

Program Change Request

APPROVED BY SENATE
03/10/2025

EP.25.044_FINAL
Approved by EP 02/24/2025

Date Submitted: 10/22/24 4:53 pm

Viewing: **10KS1630MPH : Public Health, MPH**

Last edit: 02/03/25 12:47 pm

Changes proposed by: Andiar Schwingel

Catalog Pages Using
this Program [Public Health, MPH](#)

Proposal Type:
Major (ex. Special Education)

This proposal is for

a:

[Revision](#)

In Workflow

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

Approval Path

1. 10/25/24 9:42 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 10/25/24 12:41 pm
Andiar Schwingel
(andiar): Approved
for 1581 Committee
Chair
3. 10/25/24 4:22 pm
Kim Graber
(kgraber): Approved
for 1581 Head
4. 11/13/24 9:25 am
Robbin King

- (rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
5. 11/18/24 7:56 pm
Kristi Carlson
(carlo1): Approved
for 1581 Committee
Chair
6. 11/18/24 7:57 pm
Kristi Carlson
(carlo1): Approved
for 1581 Head
7. 12/05/24 4:21 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
8. 12/05/24 4:22 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
9. 12/08/24 11:10 am
Claire Stewart
(clairrest): Approved
for University
Librarian
10. 12/13/24 9:25 am
Allison McKinney
(agrindly): Approved
for Grad_College
11. 12/13/24 10:19 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
12. 12/16/24 1:32 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Administration Details

| | | |
|------------------------------|------------------------------------------------------------------|-----------------------|
| Official Program Name | Public Health, MPH | |
| Diploma Title | | |
| Sponsor College | Applied Health Sciences | |
| Sponsor Department | Health and Kinesiology | |
| Sponsor Name | Pedro Hallal | |
| Sponsor Email | phallal@illinois.edu | |
| College Contact | Steve Petruzzello | College Contact Email |
| | petruzze@illinois.edu | |
| College Budget Officer | Suzanne Rinehart | |
| College Budget Officer Email | srinehar@illinois.edu | |

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

- [Pedro Hallal, Director of MPH Program](#)
- [Allison Musser, Assistant Director, MPH Program](#)
- [Andiara Schwingel, Associate Head \(will edit the proposal\)](#)
- [Kristin Carlson, Assistant Head](#)

Does this program have inter-departmental administration?

[No](#)

Effective Catalog Term

| | |
|------------------------|-----------|
| Effective Catalog Term | Fall 2025 |
| Effective Catalog | 2025-2026 |

Proposal Title

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

Revise the Master of Public Health in Public Health in the College of Applied Health Sciences and the Graduate College

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

This is a multi-element change impacting these programs:

Concentration in Health Behavior and Promotion, MPH (key 1282)

Concentration in Physical Activity and Health, MPH (key 1278)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revise the Plan of Study to (a) remove “Electives and seminars (min 3)” and add HK 534 Professionalism in Health Practice, 2 credits; (b) remove “Area of concentration coursework from approved list (min 3)”, and (c) remove “CHLH 594 Special Topics 1-4 credits”;
2. Add two new concentrations: (1) Health Behavior and Promotion, and (2) Physical Activity and Health;
3. Restructure the program of study from 11 required courses (42 credit hours), 3 hours of Area of concentration coursework and 3 hours of electives and seminars; to instead be 8 Core Courses (28 hours) required for both concentrations, and 20 hours of concentration coursework unique to each concentration. Total hours for the degree program remain unchanged;
4. Adjust the delivery method to add an online modality. All core and concentration courses are being developed for online delivery and will be offered in 8-week periods. All online courses will be offered asynchronously, except for HK 535 (APE) and HK 536 (ILE), which may combine modalities. Students will be required to select their preferred modality for the MPH degree, opting to complete the coursework required by the program either entirely online or in-person;
5. Include a mechanism for students to select, upon admission, a concentration (Health Behavior and Promotion or Physical Activity and Health), and a program modality (residential/ in-person or online);
6. Revise all courses to reflect the new HK rubric;
7. Update the CIM-P form. Some information in the CIM-P form has not been updated since CIM was implemented. As a result, several new responses are being added to the proposal and will be highlighted in green. For example, the information shown as new in the Student Learning Outcomes (Program Regulation and Assessment section) does not reflect a revision. Also, it’s important to note that the program is already self-supporting, so the new answer in the Financial Resources section does not reflect a change;
8. Removal of footnotes from the program of study for accessibility purposes.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. The revisions to the Plan of Study to remove the electives and seminar requirement was due to the development of a new course, HK 534 Professionalism in Health Practice (2 credits). We believe HK 534 provides a clearer and more structured approach to covering the topics previously addressed in seminars. This new course sets clearer expectations for students and better aligns with the program's objectives.

