

: CANCER EDUCATION MANAGEMENT IN UNDERREPRESENTED AND DIVERSE COMMUNITIES, CERT

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1760 Committee Chair (wdhuang@illinois.edu; awitt1@illinois.edu)
3. 1760 Head (yoonpak@illinois.edu; ketchum@illinois.edu)
4. KN Committee Chair (kstalter@illinois.edu; wdhuang@illinois.edu; harvey1@illinois.edu)
5. KN Dean (nilatha@illinois.edu; kjmoller@illinois.edu; kstalter@illinois.edu; harvey1@illinois.edu)
6. University Librarian (jpwilkin@illinois.edu)
7. Grad_College (agrindly@illinois.edu; lowry@illinois.edu)
8. Provost (kmartens@illinois.edu)
9. Senate EPC (bjlehman@illinois.edu; moorhouz@illinois.edu; kmartens@illinois.edu)
10. Senate (jtempel@illinois.edu)
11. U Senate Conf (none)
12. Board of Trustees (none)
13. IBHE (none)
14. HLC (kmartens@illinois.edu)
15. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

Approval Path

1. Mon, 19 Apr 2021 16:02:48 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Mon, 19 Apr 2021 19:04:42 GMT
Mary Allison Witt (awitt1): Approved for 1760 Committee Chair
3. Mon, 19 Apr 2021 20:11:47 GMT
Yoon Pak (yoonpak): Approved for 1760 Head
4. Thu, 06 May 2021 17:03:11 GMT
K Peter Kuchinke (kuchinke): Approved for KN Committee Chair
5. Thu, 06 May 2021 18:03:11 GMT
Christopher Span (cspan): Approved for KN Dean
6. Thu, 06 May 2021 18:04:59 GMT
John Wilkin (jpwilkin): Approved for University Librarian
7. Thu, 09 Sep 2021 19:41:07 GMT
Allison McKinney (agrindly): Approved for Grad_College
8. Thu, 09 Sep 2021 20:14:50 GMT
Allison McKinney (agrindly): Rollback to Grad_College for Provost
9. Tue, 21 Sep 2021 13:37:56 GMT
Allison McKinney (agrindly): Approved for Grad_College
10. Wed, 22 Sep 2021 14:59:09 GMT
Kathy Martensen (kmartens): Approved for Provost

New Proposal

Date Submitted: Mon, 19 Apr 2021 13:38:17 GMT

Viewing:: Cancer Education Management in Underrepresented and Diverse Communities, CERT

Changes proposed by: Wenhao David Huang

Proposal Type

Proposal Type:

Major (ex. Special Education)

Administration Details

Official Program Name

Cancer Education Management in Underrepresented and Diverse Communities, CERT

Sponsor College

Education

Sponsor Department

Education Policy, Organization and Leadership

Sponsor Name

Yoon Pak, Professor and Head

Sponsor Email

yoopak@illinois.edu

College Contact

Kathy Stalter

College Contact Email

kstalter@illinois.edu

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chose above)

Cancer Center at Illinois is the collaborative partner on campus.

The oversight and governance of the proposed CGC in Cancer Management in Underrepresented Communities will be equally shared between Department of EPOL and the Cancer Center at Illinois. EPOL and CCIL has established a working group meeting monthly to discuss and decide jointly on application, admission, advising and other program-related matters. This joint working group will continue to serve as an oversight body to monitor and improve the program operations.

College

Non-Academic College

Is there an additional department involved in governance?

No

Proposal Title

Effective Catalog Term

Spring 2022

Provide a brief, concise description (not justification) of your proposal.

Establish the Campus Graduate Certificate in Cancer Education and Management in Underrepresented and Diverse Communities, CERT in the Department of Education Policy, Organization and Leadership

Program Justification

Provide *abrief* 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.

Disparity in cancer, particularly in underrepresented and diverse communities (URDC), is a challenging reality that demands timely actions. These actions should be interdisciplinary in order to be effective and sustainable. These actions should be comprehensive in increasing awareness, assessing needs of stakeholders, designing solutions, and evaluating outcomes. These actions should stem from cutting-edge cancer research and innovative educational approaches. These actions should follow scientific approaches to promote systematic uptake of research findings and evidence-based practices into routine practice of cancer education and management in URDC.

For innovative cancer education and management research and practices to create translational impacts in URDC, cancer researchers, health care providers, and community stakeholders must be ready to engage with URDC members and stakeholders with best practices driven by evidence. Such best practices not only can directly benefit cancer patients in URDC, but they can generate field data in order to continuously improve efficacy of implementation for innovative cancer management solutions.

The proposed CGC will train cancer researchers, cancer education professionals, health care providers, and community stakeholders to design cancer education and management implementation solutions and conduct implementation studies that either assess naturalistic variability or measure change in response to cancer management intervention in URDC. The CGC will also train students to identify factors, prominent in URDC, that impact application of cancer management innovations across multiple levels, including patient, provider, clinic, facility, organization, and often the broader community and policy environment. We anticipate the proposed CGC to produce capable cancer education practitioners and implementation scientists to address disparities in cancer among underrepresented communities.

Instructional Resources

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

No

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

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

The proposed CGC coursework and instructional activities are designed to enable certificate students to attain the learning outcomes below:

- Engage with underrepresented and diverse communities (URDC) to promote innovative cancer education and management interventions
- Assess needs of URDC for innovative cancer education and management interventions
- Design solutions to implement innovative cancer education and management interventions into URDC with sustainable efficacy
- Manage the implementation of innovative cancer education and management interventions for translational impacts
- Evaluate the outcomes of innovative cancer education and management interventions

for continuous improvement on evidence-based practices

Both EPOL and Cancer Center and affiliated programs will plan for regular and systematic formative evaluations once a year to identify program weaknesses and develop feasible and meaningful interventions to continuously improve the quality of the proposed CGC. The quality of CGC entails learning objective attainment, overall learning engagement, student completion/retention rates, and certificate students' readiness for potential career opportunities.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

BIOE 598 CBD_description.docx
041921_BIOE 598 CBD_description.docx

Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The Cancer Education and Management in Underrepresented and Diverse Communities Certificate, requiring 16 credit hours of coursework, is designed to train cancer researchers, health care providers, and community stakeholders to design cancer education and management implementation solutions and conduct implementation studies that either assess naturalistic variability or measure change in response to cancer management intervention in underrepresented communities. The CGC will also train students to identify factors, prominent in underrepresented and diverse communities, that impact application of cancer education and management innovations across multiple levels, including patient, provider, clinic, facility, organization, and often the broader community and policy environment. We anticipate the proposed CGC to produce capable implementation practitioners and scientists to address disparities in cancer among underrepresented communities. Upon completing the CGC, students will be able to:

- Engage with underrepresented and diverse communities (URDC) to promote innovative cancer education and management interventions

- Assess needs of URDC for innovative cancer education and management interventions
- Design solutions to implement innovative cancer education and management interventions into URDC with sustainable efficacy
- Manage the implementation of innovative cancer education and management interventions for translational impacts
- Evaluate the outcomes of innovative cancer education and management interventions for continuous improvement on evidence-based practices

Statement for Programs of Study Catalog

The Cancer Education and Management in Underrepresented and Diverse Communities Campus Graduate Certificate requires 16 credit hours (four courses) to complete upon admission. Students should follow the program of study below to meet the certificate coursework requirement. Students do not need to follow a specific sequence when completing these courses.

Students who have successfully completed this 16-credit hour certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

- 4 hours of 500-level course required in Education for the EdM degree program at EPOL, and
- 12 hours of Concentration Courses or 400/500-level Courses approved by Advisor for the EdM degree program at EPOL

or

- 4 hours of 500-level course required in Education for the MA degree program at EPOL, and
- 12 hours of 400/500-level Courses approved by Advisor for the MA degree program at EPOL

or

- Up to 12 hours of Major Subject coursework (includes concentration courses) required in Education for the EdD degree program at EPOL, and
- Up to 12 hours of Elective Hours or 400/500-level courses approved by Advisor for the EdD degree program at EPOL

or

- Up to 16 hours of Major Subject coursework (includes concentration courses) required in Education approved by the Advisor for the PhD degree program at EPOL

or

- Up to 16 hours of 400/500-level Courses in Education approved by the Advisor for the CAS program at EPOL

Code	Title	Hours
EPOL 515	Introduction to Diversity & Equity	4
EPOL 517	Race, Gender and Sexuality Issues	4
EPOL 570	Organization Development	4
BIOE 598	Special Topics (Section: Cancer Biology and Disease)	4

Requirement	Description
Minimum GPA	3.0

Corresponding Degree

CERT Campus Graduate Certificate

Program Features

Academic Level

Graduate

Does this major have transcribed concentrations?

No

What is the typical time to completion of this program?

32 weeks active learning with continuous registration

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

16

What is the required GPA?

3.0

CIP Code

309999 - Multi-/Interdisciplinary Studies, Other.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Delivery Method

This program is available:

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

Describe the use of this delivery method:

All proposed CGC Courses are delivered fully online through Moodle LMS. Each course is 8-week long to fit the POTA/B schedule in all current EPOL online programs. Weekly instructional activities are both asynchronous and synchronous. All EPOL online courses host weekly synchronous Zoom meetings to engage students with instructors and peers. We intend to follow the same format in proposed CGC coursework for optimal learner engagement. Asynchronous learning contents are available via Moodle and/or Canvas for students' convenient access. Asynchronous online discussion activities are also available for students, moderated by course instructors.

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 CGC is a joint effort between Department of EPOL and the Cancer Center at Illinois. EPOL has been developing and delivering online programs since 1998. EPOL faculty and staff have extensive experiences in supporting students in degree-seeking and non-degree seeking programs. The coursework of proposed CGC is largely grounded in existing EPOL courses that have been offered online on a regular basis. According to a recent market analysis report based on the CIP (codes of instructional programs) prepared by CITL (December 2020), the proposed CGC does not overlap with any existing degree programs at UIUC.

The proposed CGC coursework (4 courses, 16 credit hours) will modify existing courses offered by EPOL and Cancer Center-affiliated programs to minimize resource implications. We anticipate the overlap to be negligible since the proposed CGC is targeting a population that is interdisciplinary in nature (e.g., cancer education practitioners, cancer scholars, cancer researchers, and community stakeholders nationwide who are passionate in improving cancer management efficacy in underrepresented communities).

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 proposed CGC in Cancer Management in Underrepresented Communities leverages interdisciplinary faculty expertise in research and teaching from EPOL and Cancer Center at Illinois. The CGC courses enable students to:

- Engage with underrepresented and diverse communities (URDC) to promote innovative cancer education and management interventions
- Assess needs of URDC for innovative cancer education and management interventions
- Design solutions to implement innovative cancer education and management interventions into URDC with sustainable efficacy
- Manage the implementation of innovative cancer education and management interventions for translational impacts
- Evaluate the outcomes of innovative cancer education and management interventions for continuous improvement on evidence-based practices

The proposed CGC in Cancer Management in Underrepresented and Diverse Communities responds to:

Campus Strategic Plan Goal 1- B iii: Promote and foster multidisciplinary convergent scholarly opportunities for our undergraduate, graduate, and postdoc students .

>> (The proposed CGC coursework provides certificate students with educational opportunities grounded in innovative and interdisciplinary content areas.)

Campus Strategic Plan Goal 1- D iv: Enrich interdisciplinary connections and invest in new resources and facilities to expand our campus's strength in food, nutrition, energy, health sciences, and cancer.

Campus Strategic Plan Goal 1- D vii: Foster activities across disciplines to build a vibrant enterprise in cancer research, education, and outreach, that translates Illinois' innovations to societal impact, while securing National Cancer Institute designation as a basic science cancer center.

