

Program Change Request

New Proposal

Date Submitted: 02/24/25 12:51 pm

Viewing: : **Healthcare Innovation, Design, and Entrepreneurship, GCRT (online)**

Last edit: 03/28/25 12:17 pm

Changes proposed by: Chera LaForge

In Workflow

1. U Program Review

2. 1230-MBA Head

3. 1869-CICOM Head

4. LT Committee Chair

5. LT Dean

6. KM Committee Chair

7. KM Dean

8. University Librarian

9. Grad_College

10. COTE Programs

11. Provost

12. Senate EPC

13. Senate

14. U Senate Conf

15. Board of Trustees

16. IBHE

17. HLC

18. DOE

19. DMI

Approval Path

1. 02/26/25 10:01 am
Donna Butler
(dbutler): Approved for U Program Review

2. 02/26/25 10:11 am
Carlos Torelli
(ctorelli): Approved for 1230-MBA Head

3. 02/26/25 11:00 am
Victoria Richards
(verique5): Approved for 1869-CICOM Head

4. 02/26/25 1:42 pm
Abolfazl Ghasemi
(ghasemi):
Approved for LT
Committee Chair
5. 02/26/25 8:38 pm
Kristine Carpenter
(kmross1):
Approved for LT
Dean
6. 03/07/25 12:00 pm
Abhijeet Ghoshal
(abhi): Approved for
KM Committee
Chair
7. 03/07/25 5:40 pm
Nerissa Brown
(nerissab):
Approved for KM
Dean
8. 03/10/25 10:11 am
Tom Teper (tteper):
Approved for
University Librarian
9. 03/13/25 9:52 am
Allison McKinney
(agrindly): Approved
for Grad_College
10. 03/13/25 10:02 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
11. 03/13/25 10:07 am
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name	Healthcare Innovation, Design, and Entrepreneurship, GCRT (online)	
Diploma Title	Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship	
Sponsor College	Gies College of Business	
Sponsor Department	MBA Administration	
Sponsor Name	Nerissa Brown, Associate Dean Graduate Programs	
Sponsor Email	nerissab@illinois.edu	
College Contact	Amanda Brantner	College Contact Email
	amandab@illinois.edu	
College Budget Officer	Gina Oleynichak	
College Budget Officer Email	goleynic@uillinois.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.

Chera LaForge, Gies College of Business

Roberto Galvez, Carle Illinois College of Medicine Director of Graduate Studies

Does this program have inter-departmental administration?

Yes

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

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

Faculty who have appointments in both Gies College of Business and Carle Illinois College of Medicine are members of governance committees that have oversight of curricula and academic programs. A Memorandum of Understanding was created to outline the agreements of this partnership between Gies and Carle Illinois College of Medicine for students in this program. As part of this, the units designated faculty who serve as primary contacts between the units and will minimally meet one time per academic year.

College Medicine, Carle Illinois College of

Department Carle Illinois COM Pgm & Crse

Is there an additional department involved in governance?

No

Effective Catalog Term

Effective Catalog Fall 2025
Term

Effective Catalog 2025-2026

Proposal Title

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

Establish the Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship in the Gies College of Business 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)"

No.

Program Justification

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

This proposal seeks approval of a Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship, which will equip learners with the knowledge to employ business and entrepreneurship principles to effectively launch and sustain healthcare innovations that can be applied to solve healthcare problems across various contexts. As the healthcare landscape continues to evolve, the program ensures learners stay ahead of the curve by deepening their understanding of the latest trends, technologies, and practices in healthcare innovation and entrepreneurship, preparing them to enter and succeed in this dynamic field.

The certificate is intended to serve individuals with some knowledge of the medical and healthcare fields, but who lack the necessary skills to capitalize on their innovative vision. This includes medical students, doctors, nurses, pharmacists, laboratory workers, and others in the healthcare industry. It also includes entrepreneurs, business professionals, managers, and leaders working in healthcare or healthcare-adjacent fields who wish to solve problems within the area.

The Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship is designed for learners who do not have the time or desire to pursue a full degree but rather have an interest in building skills in the content area. Alternatively, the certificate can be completed by current degree-seeking students who wish to gain the skills necessary to bring their healthcare innovations to market.

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?
No

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

What are the minimum Total Credit Hours required for this program?
12

What is the required GPA?
2.75

CIP Code
510722 - Healthcare Innovation.

Is this program part of an ISBE approved licensure program?
No

Will specialized accreditation be sought for this program?

No

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

No specialized accreditation is necessary or will be sought for this program.

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

This program does not prepare graduates for a profession that is regulated by the State of Illinois.

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.