We removed the area of concentration coursework from approved list as this change was necessary due to the program's restructuring of the major into two concentrations. The coursework has now been integrated into the concentration proposals, with more details provided in the concentration proposals, including new wording as "Concentration Course of Choice".

We removed CHLH 594 Special Topics from the core requirements as the development of new courses specific to each concentration made the inclusion of special topics unnecessary in the core curriculum. This adjustment streamlines the core requirements and better supports the concentration-focused structure of the program;

2. The Master of Public Health degree was originally created in 2011 under the Public Health major. In Fall 2019, the program introduced a new major in Epidemiology. To differentiate the two majors, and in line with our accrediting body (Council on Education in Public Health, or CEPH), the MPH Program started using the term "concentrations". However, this has been the incorrect terminology per University naming conventions. Our website currently lists two concentrations for students: Epidemiology and Health Behavior & Promotion. The current proposal aims to rectify this naming issue with respect to Health Behavior & Promotion to formalize it into a concentration under the major of Public Health and alongside a new concentration in Physical Activity & Health. This will be in addition to our other major in Epidemiology (not part of this proposal). In summary, this proposal aims to establish a new structure for the Public Health major within the Master of Public Health degree that includes two concentrations: (1) Health Behavior and Promotion and (2) Physical Activity and Health. The two concentrations share 28 hours of core courses, and include 20 hours of specific course requirements unique to each concentration;

3. The restructuring of the major, which includes a defined set of core courses and concentration-specific coursework, was implemented to provide a more focused and cohesive curriculum, aligning the program more closely with accreditation standards. Total hours for the degree program remain unchanged;

4. Public health and online education has gained momentum in the past decades. Data from the Association of Schools and Programs of Public Health (ASPPH) shows that between 2001 and 2021, there was a 1,100% increase in public health undergraduate degrees earned. At the graduate level, the number of public health degrees conferred rose from <4,500 in 1992 to >19,000 in 2016. In the same time frame, the number of institutions in the United States

awarding graduate public health degrees rose from 74 to 310. The Covid-19 pandemic catalyzed a new chapter for public health education, demonstrating both the critical role of public health professionals and the effectiveness of online learning in responding to global challenges. Applications to public health graduate degree programs surged by 40% from 2020 to 2021, with much of this growth concentrated in online programs. This increase highlights a shift in how students pursue advanced education, favoring flexible and accessible learning modalities, as well as, aligns with institutional goals to diversify and expand educational opportunities. There is a demonstrated demand for high-quality online options for MPH and programs and we propose to develop an online version of our successful campus-based degree. The addition of an MPH Online degree will enhance the accessibility of a high-quality University of Illinois education. This will open the door for non-traditional students and other professionals to take advantage of the public health expertise available at Illinois in a cost-effective and flexible modality. While the curriculum and degree requirements are identical to the residential program, and the conferred degree is the same MPH, the online modality provides online (primarily asynchronous) delivery of all necessary coursework. The online courses are being developed by our outstanding Illinois faculty, the same faculty who teach the in-person courses. In many cases, these faculty members will be assigned to teach both the in-person and online sections of the courses they have developed. Additionally, the course development process is supported by professional online learning specialists from the College of Applied Health Sciences, ensuring high-quality production and alignment with best practices in online education. While some differences in the classroom experience are expected, such as reduced in-person interactions, these differences will not affect the quality of learning. We are taking all necessary steps to ensure that online graduating students receive the same high-quality academic preparation for a career in public health as our residential students. Further, our program will continue to be guided by CEPH accreditation competencies, which will further ensure our online students are meeting the same requirements as our residential students;