>> (The proposed CGC provides educational experiences in the intersection of cancer research, diversity & equity, and organization/community learning.)

Campus Strategic Plan Goal 2-C i: Identify opportunities for modular curricula that allow the creation of new or modified degree programs.

Campus Strategic Plan Goal 2-C ii: Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines.

>> (Upon admission, students can apply the certificate coursework for continuing their academic training in graduate degree programs (EdM, EdD, and PhD) at EPOL and programs affiliated with the Cancer Center. EPOL currently offers 9 graduate concentrations at multiple degree levels.

Admission Requirements

Desired Effective Admissions Term

Spring 2022

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 must have earned at least a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning abroad. A grade point average (GPA) of 3.0 (A=4.0), or comparable GPA for an international applicant, for last two years of undergraduate study is a minimum requirement for admission. If applicants' undergraduate study is longer than 4 years, additional semesters may be used to calculate the admission GPA. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants enrolled in the final year of a bachelor's degree from an accredited college in the United States or a comparable degree program from a recognized institution of higher learning abroad, and who meet the GPA requirements stated above will be admitted conditionally pending receipt of final academic credentials showing the undergraduate degree as conferred.
- International applicants must meet minimum requirements based on their country of origin. Please note that proposed programs of study may require a higher GPA than the Graduate College's minimum standard.
- Applicants whose native language is not English are required to submit proof of English proficiency with an acceptable TOEFL or IELTS score or by qualifying for an English proficiency waiver. Score and waiver requirements are listed at <https://grad.illinois.edu/admissions/instructions/04c>.

Describe how critical academic functions such as admissions and student advising are managed.

Prospective applicants must apply for admission to the Campus Graduate Certificate specifically through the Graduate College admissions process. Graduate and professional admissions minimum requirements will apply - <https://grad.illinois.edu/admissions/apply/requirements>.

The proposed CGC poses no impact on faculty advising capacity due to its small enrollment and the certificate program only requires coursework. EPOL will appoint one faculty member, in collaboration with the Cancer Center at Illinois, to advise the certificate students. EPOL has accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs.

There is negligible impact on faculty capacity in developing and delivering courses required by the CGC. All proposed courses will be developed based on existing courses offered by EPOL and Cancer Center-affiliates. Depending on the growth of the CGC, additional staff may be needed but would be offset by the additional revenue generated by the certificate program.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

25

5th Year Estimate (or when fully implemented)

50

Estimated Annual Number of Degrees Awarded

Year One Estimate

25

5th Year Estimate (or when fully implemented)

50

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

Financial Resources

How does the unit intend to financially support this proposal?

Current academic and administrative staff in College of Education Online Programs office have the capacity to maintain records and process student registration in the CGC. We are not anticipating the need to expand such capacity as the proposed CGC initial cohort size is commonly seen in current EPOL online degree-seeking and non-degree programs.

The proposed CGC, intended for a self-supporting program, will use the most current tuition rate approved by the campus. The current tuition base rate at \$490 per credit hour. The total coursework of the proposed CGC requires 16 credit hours to complete (\$7840 for the total cost).

Current instructional staff in EPOL and Cancer Center-affiliated programs will develop proposed courses based on existing courses. Course instructors will also be recruited from EPOL and Cancer Center-affiliated programs. We are not anticipating the need to hire additional instructors for the proposed CGC in the initial offering of the CGC.

The appointment of new instructional staff will be funded by the revenue generated from the proposed CGC program. No financial impact is anticipated.

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

No

Attach letters of support

041521_Gaskins and Pool LOS_04152021.pdf
041921_EPOL-CC Support Letter.docx
041521_1BIOE LOS CCIL EPOL Grad Certificate Proposal 4-16-21.pdf
041521_CCIL Bhargava LOS_Campus Review 2.pdf
Cancer Education CERT 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)

Online per-credit hour

Is this program requesting self-supporting status?

Yes

Resource Implications

Facilities

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

No

Technology

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

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The proposed CGC poses no impact on faculty advising capacity as the certificate program only requires coursework and the initial enrollment to the program is small. EPOL will appoint one faculty member, in collaboration with the Cancer Center at Illinois, to advise the certificate students. EPOL has accumulated extensive advising experience for non-degree and degree-seeking students through our current on-campus and online programs.

There is negligible impact on faculty capacity in developing and delivering courses required by the CGC. All proposed courses will be developed based on existing courses offered by EPOL and Cancer Center affiliates. Teaching assistants will be appointed to support the course delivery using revenues generated by the proposed CGC.

Additional faculty/instructors will be appointed when the enrollment volume increases significantly per cohort, to ensure appropriate student-faculty ratios. The funds will be coming from revenues generated by the proposed CGC.

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.

Those admitted to this Campus Graduate Certificate will take existing courses where library resources are currently sufficient. No foreseeable impact on library resources.

Market Demand

What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:

The demand for micro-credential options in the graduate space continues to increase as working professionals look for continued up-skill and development opportunities without the cost or long-term commitment that come with master's programs. According to the Institute for College Access and Success, the number of people who hold post-baccalaureate certificates has increased by more than 50% since 2005 and the numbers continue to grow. Another recent report indicated that certificates have risen to 22% of postsecondary credentials awarded.

In addition, according to the research report compiled by CITL (December 2020), the proposed CGC in Cancer Education and Management in Underrepresented and Diverse Communities is uniquely positioned at national level. In terms of its online delivery format, from 2012 to 2019, the United States has seen an increase in distance offered (1,258%) program completions, suggesting that even though, nationally, distant learning is gathering momentum as a modality for program delivery. In terms of potential employment opportunities, nationally, the numbers of jobs in this area of study have increased by 26% from 2016-2020, compared to Illinois which has shown an increase in jobs by 16%.

Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encouraged the program's development.

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://ides.illinois.gov> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

From 2019 to 2030, nationally, the number of jobs in this occupation group is projected to increase by 11% compared to Illinois' 10% increase, suggesting that Illinois, like the U.S., is following a similar projected growth trend for this occupation group in the interdisciplinary field of Cancer Education and Management in Underrepresented and Diverse Communities.

To be specific, for jobs requiring specialization in Cancer Education and Management in Underrepresented and Diverse Communities, employers in Illinois are looking for common skills in communications, planning, presentations, problem solving, innovation, advocacy, interpersonal relationships, etc., and that demand is not being met by the available worker profile, suggesting a disconnect in common skills sought by employers and those available in the worker pool. The proposed CGC is well-positioned to bridge this skill gap. A specialization in the field of proposed CGC is not limited in scope to specific job opportunities, but skills and knowledge acquired through the program allow individuals to work in interdisciplinary fields.

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

At this time, specific resources to assist with job placement are not planned for the incoming cohort. Given the graduate level format of this content and the working professional target audience, students are likely to be employed and able to navigate job placement and career growth opportunities independently.

EP Documentation

EP Control Number

EP:22.021

Attach Rollback/Approval Notices

EP22021_response from sponsor_20211008.pdf

This proposal requires HLC inquiry

No

DMI Documentation**Program Reviewer Comments**

Mary Allison Witt (awitt1) (Wed, 07 Apr 2021 20:09:36 GMT):Rollback: per request

Deb Forgacs (dforgacs) (Wed, 07 Apr 2021 21:28:13 GMT):Rollback: Requested.

Yoon Pak (yoonpak) (Mon, 19 Apr 2021 20:11:39 GMT):I approve.

Allison McKinney (agrindly) (Thu, 09 Sep 2021 20:14:50 GMT):Rollback: Rollback as requested.

Key: 1063



The Graduate College | University of Illinois at Urbana-Champaign

**REQUEST & JUSTIFICATION FORM FOR PROGRAM CLASSIFICATION
TRADITIONAL, SELF-SUPPORTING or REIMBURSABLE**

CURRENT PROGRAMS:

Current graduate programs can request a change in classification to Traditional or Reimbursable, but not to Self-supporting

NEW PROGRAMS:

New programs seeking Traditional classification do not need to complete this form

New programs seeking Self-supporting classification should be aware of the following:

- a) Students enrolled in Self-supporting programs are ineligible to hold waiver-generating appointments. NOTE: There is no mechanism within the Human Resources Front End system that restricts the appointment of a Self-supporting program student to an assistantship. Therefore, if a unit (faculty or staff) appoints a student, in error, significant problems result for everyone involved.
- b) Self-supporting status results in reduced flexibility for the program. Even if a student in the program is most qualified for a particular assistantship appointment and financing is available through the program, the program status makes the student ineligible.
- c) Because Traditional, Reimbursable and Self-supporting programs each yield 90% of net tuition, and the Reimbursable classification avoids the limitations above, a program might find the Reimbursable classification more advantageous than Self-supporting.

Please contact the Fellowship Office at the Graduate College if you have questions or seek clarifications. (217) 333-0036 or gradfellowships@uiuc.edu

COLLEGE OR SCHOOL: College of Education

IS THIS A NEW OR EXISTING PROGRAM:

New Program
 Existing Program Program Code: _____ Current Classification: _____

REQUESTED CLASSIFICATION: TRADITIONAL REIMBURSABLE SELF-SUPPORTING

JUSTIFICATION: On a separate sheet, please address the following.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.
3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?
4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

Unit Head Signature and Date *Joan K. Pak* 03.19.2021

College Dean Signature and Date *James D. Anderson* 3-19-2021

Allison McKinney 9/9/21

Self-Supporting Status Request Justification for Certificate in Cancer Education and Management in Underrepresented and Diverse Communities

Response

Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (2) how the requested classification will benefit and not adversely affect the academic quality of the program.

>> EPOL is requesting the self-supporting program status for the proposed Campus Graduate Certificate in Cancer Education and Management in Underrepresented and Diverse Communities in order to serve additional students above and beyond the resources provided by the state while fulfilling demonstrated higher education and workforce needs. Currently, there are populations of working adults not served by IL state-supported programs who would be willing to enroll in self-supporting programs.

- (a) In terms of pros and cons, the requested self-supporting program status will receive no state-support; however, it has the potential to generate resources that would enhance the quality, access, and affordability of academic programs. We anticipate the self-supporting program can generate revenues to provide additional support for graduate students and students in state-supported programs at EPOL.
- (b) In terms of benefit, we anticipate the proposed CGC to serve a non-traditional population, such as full-time employees, mid-career professionals, international students, and/or students supported by their employers. EPOL, through decades of offering graduate education to non-traditional students, has accumulated extensive experience in maintaining the rigor and quality of self-supporting programs for our students. EPOL has also learned that non-traditional students served by self-supporting programs could enrich EPOL learning communities through their extensive professional experiences.

2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.

>> The requested self-supporting program status will enable EPOL to assess tuition with a lower rate than that of traditional programs. Since the proposed CGC program is fully online, new students only need to pay \$490 per credit hour for 16 hours for the CGC credentials. Additional fees for on-campus services, common for traditional programs, are not applicable to students taking online courses only. In addition, new students enrolled in the proposed CGC with self-supporting status will be eligible for financial aid since the proposed CGC requires students to take at least 10 weeks of instruction per semester (i.e., at least two 8-week courses per semester). Overall, the self-supporting status will make the

proposed CGC program more affordable than traditional programs.

3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?

>> For the proposed CGC requesting the self-supporting status, EPOL will follow existing marketing and promotional practices that have been in place for recruiting new students into our existing online degree programs with self-supporting status. Transparency is our guiding strategy in communicating implications of self-supporting status to our prospective students. All pertinent information related to assessed tuition rate and financial aid eligibility will be available via webpages, printed promotional materials, email correspondences, and phone calls with EPOL faculty and staff.

