

New Proposal

Date Submitted: 10/23/24 5:41 pm

Viewing: : **Public Health: Physical Activity and Health, MPH**

Last edit: 02/03/25 12:53 pm

Changes proposed by: Andiara Schwingel

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  
Andiara Schwingel  
(andiara): 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 7:57 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581 Committee  
Chair

6. 11/18/24 7:58 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581 Head

7. 12/05/24 4:12 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 11:12 am  
Claire Stewart  
(clairest): Approved  
for University  
Librarian

10. 12/13/24 9:26 am  
Allison McKinney  
(agrindly): Approved  
for Grad\_College

11. 12/13/24 10:20 am  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs

12. 12/16/24 1:33 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

# Proposal Type

Proposal Type: Concentration (ex. Dietetics)

## Administration Details

Official Program Name	Public Health: Physical Activity and Health, MPH	
Diploma Title	Master of Public Health	
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**

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

Establish the Concentration in Physical Activity and Health in the Master of Public Health in Public Health in the College of Applied Health Sciences and 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)"

Major in Public Health, MPH (key 176)

**Program Justification**

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

The Public Health major is being restructured to include two concentrations, one of which is Physical Activity and Health. The overarching goal of the major is to prepare public health professionals to prevent and manage diseases and injuries through interdisciplinary solutions that drive positive change and improve population health. Our nationally accredited MPH program offers comprehensive training in the foundational principles of public health, combined with hands-on experience in real-world public health settings, equipping students for successful careers after graduation. Physical Activity and Health is a concentration within the Public Health major that prepare students to a relatively new but rapidly growing field within public health. While the benefits of physical activity on health outcomes were first highlighted in epidemiological studies as early as the 1950s, it is only in the past few decades that this area has gained significant momentum.

The Physical Activity and Health concentration is structured around the framework proposed in the 2012 Lancet Physical Activity Series, which categorizes the science of physical activity into five key areas: Surveillance, Correlates and Determinants, Health Outcomes, Interventions, and Policy. Through this concentration, students will gain in-depth knowledge and understanding of each of these areas, preparing them to tackle the global challenges associated with physical inactivity (level of physical activity below the public health recommendations). These five areas also guided the development of new concentration courses (HK 570, HK 571, and HK 572) and are related to CEPH competencies. The University of Illinois Urbana-Champaign/Department of Health and Kinesiology are uniquely positioned to offer this concentration within the MPH program due to its combination of expertise in both Kinesiology and Public Health. Several faculty members from Health and Kinesiology have specialized knowledge in public health and physical activity. This expertise is particularly relevant given the critical public health issue of physical inactivity, which is responsible for over 5 million deaths annually worldwide. With a significant proportion of the global population, including adolescents and adults, not meeting recommended physical activity levels, the situation is now recognized as a pandemic. Tackling this global challenge requires the use of rigorous public health methods and approaches.

A note regarding the red boxes in the Program of Study: we have included the new courses HK 570, 571, and 572 in this concentration, as they are currently under review at the appropriate levels. The new courses are focused on the five main themes of physical activity and health research. HK 570 will emphasize the surveillance of physical activity, including physical activity levels and trends, locally, nationally and globally, physical activity measurement techniques, including the use of questionnaires, accelerometers, pedometers and other methods. HK 571 will emphasize both the correlates and determinants of physical activity (why some people are active, and others are not) and the health-consequences of physical activity, both for individuals and for communities. Finally, HK 572 will emphasize the existing interventions available to promote physical activity at the community level, as well as the policy around physical activity locally, nationally, and globally. Additionally, HK 513 is being revised to a new name and a 4-credit course. HK 532 is also being renamed, with its proposal currently under

review. All of these proposals are scheduled to take effect in Fall 2025. See CIM Course approval documents in the Program of Study section.

## 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

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 Physical Activity and Health concentration within the Public Health major of the MPH degree is accredited through the Council on Education in Public Health (CEPH).

