

New Proposal

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

Viewing: : **Public Health: Health Education & Promotion, BS**

Last edit: 12/03/25 3:56 pm

Changes proposed by: Kristi Carlson

In Workflow

1. U Program Review
2. 1754 Committee Chair
3. 1581-HK Committee Chair
4. 1581-HK Head
5. KY Committee Chair
6. KY Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 11/11/24 8:45 am
Donna Butler
(dbutler): Approved for U Program Review
2. 11/13/24 1:17 pm
Donna Butler
(dbutler): Approved for 1754 Committee Chair
3. 11/25/24 12:08 pm
Kristi Carlson
(carlso1): Approved for 1581 Committee Chair

4. 12/01/24 9:27 pm
Kristi Carlson
(carlo1): Approved
for 1581 Head
5. 01/07/25 3:07 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
6. 03/25/25 2:15 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
7. 03/25/25 6:34 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
8. 04/15/25 1:08 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
9. 04/15/25 2:59 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
10. 04/24/25 3:32 pm
Tom Teper (tteper):
Approved for
University Librarian
11. 04/24/25 4:20 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
12. 10/08/25 2:11 pm
Brooke Newell
(bsnewell):
Approved for

Provost

13. 11/04/25 11:30 am
Barbara Lehman
(bjlehman): Rollback
to 1581-HK
Committee Chair for
Senate EPC
14. 11/10/25 9:02 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
15. 11/10/25 9:45 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
16. 11/14/25 1:58 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
17. 11/14/25 1:59 pm
Robbin King
(rlking10):
Approved for KY
Dean
18. 11/17/25 9:32 am
Tom Teper (tteper):
Approved for
University Librarian
19. 11/17/25 10:09 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
20. 11/17/25 10:16 am
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name	Public Health: Health Education & Promotion, BS	
Diploma Title	Bachelor of Science in Public Health	
Sponsor College	Applied Health Sciences	
Sponsor Department	Applied Health Sciences Courses	
Sponsor Name	Dr. Kristi Carlson	
Sponsor Email	carlso1@illinois.edu	
College Contact	Dr. Steven 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.

Kristi Carlson, carlso1@illinois.edu
Marni Boppart, mboppart@illinois.edu

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 Concentration in Health Education & Promotion in 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 proposal is related to the following proposals:

Public Health, BS (key 1286)
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 trains 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).

The concentration in Health Education & Promotion will help our students understand behavior change, develop effective health messages, and use education and communication tools to improve public health outcomes. Graduates will be able to educate the public about health initiatives and healthy living, and promote good health practices to improve overall health. Students will be equipped to serve as health educators, case managers, outreach coordinators, and in various other professional roles within the public health sector.

Strategic planning and curriculum review exercises in the department conducted from 2020-2022 provide overwhelming support for the proposed concentration based on faculty discussions and survey results from current students and alumni.

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?

Yes

If yes, choose program(s) being replaced

Programs Being Replaced
Community Health: Health Education, 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 concentration, so will continue to do so. No additional instructional resources will be required. Students who are enrolled in the current Health Education concentration will be given the option of completing their original course of study or transferring to the new concentration.

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

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.

Accreditation will be sought through the Council on Education in Public Health (CEPH).

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

The degree in Community Health enrolled 80 new freshman and 452 students total in 2023. We anticipate the changes proposed here will be highly attractive to prospective students. Based on our preliminary surveys, we predict that the majority of students (44%) will choose the Health Administration and Policy concentration, while 22% will choose Health Education & Promotion, 19% will choose Community Health Practice, and 15% will choose Epidemiology. Each student will meet with an assigned advisor twice per year to design a plan of study. Students will be required to take HK 202 (Health Careers and Professionalism) as part of the core curriculum, which will assist in choosing a concentration.

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: Health Education & Promotion, BS 40 hours upper division sample plan:

HK 300 - 4 hours

HK 410 - 4 hours

HK 411 - 3 hours

HK 423 - 3 hours

HK 470 - 1 hour

HK 471 - 8 hours

Sum: 23 hours

The remaining 17 hours can be chosen from upper-division HK electives, the general education requirement, or Free Electives. The attached sample sequence includes 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.

[PH_BS_Health Education & Promotion Revised.xlsx](#)
[Sample Sequence_PH_BS_Health Education & Promotion Revised.docx](#)

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

<u>HK 470</u>	Orientation to Internship	1
<u>HK 471</u>	Health Internship	8
HK Electives (choose from all HK courses, in consultation with advisors)		12
<u>Concentration Requirements</u>		
<u>HK 411</u>	Approaches to Health Education and Advocacy	3
<u>HK 423</u>	Social Marketing and Comm in Health Education & Promotion	3
Population Course (in consultation with advisors)		3
Health Behavior Course (in consultation with advisors)		3
Total Hours		120

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Public Health, BS

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.

Enrollment

Number of Students in Program (estimate)		
Year One Estimate	18	5th Year Estimate (or when fully implemented)
100		

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?
No

Additional Budget
Information

Financial Resources

How does the unit intend to financially support this proposal?

This concentration will replace an existing concentration, Health Education, in the newly proposed Public Health major, which is replacing an already established major, Community Health. All of the courses included in the concentration are already established and taught by existing faculty members. All of the necessary resources are already available. No additional funding will be needed.

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

No

Attach letters of support

Faculty Resources

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

Since the required classes already exist and are being taught by current faculty, this revision will have no impact on faculty resources.

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.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses	Number of Credit	120	Percent of Total:
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from existing inventory of courses):	Hours:	100	
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0	Percent of Total:
		0	
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	0	Percent of Total:
		0	
Total Credit Hours of the Program:	Number of Credit Hours:	120	Percent of Total:
		100	

New Faculty Required

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

No

Please explain existing coverage: The proposed program builds on the framework of our existing undergraduate program. All courses are already established and being taught by existing faculty members.

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:

The proposed program builds on the existing undergraduate program. No additional funding is needed.

EP Documentation

EP Control Number EP.26.053

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices
Banner/Codebook
Name

[U Program Review Comments KEY 1293 Public Health Health
Education & Promotion 11_11_2024.docx](#)

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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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 8:12 am): U Program Review Comments attached in DMI Documentation section

Kristi Carlson (carlso1) (11/25/24 12:08 pm): We feel advisors are best suited to help students select Population and Health Behavior courses, so do not wish to add a list of courses to the proposal. We have revised the Sample Sequence as requested by U Program Review.

Laura Payne (lpayne) (12/09/24 9:54 am): It would be helpful to delineate the the difference between health education and promotion and community health practice. They seem to have fairly close connections. Also, if only 19% and 22% of students are expected to declare this concentration, is it really worth having a separate concentration? Just something to consider.

Wesley Wilson (wjwilson) (12/20/24 3:09 pm): No additional comments.

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

Kristi Carlson (carlso1) (03/25/25 2:15 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 4:33 pm): I do not have any comments to add on the revised proposal.

Laura Payne (lpayne) (04/14/25 4:07 pm): Just that one small suggestion on learning outcome 1. Looks good.

Barbara Lehman (bjlehman) (11/04/25 11:30 am): Rollback: Roll back per EP Chair.

Kristi Carlson (carlso1) (11/10/25 9:02 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.