[MBA 571_ Identify—Healthcare Ecosystem and Need Identification.pdf](#)

[MBA 573_ Implement—Healthcare Business Strategy and New Venture Implementation.pdf](#)

[MBA 572_ Innovate—Healthcare Innovation Process.pdf](#)
[RE_ AHS - Notification of GCRT in HIDE.pdf](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Healthcare Innovation, Design, and Entrepreneurship Graduate Certificate integrates key concepts from new product development, data analytics, design thinking, and entrepreneurship in healthcare to provide learners with a comprehensive foundation in the healthcare innovation process. Through this program, learners will be able to identify healthcare challenges and design innovative solutions that have a higher likelihood of success. Moreover, they will learn to make informed decisions grounded in data analysis and inferences, while also cultivating design thinking skills.

Statement for
Programs of Study
Catalog

Learners who have successfully completed this certificate may use the certificate to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

- 12 hours of elective coursework requirements for the iMBA degree program.
- 12 hours of elective coursework requirements for the iMSM degree program.
- 12 hours of elective coursework requirements for the iMSA degree program.

The required courses for this certificate are listed below.

Graduation Requirements

Minimum Cumulative GPA: 2.75

Minimum hours required for certificate completion: 12 hours

Course substitutions may be approved by the Department of Business Administration and the Carle Illinois College of Medicine.

MBA/HBSE 571	Identify—Healthcare Ecosystem and Need Identification	4
MBA/HBSE 572	Innovate—Healthcare Innovation Process	4
MBA/HBSE 573	Implement—Healthcare Business Strategy and New Venture Implementation	4
Total Hours		12

Corresponding
Degree

GCRT Graduate Certificate

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

Upon completion of the certificate, students will be able to:

- 1) Recognize key principles of the healthcare innovation ecosystem, including applicable concepts from new product development processes, data analytics, design thinking, and entrepreneurship.
- 2) Identify opportunities for healthcare innovation design and development through qualitative, design thinking, and data analytics approaches.
- 3) Apply business and design thinking principles and strategies to develop and evaluate new products and processes for healthcare innovation.
- 4) Apply business and design thinking principles and strategies to develop and evaluate new products and processes for healthcare innovation.
- 5) Analyze emerging trends, technologies, practices, and forthcoming advancements in the healthcare domain.
- 6) Develop a user-centered, entrepreneurial, and analytical mindset that can be employed to solve problems in the healthcare system, develop new products, and improve processes.

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

Describe here:

The student learning outcomes will primarily be assessed via course-embedded assessments such as individual projects, assignments, and in some cases, specific exam questions. Whenever possible, we will complement the course-embedded measures with indirect measures such as student surveys. Assessment data will be collected annually at the end of the academic year. Faculty teaching courses where learning outcomes are assessed are responsible for submitting learning outcomes assessment data to the Chair of the iDegree Curriculum committee.

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.

The goal is for 90% of students enrolled in the certificate program to meet or exceed expectations on each of the program's learning outcomes.

The performance thresholds for each learning outcome are as follows:

- * 0%-79.99%: Below Expectations
- * 80% - 89.99%: Meets Expectations
- * 90% - 100%: Exceeds Expectations

It is at the discretion of faculty teaching courses where learning outcomes are assessed to adjust these thresholds and expectations. Any deviations will be noted in the assessment reports submitted to internal and external accrediting bodies.

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

The Director of Faculty Development and Accreditation, Martin Maurer (maurer1@illinois.edu), coordinates the learning outcomes assessment efforts for the Gies College of Business. The online programs' academic directors ensure that the program assessments are completed by faculty members who teach the courses where the learning outcomes are assessed. Faculty will be asked to provide initial insights and observations about the learning outcomes data at the course level.

After assessment information is collected, it is evaluated by the iDegree Curriculum Committee. The Committee Chair then shares and discusses the learning outcomes assessment information with the Carle Illinois College of Medicine Director of Graduate Studies and all instructors teaching certificate courses. This enables each instructor to understand their courses' assessment of learning so that they can build on strengths and correct any deficiencies, and it enables the iDegree Curriculum Committee in collaboration with the Carle Illinois College of Medicine to address any curriculum-wide deficiencies. Any agreed-upon changes to address student performance on the learning outcomes assessed will be documented by the committee and implemented in a subsequent term. The impact of the changes will be reassessed at least on an annual basis.

Program
Description and
Requirements
Attach Documents

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:

Courses are delivered fully online through Canvas and Coursera. Each course has two structural components. One component is the self-directed, asynchronous part of the course, which is designed to help learners develop foundational knowledge. This material is delivered via pre-recorded videos, complementary readings, and quizzes.

The second component is the high engagement part of the course. It is an expansion of the foundational materials and involves weekly live sessions in a virtual classroom led by Gies Business/Carle Illinois College of Medicine faculty. Other high-engagement content will come in the form of readings, in-depth exercises and assignments, and case studies.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

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

Prospective applicants must apply for admission to 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>.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	15	5th Year Estimate (or when fully implemented)
60		

Estimated Annual Number of Degrees Awarded

Year One Estimate	15	5th Year Estimate (or when fully implemented)
60		

What is the matriculation term for this program?
Spring/Summer/Other

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

The program is designed such that students can matriculate at three points in the academic year--two in spring and one in fall.