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

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

No

## Program of Study

Attach Program of Study related information here.

[Side By Side MPH Public Health PAH .xlsx](#)  
[HK 572 \\_ Course Approval.pdf](#)  
[HK 570 \\_ Course Approval.pdf](#)  
[HK 571 \\_ Course Approval.pdf](#)

## Catalog Page Text - Overview Tab

### Catalog Page Overview Text

Public health is an interdisciplinary field that focuses on preventing disease and promoting health through science and social justice. Our nationally accredited MPH program offers foundational training in public health with a concentration in Physical Activity and Health. This concentration aims to equip students with the skills and knowledge necessary for physical activity surveillance, understanding correlates and determinants, assessing health outcomes, designing interventions, and developing policies to promote healthier, more active lifestyles across diverse populations. All students gain hands-on experience in real-world settings, preparing them for successful careers in public health.

Statement for  
Programs of Study  
Catalog

<b>Core courses</b>		
<a href="#">HK 408</a>	Environmental Health	4
<a href="#">HK 410</a>	Public Health Practice	4
<a href="#">HK 517</a>	Principles of Epidemiology	4
<a href="#">HK 527</a>	Biostatistics in Public Health	4
<a href="#">HK 530</a>	Health Policy: United States	4
<a href="#">HK 534</a>	Professionalism in Health Practice	2
<a href="#">HK 535</a>	Applied Practice Experience	4
<a href="#">HK 536</a>	Integrative Learning Experience	2
<b>Total hours core courses</b>		<b>28</b>
<b>Concentration Core Courses</b>		<b>12</b>
<a href="#">HK 570</a>	Physical Activity Surveillance	4
<a href="#">HK 571</a>	Physical Activity Determinants, Correlates, and Consequences	4
<a href="#">HK 572</a>	Physical Activity Intervention & Policy	4
<b>Concentration Courses of Choice (choose two from the following):</b>		<b>8</b>
<a href="#">HK 513</a>	Introduction to Quantitative Data Management for Public Health	4

<a href="#"><u>HK 519</u></a>	Health Program Evaluation	4
<a href="#"><u>HK 528</u></a>	Applied Epidemiology	4
<a href="#"><u>HK 531</u></a>	Advanced Biostatistics	4
<a href="#"><u>HK 532</u></a>	Cultural Humility in Health	4
<a href="#"><u>HK 533</u></a>	Analytical Epidemiology	4
<b>Total Hours (Minimum Required)</b>		<b>48</b>

**Other Requirements**

Other requirements may overlap  
 Minimum 500-level Hours Required Overall:12 (8 within the unit)  
 Minimum GPA: 3.0

### Program Relationships

Corresponding  
 Program(s):

Corresponding Program(s)
Public Health, MPH

### Program Regulation and Assessment

**Plan to Assess and Improve Student Learning**

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



## Student Learning Outcomes

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. Physical Activity and Health is a concentration within the Public Health major of the MPH degree, and it is guided by 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.

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 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.

Program

Description and

Requirements

Attach Documents

## Delivery Method

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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. The Program of Study and course content will be the same for both modalities.

The online modality will open the door for non-traditional students and other professionals to take advantage of the public health and physical activity 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 major in Public Health, 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.

## Enrollment

Number of Students in Program (estimate)

Year One Estimate

5

5th Year Estimate (or when fully implemented)

20

## Budget

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

Yes

Please explain/  
describe:

The offering of the concentration 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 serve all MPH students, including in the residential and online programs. Their focus will be on helping our students be well-prepared for a career in Public Health. It is anticipated that they will help students find APE sites, assist the instructor teaching HK 535 APE, and offer career development workshops and other services to all our MPH students. This hire will occur over the next 18 months.

Attach File(s)

## Financial Resources

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How does the unit intend to financially support this proposal?

An IFG grant has been awarded to develop the necessary online coursework. After the IFG grant expires, we anticipate the concentration will be self-sustaining based on tuition as a self-supporting professional program. The major for this concentration is already approved as self-supporting.

