

# Program Change Request

## New Proposal

Date Submitted: 11/09/25 11:12 pm

Viewing: : **Disease Prevention and Program Evaluation, GCRT (online)**

Last edit: 02/26/26 12:18 pm

Changes proposed by: Kristi Carlson

### In Workflow

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

### Approval Path

1. 04/22/25 10:50 am  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 04/24/25 12:54 pm  
Kristi Carlson  
(carlso1): Approved  
for 1581-HK  
Committee Chair
3. 04/25/25 1:11 am  
Kim Graber  
(kgraber): Rollback

- to 1581-HK  
Committee Chair for  
1581-HK Head
- 4. 09/28/25 1:57 pm  
Kristi Carlson  
(carlo1): Rollback  
to Initiator
- 5. 10/06/25 12:16 pm  
Emily Stuby  
(eastuby): Approved  
for U Program  
Review
- 6. 10/06/25 4:19 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581-HK  
Committee Chair
- 7. 10/06/25 8:51 pm  
Kim Graber  
(kgraber): Approved  
for 1581-HK Head
- 8. 10/16/25 1:20 pm  
Robbin King  
(rlking10): Rollback  
to 1581-HK Head for  
KY Committee Chair
- 9. 10/16/25 1:56 pm  
Kristi Carlson  
(carlo1): Rollback  
to Initiator
- 10. 11/12/25 10:07 am  
Brianna Vargas-  
Gonzalez (bv4):  
Approved for U  
Program Review
- 11. 11/13/25 11:22 am  
Kristi Carlson  
(carlo1): Approved  
for 1581-HK  
Committee Chair

- 12. 11/14/25 1:58 am  
Kim Graber  
(kgraber): Approved  
for 1581-HK Head
- 13. 12/04/25 10:58 am  
Robbin King  
(rlking10):  
Approved for KY  
Committee Chair
- 14. 12/04/25 11:04 am  
Robbin King  
(rlking10):  
Approved for KY  
Dean
- 15. 12/04/25 12:28 pm  
Tom Teper (tteper):  
Approved for  
University Librarian
- 16. 02/10/26 9:31 am  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
- 17. 02/10/26 9:52 am  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs
- 18. 02/11/26 3:43 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

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Proposal Type: Major (ex. Special Education)

## Administration Details

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Official Program Name	Disease Prevention and Program Evaluation, GCRT (online)	
Diploma Title	Graduate Certificate in Disease Prevention and Program Evaluation	
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	Pedro Hallal	
Sponsor Email	phallal@illinois.edu	
College Contact	Steve Petruzzello	College Contact Email
	petruzze@illinois.edu	
College Budget Officer	Suzanne Rinehart	
College Budget Officer Email	srinehar@illinois.edu	

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

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

Does this program have inter-departmental administration?

No

### Effective Catalog Term

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Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

### Proposal Title

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

Establish the Graduate Certificate in Disease Prevention and Program Evaluation in the College of Applied Health Sciences and the Graduate College

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

N/A

### Program Justification

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

Public health and online education gained momentum during the Covid-19 pandemic. Data from the Association of Schools and Programs of Public Health (ASPPH) shows that public health education was already experiencing significant growth at both the undergraduate and graduate degree levels for several decades. Between 2001 and 2021, there was a 1,100% increase in public health undergraduate degrees earned. At the graduate level, the number of public health degrees conferred rose from <4,500 in 1992 to >19,000 in 2016. In the same time frame, the number of institutions in the United States awarding graduate public health degrees rose from 74 to 310. However, the Covid-19 pandemic opened a new chapter for public health. Student interest in public health degree programs expanded greatly during the pandemic. In just one year (2020 to 2021), a 40% increase was observed in applications to public health graduate degree programs.

In addition to the growth within Public Health, there is demonstrated demand for high-quality online options. Coursera and other platforms report large and growing demand for professional certificates and public-health related courses. Additionally, graduate students enrolled exclusively in distance education programs rose by almost 2% from Fall 2022 to Fall 2023, continuing growth in graduate-level remote learning. Given this growth, we propose to develop Graduate Certificates as stand-alone credentials or to be stacked into an MPH degree.

The addition of this Graduate Certificate will enhance the accessibility of a high-quality University of Illinois education. This will open the door for non-degree students and other professionals to take advantage of the public health expertise available at Illinois in a cost-effective and flexible modality. This flexibility should attract mid-careerists looking to pivot careers, or specialize in a different area, and also provides a gateway for students considering a Master's degree with a lower initial commitment threshold.