Budget

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

No

Additional Budget Information No additional faculty, advisors, or staffing will be needed for implementation of this program.

Financial Resources

How does the unit intend to financially support this proposal?

Current academic and administrative staff in Gies College of Business Online Programs office have the capacity to serve as advisors, maintain records, and process student registration in the Campus Graduate Certificate and related coursework.

Current instructional staff in the Department of Business Administration (with joint appointments in the Carle Illinois College of Medicine) will offer and instruct the courses. Should demand for this Campus Graduate Certificate exceed expectations, new faculty may be recruited to teach some of the courses. Funding for these additional faculty will come from Department and College resources currently available for existing faculty lines.

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

No

Attach letters of
support

[HIDE MOU Final.pdf](#)

[HIDE SSF Request.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)

Business General Management Online

Is this program requesting self-supporting status?

Yes

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship

This proposal seeks approval of a Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship, which will equip learners with the knowledge to employ business and entrepreneurship principles to effectively launch and sustain healthcare innovations that can be applied to solve healthcare problems across various contexts. As the healthcare landscape continues to evolve, the program ensures learners stay ahead of the curve by deepening their understanding of the latest trends, technologies, and practices in healthcare innovation and entrepreneurship, preparing them to enter and succeed in this dynamic field.

The certificate is intended to serve individuals with some knowledge of the medical and healthcare fields, but who lack the necessary skills to capitalize on their innovative vision. This includes medical students, doctors, nurses, pharmacists, laboratory workers, and others in the healthcare industry. It also includes entrepreneurs, business professionals, managers, and leaders working in healthcare or healthcare-adjacent fields who wish to solve problems within the area.

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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 University of Illinois approved Graduate Certificates to reach a new population of learners.

The Healthcare Innovation, Design, and Entrepreneurship Graduate Certificate will leverage coursework developed by the Gies College of Business as a part of our online programs portfolio. Providing a Graduate Certificate in Healthcare Innovation, Design, and Entrepreneurship will expand access to this coursework to learners who are not interested in a degree program at this time.

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.

This program responds directly to Campus Strategic Plan Goal 2C: "Provide new educational pathways and enhance current programs to increase flexibility and to foster education across disciplines." The Healthcare Innovation, Design, and Entrepreneurship Graduate Certificate will expand access to University of Illinois credentials. The impact is threefold: 1. new market of students gain flexibility in obtaining a standalone credential, 2. current students across campus to gain a complimentary credential, 3. provide a new pathway to degree programs.

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

As part of the development of the certificate, an in-depth market analysis was conducted to determine the demand for graduates and the most in-demand skills for those graduates. An updated version of this analysis, using Lightcast labor market data, found that, in the past five years, there were more than 611,000 unique postings asking for skills in design thinking, innovation, or entrepreneurship within the healthcare industry with a median advertised salary of \$117,700. Chicago was the third most popular city seeking individuals with these skills, with more than 32,000 postings in the past five years.

Fifty-eight percent of the postings require a bachelor's degree at a minimum, so learners hoping to upskill in these areas will be competitive in the market. Like all of the graduate certificates offered by Gies, learners will be able to stack all 12 credits into one of our advanced online degrees, including the iMSM, iMSA, and iMBA. Thirty-two percent of the postings asked for a Master's degree and Master's qualified positions resulted in a \$149,400 median advertised salary. This gives graduates of the certificate program an option for continued advanced study with demonstrable benefits.

There are no additional programs available in the state, so the University is in an excellent place to provide a supply of graduates in the area to meet this demand.

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

Gies Online students have access to the broader Gies and Illinois communities and the incredible peer networks within our online programs. Additionally, students have access to three career resources. The Career Strategy Group in Workplace is a forum to share relevant career-themed resources—e.g., tools, tutorials, articles, interviews, industry profiles—as well as encouragement, advice, and insight. Big Interview allows learners to get hands-on practice with mock interviews tailored to their specific area of interest. Finally, VMOCK will help learners leverage their skills, improve their resume's overall content, and strengthen its overall reach through concrete and actionable feedback.

If letters of support
are available attach
them here:

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

There is only one academic program offered under the Healthcare Innovation CIP Code in Illinois. McKendree University offers a BS in Healthcare Management, which is focused on a traditional management pathway. The proposed program differs significantly in multiple ways. First, the proposed program is a graduate certificate, intended for individuals who have already obtained a bachelor's degree and who are working within the healthcare industry or in adjacent fields. Second, the proposed graduate certificate is focused on the development of innovative products, programs, or processes to solve pressing healthcare issues, rather than healthcare management.