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

No

Attach letters of  
support

Is this program requesting self-supporting status?

Yes

## Faculty Resources

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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 formats.

Additionally, a Coordinator of Recruitment and Admissions has been hired to focus on student recruitment, marketing, and program evaluation and effectiveness. In FY26, we plan to hire a Coordinator of Career Services to help students leverage their education for professional advancement. The Coordinator for Career Services will serve all MPH students, both in the residential and online modalities. This role will assist students in identifying APE sites, providing career development workshops, and offering other services to enhance career readiness for all MPH students.

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

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

When we contacted Jonas Yela at the library, we confirmed that they actively collect materials in the areas of public health and physical activity, and are well equipped to support the proposed concentration in Physical Activity and Health within the Master of Public Health program. Most relevant articles are accessible through key databases, including CINAHL, Health Source—Consumer Edition, Health Source—Nursing/Academic Edition, PubMed, Web of Science, Scopus, CABI Global Health, CAB Abstracts, Cochrane Library, AgeLine, Sports Medicine & Education Index, and SPORTDiscus. Books related to physical activity and health are a major focus of the Social Science, Health, and Education Library's collection efforts, with additional support from the Grainger Engineering Library. For certain books we may use in this concentration, online students might need to request chapter scans through the Interlibrary Loan Office.

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## HLC Section

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## Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	32 67	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	4 8	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	12 25	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	48 100	Percent of Total:

### New Faculty Required

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

Yes

Please explain new needs, indicating whether the institution will need to hire new faculty members for this program in order to secure appropriately credentialed people or to have enough faculty members to appropriately support the program.

New faculty have already been hired through the IFG who will add the new Physical Activity and Health courses. We are also in the process of hiring specialized faculty to help launch the development of our online courses and to teach generally in the MPH Program. Additionally, a Coordinator of Recruitment and Admissions has been hired to focus on student recruitment, marketing, and program evaluation and effectiveness. In FY26, we plan to hire a Coordinator of Career Services to help all MPH students, both in the residential and online modalities. This role will assist students in identifying APE sites, providing career development workshops, and offering other services to enhance career readiness for all MPH students.

### Additional Funds

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

No

### Institutional Funding

Please explain institutional funding for proposed program:

The major for this concentration is already approved as self-supporting.

### EP Documentation

EP Control Number    EP.25.046

Attach Rollback/  
Approval Notices

Non-EP Documentation

U Program Review  
Comments  
  
Rollback  
Documentation and  
Attachment

DMI Documentation

Attach Final                    [U Program Review Comments KEY 1278 9-18-2024.docx](#)  
Approval Notices           [U Program Review Comments KEY 1278 10-15-2024.docx](#)  
   [FW\\_ Addition of a Concentration.pdf](#)

Banner/Codebook  
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

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        **Mary Lowry (lowry) (09/18/24 1:30 pm):** U Program Review comments attached in DMI  
Comments                    Documentation section.  
                                     **Mary Lowry (lowry) (09/18/24 1:48 pm):** Rollback: Rollback to sponsor requested.  
                                     **Mary Lowry (lowry) (09/30/24 3:59 pm):** Rollback: Sponsor requested rollback.  
                                     **Mary Lowry (lowry) (10/16/24 4:10 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 3:32 pm):** U Program Review comments: (1) Note in



Justification will need to be updated and depending on timing, once courses are fully approved, if red boxes appear, please connect with Mary Lowry to discuss.

**Wesley Wilson (wjlwilson) (11/01/24 11:37 am):** Good justification/description of the requested changes. For competency #3, what does it mean for students to "appreciate" various factors? How is that measured? Also, "Community engaged learning will be integrated throughout the curriculum to ensure learning outcomes are achieved"...this sounds like internships? Is this what is envisioned for this new concentration?

**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 7:57 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 12:02 pm):** No additional comments.