success. Program staff will conduct regular program reviews, incorporating assessment data alongside faculty and student feedback. The team will identify any specific areas to enhance student learning, such as gaps in particular skills, knowledge areas, or learning outcomes.

Program

Description and

Requirements

Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective

Fall 2025

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.

Applicants are admitted in the fall and spring semesters.

Admission Requirements for Freshmen:

- The general admission requirements of the University apply
- Application fee
- Self-reported academic record (SRAR)
- Official test scores (if provided) – We accept either the ACT or SAT, and we don't prefer one over the other. If you provide your scores, they will be used in our decision-making process, as well as for course placement and academic advising. They may also be a factor when it comes to scholarship and aid decisions.
- English proficiency

For more detailed information regarding application requirements and the application process, please visit the University of Illinois Admissions website at: www.admissions.illinois.edu.

Admission Requirements for Inter-College Transfer Students (ICT):

- Personal statement describing background and career goals as they relate to Public Health
- Cumulative minimum GPA of 2.80 or higher
- Successful completion of the application process for entry

Admission Requirements for Transfer Students:

Students seeking to transfer from another university may apply early in the spring semester provided they will have completed at least 30 transferable hours by the end of the spring semester. Hours planned during upcoming summer semesters are not considered. Forms are available from the University Office of Admissions and Records.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	80	5th Year Estimate (or when fully implemented)	450
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Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)	110
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What is the matriculation term for this program?

Fall

Budget

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The Public Health major will be supported by student tuition.

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

No

Attach letters of
support

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)

Undergraduate Base Tuition

IBHE

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.

Public Health - The degree in Public Health prepares students to become leaders in public health, equipped with the knowledge and skills to make a significant impact on population health both locally and globally. Our program addresses the most pressing health challenges of our time. Students choose one of four concentrations to complement the core curriculum: 1) Health, Education and Promotion, 2) Health Administration and Policy, 3) Epidemiology, or 4) Community Health Practice. Students are prepared for diverse careers within the public health sector, including roles as health educators, outreach coordinators, healthcare administrators, health policy analysts, health program managers, epidemiologists, community health coordinator, emergency response coordinators, and preparedness and compliance specialists.

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 proposed Public Health major will replace, and be built upon, the existing Community Health major. At that time, the Community Health major will be deactivated.

Community Health at the University of Illinois at Urbana-Champaign was established as the Department of Health and Safety Education in 1957 to promote health in Illinois, the U.S., and globally. It was renamed the Department of Community Health in 1992 and was merged with the Division of Rehabilitation Education. In November 2004, the UIUC Senate voted to support the merger of the Department of Kinesiology and the Department of Community Health into the Department of Kinesiology and Community Health (KCH). This was endorsed by the Board of Trustees (BOT) in February 2005. In 2024, the Department of Kinesiology and Community Health became the Department of Health and Kinesiology.

Currently, the Department of Health and Kinesiology offers a B.S. degree in Community Health. While this degree fully prepares students for a successful career in public health, the degree title is not clearly recognized by prospective students and their parents. The name Community Health can hinder students by limiting their perceived scope of expertise, both in securing internship sites during their senior year and in setting them up for success after graduating. Potential employers and internship sites may not fully recognize the breadth and depth of skills and knowledge that community health students possess, which can lead to missed opportunities for placements and employment. This perception challenge can also affect students' ability to network effectively and to be considered for a wide range of roles within the broader field of public health. Public health spans government, business, and nonprofit sectors, covering a broad range of health domains, such as epidemiology, health policy, health administration, health education, and community health American Public Health Association (APHA). As a sub-area of public health, Community Health may be perceived as limited even among public health professionals and organizations. This perception can hinder our potential for collaborations in teaching, research, and outreach. A related concern we have experienced in the past is during faculty searches, where our program's name has caused confusion among candidates considering teaching in our department. This has created challenges in effectively conveying the scope and nature of our educational offerings, which can impact our ability to attract and retain high-quality faculty.