This Certificate provides an overview of health promotion in the United States, emphasizing designing impactful health initiatives that promote wellness in diverse communities with elevated health risks. Health Behavior Theory provides a framework theory at the individual, social, and community levels that helps explain engagement in health-related behaviors. This course also guides the development of interventions to change unhealthy behaviors, allowing students to tailor strategies for specific populations. Chronic Disease Prevention provides an overview of common long-lasting medical conditions and population-based approaches to chronic disease prevention, including community assessment and evidence-based community interventions. Policy and environmental strategies for addressing lifestyle risk factors are emphasized. Health Program Evaluation explores how research methods and theory are used to evaluate public health initiatives and programs.

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

Public Health education nationally.

The Standard Occupational Code (SOC) for this CIP code and program are 21-1091.00 Health Education Specialists; 21-1094.00 Community Health Workers.

## Instructional Resources

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

No

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

No

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

No

## Program Features

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Academic Level      Graduate

Does this major  
have transcripted  
concentrations?      No

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

24 weeks

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

12

What is the  
required GPA?      3.0

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

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

No

## Program of Study

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Attach Program of Study related information here.

### Catalog Page Text - Overview Tab

## Catalog Page Overview Text

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

This Certificate provides an overview of health promotion in the United States, emphasizing designing impactful health initiatives that promote wellness in diverse communities with elevated health risks.

Taken together, this three-course Certificate will enable students to develop marketable skills in Disease Prevention and Program Evaluation that can be applied to a variety of health fields, including public health practice, or as a complementary area of expertise for other social services and clinical practitioners.

### Admission

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

### Financial Aid

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

### Faculty Interests/Research

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

### Statement for

Programs of Study

Catalog

## Graduation Requirements

### Minimum Cumulative GPA: 3.0

Students who have successfully completed this 12-credit hour certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

12 hours toward required concentration courses for the MPH, Public Health, Concentration in Health, Behavior and Promotion

or

4 hours toward Concentration Course of Choice requirement for the MPH, Public Health, Concentration in Physical Activity and Health

or

4 hours toward Concentration Course of Choice requirement for the MPH, Epidemiology

<a href="#">HK 515</a>	Health Behavior Theory	4
<a href="#">HK 516</a>	Chronic Disease Prevention	4
<a href="#">HK 519</a>	Health Program Evaluation	4
Total Hours		12

Corresponding Degree  
GCRT Graduate Certificate

## Program Regulation and Assessment

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### Plan to Assess and Improve Student Learning

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*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

After completion of the Certificate, learners will be able to:

1. Identify, select, and apply appropriate health behavior theories and models to health promotion strategies and change behavior.
2. Analyze and develop policy and environmental strategies that effectively reduce lifestyle risk factors for chronic diseases.
3. Apply research methods and evaluation theories to design and effectively evaluate public health and medical care programs.

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

Describe here:

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

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

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

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

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

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

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

Program

Description and

Requirements

Attach Documents

## Delivery Method

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This program is available:

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

Describe the use of this delivery method:

Courses will be delivered online through the Canvas learning management system. Content will be delivered fully asynchronously with optional synchronous components, providing a flexible learning environment for all students. Optional synchronous components could include meetings with instructors, workshops, seminars, guest speakers, or other events.

## Admission Requirements

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Desired Effective      Spring 2026

Admissions Term

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

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

## Enrollment

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Number of Students in Program (estimate)

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

Estimated Annual Number of Degrees Awarded

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

What is the matriculation term for this program?

Spring/Summer/Other

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

We plan to offer spring and fall matriculation terms to offer flexible start times to a wide variety of learners.

## Budget

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

No

#### Additional Budget Information

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

Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

#### Attach File(s)

### Financial Resources

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How does the unit intend to financially support this proposal?

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

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

No

Attach letters of  
support

[GCRT Disease Prevention and Program Eval Signed SS Form.pdf](#)

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

MPH Online per hour rate

Is this program requesting self-supporting status?

Yes

### IBHE

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### Institutional Context

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## University of Illinois at Urbana-Champaign

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

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

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

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

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

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

## University of Illinois

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

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

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

Students completing the Graduate Certificate in Behavior and Health Promotion will grow professionally in health education and promotion skills. We anticipate that this Certificate will appeal to entry level health workers looking to advance, as well as students looking for an online modality, and non-traditional and underrepresented students for whom coming to campus is a hardship.