4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

>> Wenhao David Huang, Co-DGS at EPOL

>> Laura Ketchum, Business Manager, EPOL

April 15, 2021

Proposal Review Committees

Dear Colleagues,

The Cancer Center at Illinois (CCIL) is pleased to partner with the Department of Education Policy, Organization and Leadership (EPOL) to launch the graduate certificate program in Cancer Education and Management in Underrepresented & Diverse Communities (CEMUDC). Through this program, we aim to train cancer researchers, health care providers, and community stakeholders to design cancer management solutions.

Despite notable health improvements for the larger population through technological advancement, there continues to be an alarming disproportionate burden of illness among persons from racial and ethnic minority and other population groups who experience health disparities. Disparity in cancer, particularly in underrepresented communities (URC), is a perplexing reality that demands timely solutions. We believe that these solutions should be bold, effective, innovative, educational, and sustainable. We also believe that these solutions should be based on best practices so that they are deployable to address real-time circumstances.

The benefits of this partnership and program are many. First, the launch of this program provides additional opportunities for research and community-engaged activities. Furthermore once established, this program can be used to leverage other opportunities to increase our campus' external funding portfolio to include National Institute on Minority Health and Health Disparities (NIMHD). For example, NIMHD currently has two requests for proposals centered on:

1. **Innovations** for Healthy Living – Improving Minority Health and Eliminating Health Disparities and
2. **Technologies** for Improving Minority Health and Eliminating Health Disparities

Training grants and other funding mechanisms can be built around our program at the nexus of cancer research and the social determinants of health (SDOH). The limits of opportunity become infinite as we consider the various components of the program. We at the CCIL are excited to embark on this journey with our colleagues in the EPOL department.

I would be happy to address any questions or concerns you may have. Please feel free to contact me at rxb@illinois.edu.

Respectfully,



Rohit Bhargava, Ph.D.
Director

April 15, 2021

Campus Proposal Review Committees

Dear Colleagues,

The Department of Bioengineering is pleased to collaborate with the Cancer Center at Illinois (CCIL) and the Department of Education Policy, Organization and Leadership (EPOL) to launch the graduate certificate program in Cancer Education and Management in Underrepresented & Diverse Communities (CEMUDC).

The Department of Bioengineering will be the home of the Cancer: The Biology and Disease course which will be a requirement within the specialization. As a thriving department, we continue to promote high-impact research aimed at improving human health and providing deeper understandings of complicated biological systems. This 500-level course will provide an expanded look into the diagnosis, prevention, and management of cancer. With our long history of developing solutions based educational opportunities, we look forward to training the next generation of cancer researchers, health care providers, and community advocates/navigators to meet the needs of their communities.

If additional information is needed as we work toward the launch of the specialization, please feel free to contact me at maa@illinois.edu.

Sincerely,



Mark A. Anastasio, Ph.D.
Donald Biggar Willett Professor in Engineering
Head, Dept. of Bioengineering,
University of Illinois at Urbana-Champaign

April 15, 2021

College of Education Proposal Review Committee

Dear Colleagues,

We are pleased to be a collaborator in the Cancer Center at Illinois (CCIL) and Department of Education Policy, Organization, and Leadership (EPOL) partnership. We are excited to offer a new course titled Cancer: The Biology and Disease to be required for those enrolled in the proposed *Cancer Education and Management in Underrepresented & Diverse Communities* graduate specialization. This course will provide our students with a basic understanding of the molecular and cellular mechanisms that lead to cancer. The fundamental principles of cancer diagnosis, prevention, and therapeutic management will also be explored with an emphasis on underrepresented communities.

Developed for practitioners, we designed the course so that each student will be able to do the following upon completion of the course:

1. Describe cancer types including prevalence and mortality of each.
2. Explain the basic process of cell proliferation and how they are perturbed by genetic mutations and environmental exposures.
3. Discuss the multicellular nature of tumor microenvironments and how interactions among the varied cell types present contribute to tumor aggressiveness and resistance to immuno- and chemotherapeutic approaches to control growth and metastasis.
4. Categorize the epidemiology of cancer health disparities including distinction between socioeconomic versus biological contributions to the unequal burden in incidence and death from such.
5. Critically review and assess the strengths and weaknesses of current approaches to mitigate cancer health disparities.
6. Devise novel approaches for improving cancer detection and treatment for those subject to disparate burden.

We are excited about the opportunities of this new program. Please do not hesitate to contact us with any questions you may have at hgaskins@illinois.edu and mpool@illinois.edu.

Respectfully,



H. Rex Gaskins, Ph.D.
Kelley Professor of Immunophysiology
Department of Animal Sciences
Department of Biomedical and Translational Sciences
Department of Pathobiology
Division of Nutritional Sciences
Carl R. Woese Institute for Genomic Biology
Associate Director for Education, Cancer Center at Illinois
Deputy Director, Tissue Microenvironment Training Program



Marcia Pool, Ph.D.
Assistant Director for Education, Cancer Center at Illinois
Teaching Associate Professor, Bioengineering
Rose Education Innovation Fellow, The Grainger College of Engineering



COLLEGE OF EDUCATION

Department of Education Policy, Organization & Leadership
351 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

March 14, 2021

Subject: Letter of Support – Joint Campus Graduate Certificate Proposal with EPOL and the Cancer Center

I am writing to enthusiastically support a collaborative project with the Illinois Cancer Center to develop an online Campus Graduate Certificate (CGC) on Cancer Education and Management in Underrepresented and Diverse Communities. We have been meeting for over a year to plan out this exciting venture to foster understandings for cancer educators when meeting the needs of underrepresented populations. The course design and content merges well the foundational knowledge of historical, social and ethical considerations along with subject matter expertise. EPOL would have faculty availability and expertise to offer this CGC. This promises to be a unique offering with tangible import and outcomes, and perhaps more relevant in this COVID moment and thereafter.

Sincerely,

A handwritten signature in black ink that reads 'Yoon K. Pak'. The signature is written in a cursive style with a large, sweeping 'Y' and 'P'.

yoopak@illinois.edu

BIOE 598 CBD: Cancer Biology and Disease

BIOE 598 is a Special Topic course. A section, Cancer Biology and Disease, will be designated to the proposed CERT program. Please see the course section description below.

Drs. Bhargava, Gaskins, and Pool will serve as co-instructors for the section. Their support to the course can be found in their support letters to the CERT program.

Introduction to the biology and disparities of cancer for students or practitioners in social work, nursing, community health, allied health professions, or for those affected by cancer, either patients or those providing care for patients. The course content will be divided with cancer biology, including the basis of cancer, types of cancer, and current diagnostics and treatments, covered in the first half followed by an introduction to cancer disparities (types, by cancer type) and critical analysis of current efforts to reduce cancer disparities. The course will culminate in a final presentation developed by each student that addresses how he/she, in his/her given or planned profession, can improve communication of cancer information and reduce cancer disparities.

BIOE 598 CBD: Cancer Biology and Disease

BIOE 598 is a Special Topic course. A section, Cancer Biology and Disease, will be designated to the proposed CERT program. Please see the course section description below.

Drs. Bhargava, Gaskins, and Pool will serve as co-instructors for the section. Their support to the course can be found in their support letters to the CERT program.

Introduction to the biology and disparities of cancer for students or practitioners in social work, nursing, community health, allied health professions, or for those affected by cancer, either patients or those providing care for patients. The course content will be divided with cancer biology, including the basis of cancer, types of cancer, and current diagnostics and treatments, covered in the first half followed by an introduction to cancer disparities (types, by cancer type) and critical analysis of current efforts to reduce cancer disparities. The course will culminate in a final presentation developed by each student that addresses how he/she, in his/her given or planned profession, can improve communication of cancer information and reduce cancer disparities.

From: [Amos, Jenny](#)
To: [Lehman, Barbara J](#)
Subject: Fwd: Question about Cancer Education Management in Underrepresented and Diverse Communities, CERT
Date: Friday, October 8, 2021 9:40:12 AM
Attachments: [Cancer mgmt. in underrepresented Communities.pdf](#)

Hi Barb,

Can you please upload this communication and attached PDF into the proposal for Cancer education for Subcommittee C?

Best
Jenny

Get [Outlook for Android](#)

From: Huang, David <wdhuang@illinois.edu>
Sent: Friday, October 8, 2021, 8:36 AM
To: Amos, Jenny
Cc: Hunt, Margaret Browne; Pak, Yoon Kyung; Stalter, Kathy L
Subject: Re: Question about Cancer Education Management in Underrepresented and Diverse Communities, CERT

Dear Jenny,

Thank you for sharing the feedback from the EP subcommittee. Below please see our responses in [BLUE](#). I also attach the market analysis report as part of the response.

Please let me know if you have further questions.

Best,
David

-
1. For the three EPOL courses, how is the cancer education component woven into those already existing courses? Those courses likely enroll students with drastically different professional goals, so how can this specific knowledge and approach to cancer be accomplished in these courses? Will students in those courses pursuing this certificate be in separate sections with an instructor knowledgeable or familiar with cancer education and how those transferable skills apply to these certificate seekers?

>> Students enrolled in the CMUC CERT will be taking EPOL courses as cohorts with designated course sections. This arrangement will allow us to integrate cancer management and health education topics into the coursework. Since this is a collaboration between educational experts from EPOL and subject matter experts from the Cancer Center at Illinois, we anticipate each course having modular topics on cancer management and health education to help students attain the learning objectives. The course content will be co-developed by experts in EPOL and the Cancer Center at Illinois. Our collaborative approach will be applied to the course delivery as well.

2. What is cancer diversity???? What specifically do they mean by this term?

>> I could not locate this term in the proposal. Could you please let me know which page this term is on?

3. Under “Program Regulation and Assessment” The term “innovative cancer education” is used repeatedly. Can they give us an example of what this term means? What is innovative about their cancer education? Who are they educating- cancer patients from URD communities? URD communities in general (before many get cancer)?

>> “Innovative cancer education”, in the context of this proposal, consists of applying new thinking to conceptualize what cancer education and cancer management should be when targeting underrepresented and diverse communities; identifying delivery methods to promote immersive learning experience with virtual or augmented realities; and facilitating interdisciplinary problem-solving skill development based on expertise in education and cancer treatment. We are fusing pedagogical approaches to enhance the learning experience. We also believe this community-focused educational approach would facilitate innovative practices in improving the efficacy of cancer treatment and management in URD communities.

>> Community health advocates, health educators, and professionals who are interested in improving individuals’ overall cancer treatment outlooks can educate patients from URD communities, based on the training provided by the CERT.

>> Graduates of this CERT will be able to provide educational opportunities for individuals who are interested in learning more about cancer management. These individuals may include those who are impacted by cancers directly or indirectly. This CERT also would expand workforce development opportunities for individuals, organizations, and communities.

4. Under the section “Market Demand” the sponsor makes the statement “In addition, according to the research report compiled by CITL (December 2020), the proposed CGC in Cancer Education and Management in Underrepresented and Diverse Communities is uniquely positioned at national level.” It would be nice to see this report.

>> The report is attached.

5. Where do the numbers for estimates of enrollment come from? Is this linked to market research or a target audience?

>> Yes. Please see the attached market analysis report.

Wenhao David Huang, PhD & EMBA

(Pronouns: he/his/him)

Professor

Human Resource Development
Dept. Education Policy, Organization and Leadership
Dept. Educational Psychology

Co-Director of Graduate Studies
Dept. of Education Policy, Organization and Leadership

Coordinator
Human Resource Development Online Degree/Certificate Program

University of Illinois at Urbana-Champaign

"Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure."