While there is overlap between the Community Health major and Public Health major, because the latter will replace the former, and both are housed within the Department of Health and Kinesiology, there is no concern regarding overlap with existing programs.

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. The proposed Public Health major 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 several goals. Through a Public Health major, 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).

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/>).

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 for healthcare practitioners and technical occupations (such as veterinarians, physicians and surgeons, and registered nurses) was \$77,760 in May 2022, which was higher than the median annual wage for all occupations. 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.

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

All students in the Public Health major are required to take a course called Health Careers & Professionalism, as well as Orientation to Internship, after which they will complete a health internship. Through these experiences, students will learn skills they need to prepare and gain hands-on experiences in the field. Course instructors and program advisors will be available to students for one-on-one counseling, as requested.

If letters of support are available attach them here:

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.

Currently, there are several Public Health Bachelors Programs in the state of Illinois. The University of Illinois Chicago, Illinois State University, Northern Illinois University, Southern Illinois University, Southern Illinois University at Edwardsville, Western Illinois University, Augustana College, and Chicago State University offer a Bachelor's degree in Public Health.

Given that the proposed program is replacing an existing, similar program, we do not anticipate that there will be any significant impact on other programs within the state.

Comparable
Programs in Illinois
Attach Documents

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.

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond, in an effort to increase access, progression, completion, and attainment for all individuals. Some of these efforts include the UI System's Access 2030 Strategic Plan, a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade; the Salute to Academic Achievement (SAA), an annual event hosted since 1984 by the President of the University of Illinois System, to honor the state of Illinois' most talented students from traditionally underrepresented minority groups, and from underrepresented counties in Illinois; and the President's Award Program (PAP) and PAP Honors, which provide financial support for students admitted to one of the UI Systems three institutions from historically underrepresented groups.

At the institutional level, the University of Illinois Urbana-Champaign's (UIUC) diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). Over the past academic year, the OVCDEI encouraged all campus members to take the Illinois DEI Campus Climate Survey to examine whether the university's values of diversity, equity and inclusion are reflected in the daily experiences of students, faculty and staff. Survey responses are now being examined so that we may better understand what is going well and the current challenges to creating a campus climate that is respectful and inclusive for all.

The University is also involved in efforts related to closing the graduation gap and increasing student success, one of which is the University's involvement in the American Talent Initiative (ATI), a coalition of top universities committed to enhancing the recruitment, enrollment and graduation of high-achieving lower- and moderate-income students. The University of Illinois is implementing several strategies designed to attract, enroll and graduate high-achieving lower-income students, including: identifying talented students through better recruitment of qualified high school graduates and high-achieving transfer students from community colleges and other schools; increasing the number of applications from Pell Grant-eligible students, the number of Pell-eligible students enrolled and the number of first-generation students enrolled; prioritizing need-based aid to make attendance more affordable; and retaining and graduating lower-income students at rates comparable to their higher-income peers.

Aligned with the goals of the ATI is the campus' Student Success Initiative (SSI). Goals of the SSI are to: 1. increase access by reducing the cost of attendance, increasing aid, and considering time to degree; 2. eliminate equity gaps by increasing retention and graduation rates for underrepresented and minoritized students; and 3. improve the Illinois experience by identifying and broadening campus programs, support services, and opportunities for engagement. In February 2022, SSI hosted the inaugural Student Success Symposium, which engaged over 200 faculty, staff, and students. A variety of other projects emerged from SSI that have enabled the university to provide greater focus on recruitment efforts. Currently, the SSI is working to better understand and improve the first-year student experience broadly and the transfer student experience specifically; increase access to the institution for underrepresented students; and provide professional development for faculty to ensure excellent student

experiences and outcomes regardless of where a student is located.

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.

The University of Illinois Urbana-Champaign offers a wide array of high-impact practices and student support that help ensure equitable access and success for all students. Some of these include the Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center, all of which are accessible to all students via in-person or remote options to facilitate student wellness and retention. Additionally, all students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students with disabilities earn college degrees and has made the Urbana-Champaign campus a leader in the area of post-secondary education for persons with disabilities. As the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations, including:

- * The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- * The first wheelchair-accessible fixed route bus system;
- * The first accessible university residence halls;
- * The first university service fraternity and advocacy group comprised of students with disabilities (Delta Sigma Omicron); and
- * The first collegiate adapted sports and recreation program for students with disabilities, which also produced the first wheelchair athlete in the world to win an Olympic Gold Medal.