Comparable

Programs in Illinois

Attach Documents

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

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

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

Equity

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

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good,

ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Goal 2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

At the institution level, the University of Illinois Urbana-Champaign's (UIUC) diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of A Thriving Illinois' equity strategies. In fall 2023, the institution administered a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the University of Illinois Urbana-Champaign campus as well as those that are common to peer universities. As of May 2024, the campus received preliminary reports from the survey. These reports and data are under review in the summer of 2024 with the expectation to deliver and socialize the data to campus stakeholders in fall, 2024. The campus has charged four working groups: assessment, faculty & staff, students, and communication to guide university administration with this initiative. The working groups are tasked with developing frameworks for effectively socializing the climate survey, results, and implementation plans to the campus;

disseminating reports to the university community and academic and administrative units; and assessing opportunities for campus- and unit-level responses to the reports.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with a number of efforts to strategically support and bolster equity on campus. For example, in July, 2020, the university pledged \$2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions.

Over the first four years of the program:

- the Office of the Vice Chancellor for Diversity, Equity & Inclusion has received and reviewed 171 proposals and funded 59 projects.
- more than \$4.3 million in research funding has been awarded.
- approximately 433 individuals have worked on funded research projects.
- as of April 2024, 30% of the PIs have used their Call to Action project to seek external funding, applying for more than \$18 million to support further research.

The 59 projects were awarded to principal investigators from 14 campus units, 10 of which were academic. To date, the program has provided research experience for approximately 48 undergraduate and graduate students and engaged in the local community as co-project leaders or team members for their expertise.

In October 2022, OVCDEI hosted the inaugural Research Symposium, which included a keynote conversation with Dr. Ibram X. Kendi, Director of the Center for Antiracist Research at Boston University. The second Research Symposium featuring projects funded during 2023-24 was held on April 5, 2024.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year. Accordingly, although targeted at the undergraduate population, the campus' Student Success @ Illinois (SS@I) work also benefits graduate students. Known as the Student Success Initiative when it kicked off in 2019, goals are: 1

students. Known as the Student Success Initiative when it kicked off in 2019, goals are: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon “sink or swim” mentality, identify and broaden campus programs, support services, and opportunities for engagement). Recognizing that Student Success is ongoing work, what was known as the “Student Success Initiative” became SS@I in 2023. A variety of projects emerged from SS@I that have enabled the university to provide greater focus on recruitment and retention efforts. Some examples of key current efforts include:

- Student Success Symposia: The 3rd Annual Student Success Symposium in February 2024 drew more than 250 participants. As part of the Symposia, campus recognizes individuals and teams based on their contributions to Student Success @ Illinois with Student Success Champion Awards.

- Early Alert and Outreach: An advisory group has been meeting since 2022 to research and recommend appropriate early alert markers to connect students with relevant resources early in the semester. Starting with the Spring, 2023 semester, a select group of instructors engaged in a pilot effort to utilize Canvas Learning Management System data to detect early warning signs of academic issues. Information from the pilot paired with interviews with campus academic advisors will be used to help build an equitable, sustainable early alert system and to inform a communication campaign around the importance of class attendance and engagement.

- Policies:

- o Grounded in research showing institutional labeling of students in racially and culturally charged ways leads to disproportionality negative experiences for historically underrepresented minority students, a SS@I Policy and Issues Group worked toward changing “probation language.” In 2024, the university approved revisions to this language. Effective starting in the Fall, 2024 semester, all

- academic standing codes at the university that used the word “probation” will be replaced with either “low GPA warning” or “college academic warning” depending on the code. Throughout 2024, this Policy and Issues Group has been examining college, departmental, and program websites to ensure consistency with the university’s revised language. Academic unit representatives are also tasked with evaluating practices in determining students’ academic status, messaging to these students, and programs available to support them.

- o Led by the Director for General Education, a SSS@I Policy and Issues Group is currently studying access and outcomes for historically marginalized students in general education courses and requirement categories. Using student outcomes data to look at grade disparities by group and impact on time-to-degree, the Director and the Policy and Issues Group will make recommendations to the campus General Education Board and, where appropriate, to the Academic Senate, on appropriate revisions with the goal of more equitable outcomes.

o The Transfer Student Experience Task Force met throughout the 2022-2023 and 2023-2024 academic years, investigating the impact of certain university policies such as the residency requirement on transfer students. The Task Force authored a proposal to reduce this requirement from 60 to 45 credit hours with the intention of reducing time to degree completion for transfer students and better alignment with peer institutions. The proposal was approved by the Academic Senate in December, 2023 and will go into effect starting with the Fall, 2024 semester.

Academic Advising: Cognizant that academic advisors are key to students' retention and experience, SS@I is focusing on supporting the university's advising community to advance efforts to create a sustainable and equitable advising experience for students and a professional advising community for academic advisors and those in advising adjacent roles. SS@I hosts the Advisor Series, a monthly professional development opportunity for advisors. In addition, a group with representation from academic advising and student support units across campus came together regularly to develop a landscape analysis survey followed by focus groups to collect feedback from the advising community. Among other findings, advisors indicated a need for coordinated resources. As a first step in this direction, the SS@I website is being redesigned to include a central location for many student, advising, and staff resources.