On Oct 5, 2021, at 1:38 PM, Pak, Yoon Kyung <yoopak@illinois.edu> wrote:

Hi David and Margaret,
Some questions about the CERT. Am happy to talk over together if you'd like; otherwise we can place our responses via email.
Thank you!
Yoon

<image001.png>

Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
1310 S. Sixth Street | Champaign, IL 61820
217.300.2819 VM | yoopak@illinois.edu

Core Faculty, Asian American Studies
Immediate Past-President, History of Education Society

General Campus Hours:
Tuesdays & Thursdays, 10am-1:00pm

Virtual Office Hours:
Wednesdays, 1:00pm-3:30pm
calendly.com/yoopakofficehours

From: "Amos, Jenny" <jamos@illinois.edu>

Date: Tuesday, October 5, 2021 at 1:32 PM

To: "Pak, Yoon Kyung" <yoopak@illinois.edu>, "Stalter, Kathy L" <kstalter@illinois.edu>

Subject: Question about Cancer Education Management in Underrepresented and Diverse Communities, CERT

Hello,

I have you both listed as the program and college contact for the proposal for the Cancer Education Management in Underrepresented and Diverse Communities, CERT.

I am the Education Policy Subcommittee Chair in charge of reviewing your proposal. My subcommittee and I have a few questions/points of clarification that I am hoping you can answer. Each subcommittee is made up of representatives from a variety of backgrounds, so please keep that in mind for your responses.

1. For the three EPOL courses, how is the cancer education component woven into those already existing courses? Those courses likely enroll students with drastically different professional goals, so how can this specific knowledge and approach to cancer be accomplished in these courses? Will students in those courses pursuing this certificate be in separate sections with an instructor knowledgeable or familiar with cancer education and how those transferable skills apply to these certificate seekers?
2. What is cancer diversity???? What specifically do they mean by this term?
3. Under "Program Regulation and Assessment" The term "innovative cancer education" is used repeatedly. Can they give us an example of what this term means? What is innovative about their cancer education? Who are they educating- cancer patients from URD communities? URD communities in general (before many get cancer)?
4. Under the section "Market Demand" the sponsor makes the statement "In addition, according to the research report compiled by CITL (December 2020), the proposed CGC in Cancer Education and Management in Underrepresented and Diverse Communities is uniquely positioned at national level." It would be nice to see this report.
5. Where do the numbers for estimates of enrollment come from? Is this linked to market research or a target audience?

While there is no formal deadline for this response, it would be great to hear back either by the end of this week or next week, so that we can try to get you on the next senate agenda in October for approval after the EP committee. If you need more time,

that is fine, we will just push to the following senate meeting.

Best,

JENNY AMOS, PHD (she/her)

Teaching Professor

Laura Hahn Faculty Scholar

Bioengineering | The Grainger College of Engineering

Carle Illinois College of Medicine

Educational Psychology | College of Education

3242 Everitt Lab

1406 W. Green | MC 278

Urbana, IL 61801

217.333.4212 | jamos@illinois.edu

[LinkedIn](#) | [@jennyamos_uiuc](#)

publish.illinois.edu/jennyamoslab/

<https://bioengineering.illinois.edu/>

<https://medicine.illinois.edu/>

<image002.png>

Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

**Analysis of
Program Trends in Cancer Management in Underrepresented Communities,
December 2020**



*Prepared by:
Marketing Team
Center for Innovation in Teaching & Learning | Illinois Online
University of Illinois at Urbana-Champaign*

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PURPOSE OF THE STUDY

To provide an overview of demand of “Cancer Management in Underrepresented Communities” with data related to the market landscape, competitive landscape, labor market demand, and profile analytics. Data is analyzed at the national and state (Illinois) levels. All information for this study is sourced from EMSI (<https://www.economicmodeling.com/>) which uses a composite dataset that integrates over 90 federal and state labor market data sources into one robust database.

In this case, since the concerned area of study “Cancer Management in Underrepresented Communities” did not have a specific Classification of Instructional Programs (CIP) Code (CIP 2020 and earlier), a combination of CIP Codes for programs that were related to the proposed program of study were used. Hence, the data derived thereof, is at best, assumptive and loosely related.

KEY FINDINGS

1. In 2019, 100% (122) of all program completions for Cancer Management in Underrepresented Communities in Illinois were through non-distance learning, compared to 80% (3,256) of non-distance learning program completions nationally.
2. From 2012 to 2019, the United States has seen an increase in non-distance (39%) and distance offered (1,258%) program completions, suggesting that even though, nationally, distant learning is gathering momentum as a modality for program delivery, getting a specialization in the concerned area of study through non-distance learning is still the preferred medium. Illinois follows the national trend in program delivery wherein acquiring a specialization in the program through non-distance learning is a preferred modality than distance learning. Overall, this program has seen a decline in program completions (distance and non-distance learning) from 2012 to 2019 (18%).
3. Nationally, in 2019, James Madison University in Harrisonburg, Virginia leads with almost 467 program completions, a growth percentage increase of 4.2%, and a market share of 11% for all national degree program completions. Based on national data, on an average, in 2019, students spent around \$11,000 on room and board, tuition, books, etc., ranging from a high of \$58,000 for University of Pennsylvania in Philadelphia, Pennsylvania, to a low of \$2,000, for Pima Community College in Tucson, Arizona. In 2019, in Illinois, with 55 program completions, Northern Illinois University in DeKalb, Illinois, experienced an overall growth percentage year over year decrease of 5% and constituted 45% of the program market share. Average room and board, tuition fees, and other expenses for Illinois for the program were \$20,873 (80% higher than the national average)
4. For the program in 2019, nationally, about 43% of all degree completions were in the Bachelor’s and 30% in the Master’s field. In Illinois, in 2019, 69% of all degree completions were in the Bachelor’s field, Table 7.
5. Nationally, the numbers of jobs in this area of study have increased by 26% from 2016-2020, compared to Illinois which has shown an increase in jobs by 16%. In Illinois, these positions make close to \$26 per hour, which is at par with the national pay rate. Location Quotient (LQ) for jobs in this field of study in Illinois is under 1 (except for Family Medicine Physicians) suggesting that, in Illinois, the industry has almost the same share of its area employment as it does in the nation.
6. From 2019 to 2030, nationally, the number of jobs in this occupation group is projected to increase by 11% compared to Illinois’ 10% increase, suggesting that Illinois, like the U.S., is following a similar projected growth trend for this occupation group.
7. From September 2016 to August 2020, in Illinois, there were approximately 74,000 (3.4% of the total na-

KEY FINDINGS (CONTINUED)

tional jobs) unique job postings for a total of approximately 289,000 duplicated postings from September 2016 to August 2020 and a Posting Intensity of 4-1, meaning that for every 4 postings there was 1 unique job posting, suggesting that there were average efforts (marketing and otherwise) made by companies to fill these positions. In Illinois, the median posting duration of 35 days was the same as the national average.

8. Job titles that require specialization in Cancer Management in Illinois range from Family Practice and Family Medicine Physicians, Physicians, Licensed Clinical Social Workers, Social Workers, Urgent Care Physicians, and others.
9. In postings for Cancer Management-related jobs in Illinois, Licensed Clinical Social Worker (LCSW), Licensed Clinical Professional Counselor, Licensed Social Worker, Licensed Professional Counselor (LPC), Nurse Practitioner, Licensed Marriage And Family Therapist (LMFT), were, by far, the most popular and sought after qualifications.
10. For jobs requiring specialization in Cancer Management in Underrepresented Communities, employers in Illinois are looking for skills in Family Medicine, Social Work, Psychology, Mental Health, Treatment Planning, Primary Care, Behavioral Health, Internal Medicine, Hospital Medicine, Case Management, etc., and that demand is not being met by the available worker profile, suggesting a disconnect in hard skills sought by employers and those available in the worker pool.
11. For jobs requiring specialization in Cancer Management in Underrepresented Communities, employers in Illinois are looking for common skills in Communications, Planning, Presentations, Problem Solving, Innovation, Advocacy, Interpersonal Relationships, etc., and that demand is not being met by the available worker profile, suggesting a disconnect in common skills sought by employers and those available in the worker pool.
12. A specialization in the field of Cancer Management in Underrepresented Communities is not limited in scope to specific job opportunities, but skills and knowledge acquired through the program allow individuals to work in interdisciplinary fields.

METHODOLOGY

CIP CODE

The Classification of Instructional Programs (CIP) is the code system of instructional programs with the purpose to facilitate the organization, collection, and reporting of fields of study and program completions.

The following **Classification of Instruction Program (CIP)** Codes related to Cancer Management in Underrepresented Communities were examined to assess degree conferral and provider trends. Data was analyzed at the national and state levels (Illinois).

As there wasn't a specific CODE for Cancer Management in Underrepresented Communities (CIP 2000), CIP Codes 26.0911, 51.1503, and 51.1504 (see description below) provided by program partners were used based on how best they fit with the current program

CIP Code 26.0911, Oncology and Cancer Biology

A program that focuses on the scientific study of carcinogens; the onset of malignancy in cells, tissues, blood, and organs; the genetics of cancer; the anatomy and physiology of cancer cells; and the study of cancer behaviors and treatments. Includes instruction in gene expression; oncogenes and tumor suppressor genes; viral genes and cancer proliferation; regulation of signal transduction; cancer proteins; hormonal and growth factors in cancer cells; tumor promotion, progression, and metastasis; carcinogen receptors and metabolism; carcinogen ecology; immunological targeting; and studies of genetic, chemical, radiologic and other treatment therapies.

CIP Code 51.1503, Clinical/Medical Social Work

A program that prepares individuals for the specialized professional practice of social work, in collaboration with other health care professionals, in hospitals and other health care facilities and organizations. Includes instruction in social work, psychiatric case work, clinical interviewing techniques, therapeutic intervention strategies, patient testing and evaluation, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison.

CIP Code 51.1504, Community Health Services/Liaison/Counseling

A program that prepares individuals to serve as facilitators, advocates, and referral professionals linking health care and related social services with affected recipient communities. Includes instruction in public and community health, human and social services, health services administration, group counseling, health education, group advocacy, cross-cultural and multilingual communication, and applicable laws and policies.

Source: <https://nces.ed.gov/ipeds/cipcode>

SOC CODE

The US Department of Labor's Bureau of Labor Statistics uses the system of **Standard Occupational Classification (SOC)** Codes to track occupational statistics. The codes are based on skills, training, education, credentials, and work performed. The following Standard Occupational Classification (SOC) codes related to the above mentioned CIP Codes were examined to assess data trends. Data was analyzed at national and state levels (Illinois).