Another key component of academic and student affairs at the University, the Office of Minority Student Affairs (OMSA) is one of the oldest and most comprehensive student support programs in the nation. For more than five decades, the OMSA has been at the forefront in providing support services to historically underrepresented, low-income, and first-generation students at the University of Illinois. The OMSA provides a comprehensive array of college preparatory and support services to bolster students' success, some of which include academic support services, advising and mentoring services, TRIO Student Support Services, which help students successfully transition to the University, and the McNair Scholars program, which provides research, mentoring, advising, and graduate school preparation opportunities to eligible students.

The Office of Student Affairs, particularly through their Student Success, Inclusion & Belonging units, provides support for students to reach their personal, academic, and professional goals through curricular and co-curricular engagement opportunities. The work is rooted in the goals of being more diverse, equitable, and inclusive to create a sense of belonging for students and other members of the university community. The Student Success, Inclusion & Belonging units offer numerous programs aimed at supporting diverse groups of students including working adults, students of color, students from a variety of cultures and backgrounds, students of all sexualities and gender identities, and transfer and low-income students.

Support is also provided for veterans through the Chez Veterans Center, located within our own College, which includes individualized academic and career coaching to support progress and

address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote psychosocial adjustments and well-being.

Finally, the university continues to develop and grow the Illinois Scholars Program (ISP). Designed to serve residents of the state of Illinois from historically underserved populations and low-sending counties, ISP aims to combine opportunity and access, experiential learning, and support to position students for academic success and personal growth throughout their time at Illinois. The ISP begins with an intensive summer bridge experience for incoming students at no cost. During the summer experience, Illinois Scholars are matched with an ISP Mentor, receive personalized math and writing instruction, and build strong relationships with peers and campus to support them during their first year and beyond.

The College of Applied Health Sciences, and the Department of Health and Kinesiology specifically, has a dedicated group of individuals who assist with questions related to admissions, enrollment, registration, and tuition, and will then advise and mentor students once enrolled. Students are provided with 1-on-1 advising support and meet with their advisors at least once a semester to receive guidance on classes, progress toward their degree, and information on any additional support services needed.

Students are also offered opportunities for professional development through options to engage in undergraduate research and a required internship. Undergraduate research opportunities support students' professional development in a meaningful way, thus our Department encourages and supports such activities with our students. Undergraduate research opportunities are available at multiple different levels, but are primarily accomplished through enrollment in HK 390, Research Experiences in Health and Kinesiology, through which students work under the supervision of members of the faculty in their respective fields, and assist with data collection, processing, and analysis for research in progress.

Undergraduate research is used as a recruitment and retention tool for students from underrepresented groups by cultivating a culture of student-student and faculty-student mentoring, learning by apprenticeship, and building a community of undergraduate researchers. Measures of success include monitoring enrollment and retention numbers, program assessments, and direct assessments of student learning.

All students pursuing a bachelor's degree in Public Health are also required to complete an internship in order to obtain their degree. Students first complete HK 202, Health Careers & Professionalism, through which they increase their knowledge of health-related careers relevant to their major and develop an understanding of professionalism within those contexts. They are then required to complete HK 470, Orientation to Internship, which further expands their knowledge of health professions and prepares them for internships in a variety of health settings. In this course, students learn about internship requirements, student responsibilities, preparation of resumes and cover letters, how to select an organization or internship site, interviewing, and issues of professional development. Finally, students culminate their undergraduate experience through HK 471, Health Internship, in which they work in University-approved health agencies that help prepare them for their future careers as health professionals. All of these efforts are tracked by the course instructors and the Coordinator of Internship Programs. A review of this data informs the Department's efforts and services,

allowing them to tailor presentations and recruitment efforts to engage underrepresented populations via targeted information sessions and presentations in courses in which underrepresented students commonly enroll.