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

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

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

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

If letters of support  
are available attach [Comparable Programs in Illinois](#)  
them here:

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

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

Several other institutions in Illinois offer Certificates in the field of Public Health in a variety of modalities including Chamberlain University, Illinois State University, Loyola University, Northeastern Illinois University, Benedictine University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, University of Illinois Springfield, and DePaul University. While there are several Certificate programs in Public Health in the state of Illinois, there are just three specifically the area of health promotion and education: Benedictine, University of Illinois Springfield, and Illinois State University.

We are confident that Disease Prevention and Program Evaluation is a growing area of study in which we are already providing excellent research and innovation. As the flagship university of the State of Illinois, we are poised to contribute positively to health quality in our state.

Comparable

Programs in Illinois

Attach Documents

[Illinois Certificate Cost Comparisons.xlsx](#)

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

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

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

### **Equity**

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

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

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

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

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

Institution-based -

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

Remote access to all university library services

Access to Illinois Alumni network upon graduation

Accommodation services offered through our Division of Rehabilitation Education Program.

MPH Program-based:

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

We also provide 1-on-1 advising support to all students once they are admitted to the program, and include many resources for professional development within our coursework.

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

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

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

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

## Sustainability

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

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

Provide tuition cost analysis for

comparable  
programs and  
institutions in  
Illinois.

Please see attached.

## Growth

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

In July 2022, Encoura/Eduventures provided department of Kinesiology and Community Health (now Health and Kinesiology) with a market research analysis for professional self-supporting Master of Public Health and Master of Health Administration programs regarding online degrees. Findings show significant opportunities for growth. Nearly all occupations aligned with healthcare are projected to grow faster than average over the next ten years. The recent spikes in Public Health-related higher education demand have also been observed in the job market. A study using job postings information compared 2019 data (pre-pandemic) with 2020 data (first year of the pandemic). Whereas a 30% overall decline in job postings was observed, postings for Public Health positions increased significantly.

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

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

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

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

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

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

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

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

The creation of the Graduate Certificate in Disease Prevention and Program Evaluation will benefit society and the labor force, as we anticipate that healthcare workers will continue to be in great demand by employers. Our graduates will be well suited to address the great challenges of our time: Climate change, infectious and chronic disease, and inequity. Students will learn to design and implement community-based assessments and interventions for chronic disease prevention, evaluate the effectiveness of public health and medical programs, and identify appropriate theories and models to guide those interventions and evaluations. The Certificate program also equips students to consider cultural and demographic factors in their work, enabling them to promote health in ways that meet the needs of diverse individuals and communities in the U.S. A Certificate in Disease Prevention and Program Evaluation makes recipients more competitive in the field by training them with the skills and foundational knowledge necessary to develop, implement, and evaluate health interventions and programs aimed at strengthening communities.

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

## Program Description and Requirements

Illinois Administrative Code:

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

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

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

## Program Description

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

Provide Program Description here:

The Graduate Certificate in Disease Prevention and Program Evaluation provides an overview of health promotion in the United States, emphasizing designing impactful health initiatives that promote wellness in diverse communities with elevated health risks.

Twelve hours of coursework are required for the Graduate Certificate in Disease Prevention and Program Evaluation.

#### HK 515 Health Behavior Theory

Analysis of social science theories and perspectives that comprise the foundation of health education theory and practice. Includes development of a conceptual frame of reference for understanding, predicting, and facilitating change in health behaviors.

#### HK 516 Chronic Disease Prevention

Advanced course in population-based approaches to chronic disease prevention, with emphasis on policy and environmental strategies affecting lifestyle risk factors. Provides an understanding of common diseases, screen tests, community assessment, systematic evidence reviews, and evidence-based community interventions.

#### HK 519 Health Program Evaluation

Use of research methods and theory for evaluation of initiatives and programs in public health and medical care. Emphasis on acquiring skills in evaluation and conducting evaluations whose results have impact on public health practice. Covers different theories and perspectives on health evaluation. Review of published evaluations used to illustrate research methods and practical issues in program evaluation.

Attach Program

Description Files if  
needed

### **Graduation Requirements**

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

Students receiving the online Graduate Certificate in Disease Prevention and Program Evaluation will have completed 12 credit hours of coursework.

### Plan to Evaluate and Improve the Program

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Describe the program's evaluation plan.

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

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

Plan to Evaluate  
and Improve the  
Program  
Attachments

### Budget Narrative

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#### Fiscal and Personnel Resources

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

Budget Rationale

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

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

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

## Faculty Resources

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

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

Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

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

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

Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

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

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

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

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

## Library Resources

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

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

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

Same as what is currently utilized for our MPH in Public Health program.