Program	Mapped Occupations
26.0911-Oncology and Cancer Biology	19-1042 - Medical Scientists, Except Epidemiologists
51.1503-Clinical/ Medical Social Work	21-1018 - Substance Abuse, Behavioral Disorder, and Mental Health Counselors 21-1022 - Healthcare Social Workers 21-1023 - Mental Health and Substance Abuse Social Workers 29-1215 - Family Medicine Physicians
51.1504-Community Health Services/ Liaison/Counseling	21-1091 - Health Education Specialists 21-1094 - Community Health Workers 21-1099 - Community and Social Service Specialists, All Other

MARKET DEMAND

Trends in Cancer Management in Underrepresented Communities Program Modality

For a program specializing in Cancer Management in Underrepresented Communities, based on CIP Codes identified on [Page 6](#), 143 institutions nationally had 4,268 education completions in 2019 (*Table 1*). Twenty percent (20%) of those completions were through distance offered programs (all required coursework can be completed online), and 80% were through non-distance offered programs (on-campus only). In relation to this, in Illinois, 122 (100%) education completions resulted from 8 institutions, all of which were non-distance offered programs, (*Table 2*). **In 2019, 100% (122) of all program completions for Cancer Management in Underrepresented Communities in Illinois were through non-distance learning.**

Table 1: Program Completion Data, 2019 (United States)

National	Completions (2019)	% Completions	Institutions (2019)	% Institutions
All Programs	4,268	100%	143	100%
Distance Offered Programs	842	20%	22	15%
Non-Distance Offered Programs	3,426	80%	125	87%

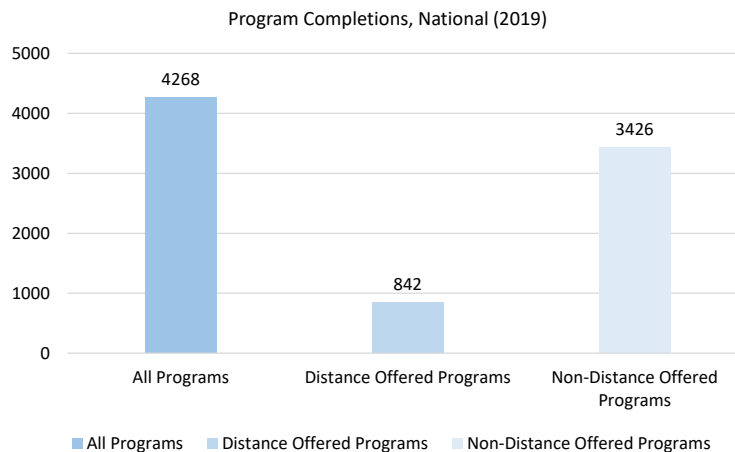
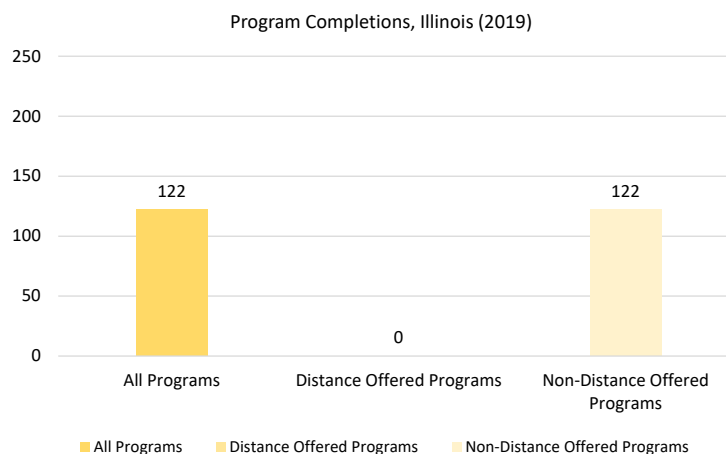


Table 2: Program Completion Data, 2019 (Illinois)

Illinois	Completions (2019)	% Completions	Institutions (2019)	% Institutions
All Programs	122	100%	8	100%
Distance Offered Programs	0	0%	0	0%
Non-Distance Offered Programs	122	100%	8	100%



Trends in Program Completion for Cancer Management in Underrepresented Communities

Tables 3 and 4 show program completion trends from 2012 to 2019 for Cancer Management in Underrepresented Communities, nationally and in Illinois. **From 2012 to 2019, the United States has seen an increase in non-distance (39%) and distance offered (1,258%) program completions, suggesting that even though, nationally, distant learning is gathering momentum as a modality for program delivery, in terms of volume, getting a specialization in the concerned area of study through non-distance learning is still the preferred medium. Illinois follows a similar trend in program delivery wherein acquiring a specialization in the program through non-distance learning is a preferred modality than distance learning.** Overall, in Illinois, this program has seen a decline in program completions (distance and non-distance learning) from 2012 to 2019 (18%).

Table 3: Program Completion Change, 2012 to 2019 (United States)

National	2012 Completions	2019 Completions	% Change
Distance Offered Programs	62	842	1,258.1%
Non-Distance Offered Programs	2,457	3,426	39.4%
All Programs	2,519	4,268	69.4%

National Trends for the Program (2012-2019)

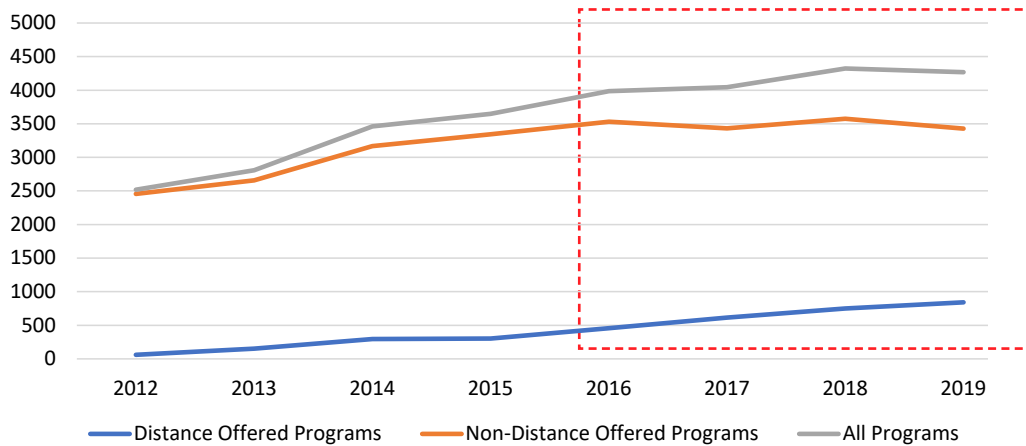
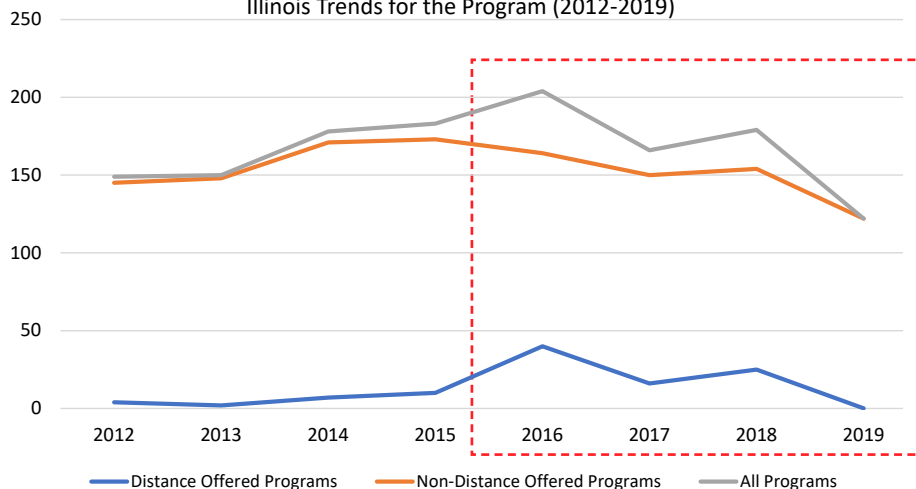


Table 4: Program Completion Change, 2012 to 2019 (Illinois)

Illinois	2012 Completions	2019 Completions	% Change
Distance Offered Programs	4	0	(100.0%)
Non-Distance Offered Programs	145	122	(15.9%)
All Programs	149	122	(18.1%)

Illinois Trends for the Program (2012-2019)



COMPETITIVE LANDSCAPE

Program Completions by Institution

Table 5 shows numbers of completions nationally (2019), followed by percentage of growth year over year (YOY), market share, and student fees as determined by the Integrated Postsecondary Education Data System (IPEDS.) James Madison University in Harrisonburg, Virginia, leads with 467 program completions, a growth percentage increase of 4.2%, and a market share of approximately 11% for all national degree program completions. Based on national data, on an average, in 2019, students spent around \$11,000 on room and board, tuition, books, etc., ranging from a high of \$58,000 for University of Pennsylvania in Philadelphia, Pennsylvania, to a low of \$2,000, for Pima Community College in Tucson, Arizona.

Table 5: Program Completion Data by Institutions, 2019 (United States)

National	Completions (2019)	Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
James Madison University	467	4.2%	10.9%	\$12,206
New Mexico Highlands University	267	(1.5%)	6.3%	\$6,318
Michigan State University	221	4.2%	5.2%	\$15,555
Florida State University	219	1.9%	5.1%	\$6,517
University of Arizona	152	10.1%	3.6%	\$12,379
Sinclair Community College	135	84.9%	3.2%	\$4,004
Florida Atlantic University	127	15.5%	3.0%	\$4,879
Texas A & M University-College Station	96	(38.1%)	2.2%	\$11,361
Indiana State University	96	(10.3%)	2.2%	\$9,236
University of Pennsylvania	93	14.8%	2.2%	\$57,770
Florida International University	83	(2.4%)	1.9%	\$6,565
University of South Dakota	82	15.5%	1.9%	\$9,332
Worcester State University	79	6.8%	1.9%	\$10,161
University of Central Arkansas	75	0.0%	1.8%	\$9,188
Kaplan University-Indianapolis	73	7200.0%	1.7%	\$8,037
Mississippi Gulf Coast Community College	67	0.0%	1.6%	\$3,750
Central Community College	65	71.1%	1.5%	\$3,150
Western Connecticut State University	62	19.2%	1.5%	\$11,344
Summit Academy Opportunities Industrialization Center	61	29.8%	1.4%	N/A
Capella University	56	211.1%	1.3%	\$14,540
University of Southern Indiana	55	0.0%	1.3%	\$8,546
Northern Illinois University	55	(5.2%)	1.3%	\$14,610
William Paterson University of New Jersey	52	(11.9%)	1.2%	\$13,370
The University of West Florida	51	(12.1%)	1.2%	\$5,776
Pasco-Hernando State College	47	(14.5%)	1.1%	\$3,155
Southeast Community College Area	46	17.9%	1.1%	\$2,592
Oakland Community College	42	(10.6%)	1.0%	\$4,592

National	Completions (2019)	Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
Ohio University-Main Campus	42	90.9%	1.0%	\$12,612
CUNY Hostos Community College	42	2.4%	1.0%	\$5,208
Eastern New Mexico University-Main Campus	40	(2.4%)	0.9%	\$6,450
Texas Woman's University	38	153.3%	0.9%	\$7,926
University of Kansas	36	0.0%	0.8%	\$11,166
Duquesne University	34	21.4%	0.8%	\$39,992
Southwest Institute of Healing Arts	33	(49.2%)	0.8%	N/A
Davenport University	33	(2.9%)	0.8%	\$19,338
Southern New Hampshire University	31	121.4%	0.7%	\$31,136
Minnesota State University-Mankato	30	(28.6%)	0.7%	\$8,438
Hillsborough Community College	29	(17.1%)	0.7%	\$2,506
Central Texas College	29	7.4%	0.7%	\$3,390
Pima Community College	28	(37.8%)	0.7%	\$2,190
Central Michigan University	27	3.8%	0.6%	\$12,833
City Colleges of Chicago-Malcolm X College	26	(27.8%)	0.6%	\$9,216
The University of Texas Health Science Center at Houston	26	(38.1%)	0.6%	\$11,117
Washburn University	23	64.3%	0.5%	\$8,704
CUNY Kingsborough Community College	22	(37.1%)	0.5%	\$5,252
University of Maine at Farmington	22	(8.3%)	0.5%	\$9,344
Western Washington University	22	(12.0%)	0.5%	\$8,343
Nyack College	22	10.0%	0.5%	\$25,500
University of Alabama at Birmingham	22	Insf. Data	0.5%	\$8,568
Minneapolis Community and Technical College	20	122.2%	0.5%	\$5,545

Table 6 shows that for the program, Northern Illinois University in DeKalb, Illinois, with 55 degree completions and 45.1% of the market share leads in regards to total number of program completions in 2019. Figure 1 shows program completions for Northern Illinois University from 2005 to 2019. Program completions for Northern Illinois University vary over the years (highest of 120 program completions in 2011 vs a lowest of 53 in 2006). Overall total number of program completions at Northern Illinois University have decreased by 20% from 2005 to 2019. In 2019, Northern Illinois University showed a decrease in growth percentage (YOY) by 5%, (Table 6). Average room and board, tuition fees, and other expenses for Illinois for the program were \$20,873 (80% higher than the national average), Page 9.