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.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. For the past several years, the University has participated in the Distinguished Faculty Recruitment Program, which was focused on attracting tenured, star or rising star faculty from a range of disciplines who could transform our universities by their exceptional scholarship and teaching. This program had a stated goal of increasing underrepresented minority faculty and included a criterion that the chosen faculty member “will enhance diversity in the unit and in the college.”

The University of Illinois System has a goal to increase the number of underrepresented minority tenured/tenure-track faculty members. At Illinois, underrepresented faculty members are defined as Black, Hispanic, and American Indian. The national pool of minority faculty is small, and competition for their services is keen. In order to assist departments in this competitive marketplace, the Executive Vice President/Vice President for Academic Affairs and Provosts make available nonrecurring funds that can be used as research awards to enhance an offer of employment, on an as-needed basis. These awards will be up to \$20,000/year for each of the first three years of employment (maximum \$60,000).

The campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. One example of this is the Targets of Opportunity Program (TOP), which provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests approximately \$1 million per year in this recurring salary support for TOP. In 2023, the Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion announced a temporary modification to the TOP program to recruit more faculty of color and is investing additional funds to support as many as 15 additional TOP-eligible hires through the 2024-2025 academic year.

One program in which the University participates to improve training and retention of faculty members is the Public Voices Fellowship, which is a year-long program open to faculty, the majority of whom will be underrepresented (including women), with extraordinary support, leadership skills and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. This program engages selected fellows in intense, results-oriented thinking and activities around their own knowledge and impact, and provides the inside information, high-level support, and media connections to become influential on a large scale. A similar program offered by the University is the Emerging Women Leaders Forum, which provides leadership development for early-career professional women at Illinois who aspire to become organizational leaders. The focus of this program is to equip participants with leadership skills and strategies that will positively impact their departments and the communities in which they live and serve. The selected women attend monthly seminars where campus and community senior women leaders will share their insight and experience on topics ranging from networking to identifying individual strengths to navigating organizational politics.

The Office of the Provost also invests in faculty retention and development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. Some of the programs focused on development and retention include the Annual Faculty Retreat, Building Pathways for Emerging Leaders, and the Academic Leadership Seminar Series, among numerous other workshops and seminars that are offered on a variety of topics throughout the year.

To monitor progress of our efforts to recruit and retain faculty members of color on our campus, we collect, manage, and report annual data through the Division of Management Information and Office for Access and Equity. Additionally, we release a yearly report on hiring and retention of women faculty of color through the Women at Illinois report.

Within the College of Applied Health Sciences and the Department of Health and Kinesiology, there are also a number of efforts focused on recruitment, development, and retention of a diverse group of faculty, staff, and administrators. The Department of Health and Kinesiology's Diversity, Equity, and Inclusion (DEI) committee is made up of faculty, staff, and students. They advise the Department Head and college and departmental leadership team on programs for recruiting underrepresented students, hiring practices, strategic planning, and ways of fostering a more inclusive climate within the department and college.

The Department of Health and Kinesiology recruits diverse faculty by advertising in multiple diverse sources and leveraging campus incentives to attract diverse candidates. Every search committee has a designated diversity advocate and all search members undergo diversity training in advance of the applicant review.

All faculty members in the department are assigned mentors and encouraged to participate in programs designed to ensure student success. The College offers a series of workshops each semester, focused on a topic that is relevant and timely, related to teaching and/or research.

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

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 University of Illinois and the University of Illinois System have been committed to implementing strategies to make college “more affordable, particularly those who have been historically underserved.” Two incentives, the President’s Award Program (PAP) and PAP Honors provide financial support for students admitted to one of the UI Systems three institutions from historically underrepresented groups. The broad goal of these programs is to ensure and enrich the diversity of the student body. The PAP award is \$5,000 per year available for a maximum of four years while PAP Honors awards \$10,000 per year for four years.