Finally, the university hosts a series of outreach, recruitment, and transition programs on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The Summer Research Opportunities Program at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. Aspire Illinois recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The Community of Scholars visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networking and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

Gies College of Business/Graduate programs and Carle Illinois College of Medicine are committed to closing equity gaps in access, progression, completion, and attainment through comprehensive strategies. Through the Gies College of Business/Graduate Programs this includes vertically integrating the graduate portfolio to enhance accessibility and flexibility, ensuring that learners from diverse backgrounds, including working adults, students of color, transfer students, and those from low-income backgrounds, can achieve their educational goals. For example, revising concentrations for residential degrees and embedding graduate certificates or microcredentials aligns with attracting and retaining a diverse student body by offering modular, stackable credentials that accommodate varied life circumstances.

The proposed program will leverage initiatives like the Gies Graduate Success Lab and Program Foundations to provide tailored support for diverse learners, ensuring equitable progression and completion. Progress will be monitored through enrollment, retention, and completion data disaggregated by demographic groups, enabling targeted interventions to address gaps. Partnerships with corporations and initiatives like the Federal Academic Alliance further expand pathways for underrepresented groups, supporting institutional equity goals.

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

Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research in Diversity Travel Assistance award. This competitive program, primarily for graduate students, has been established for the purpose of promoting diversity and the understanding of diversity within the University. Recipients are provided a certificate and funding up to \$600 to travel to a professional conference related to diversity or identity (such as those conferences involving race, gender, ethnicity, sexual orientation, disability, and national origin) to present papers, posters, or creative work at conferences related to diversity or identity.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects

through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and
- The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Michael L. Jeffries, Sr. Center for Access and Academic Support (formerly known as the Office of Minority Student Affairs) is one of the oldest and most comprehensive student support programs in the nation. The Jeffries Center has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as A&M (Advising and Mentoring), First Generation Student Initiatives and Tutoring and Academic Services the Center also align with A Thriving Illinois Equity Strategy 8 with the use of staff as advisors/coaches as well as peer and near-peer tutoring. The Jeffries Center currently houses nine departments. A more comprehensive list of Jeffries Center programs is provided in Appendix A.

In 2022, the University of Illinois Urbana-Champaign was recognized as one of 53 institutions in the National Association of Student Affairs Professionals' (NASPA) First-Gen Forward 2022-2023 cohort. First-Gen Forward was the first program to acknowledge higher education institutions for their commitment to the success of first-generation students. As a NASPA First-Gen Forward institution, the university applied and was accepted into NASPA's First Scholars Network. This membership signifies the university's competency and commitment to the success of first-generation students. Through the network, the university receives tools, resources, and expert guidance, including data, peer networks, evidence-based approaches, and data-driven continuous improvement. The university established a First-Generation Steering Committee in January, 2023 to work with the Center for First-Generation Student Success to establish goals, identify barriers, and create improvement projects to enhance the experience of first-generation students on campus. In the 2023-2024 academic year, this Steering Committee launched their Insights Tool, which is a comprehensive diagnostic self-assessment in which members of the community share information about institutional efforts to support first-

generation students. They also joined the Postsecondary Data Partnership, which provides insights into students' academic progress and outcomes across participating institutions. In the fall of 2023, the Jeffries Center hired the inaugural Director of First-Generation Student Initiatives to lead programming and service delivery to the undergraduate first-generation student community.

The Office of Student Affairs, particularly Student Success, Inclusion and Belonging (SSIB), supports numerous programs aimed at supporting diverse groups of students including working adults, students of color, and transfer and low-income students (just a sampling of which are provided in this document. SSIB houses the university's cultural and resource centers (see Appendix B) and a variety of high-impact programs; to name just three examples: 100 STRONG Program, I-Connect Diversity & Inclusion Workshops, and Housing Division Social Justice and Leadership Education. A more comprehensive list of programs is detailed in Appendix C and more specifically programming, support, and services geared toward African American students, Latino/a students. Veteran support is provided through the Chez Veterans Center out of our College of Applied Health Sciences, which includes individualized academic and career coaching to support progress and address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote psychosocial adjustments and well-being.

An additional service for graduate students is the Summer Predoctoral Programs for incoming doctoral students who have accepted their offer of admission. The 9 weeklong Summer Predoctoral Institute provides an advanced opportunity for graduate students to become quickly prepared for the rigors, culture and expectations of graduate school during the summer prior to the start of their graduate studies. The Institute offers an orientation, a series of seminars, and time to work with a research adviser in the student's academic unit. The Summer Emerging PhD Program is a shorter, 2.5 week program to learn about graduate school culture and the campus. Finally, the university has a robust Career Center, which offers coaching and support students and connects them to opportunities, as they make career decisions and learns lifelong career management skills. They serve as leaders of the campus' career services community.