In 2019, with 55 program completions, Northern Illinois University in Illinois experienced an overall growth percentage year over year decrease of 5% and constituted 45% of the program market share.

Table 6: Program Completion Data by Institutions, 2019 (Illinois)

Illinois	Completions (2019)	Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
Northern Illinois University	55	(5.2%)	45.1%	\$14,610
City Colleges of Chicago-Malcolm X College	26	(27.8%)	21.3%	\$9,216
North Park University	18	20.0%	14.8%	\$31,030
University of Chicago	7	133.3%	5.7%	\$59,298
Chicago State University	6	(68.4%)	4.9%	\$11,366
Northeastern Illinois University	5	(75.0%)	4.1%	\$11,462
Institute for Clinical Social Work	4	(55.6%)	3.3%	N/A
Waubensee Community College	1	(93.8%)	0.8%	\$9,127

Program Completion Data for Northern Illinois University, 2005 - 2019

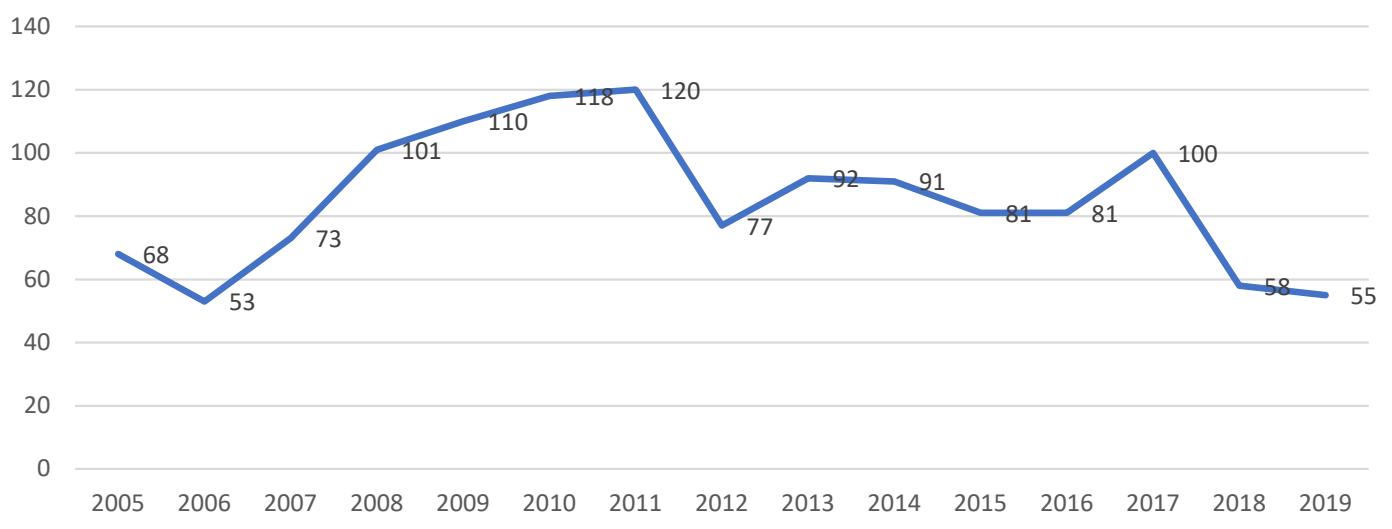


Figure 1: Program Degree Completions, Northern Illinois University (2005-2019)

Award Conferrals

For the program in 2019, nationally, about 43% of all degree completions were in the Bachelor's and 30% in the Master's field. In Illinois, in 2019, 69% of all degree completions were in the Bachelor's field, Table 7.

Table 7: Award Conferrals for the Program (United States and Illinois)

Award Level	Completions (2019) (US)	Percent	Completions (2019) (IL)	Percent
Award of less than 1 academic year	322	7.5%	26	21.3%
Associate's Degree	387	9.1%	1	0.8%
Bachelor's Degree	1828	42.8%	84	68.9%
Master's Degree	1315	30.8%	3	2.5%
Doctor's Degree	120	2.8%	8	6.6%
Award of at least 1 but less than 2 academic years	239	5.6%	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%	0	0.0%
Postbaccalaureate certificate	55	1.3%	0	0.0%
Post-masters certificate	2	0.0%	0	0.0%

LABOR MARKET DEMAND

Target Occupations

In 2016, there were approximately **1.02M** jobs in the field of Cancer Management in Underrepresented Communities nationally compared to Illinois' approximate **38,000** (3.7% of the total) jobs. **Nationally, the numbers of jobs in this area of study have increased by 26% from 2016-2020, compared to Illinois which has shown an increase in jobs by 16%. In Illinois, these positions make close to \$26 per hour, which is at par with the national pay rate.** Over this time frame, over 137,000 national and 4,500 Illinois jobs were open for hire each year.

Table 8 shows target occupations for people with a specialization in the field of Cancer Management in Underrepresented Communities. About 10,000 (26% of the total) jobs generated within this field were for Substance Abuse, Behavioral Disorder, and Mental Health Counselors. The Location Quotient (LQ) shows how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. Table 8 shows that the **LQ for jobs in this field of study in Illinois is under 1 (except for Family Medicine Physicians) suggesting that, in Illinois, the industry has almost the same share of its area employment as it does in the nation.**

UNITED STATES				ILLINOIS			
1.02M	26%	\$26.39/hr \$54,891/yr	137,954	38,478	15.8%	\$26.46/hr \$55,035/yr	4,523
Jobs (2016)*	% Change (2016-2020)*	Median Earnings	Annual Openings*	Jobs (2016),* 7% Below National Average	% Change (2016-2020)*	Median Earnings	Annual Openings*

Table 8: Target Occupations for the Program (Illinois)

Occupation	SOC Codes	All 2016 Jobs* (For the specific SOC Codes)	Annual Openings	Median Earnings	Growth (2016 - 2030)	Location Quotient (2016)
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	21-1018	10,111	1,754	\$20.85	46.18%	0.95
Family Medicine Physicians	29-1215	8,653	309	\$98.67	(7.50%)	1.58
Healthcare Social Workers	21-1022	5,788	651	\$25.78	7.72%	0.83
Mental Health and Substance Abuse Social Workers	21-1023	3,660	466	\$21.31	15.92%	0.76
Community and Social Service Specialists, All Other	21-1099	3,390	366	\$17.66	(12.56%)	0.82
Medical Scientists, Except Epidemiologists	19-1042	3,165	430	\$37.22	25.86%	0.69
Health Education Specialists	21-1091	1,876	299	\$26.47	25.14%	0.78
Community Health Workers	21-1094	1,836	249	\$19.88	8.36%	0.78

****If an LQ is equal to 1, then the industry has the same share of its area employment as it does in the nation. An LQ greater than 1 indicates an industry with a greater share of the local area employment than is the case nationwide****

For this section, occupation data for the following SOC Codes was used to provide information on projected job growth, regional job placement, and industry sectors in relation to the same.

- 19-1042 - Medical Scientists, Except Epidemiologists,
- 21-1018 - Substance Abuse, Behavioral Disorder, and Mental Health Counselors
- 21-1022 - Healthcare Social Workers
- 21-1023 - Mental Health and Substance Abuse Social Workers
- 29-1215 - Family Medicine Physicians
- 21-1091 - Health Education Specialists
- 21-1094 - Community Health Workers, and
- 21-1099 - Community and Social Service Specialists, All Others

Projected Occupation Growth (2016-2030)

In 2019, in Illinois, for the above SOC codes (also see [Page 6](#) for mapped SOC Codes), there were a total of 39,019 jobs. **Figure 2** below shows that **from 2019 to 2030, nationally, the number of jobs in this occupation group is projected to increase by 11% compared to Illinois' 10% increase, suggesting that Illinois, like the U.S., is following a similar projected growth trend for this occupation group.**

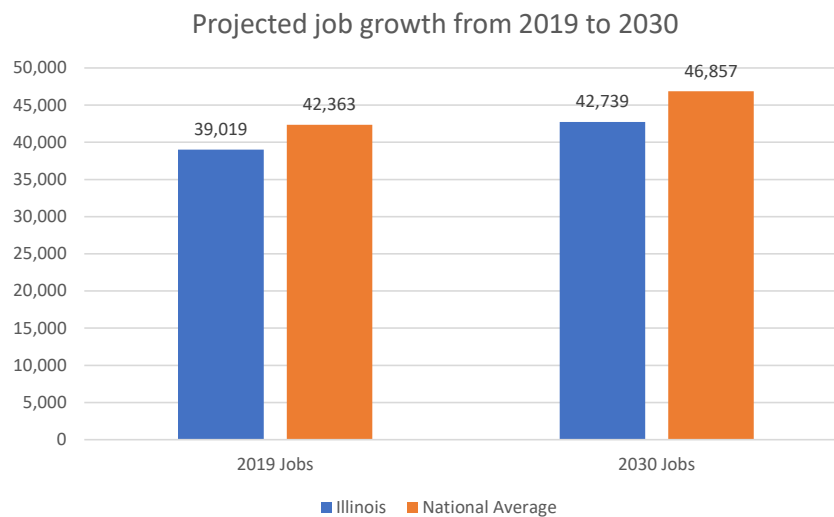


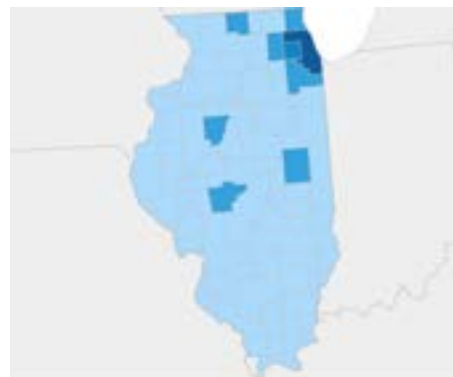
Figure 2: Projected Occupation Growth (2019 to 2030), National and Illinois.

Occupation Breakdown by Counties in Illinois (2019)

See below (Table 9) for top 5 counties in Illinois with the highest number of jobs for the above SOC Codes in 2019.

Table 9: Occupation Breakdown by Counties in Illinois (2019)

County	2019 Jobs
Cook County, IL	19,140
DuPage County, IL	3,740
Lake County, IL	1,936
Sangamon County, IL	1,324
Winnebago County, IL	1,298



Job Postings Summary

Nationally, there were approximately **8.6 million duplicated** job postings for the listed occupation group from September 2016 to August 2020, of which **2.15 million** were unique, yielding a Posting Intensity of 4-to-1, meaning that for every 4 postings there was 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that there were average efforts toward hiring for Cancer Management-related job openings. The same trend is reflected in Illinois' Cancer Management job postings wherein **there were approximately 74,000 (3.4% of the total national jobs) unique job postings for a total of approximately 289,000 duplicated postings from September 2016 to August 2020 and a Posting Intensity of 4-1, for a median posting duration of 35 days (similar to the national average).**

UNITED STATES

2.15M	4 : 1	35 days
Unique Postings	Posting Intensity	Median Posting Duration
8.6M Total Postings	Regional Average: 4 : 1	Regional Average: 31 days

ILLINOIS

74,001	4 : 1	35 days
Unique Postings	Posting Intensity	Median Posting Duration
289,100 Total Postings	Regional Average: 4 : 1	Regional Average: 31 days

Companies posting for jobs specializing in Cancer Management in Underrepresented Communities

Table 10 shows top postings by companies for Cancer Management-related jobs in Illinois. Here information on total and unique postings, and days for which the posting was active online is shown. On an average, Cancer Management-related job postings in Illinois (September 2016 to August 2020) had an average Posting Intensity of 4:1, suggesting that businesses posted multiple times (4:1 duplicate vs unique postings) for a single position in order to attract a higher number of applicants.