The University also participates in the AIM HIGH Grant program, funded by the State of Illinois, which provides merit-based awards to undergraduate students. The award is designed to encourage Illinois students to attend an in-state university, improve college affordability, and reduce student loan debt. For 2024-2025 and 2025-2026, the University of Illinois Urbana-Champaign will provide \$5,000 per year awards (\$20,000 over four years) to the top academically admitted new freshmen in-state students in each academic college who meet certain criteria.

The University of Illinois Urbana-Champaign is committed to providing access to quality education for high-achieving students from all backgrounds. Recognizing the barrier that affordability creates to higher education, the University of Illinois Urbana-Champaign has taken action to increase the portfolio of financial support for students. The university annually provides over \$465 million in financial aid funding to undergraduate students, with 72% of students receiving some type of aid. Over \$145 million of that funding comes from institutional sources, with the vast majority provided to Illinois residents as need-based grants and scholarships.

The University has two primary financial aid programs: Illinois Promise and Illinois Commitment. Illinois Promise began in Fall 2005 to ensure the affordability of higher education for students from the lowest income levels. Illinois Promise assures eligible recipients sufficient grant and scholarship funds in combination with a minimal employment expectation to cover their estimated cost of tuition and fees, food and housing, and books and supplies. In 2019, the Illinois Commitment program began and provides a combination of federal, state, and institutional grants to cover tuition and campus fees for Illinois residents whose family income is \$67,100 or less. Approximately 30% of Illinois residents attending UIUC receive funding through either the Illinois Promise or Illinois Commitment programs.

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

The Public Health Program will follow the University’s tuition requirements, with a yearly tuition of \$ \$12,712.00 for in-state and \$31,832.00 for out-of-state students. As a point of reference data is provided for comparable programs and institutions in Illinois. The following tuition costs are estimated.

Institution: University of Illinois Chicago, BA in Public Health, BS in Public Health

Estimated Tuition: \$11,178 per academic year

Source: University of Illinois Chicago, <https://uofi.app.box.com/s/mizjl7wevz0hk12tu67thncz96l1h7jp>

Institution: Illinois State University, Health Promotion and Education, Sequence in Public Health

Estimated Tuition: \$12,065 USD per academic year

Source: Illinois State University, <https://illinoisstate.edu/downloads/trustees/2024.01.25FY25%20StudentTuitionRatesforAcademicYear2024-2025.pdf>

Institution: Northern Illinois University, Public Health, BS

Estimated Tuition: \$10,230.68 USD per academic year

Source: Northern Illinois University, <https://www.niu.edu/bursar/tuition/undergraduate/index.shtml>

Institution: Southern Illinois University, Public Health, BS

Estimated Tuition: \$9,638.50 USD per academic year

Source: Southern Illinois University, https://tuition.siuc.edu/tuition_est/tuition4.pl?siustart=166later&level=undergrad&college=other&residency=resident&altrate=altrate&cohort=246&semester=246&fees=yes

Institution: Western Illinois University, Public Health, BS

Estimated Tuition: \$10,095 USD per academic year

Source: Western Illinois University, https://www.wiu.edu/business_services/tuition/plans/z.php

Institution: Southern Illinois University, Edwardsville, Public Health, BS

Estimated Tuition: \$10,095 USD per academic year

Source: Southern Illinois University, Edwardsville https://www.wiu.edu/business_services/tuition/plans/z.php

Institution: Augustana College, Public Health, BS

Estimated Tuition: \$47,766 USD per academic year

Source: Augustana College, <https://www.augustana.edu/admissions/tuition/22-23>

Institution: Chicago State University, Public Health, BS

Estimated Tuition: \$10,050 per academic year

Source: <https://www.csu.edu/financialoperations/bursar/tuition/>

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.

As mentioned previously, the proposed Public Health program will replace the existing Community Health program. This program is already well-enrolled, with approximately 450 students. These students will be given the option of completing their current program or moving into the Public Health program.