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

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

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

N/A

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

### Personnel Budget

Category	Year One	Year Five	Notes
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Faculty (FTE)

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

Faculty (\$)

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

Advising Staff (\$)

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

Graduate Students

(\$)

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

Other Personnel

Costs

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

Budget Narrative

Attachments

**Facilities and Equipment**

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

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

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

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

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

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

No

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

No

Are there other costs associated with implementing the program?

No

Facilities and

**Faculty and Staff**

Equipment

Attachments

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

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

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

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

Pedro Hallal (Program Director) is a Professor at the University of Illinois - Champaign/Urbana. Prof. Hallal served as the President of the Federal University of Pelotas, Brazil from 2017 to 2020. His primary area of research is physical activity and public health. Prof. Hallal has published more than 500 scientific articles and his research has been funded by Brazilian and international agencies. According to Google Scholar, Prof. Hallal's work has been cited >74,000 times, and my h-index is 107. Prof. Hallal was the leader of the 2012 Lancet Physical Activity Series and steering committee member of the 2016 and 2021 series – work that informs the global health burden of physical inactivity. He is one of the founders and former president of the Brazilian Society of Physical Activity and Health. He serves as the Editor-in-Chief of the Journal of Physical Activity and Health. More recently, Prof. Hallal served as the Principal Investigator for the EPICOVID19 project, the largest epidemiological study on Covid-19 in Brazil.

Dr. Mudita Dave (HK 515 Developer/Instructor) has more than 15 years of public health teaching experience. She has taught diverse public health courses at the graduate level, including but not limited to areas such as, cultural competence in public health, global health, health behavior and holistic approaches to well-being. She has experience in facilitating courses that involve experiential learning, including global health focused study abroad courses, applied practice experience and integrative learning experience. She brings insights and learnings from over a decade of teaching in online Master of Public Health (MPH) programs. She believes in the impact of online education and its power to broaden access to higher education for diverse student populations. Dr. Dave's research areas include studying the interaction of migration, culture, health behaviors, and policy in the context of global movement of people, products, services, as well as practices of health and healing. Dr. Dave received her doctorate in community health from the University of Illinois at Urbana-Champaign and her master's degrees in communication studies and microbiology from the Maharaja Sayajirao University of Baroda, Vadodara, India.

Cecilia Tenorio (HK 516 Developer/Instructor) is an experienced teacher with over 20 years of teaching experience in both schools and universities throughout her career. For the past 13 years, Dr. Tenorio has been responsible for teaching, mentoring students, organizing outreach activities, and coordinating events. She is a founding member of the Brazilian Society of Physical Activity and Health (SBAFS) and holds the prestigious position of President of the Brazilian Society for Physical Activity and Health. Dr. Tenorio's contributions extend beyond teaching and administration. She has actively engaged in quality research, managing research projects, collaborating with community partners, and mentoring graduate students and project staff.

Jenna Riis (HK 519 Developer/Instructor) earned her Ph.D. in public health from the Johns Hopkins Bloomberg School of Public Health. Her research examines the etiology of health disparities and the processes by which environmental factors and social experience affect child development and life-long health. Dr. Riis' research uses salivary biomarkers to examine the interplay between the biological and environmental processes underlying health. This work includes a focus on advancing the field of salivary bioscience by expanding the range of analytes measured in saliva and increasing the application of salivary bioscience to new fields, including a broader integration into clinical, public health, and social science research. Through the use and validation of novel biomarkers, her research aims to expand our understanding of the response to stress and adversity to include changes in multiple physiologic systems, including those underlying inflammatory and metabolic conditions, and to inform effective prevention and intervention strategies.

Faculty and Staff

Attachments

## HLC Section

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### Credit Hours

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Existing or repackaged curricula (Courses from existing inventory of courses): 100	Number of Credit Hours: 0	12 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): 0	Number of Credit Hours: 0	0 Percent of Total:
Total Credit Hours of the Program: 100	Number of Credit Hours: 0	0 Percent of Total:

### New Faculty Required

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

No

Please explain

existing coverage:

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

Thus, no additional hiring, beyond what has already been approved through the IFG is anticipated.

### Additional Funds

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

No

### Institutional Funding

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Please explain institutional funding for proposed program:

Investment for Growth Grant and then self-supporting.