5. Adding a mechanism for students to select a concentration (Health Behavior and Promotion, or Physical Activity and Health), and program modality (residential/in-person or online) at the time of admission enhances academic planning and advising support. This approach provides students with a clear and structured pathway to complete their coursework, ensuring alignment with their academic and professional goals;

6. This is an administrative action to move CHLH courses to a new HK rubric. In order to accommodate multiple rubrics funneling into one new HK rubric, some courses have also been renumbered. No change to course content;

7. Some information in the CIM-P form, specifically in the Program Features and Delivery Method sections, has not been updated since CIM was implemented. As a result, several new responses are being added to the proposal and will be highlighted in green. The information shown as new in the Student Learning Outcomes (Program Regulation and Assessment section) does not yet reflect a revision. The MPH program recognizes the need to revise the learning outcomes to ensure alignment with the newly updated public health CEPH accreditation

outcomes to ensure alignment with the newly updated public health CEPH accreditation competencies and the ongoing updates to the MPH program. The MPH administrative team plans to conduct a comprehensive revision of the learning outcomes next year. This effort will be part of a broader conversation about our Guiding Statements (mission, vision, goals, and values) and will incorporate valuable feedback from both faculty and students. Additionally, the program is already self-supporting and the new answer in the Financial Resources section does not reflect a change;

8. All footnotes were removed from the Plan of Study to ensure a smoother, more accessible experience for readers in compliance with ADA guidelines.

Instructional Resources

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

No

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

No

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

No

Program Features

Academic Level Graduate

Does this major
have transcribed
concentrations? Yes

Concentrations

Will you admit to
the concentration
directly? Yes

Is a concentration
required for
graduation? Yes

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

2 (years)

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

48

What is the
required GPA?

3.0

CIP Code 512201 - Public Health, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The MPH program is accredited through the Council on Education in Public Health (CEPH).

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

No

Program of Study

Revised programs [Side by Side MPH Public Health 11-16.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Public health is an interdisciplinary field rooted in science and social justice that focuses on preventing disease and injury. Public health practitioners identify needs, craft interdisciplinary solutions to problems, and implement meaningful change to impact populations and make a real impact in the lives of others. Our nationally accredited MPH program provides training in the foundational principles of public health with a concentration in Health Behavior and Promotion or Physical Activity and Health. All students in the program gain hands-on experience in real-world public health settings, preparing them for successful careers after graduation.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

| | | |
|-------------------------------------------------------------|-------------------------------------------|------------------|
| CHLH 410 | Course CHLH 410 Not Found | 4 |
| CHLH/ENVS 469 | Course CHLH 469 Not Found | 4 |
| CHLH/KIN 540 | Course CHLH 540 Not Found | 4 |
| CHLH 550 | Course CHLH 550 Not Found | 4 |
| CHLH 572 | Course CHLH 572 Not Found | 4 |
| CHLH 573 | Course CHLH 573 Not Found | 4 |
| CHLH 575 | Course CHLH 575 Not Found | 4 |
| CHLH 577 | Course CHLH 577 Not Found | 4 |
| CHLH 587 | Course CHLH 587 Not Found | 4 |
| CHLH 589 | Course CHLH 589 Not Found | 2 |
| CHLH 594 | Course CHLH 594 Not Found | 1 to 4 |
| Area of concentration coursework from approved list (min 3) | | 3 |
| Electives and seminars (min 3) | | 3 |
| <u>Core courses</u> | | |
| <u>HK 408</u> | <u>Environmental Health</u> | <u>4</u> |
| <u>HK 410</u> | <u>Public Health Practice</u> | <u>4</u> |
| <u>HK 517</u> | <u>Principles of Epidemiology</u> | <u>4</u> |
| <u>HK 527</u> | <u>Biostatistics in Public Health</u> | <u>4</u> |
| <u>HK 530</u> | <u>Health Policy: United States</u> | <u>4</u> |
| <u>HK 534</u> | <u>Professionalism in Health Practice</u> | <u>2</u> |
| <u>HK 535</u> | <u>Applied Practice Experience</u> | <u>4</u> |
| <u>HK 536</u> | <u>Integrative Learning Experience</u> | <u>2</u> |
| <u>Total hours core courses</u> | | <u>28</u> |
| <u>Students must choose a concentration</u> | | <u>20</u> |
| <u>Health Behavior and Promotion</u> | | |
| <u>Physical Activity and Health</u> | | |
| <u>Total hours (Minimum Required)</u> | | <u>48</u> |
| Other Requirements ¹ | | |

For additional details and requirements refer to the department's Graduate Handbook and the Graduate College Handbook.