In July 2022, Eduventures provided the Department of Health and Kinesiology with a market research analysis for public health programs. Based on the findings from this research, it was shown that Public Health is the most common program name for programs of this type, with few exceptions. Based on this finding, we anticipate that many of our current students will choose to transition to the Public Health program. In addition, it was shown that both the national and regional bachelor's in public health markets grew strongly between 2015 and 2020. This was especially apparent at the regional level, where conferrals grew at 26%, outpacing provider growth (14%). This indicates that providers are not keeping up with student demand for these programs. Based on these findings, we anticipate enrollment in the Public Health program will stay steady and/or increase.

Findings provided by Eduventures also show significant opportunities for growth in careers related to healthcare. Nearly all occupations aligned with healthcare are projected to grow faster than average over the next ten years. The projected growth for public health aligned occupations outpaces the average growth for all occupations nationally and regionally. Medical and Health Services Managers and Community Health Workers, in particular, are projected see high levels of growth.

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.

Several actions to connect with Illinois industry where Public Health graduates are likely to be employed will be undertaken. As mentioned previously, all students pursuing a bachelor's degree in Public Health are required to complete an internship in order to obtain their degree. Through this experience, students work in University-approved health agencies that help prepare them for their future careers as health professionals.

Public Health students also have the option of enrolling in HK 361: Civic Engagement in Wellness, as a free elective. Through this course, students acquire leadership and real-world skills while working in teams to develop and implement projects that facilitate health and well-being in the population of adults living in the community. The instructors for both HK 361 and the internship course (HK 471), as well as the Coordinator of Internship Programs, work diligently to establish partnerships with local, regional, and state industry, business leaders and employers within the field of Public Health.

In addition, faculty members often invite alumni to participate in courses by providing guest lectures or assisting with mock interviews, which further strengthens connections with business and industry leaders in Public Health.

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.

As mentioned previously, students are offered opportunities for professional development through options to engage in undergraduate research and a required internship.

Undergraduate research opportunities support students' professional development in a meaningful way, thus our faculty members encourage and support such activities with our students. Undergraduate research opportunities are available at multiple different levels, but are primarily accomplished through enrollment in HK 390, Research Experiences in Health and Kinesiology, through which students work under the supervision of members of the faculty in their respective fields, and assist with data collection, processing, and analysis for research in progress.

All students pursuing a bachelor's degree in Public Health are also required to complete an internship in order to obtain their degree. Students first complete HK 202, Health Careers & Professionalism, through which they increase their knowledge of health-related careers relevant to their major and develop an understanding of professionalism within those contexts. They are then required to complete HK 470, Orientation to Internship, which further expands their knowledge of health professions and prepares them for internships in a variety of health settings. In this course, students learn about internship requirements, student responsibilities, preparation of resumes and cover letters, how to select an organization or internship site, interviewing, and issues of professional development. Finally, students culminate their undergraduate experience through HK 471, Health Internship, in which they work in University-approved health agencies that help prepare them for their future careers as health professionals.

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 Public Health program 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 through participation in the required internship, which allows students to participate in public health projects within their communities and establish partnerships with healthcare institutions to address health needs within our community and beyond. This holistic approach will equip students with diverse skills for the evolving healthcare landscape.

In addition, the Department of Health and Kinesiology has an active Undergraduate Curriculum Committee that works to review and improve courses and teaching practices by considering new developments and best practices. For example, in recent years, faculty members felt there was a need to better prepare students within the area of professionalism. As a result, HK 202, Health Careers and Professionalism, was developed, which focuses on introducing students to a variety of health-related careers, while also helping them develop professional behaviors which will be essential in their futures.

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).

Public health is essential for improving the quality of life in various communities, both locally and globally. The importance of public health professionals was readily apparent during the recent pandemic, as experts contributed to informing the public about best practices for preventing disease and contributed to emergency health policies. The Bachelor of Science (B.S.) in Public Health will train students to fulfill these important roles in society, particularly at a time when job opportunities are expected to grow faster than expected compared to other occupations (27% growth for epidemiologists alone from 2022 to 2032 according to the U.S. Bureau of Labor Statistics).