### EP Documentation

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EP Control Number    EP.26.105

Attach Rollback/  
Approval Notices

### Non-EP Documentation

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U Program Review  
Comments

Rollback                    [RE\\_ Graduate Certificate Proposals MPH Revisions.pdf](#)  
Documentation and  
Attachment

### DMI Documentation

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Attach Final  
Approval Notices  
Banner/Codebook

Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval  
DateSenate Conference  
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

**Kim Graber (kgraber) (04/25/25 1:11 am):** Rollback: Rolling back as per your request.

**Sean Mullen (spmullen) (05/16/25 2:21 pm):** Typos / grammatical cleanup / Wordiness / Ambiguous phrase - "We'll also continue to establish partnerships..." – avoid contractions in formal proposals. Use "We will also continue..." - "Content will be delivered though (optional) synchronous..." → should be "through" not "though" - "the certificate implements a structured process..." → "the program implements..." would be more accurate. - Some references to "certificate" are lowercase and others uppercase. Make usage consistent (recommend "Graduate Certificate" when formal). - The phrase "Given that this proposal is for a 12 hour Certificate as opposed to a full-time degree program..." can be trimmed to "As this is a 12-credit Certificate rather than a full-time degree..." - "Current students are assigned faculty mentors... we anticipate offering this same service to our online Certificate students." → better to say: "Certificate students will also be assigned faculty mentors to provide individualized academic support."

**Kristi Carlson (carlso1) (09/28/25 1:57 pm):** Rollback: Rolling back for minor revisions

**Wesley Wilson (wjwtilson) (10/09/25 10:11 am):** Just some minor things here to consider: Strong justification of the increased demand for public health degrees more generally (appears to be referring to in-person programs). To better justify an online Health Behavior and Promotion certificate, perhaps including specific stats about the proliferation and demand for

online opportunities in this area rather than just “demonstrated demand for high-quality online options” would be helpful. Starting the student learning outcomes with “students will be able to...” may be helpful. Otherwise the outcomes appear to be measurable. Under “Comparable Programs in Illinois,” please confirm if these are all online certificate programs or in-person? Under “Growth” was the market research analysis related to MPH/MPA online programs specifically, or MPH/MPA more generally?

**Jacob Fredericks (jfred) (10/11/25 3:47 pm):** In Proposal Title – Should this proposal be related to Program revisions to the MPH (key 176) and to the proposed new concentration in Health Behavior and Promotion? In Catalog Page Text – “The course” is used, this should be the “Certificate” or the “courses” In Delivery Method – I recommend prioritizing the asynchronous components which seems to be how the program is designed and then mention that students may request synchronous meetings with instructors. Unless synchronous meetings are expected to be a core part of the course design.

**Tim Hale (timhale) (10/13/25 10:00 am):** I agree with the suggestions above. Delivery Method - more clarity about the "optional synchronous" element is needed. The potential for synchronous one on one meetings when requested appears to be a strength of an online program, and if this is the plan, worth clearly stating in the delivery method.

**Yuhei Inoue (inouey) (10/13/25 12:04 pm):** As noted above, the justification for the addition of the Graduate Certificate can be further highlighted. Specifically, I would like to see a discussion of how this certificate is distinguished from the Master of Public Health Online degree and what the added value of the certification is beyond the master's degree.

**Meaghan McKenna (meaghanm) (10/15/25 5:58 am):** No additional comments to add.

**Dan Fogerty (dfogerty) (10/15/25 8:54 am):** No further comments

**Robbin King (rlking10) (10/16/25 1:20 pm):** Rollback: Rolling back: Please review committee comments, make necessary edits, and re-submit.

**Kristi Carlson (carlso1) (10/16/25 1:56 pm):** Rollback: Rollback to address minor revisions

**Tim Hale (timhale) (11/19/25 9:36 am):** It appears the previous suggestions have been addressed. To outline those here... Program justification - (Wes and Yuhei) more stats looks good, more justification for online programs (v Coursea for example), looks good. Plus advantage of online programs for people who are working, mid-careers. Value compared to MPH and career opportunities after graduation. Clarified optional synchronous elements and one-on-one meetings with instructor when needed. Comparable programs (Wes) “are these online?” Now notes “variety of modalities” Growth (Wes) was market analysis for online programs? Have changed to note it was for online degrees. Suggest under Comparable Programs in second paragraph using the full name of the certificate program "Health Behavior and Promotion" rather than just "Health Promotion". Otherwise it looks good to me.

**Dan Fogerty (dfogerty) (11/19/25 10:03 am):** no comments

**Jacob Fredericks (jfred) (11/19/25 2:09 pm):** No further comments

**Wesley Wilson (wjwtilson) (11/21/25 3:20 pm):** My comments were addressed. No further comments.