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

Gies Business – Graduate Programs

Aligned with Equity Strategy 3 (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the University of Illinois Gies Graduate Programs incorporates high-impact practices and wrap-around support services Urbana-Champaign campus support efforts in this area, particularly in supporting to ensure equitable access and success for all students. Initiatives like the Gies Graduate underrepresented minority faculty. The Distinguished Faculty Recruitment Program has a stated Success Lab provide a centralized space for academic support, professional development, and goal of increasing underrepresented minority faculty. Since 2017, the System has committed peer engagement, fostering an inclusive learning environment. Additionally, expanding \$31.4 million to this program, the recruitment of tenured, star, or rising faculty from a range of Program Foundations to include more iDegree offerings demonstrates a commitment to disciplines who can transform our universities by their exceptional scholarship and teaching. ensuring that all students, regardless of background, have access to the tools needed to One criterion is that the faculty member "will enhance diversity in the unit and in the college." succeed from day one.

The Public Voices Fellowship is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them Through corporate partnerships and industry credentials, the program ensures that learners

with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders learning further lowers barriers to entry, making lifelong learning more accessible. These and/or potential leaders to identify barriers to and facilitators for advancement of women. strategies collectively ensure the program's alignment with the institution's broader equity goals by supporting diverse learners in their academic and professional journeys. recruitment plans which will also emphasize the recruitment of underrepresented minority

faculty. The President's Executive Leadership Program is a professional development opportunity and experience for senior-level faculty and administrators from across the UI System. Consisting of seminars held during the academic year, the objective of the leadership program is to broaden participants' understanding of higher education issues and strengthen their skill sets in leading and managing a public institution at the university or system level. The Board of Trustees supports the program as a mechanism for identifying and developing a diverse group of potential future university and system leaders.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the Targets of Opportunity Program (TOP) and the Dual Career Program (DCP). The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion also announced a second year extension of the temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCP, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCP. Several years ago, the Provost modified the DCP to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program. Thanks to DCP, the university was ranked second in the nation in the most recent Partner Hire Scorecard.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies, etc.)

and through the DRIVE program. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions.

While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the Underrepresented Faculty Recruitment Program in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The Office of the Provost also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from underrepresented groups to explore campus leadership and administrative roles. The university continues to be a strong partner in the Big Ten Academic Alliance's Academic Leadership Development Programs, with numerous faculty and staff from the university participating as fellows. The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the National Center for Faculty Development and Diversity to ensure faculty members' continued access to NCFDD's resources.

Sustainability

To monitor progress of campus efforts to recruit and retain faculty members of color, the Provost's office collects, manages, and reports annual data through the Division of Management Information and Office for Access and Equity. Additionally, a yearly report on hiring and retention of faculty on campus is produced that includes women and faculty of color through the Faculty at Illinois report.

Gies Business Graduate Programs and Carle Illinois College of Medicine

Gies College of Business and Carle Illinois College of Medicine place advertisements for positions in publications and websites noted for their diverse audience. There is a diversity advocate on every search committee and all members attend a campus diversity training for search committee members.

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have equity in 2022,ally established an Office of Access, Affinity and the Multicultural Community. The Office of Access, Affinity and the Multicultural Community is part of the strategic initiatives to create a more inclusive campus environment, particularly those who have been historically underserved. The Graduate College Fellowship program provides the social, engaged the public and scholarship opportunities in different ways and we have different programs and efforts in the hands of the University of Illinois. The Office of Access, Affinity and the Multicultural Community is a series and perspective of Affinity Groups are eligible for diverse year \$20,000 award and a total of 100 students for a multi-year award totaling \$75,000. Annually, \$3.5 million dollars of campus funds are allocated to these fellowships.

Carle Illinois College of Medicine is committed to diversity, equity, inclusion, and anti-racism. With Business Graduate Programs, our Chief Diversity & Inclusion Officer, the Diversity Office hosts several outreach events, sponsors Undergraduate and Graduate student enrichment Pathway programs, supports student programs, like Great Business, and collaborates in graduate efforts to create a more inclusive and equitable environment for all. Diversity is the design of the school's ability to attract and retain top talent, achieve innovation and creativity, flourish in a competitive marketplace, and maximize the ability, accessibility, and flexibility. The center is focused on knowledge and skill development in targeted areas of interest with a focus on meeting labor market demand. The 12-credit hour commitment enables learners to earn a graduate-level credential on a condensed timeline and the stackable design provides option value to pursue future graduate education should the learner have demand for it.

Provide tuition cost analysis for comparable programs and institutions in Illinois.	Consistent with the Gies Business portfolio of online graduate programs, the proposed Graduate Certificate program will have self-supporting status and be offered at a tuition rate of \$360 per credit hour, with a \$3 per credit hour online fee (forthcoming AY tuition rates and fees). This disruptively low tuition rate sets Gies apart from its competitors and drives access through affordability.
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Growth

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

With an intended audience of adult, working professional learners, the proposed Graduate Certificate program meets the growing demand for professionals with the ability to drive innovation, design, and entrepreneurship in the healthcare field. Demand for professionals with experience in these fields is present in Illinois, nationally, and globally.