Other requirements may overlap

Minimum 500-level Hours Required Overall:12 (8 within the unit)

Minimum GPA: 3.0

Corresponding Degree MPH Master of Public Health

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

The MPH Program is nationally accredited by CEPH, the Council for Education on Public Health. Extensive reporting, assessment, evaluation, and tracking occurs as part of being a nationally accredited program. Very detailed curriculum competency alignment, tracking, and reporting happen each year to ensure the program is meeting the 30+individual competencies CEPH requires. The MPH Program uses the following learning outcomes as a summary of the CEPH Competencies:

1. Students will demonstrate an advanced understanding of current and historically significant theories, models, themes, and ideas related to health promotion, the prevention of chronic illnesses, and the reduction of health disparities.
2. Students will demonstrate ethical practices while applying advanced quantitative and/or qualitative methods in collecting, analyzing, and interpreting data which could then be disseminated through publications and/or oral presentations.
3. Students will understand and appreciate the diverse environmental, biological, psychological, socioeconomic, sociocultural, philosophical, and historical factors that influence health promotion, chronic illness prevention, and the reduction of health disparities.
4. Students will apply best practices in developing, implementing, assessing, and evaluating programs and interventions related to health promotion, chronic illness prevention, and the reduction of health disparities within culturally diverse populations.
5. Students will demonstrate leadership and effective communication skills, while promoting effective public health practices as they develop and sustain productive relationships and work for the common good at local, national, and global levels.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

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

Describe here:

Student learning outcomes will be assessed through each course. Formative assessments, such as quizzes or assignments, will be used throughout the courses to determine student comprehension of the material. Summative assessments, such as final exams or projects, will be utilized at the conclusion of each course. Online and residential students will be assessed using comparable assessment methods, with residential assessments often conducted in-person with real-time interaction, while online assessments leverage digital tools for flexibility and remote engagement, ensuring consistent rigor and learning outcomes across both modalities. In addition, the MPH team will conduct regular program reviews to assess and refine evaluation methods, ensuring alignment with CEPH standards and delivering equivalent, high-quality learning experiences for all students. The Applied Practice Experience (APE or HK 535) and Integrative Learning Experience (ILE or HK 536) are two required courses/experiences of all CEPH accredited Master of Public Health programs and offer additional opportunities to assess student learning. The APE, similar to an internship, provides students with hands-on opportunities to apply their public health skills in real-world settings. The ILE provides an opportunity for students to synthesize all they learned in their coursework with their APE into a culminating independent project completed in their final semester. Both experiences require tracking of how their activities meet the stated competencies.

The APE and ILE are unique courses within the MPH where students, regardless of the modality they choose for the program, they will interact in person or online with the public health organization/ community partners where they choose to be placed. These are highly experiential courses guided by faculty members that provide mentorship and assess students throughout the duration of the experience. While interaction methods with the course instructors may vary based on the program modality, online students are expected to engage in a combination of asynchronous learning and synchronous activities, such as attending office hours and presenting their projects in real-time.

One of the specified requirements of both APE and ILE is that all deliverables must be of use to a public health/community organization. This is most often the organization at which a student is completing their APE, such as the Champaign-Urbana Public Health District, or the Illinois Department of Public Health. However, students can also work with our own faculty for their APE or ILE, in which case the faculty would help identify a relevant organization for which the deliverable would be appropriate, most often a community partner with which the faculty is already working. We anticipate some of our online students will want to work at sites local to them, rather than in Champaign-Urbana, just as our current residential students do. For these, we will utilize established protocols in developing the necessary affiliation agreements/ contracts as we do now. Other online students can work remotely with one of our local affiliated partners, or our own faculty. We currently have students in our residential program that do just that. Remote opportunities are growing within the field of Public Health in the post-Covid world, and we will continue to facilitate site placement for our residential and online students. Regardless of the setting or geographic location, we will continue to be guided by our CEPH accreditation competencies in ensuring our students are ready for a career in Public Health.