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 degree in Public Health prepares students to become leaders in public health, equipped with the knowledge and skills to make a significant impact on population health both locally and globally. Our program addresses the most pressing health challenges of our time. Students choose one of four concentrations to complement the core curriculum: 1) Health, Education and Promotion, 2) Health Administration and Policy, 3) Epidemiology, or 4) Community Health Practice. Students are prepared for diverse careers within the public health sector, including roles as health educators, outreach coordinators, healthcare administrators, health policy analysts, health program managers, epidemiologists, community health coordinator, emergency response coordinators, and preparedness and compliance specialists.

Attach Program
Description Files if

[Public Health, BS Courses and Descriptions.docx](#)

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.

The graduation requirements for the BS in Public Health include a minimum GPA of 2.00 and a minimum of 120 credit hours, including general education requirements, the university residency requirement of 60 hours of UIUC coursework of which 21 are 300-or 400-level courses, and a minimum of 40 hours total of upper-division coursework. Students must complete an internship during their senior year in a setting related to the degree and their interests. Finally, the course requirements outlined in the Program of Study section are also required.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The Health and Kinesiology Undergraduate Curriculum Committee, working closely with the Health and Kinesiology Associate Head of Undergraduate Studies will monitor the Public Health program. The curriculum committee consists of tenured, tenure-track, and specialized faculty members in the Department of Health and Kinesiology. This committee will be responsible for making curricular decisions and responsible for managing the day-to-day aspects of the program.

Public Health Undergraduate Programs advising staff will assist with student recruitment, course scheduling and articulations, student interactions, scholarships, transfers (agreements, criteria, and advising), registration, study abroad agreements, student exchanges and other day-to-day business of running the program. It is anticipated that a majority of graduates will enter industry or go to graduate school, consistent with the placement of current BS in Community Health graduates.

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).

Because the proposed major would be replacing an existing major, the current budget is adequate to implement and sustain the proposed major.

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.

Current faculty is adequate to provide instruction for the new program.

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

The proposed major of Public Health will replace an existing program, Community Health, so no major changes are anticipated with regard to faculty resources. Our current faculty size is sufficient to absorb any potential changes to class size, teaching loads, and/or student-faculty ratios.

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.

The department currently employs two advisors within the area of Community Health. Moving forward, these advisors will shift to the proposed Public Health major. No additional advising staff will be needed.

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?

The current facilities are adequate to support the proposed program. No facility changes are anticipated.

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.

The proposal was shared with the Library's Applied Health Sciences subject specialist who indicated that the Library already acquires material for this area, including online and print books and journals, as well as relevant databases. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

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.

Through discussions with the Library’s Applied Health Sciences subject specialist, we confirmed that they actively collect materials in the areas of public health and are well equipped to support the proposed Bachelor of Science in Public Health. Most relevant articles are accessible through key databases, including CINAHL, Health Source–Consumer Edition, Health Source–Nursing/Academic Edition, PubMed, Web of Science, Scopus, CABI Global Health, CAB Abstracts, Cochrane Library, AgeLine, Sports Medicine & Education Index, and SPORTDiscus. Books related to public health are a major focus of the Social Science, Health, and Education Library’s collection efforts, with additional support from the Grainger Engineering Library.

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

No temporary funding will be utilized.

- 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
	0	0	Since this program is replacing an existing program (Community Health), we won't incur any additional costs (no new faculty are needed).
Faculty (\$)	Faculty Year 1	Faculty Year 5	Faculty Notes
	0	0	Since this program is replacing an existing program (Community Health), we won't incur any additional costs (no new faculty are needed).
Advising Staff (\$)	Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
	0	0	Since this program is replacing an existing program (Community Health), we won't incur any additional costs (no new advisors are needed).
Graduate Students (\$)	Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
	0	0	Since this program is replacing an existing program (Community Health), we won't incur any additional costs (no new graduate students are needed).

Other Personnel Costs	Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
	0	0	Since this program is replacing an existing program (Community Health), we won't incur any additional costs (no new personnel is needed).