Table 10: Top Companies posting for jobs specializing in Cancer Management in Underrepresented Communities (Illinois)

Company	Total Postings (Sept. 2016 - Aug 2020)	Unique Postings (Sept. 2016 - Aug 2020)	Median Posting Duration
CompHealth, Inc.	23,277	3,894	29 days
AbbVie Inc.	9,262	1,997	43 days
Weatherby Health Care	4,164	1,205	20 days
Enterprise Medical Recruiting	3,474	892	38 days
The University of Chicago	5,336	890	49 days
University of Illinois At Chicago	2,248	868	23 days
Barton & Associates, Inc.	1,321	710	20 days
Universal Health Services, Inc.	4,248	645	55 days
Osf Healthcare	2,025	603	41 days
AMITA Health	2,472	602	30 days
Gateway Foundation, Inc.	2,844	578	43 days

Company	Total Postings (Sept. 2016 - Aug 2020)	Unique Postings (Sept. 2016 - Aug 2020)	Median Posting Duration
Total Spectrum Inc	2,572	535	50 days
Unitypoint Health	2,295	521	46 days
Rush University	2,117	508	44 days
Chestnut Health Systems, Inc.	2,153	501	53 days
Centerstone	8,446	467	20 days
Northwestern Memorial Hospital	2,223	463	37 days
Soliant Health, Inc	682	455	39 days
Northwestern University	1,476	452	69 days
Allstar Recruiting	1,123	449	19 days
State of Illinois	844	440	15 days
Anthem, Inc.	1,692	435	27 days
The Curare Group Inc	2,511	435	31 days
Locumtenens.com, LLC	603	409	21 days
Vohra Wound Physicians Mgnt LLC	2,809	397	30 days
Staff Care, Inc.	1,344	376	33 days
Doccafe.com, Llc.	755	370	224 days
Presence Health	3,380	363	53 days
University of Illinois At Urbana-Champaign	912	358	34 days
Advocate Health and Hospitals Corporation	1,194	356	36 days
The Physician Family Practice	1,515	351	31 days
Sunbelt Staffing, LLC	448	339	31 days
Wexford Health	2,371	330	48 days
Source Medical	1,419	313	15 days
Integrity Healthcare Inc	1,214	310	33 days
Priority Physicians	718	307	23 days
Arlington Health Care, Inc.	927	302	26 days
Department of Veterans Affairs	1,810	284	23 days
Merritt, Hawkins & Associates, LLC	773	281	58 days
United States Department of the Air Force	696	250	14 days
Team Health Holdings, Inc.	1,024	247	80 days
Procare Therapy , Inc.	369	243	31 days
Physician Services Inc	949	243	41 days
NorthShore University HealthSystem	710	225	37 days
The Delta Companies	427	217	26 days
Wexford Health Sources Inc	1,342	207	28 days

Company	Total Postings (Sept. 2016 - Aug 2020)	Unique Postings (Sept. 2016 - Aug 2020)	Median Posting Duration
Continuum Medical Group, Inc.	407	201	32 days
Carle Foundation Hospital	599	197	49 days
Autism Home Support Services Inc.	448	194	42 days
Medicorp Inc	1,980	188	47 days

Posted Titles for Cancer Management-related jobs

Table 11 shows the top job titles for Cancer Management job postings in Illinois from September 2016 to August 2020. **Job titles that require specialization in Cancer Management in Illinois range from Family Practice and Family Medicine Physicians, Physicians, Licensed Clinical Social Workers, Social Workers, Urgent Care Physicians, and others.**

Table 11: Top Posted Titles for Cancer Management-related jobs (Illinois)

Job Title	Total Postings (Sept. 2016 - Aug 2020)	Unique Postings (Sept. 2016 - Aug 2020)	Median Posting Duration
Family Practice Physicians	17,819	4,057	25 days
Family Medicine Physicians	12,433	3,558	36 days
Physicians	7,984	2,106	49 days
Licensed Clinical Social Workers	5,359	1,684	35 days
Social Workers	4,400	1,398	38 days
Urgent Care Physicians	4,715	1,368	23 days
Primary Care Physicians	4,146	1,226	31 days
Medical Social Workers	3,081	890	38 days
Hospitalists	3,182	881	27 days
Mental Health Professionals	3,950	806	45 days
Medical Science Liaisons	3,039	773	39 days
Locum Tenens Family Practice Physicians	2,309	688	31 days
Outpatient Family Medicine Physicians	1,822	530	14 days
Clinicians	1,706	525	49 days
Behavior Therapists	1,701	524	42 days
Locum Tenens Urgent Care Physicians	1,664	476	29 days
Postdoctoral Fellows	1,363	465	56 days
Counselors	2,661	447	36 days
Postdoctoral Research Associates	1,422	431	34 days
Mental Health Counselors	2,050	417	38 days
Locum Tenens Physicians	1,848	409	29 days
Locum Tenens Hospitalists	1,279	401	29 days

Job Title	Total Postings (Sept. 2016 - Aug 2020)	Unique Postings (Sept. 2016 - Aug 2020)	Median Posting Duration
Board Certified Behavior Analysts	1,238	392	34 days
Behavioral Health Specialists	1,645	389	47 days
Outpatient Primary Care Physicians	1,985	388	34 days
Substance Abuse Counselors	2,617	366	48 days
Family Physicians	1,292	346	37 days
Behavioral Health Counselors	1,448	327	32 days
Associate Scientists	1,633	321	29 days
Family Medicine/Internal Medicine Physicians	1,462	317	45 days
Locum Tenens Hospitalists Physician	804	307	37 days
Clinical Social Workers	826	291	27 days
Mental Health Specialists	2,119	286	44 days
Licensed Social Workers	1,001	283	34 days
Med/Ped Physicians	1,206	277	32 days
Outpatient Therapists	3,157	273	41 days
Behavioral Health Therapists	1,179	271	32 days
Research Scientists	1,090	268	37 days
Scientists	1,166	251	34 days
Therapists	877	242	37 days
Family Practice Residents	762	242	57 days
Locums Tenens	909	237	30 days
Residential Substance Abuse Counselors	1,621	231	50 days
Locum Tenens Family Medicine Physicians	755	217	13 days
Orthopedic Physicians	546	210	11 days
CDL-A Truck Drivers	745	195	31 days
Care Physicians	725	188	42 days
Clinical Counselors	744	182	44 days
Medical Science Liaison Managers	804	182	39 days
Residential Counselors	683	174	38 days

Cancer Management Job Postings with Qualifications

Qualifications are the certifications that are administered by third-party entities (schools, government, industries, etc.) that acknowledge a body of skills and abilities, such as Certified Nursing Assistant or Family Nursing Practitioner. ***In postings for Cancer Management-related jobs in Illinois, Licensed Clinical Social Worker (LCSW), Licensed Clinical Professional Counselor, Licensed Social Worker, Licensed Professional Counselor (LPC), Nurse Practitioner, Licensed Marriage And Family Therapist (LMFT), were, by far, the most popular and sought after qualifications (Table 12).***

Table 12: Top Qualifications that appear in Cancer Management-related job postings (Illinois)

Qualification	Postings with Qualification
Licensed Clinical Social Worker (LCSW)	9,279
Licensed Clinical Professional Counselor	5,111
Licensed Social Worker	4,524
Licensed Professional Counselor (LPC)	3,611
Nurse Practitioner	1,763
Licensed Marriage And Family Therapist (LMFT)	1,568
Medical License	1,520
Doctor Of Pharmacy (PharmD)	1,335
Doctor Of Medicine (MD)	716
Licensed Master Social Worker	711
Board Certified In Family Medicine	458
Licensed Practical Nurse	426
Board Certified In Internal Medicine	409
Advanced Practice Registered Nurse	272
Bachelor of Science in Nursing (BSN)	256
Master of Science in Nursing (MSN)	190
Certified Case Manager	158
Certified Nursing Assistant	154
Certified Registered Nurse Anesthetist (CRNA)	152
Master Of Business Administration (MBA)	144
Licensed Independent Clinical Social Worker	109
Certified Social Workers Credential	98
Family Nurse Practitioner	98
Licensed Professional Clinical Counselor	78
Certified Health Education Specialist	77
Doctor Of Dental Surgery (DDS)	76
Psychiatric-Mental Health Nurse Practitioner	67
Advanced Life Support	66
Licensed Independent Social Worker	65

Qualification	Postings with Qualification
Bachelor of Science in Business	59
Certified Medical Assistant	57
Licensed Vocational Nurses	55
American Registry Of Radiologic Technologists (ARRT) Certified	52
Registered Dietitian (RD/RDN)	51
Patient Care Technician	50
Certified Employee Assistance Professional	49
Doctor of Dental Medicine (DMD)	48
Certified Addictions Counselor	45
CIAC Certified Management Consultant	45
Certified Diabetes Educator	43
Licensed Graduate Social Worker	41
Radiologic Technologist	40
Medical Technologist	36
American Medical Technologists	35
Certified Corporate Trust Specialist	32
NIH Stroke Scale (NIHSS)	30
Certified Nurse Practitioner	29
Management Of Aggressive Behavior (MOAB) Certification	27
Project Management Professional Certification	27
Associates Degree In Nursing	26

Skills (Hard and Common)

The Skills section of the report shows the frequency of the **top hard and common skills** appearing in workforce profiles as compared to those appearing in job postings. An understanding of the types of skills that businesses are looking for can help universities develop their programs to produce the right kind of talent. Businesses can also use this data to adjust their job postings to mirror worker profiles more closely.