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

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

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

The outcomes from each course (including grades and feedback such as ICES evaluations) will be utilized to assess each course and make adjustments as needed to improve the course quality and student experience. To support this process, we have established an Evaluation Working Group composed of MPH faculty. This group is tasked with developing a comprehensive and longitudinal data collection framework that evaluates all aspects of our program across both residential and online modalities, providing a robust mechanism for ongoing program assessment and enhancement.

Additionally, our program benefits from a Student Advisory Committee consisting of 6-8 current students that meets three times a year. Prior to each meeting, the committee conducts a survey of all MPH students to gather feedback. The survey results are then shared with MPH leadership during meetings, facilitating open dialogue and collaborative problem-solving. This integrated approach—combining faculty-driven evaluation with student-centered feedback—underscores our commitment to delivering a high-quality, responsive, and student-centered MPH program. It ensures that the program continues to meet the highest academic standards while addressing the needs and concerns of its students.

The MPH program will foster a sense of community among students in the online cohorts through intentional and interactive strategies. Students will actively engage in their education by participating in online discussions, collaborative group projects, and dynamic presentations. Additionally, the program will offer virtual social opportunities, including networking events, informal meetups, and peer-led sessions, to help students build connections and develop a supportive network throughout their studies. Regular interaction between faculty and students will be encouraged through virtual office hours, creating opportunities for meaningful engagement. Students will also have opportunities to engage with research, fostering deeper learning experiences. To promote pride and connection, social media stories will highlight student experiences and achievements. To continuously improve the student experience, student committees will gather feedback on community-building initiatives.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is

available:

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

When applying to the program, students will have the option of applying to the residential/in-person program type or the online program type. Students enrolled in the in-person type will take all courses on campus. Students enrolled in the online type will take all courses online. Program of Study and course content will remain the same for both program types.

Admission Requirements

Desired Effective Fall 2025

Admissions Term

Is this revision a change to the admission status of the program?

Yes

Please describe the admission status change, whether suspension or resumption of the admission status:

Admissions will now require students to choose between two concentrations: Health Behavior and Promotion or Physical Activity and Health. In addition, students will be required to choose a program modality: residential/in-person or online.

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.

We will continue to utilize a holistic admissions process, with the admissions review including academic history, resume, personal statement, and references. The minimum GPA will follow Graduate College policy at 3.0.

For international students, Proof of English Proficiency will follow the Graduate College minimums: 103 for TOEFL and 7.5 for IELTS. Background checks do not take place; GRE scores are optional.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision to include an online program option will increase enrollment and the number of degrees awarded. We estimate that 150 students will be enrolled in the online program by year 5. We estimate continued steady growth in our in-person program to 75.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision? Yes

Please describe the budgetary implications for this revision, addressing applicable personnel, facilities, technology and supply costs.

The online program will require additional faculty and the development of online versions of the existing courses. An IFG grant has been awarded to develop the necessary online coursework and complete necessary hiring. The MPH Program has already hired a Coordinator for Recruitment and Admissions, and a Teaching Associate Professor. We are in the process of hiring a Tenure-Track Faculty as well as a Coordinator for Career Services which will occur over the next 18 months.

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

Yes

Please explain/describe:

The revision to offer an online program option will require additional staffing.

Additional Budget Information

An IFG grant has been awarded to develop the necessary online coursework and complete necessary hiring. The MPH Program has already hired a Coordinator for Recruitment and Admissions and a Teaching Associate Professor. We are approved to hire an additional Tenure-Track Faculty as well as a Coordinator for Career Services which will occur over the next 18 months.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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

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

No

Attach letters of support

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)

On-campus and online MPH differentials (\$575/credit hour new rate for online being requested for 25-26 AY)

Are you seeking a change in the tuition rate or differential for this program?