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 classes required in the Public Health core and associated concentrations will be delivered by faculty members within the Department of Health and Kinesiology. The Department of Health and Kinesiology is housed in both Huff Hall and Freer Hall, both of which provide classroom and lab spaces for students to engage with class material.

The Public Health courses are offered in classroom space assigned by the Office of the Registrar Catalog Management and Section Scheduling (CMSS). Sufficient classroom space is available with the majority scheduled into classrooms located on or near either Huff Hall or Freer Hall.

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.

The Public Health program will be developed and maintained by existing faculty and staff from the Department of Health and Kinesiology. This includes approximately 62 FTE faculty and 17 adjunct instructors, a Coordinator of Internships, a Department Head, four Associate Department Heads, and one Assistant Department Head. Of these individuals, approximately 20 will routinely teach within the Public Health program. All undergraduate students will work with an assigned undergraduate advisor within the area of Public Health.

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.

Please see the attached file for abbreviated biographies of the faculty members who will routinely teach within the Public Health program.

Faculty and Staff [Public Health Faculty Biographies.docx](#)
Attachments

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	114 95	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:	6 5	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	120 100	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: Because this program is replacing an existing program, no new faculty members or expertise will be needed.

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:

Because this program is replacing an existing program, no additional funding will be required. The program will be funded by student tuition, as is the existing program (Community Health, BS).

EP Documentation

EP Control Number EP.26.049

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 1286 Public Health](#)

Approval Notices [11_11_2024.docx](#)

Banner/Codebook
Name

Program Code:

Minor	Conc	Degree	Major
Code	Code	Code	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

Brooke Newell (bsnewell) (11/11/24 8:11 am): U Program Review Comments attached in DMI Documentation section

Kristi Carlson (carlso1) (11/21/24 2:15 pm): Revised justification, added the 40 hour breakout of upper-division coursework, revised sample sequence.

Laura Payne (lpayne) (12/05/24 12:44 pm): As per IL state law, standardized tests are optional for applicants who are Illinois residents. Might be worth making that clear. Also, one concentration is community health practice, yet you are changing the degree name from community health to public health. Should it be public health practice?

Shannon Mejia (stmejia) (12/06/24 7:24 am): Currently the justification section reads as if the term Community Health is outdated. As a result, it is strange to see Community Health Practice as a concentration. Community Health is an established area within public health (community-based programs and services within a community). It seems that community health practice would provide education on design and delivery of community health work. The proposal would benefit from defining community health (perhaps as a more narrow subfield within the broader field of public health) in the justification, to support the relevance of the community health practice concentration.

Wesley Wilson (wjwilson) (12/20/24 3:06 pm): No additional comments.

Robbin King (rlking10) (01/07/25 3:06 pm): Rollback: Rolling back - Please address committee comments here and in the email sent separately.

Kristi Carlson (carlso1) (03/25/25 2:14 pm): All comments/suggestions have been addressed. A document has been shared with the AHS Ed Pol committee to show all changes and/or responses to comments.

Ian Mertes (imertes) (04/10/25 3:53 pm): I do not have any comments to add on the revised proposal.

Laura Payne (lpayne) (04/14/25 3:55 pm): Small thing: Suggest sequencing topic areas in a logical order - listing like content areas together.ideas in the biomechanical, physiological, biological, behavioral, pedagogical, socioeconomic , environmental, and sociocultural correlates of Kinesiology and Community Health.

Barbara Lehman (bjlehman) (11/04/25 11:28 am): Rollback: Roll back per EP Chair.

Kristi Carlson (carlso1) (11/10/25 9:00 pm): Based on recommendations from the Senate Committee on Education Policy, we have removed the required electives from within each concentration and included them within the major. You will see these listed as "HK Electives." While we do want students to have flexibility in selecting their electives from all HK courses, in order to ensure that students are selecting courses relevant to Public Health, we are requiring students to work with their advisors in selecting their specific HK electives. These changes are reflected within the program of study, the sample sequence, and the information showing how a student could obtain 40 credit hours of upper-division coursework.