Top Hard Skills

These diagrams show that while many employers may be asking for certain skills, the profiles available to them do not necessarily reflect that demand. **For jobs requiring specialization in Cancer Management in Underrepresented Communities in Illinois, employers are looking for skills in Family Medicine, Social Work, Psychology, Mental Health, Treatment Planning, Primary Care, Behavioral Health, Internal Medicine, Hospital Medicine, Case Management, etc., and that demand is not being met by the available worker profile, suggesting a disconnect in hard skills sought by employers and those available in the worker pool (Figure 3).**

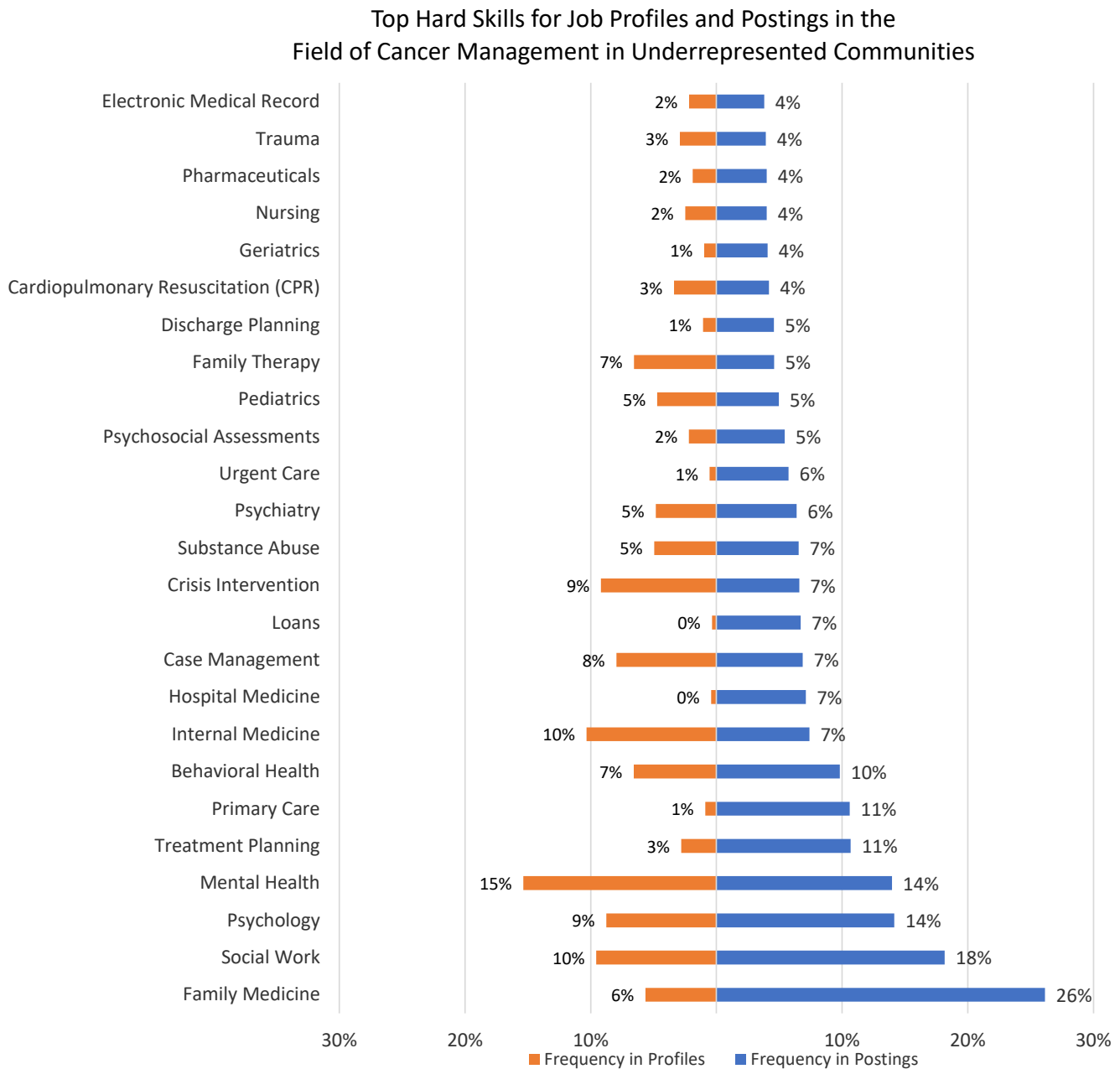


Figure 3: Top Hard Skills for Job Profiles and Postings in the Field of Cancer Management in Underrepresented Communities (Illinois)

Profile Data Set: Sept 2016 - Aug 2020, Postings Data Set: 2018-2020

Top Common Skills

For jobs requiring specialization in Cancer Management in Underrepresented Communities in Illinois, employers are looking for common skills in Communications, Planning, Presentations, Problem Solving, Innovation, Advocacy, Interpersonal Relationships, etc., and that demand is not being met by the available worker profile, suggesting a disconnect in common skills sought by employers and those available in the worker pool (Figure 4).

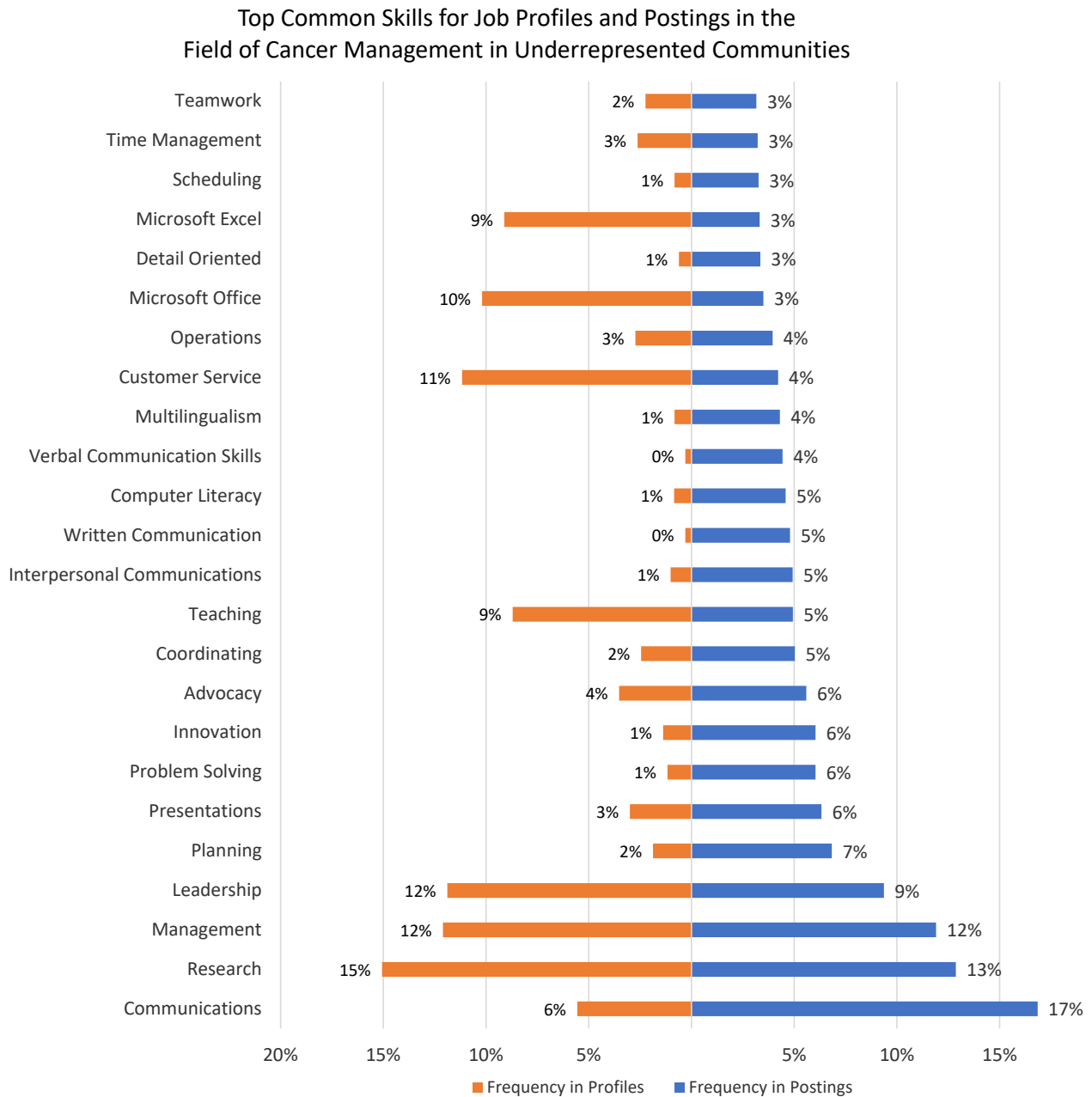


Figure 4: Top Common Skills for Health Administration Job Profiles and Postings (Illinois)

Profile Data Set: Sept 2016 - Aug 2020

Postings Data Set: 2018-2020

PROFILE ANALYTICS

Emsi's profile data is aggregated from online professional profiles and resumes where individuals share information about their employment, skills, and education. Combined with job posting analytics, Emsi's profile data offers insight into the world of work.

The objective is to traverse the distance from assuming potential jobs that people would be able to acquire based on their education and skill set (in this case with an education and degree in Cancer Management in Underrepresented Communities) and actual jobs that were acquired by individuals in the workforce, which can be outside of the identified SOC codes ([Pages 6 and 14](#)).

After plugging in SOC Codes for the concerned area of study, Emsi's Profile Analytics Data for Illinois showed 78,408 profiles since 2000, a large percentage of which were in Chicago and the surrounding suburbs ([Table 13](#)). [Table 14](#) shows top companies in Illinois where people were able to acquire jobs based on their education and skill set in Cancer Management in Underrepresented Communities. SOC codes were mapped with CIP codes to identify occupations that would be a good fit for people with an education/degree in the area of study ([Page 14](#)). [Table 15](#) shows that people with a degree/education in Cancer Management are acquiring jobs as *Family Medicine Physicians, Mental Health and Substance Abuse Social Workers, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, etc.*, suggesting that **a specialization in the field of Cancer Management in Underrepresented Communities is not limited in scope to specific job opportunities, but skills and knowledge acquired through the program allow individuals to work in interdisciplinary fields.**

Table 13: Profiles Specializing in Cancer Management in Underrepresented Communities by City (Illinois)

City	Profiles	Percent
Chicago, IL	31,809	40.57%
Chicago Heights, IL	8914	11.37%
Maywood, IL	1878	2.40%
Springfield, IL	1712	2.18%
North Chicago, IL	1459	1.86%
Peoria, IL	1378	1.76%
Rockford, IL	1156	1.47%
Urbana, IL	1111	1.42%
Evanston, IL	996	1.27%
Naperville, IL	736	0.94%

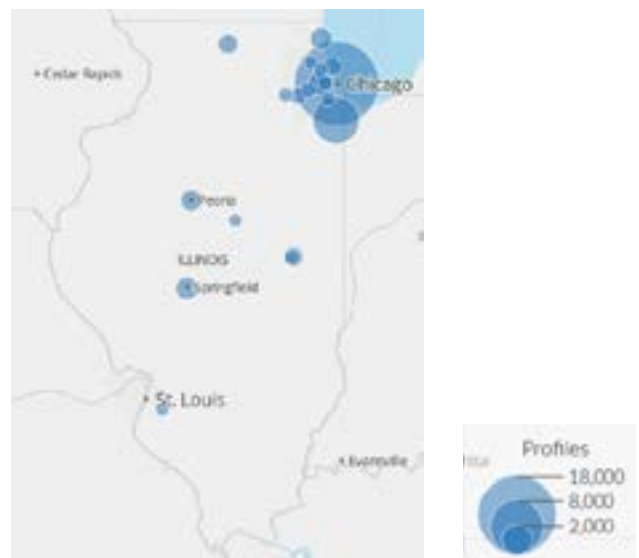


Table 14: Top Companies who are hiring individuals with specialization in Cancer Management in Underrepresented Communities based on Profile Data (Illinois)

Company	Profiles	Percent
The University of Chicago	537	0.68%
AbbVie Inc.	512	0.65%
University of Illinois At Urbana-Champaign	435	0.55%
Northwestern Memorial Hospital	403	0.51%
University of Illinois At Chicago	379	0.48%
Adicio, Inc.	349	0.45%
Advocate Health and Hospitals Corporation	324	0.41%
Northwestern University	289	0.37%
NorthShore University HealthSystem	269	0.34%

Table 15: Occupations matching Education/Degree in Cancer Management in Underrepresented Communities based on Profile Data (Illinois)

Occupation (SOC)	Profiles	Percent
Family Medicine Physicians	39,790	50.75%
Mental Health and Substance Abuse Social Workers	11,809	15.06%
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	10,937	13.95%
Medical Scientists, Except Epidemiologists	5,992	7.64%
Healthcare Social Workers	4,837	6.17%
Community and Social Service Specialists, All Other	3,300	4.21%
Health Education Specialists	1,193	1.52%
Community Health Workers	550	0.70%