Yes

If yes, briefly explain what tuition change you will make for this program, e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

We are requesting a flat rate tuition amount for our online program. This is necessary to remain competitive in the online Master of Public Health space. The program delivery will be flexible to allow more accessibility and to attract non-traditional learners into the space. Thus, it makes sense for the learner to pay per credit hour. We have taken the necessary steps to submit the proposal for approval at the Board of Trustees meeting scheduled for January 2025.

Is this program requesting self-supporting status?

Yes

Faculty Resources

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

A new specialized faculty member (Teaching Associate Professor) has recently been hired through the MPH Program's IFG grant, and an additional tenure-track faculty member will be hired in 2025. These new faculty members, along with the current faculty teaching in the MPH program, will teach core and concentration courses in both online and in-person modalities.

Additionally, a Coordinator of Recruitment and Admissions has been hired to focus on student recruitment, marketing, and program evaluation and effectiveness. In FY26, we will hire a Coordinator of Career Services to help students leverage their education for professional advancement.

There will be no changes to faculty teaching loads, and we do not anticipate significant changes in class size or student-faculty ratios for the residential program. The online program is primarily designed with asynchronous courses that have already been developed or are in the process of being developed. The program will hire the department's PhD students as teaching assistants (TAs) as needed to grade assignments and provide faculty support when online courses have high enrollment.

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.

With the addition of the online modality and concentrations, we anticipate an increase in students potentially using university library resources. However, we do not expect the number of students to require additional resources from the University Library. The library's current collections, resources, and services are sufficient to support MPH students. We have already coordinated with the library (Nancy O'Brien and Jonas Yela) to ensure they are prepared for this change.

EP Documentation

EP Control Number EP.25.044

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and

Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 176 9-17-2024.docx](#)
Approval Notices [U Program Review Comments KEY 176 10-15-24.docx](#)
[FW Addition of a Concentration.pdf](#)

Banner/Codebook

Name

MPH: Public Health -UIUC

Program Code: 10KS1630MPH

| Minor Code | Conc Code | Degree Code | MPH Major Code |
|------------|-----------|-------------|----------------|
| 1630 | | | |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date 1/6/25

DOE Approval Date

Effective Date:

Program Reviewer **Kristi Carlson (carlso1) (03/21/22 12:10 pm):** Rollback: Requested

Comments **Brooke Newell (bsnewell) (10/26/23 2:38 pm):** Rollback: Email sent to Kristi, Carla, Robbin, Pedro, and Mary

Mary Lowry (lowry) (09/18/24 1:29 pm): U Program Review comments attached in DMI Documentation section.

Mary Lowry (lowry) (09/18/24 1:29 pm): Rollback: Rollback requested by sponsor.

Mary Lowry (lowry) (09/30/24 3:58 pm): Rollback: Sponsor requested rollback.

Mary Lowry (lowry) (10/16/24 4:05 pm): U Program Review comments attached in DMI Documentation section.

Mary Lowry (lowry) (10/16/24 4:37 pm): Rollback: U Program Review comments attached.

Mary Lowry (lowry) (10/24/24 4:19 pm): No U Program Review comments.

Jacob Fredericks (jfred) (10/31/24 11:51 am): In the Side by Side columns "Revised Requirements as we want them to appear in the POS" under Concentration in Health Behavior and Promotion you list Concentration Course of Choice, can you list options here as you do with

the Concentration in Physical Activity & Health? Suggestion to revise the line to read "Choose 1" with the options below.

Laura Payne (lpayne) (11/01/24 12:42 pm): Please clarify the Integrative Learning Experience (ILE) and applied practice experience - how will this be facilitated via an online program?

Robbin King (rlking10) (11/13/24 9:25 am): Rollback: Please review and address the committee comments sent via email and those below and re-submit. Thank you.

Kristi Carlson (carlso1) (11/18/24 7:56 pm): HK has addressed all comments from the KY Ed Pol Committee received via email on 11/13/2024. Responses to the comments have been sent back to the College via email on 11/18/24. The changes have been reflected in the CIM-P.

Jacob Fredericks (jfred) (12/02/24 11:59 am): No additional comments.

Wesley Wilson (wjwtilson) (12/20/24 3:32 pm): No additional comments.

Brooke Newell (bsnewell) (01/22/25 10:13 am): Updated CIM-P form with required prompts in line with sponsor proposal, post CIM-P revision