The proposed Graduate Certificate program will equip learners with the knowledge to employ business and entrepreneurship principles to effectively launch and sustain healthcare innovations that can be applied to solve healthcare problems across various contexts. As the healthcare landscape continues to evolve, the program ensures learners stay ahead of the curve by deepening their understanding of the latest trends, technologies, and practices in healthcare innovation and entrepreneurship, preparing them to enter and succeed in this dynamic field.

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

Institutional engagement

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

Gies Business Graduate Programs and Carle Illinois College of Medicine

Gies Business' portfolio of online graduate programs features coursework that blends theory with current trends and practical applications. This is achieved both through the presence of industry expertise in the classroom, case study and application-based projects and assessments, and the experiences of peer learners. This connected educational experience, along with the collaboration with Carle Illinois College of Medicine, for this program will help ensure the program aligns with industry standards and seeks to solve real-world problems the students are experiencing in their professional lives.

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

Institution level high-impact practices

The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year.

GIES BUSINESS – GRADUATE PROGRAMS

The knowledge and skills gained through the proposed Graduate Certificate program, in addition to the awarded credential, will enable graduates to pursue career advancement or pivot to new careers. Furthermore, graduates will expand their professional networks via peer learners and through opportunities to connect with industry experts through asynchronous content and synchronous online sessions.

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

The University of Illinois Urbana-Champaign is a leader in the state in its cutting-edge teaching/learning, research, public service and outreach. The Online Learning Advisory Committee (OLAC) facilitates constructive dialogue among colleges, fostering collaboration to address pertinent issues, and insuring the continuous improvements of our online courses and programs. The group develops and delivers recommendations on how to design and deliver effective and meaningful online education and support for students. Those models of teaching and learning will be shared among the faculty and trainings will be developed to further impact the campus community. In the 2023-2024 academic year, OLAC focused on: 1) Developing a tuition model that allows student enrollment in online courses outside of their home colleges; 2) Identifying technologies that enhance the online experience; and 3) Elevating student belonging. OLAC receives quarterly report-outs from the new Big Ten Online Student Council, a recently chartered institutional peer group formed to address student issues in the online space.

Based in the College of Agricultural, Consumer and Environmental Sciences, U of I Extension works with all colleges and units of the University of Illinois Urbana-Champaign. Extension's work focuses on five grand challenges: Community (supporting strong and resilient youth, families, and communities); Economy (grow a prosperous economy); Environment (sustain natural resources in home and public spaces); Food (maintain a safe and accessible food supply); and Health (maximize physical and emotional health for all). Illinois Extension leaders work with a network of local stakeholders to define annual priorities that allow response to evolving and emerging needs while still ensuring meaningful progress toward key outcomes in each of the five grand challenge areas. There are approximately 500,000 direct contacts with Extension programming each year, including nearly 150,000 youth and adult volunteers who participate in 4-H youth development programs. Communities are directly served by Extension staff in 27 units located throughout Illinois. Extension educators in local offices and specialists located at the university develop and deliver in-depth programming locally, at regional venues, and through distance-learning technologies.

GIES BUSINESS – GRADUATE PROGRAMS

To meet the diverse learning needs of students, this certificate will offer a combination of asynchronous online and synchronous online learning models. This approach allows students to access course materials at their own convenience, promotes flexibility, and allows students to personalize their learning experience. Additionally, this Graduate Certificate will be stackable to Gies Business' portfolio of only graduate degrees and will enable learners to pursue further graduate-level education should they demand it.

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

The Healthcare Innovation, Design, and Entrepreneurship Graduate Certificate promotes lifelong learning among Illinois residents. In addition, the certificate empowers individuals with the knowledge and skills needed to innovate in the healthcare industry.

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

Program Description and Requirements

Illinois Administrative Code:

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

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

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

Program Description

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

Provide Program Description here:

The Healthcare Innovation, Design, and Entrepreneurship Graduate Certificate integrates key concepts from new product development, data analytics, design thinking, and entrepreneurship to provide learners with a comprehensive foundation in the healthcare innovation process. Through this program, learners will be able to identify healthcare challenges and design innovative solutions that have a higher likelihood of success. Moreover, you will learn to make informed decisions grounded in data analysis and inferences, while also cultivating your design thinking skills.

This program will equip learners with the knowledge to employ business and entrepreneurship principles to effectively launch and sustain healthcare innovations that can be applied to solve healthcare problems across various contexts. As the healthcare landscape continues to evolve, the program ensures learners stay ahead of the curve by deepening their understanding of the latest trends, technologies, and practices in healthcare innovation and entrepreneurship, preparing them to enter and succeed in this dynamic field.

The certificate is intended to serve individuals with some knowledge of the medical and healthcare fields, but who lack the necessary skills to capitalize on their innovative vision. This includes medical students, doctors, nurses, pharmacists, laboratory workers, and others in the healthcare industry. It also includes entrepreneurs, business professionals, managers, and leaders working in healthcare or healthcare-adjacent fields who wish to solve problems within the area.

Curriculum

The graduate certificate is comprised of three new courses designed for the program.

MBA 571 : Identify—Healthcare Ecosystem and Need Identification

An overview of the healthcare ecosystem, the healthcare innovation process, and value creation. Emphasis is placed on key concepts and principles essential for efficiently designing and managing healthcare delivery systems. Focused on uncovering innovation opportunities through in-depth identification and analysis of unmet, underserved, and unarticulated stakeholder needs using qualitative, analytical, and design thinking methodologies. Emphasizes critical thinking and creativity and prepares students to recognize and select opportunities that can be developed into successful innovations.

MBA 572 : Innovate—Healthcare Innovation Process

Guides students through the healthcare innovation process, from ideation and concept generation to product and process design and development. Students will learn how to balance cost, quality, and usability in product development and how to integrate technology trends, user feedback, and various analyses for concept development and business case preparation. An in-depth exploration of principles and methodologies for rapid and efficient prototyping is

included, as are the intricacies of process management and effective strategies for managing healthcare innovation.

MBA 573 : Implement—Healthcare Business Strategy and New Venture Implementation
Equips learners with essential strategy and business skills to launch, manage, and grow successful ventures and prepare for disruption and change within the healthcare landscape. Students will learn to develop sustainable business models, create robust business plans, build and manage venture teams, explore financing options, and engage with investors in the healthcare ecosystem. Also explores the transformative ideas reshaping healthcare delivery and prepares students to evaluate those innovations to balance cost, quality, and access effectively.

Delivery Method

Courses are delivered fully online through Canvas and Coursera. Each course has two structural components. One component is the self-directed, asynchronous part of the course, which is designed to help learners develop foundational knowledge. This material is delivered via pre-recorded videos, complementary readings, and quizzes.

The second component is the high engagement part of the course. It is an expansion of the foundational materials and involves weekly live sessions in a virtual classroom led by Gies Business/Carle Illinois College of Medicine faculty. Other high-engagement content will come in the form of readings, in-depth exercises and assignments, and case studies.

Stackability

Learners who successfully complete the graduate certificate can stack all 12 credits towards Gies' iMBA, iMSM, or iMSA, either now or in the future.

Attach Program

Description Files if
needed

Graduation Requirements

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

Students must complete 12 credit hours with a minimum cumulative GPA of 2.75 to earn the graduate certificate.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

After the launch of the program, the joint operational leadership team will meet at least once annually to conduct an evaluation of the admissions process, course success, student support, faculty availability, and more. This meeting will inform any necessary reallocation of resources or changes to recommend to the Deans.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

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

Budget Rationale

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

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

Yes, the unit's current budget is adequate to support the program when fully implemented. IFG funds were used in the creation of the program. As a self-sustaining certificate, tuition revenue will be used to maintain the program once it is launched.

Faculty Resources

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

Current faculty are adequate to provide instruction for the new program. No additional faculty will need to be hired.

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

Courses in the program will be taught by existing faculty as part of their existing load or as service in excess. No significant changes to the number of faculty, class sizes, teaching loads, or student-faculty ratios are anticipated.

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

Current staff will be adequate to implement and maintain the new program. Gies Online Programs runs on a team advising model, where all academic and support specialists are trained to assist learners. Learners can complete either express advising or meeting with a specialist 1:1 and have access to a dedicated online programs email address for questions. Gies admissions staff is available to support learners who wish to stack their graduate certificate into one of our advanced degree programs.

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

The current facilities are adequate to support the program when fully implemented. With the opening of Wymer Hall, additional studio and media facilities will become available.

Library Resources

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

The proposal team consulted with Becky Smith and Anna Liss Jacobson and based upon their input, determined that the Library's resources, collections, and services are sufficient to meet the needs of the program outlined in this proposal.

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

The associated Coursera MOOCs rely entirely on open-access resources, and no library resources are needed to support their development or delivery.

The credit-bearing courses rely heavily on case studies that will need to be purchased by students who enroll in the course, as well as one textbook, *The U.S. Healthcare Ecosystem: Payers, Providers, Producers*, which is available online.

Additional open-access journal articles may support student learning, which can be found in repositories such as PubMed Central (<https://pmc.ncbi.nlm.nih.gov/>) and the Director of Open Access Journals (<https://doaj.org/>).

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

This program received Investment for Growth funding, which has and will continue to be used in the development of the program. The program is intended to be self-supporting, with revenue generated to cover the continued cost of delivery.

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

This program will not allow graduate tuition waivers, as it is intended to be self-supporting.

- Budget Narrative
- Fiscal and
- Personnel
- Resources
- Attachments

Personnel Budget

Category Year One Year Five Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
0	0	Existing faculty resources will be employed, no new resource allocation required.

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
0	0	Existing faculty resources will be employed, no new resource allocation required.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	Existing advising staff resources will be employed, no new resource allocation required.

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	n/a

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	n/a

Budget Narrative

Attachments

Facilities and Equipment

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

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

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

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

Gies Online Programs currently maintains four state-of-the-art studio spaces that are available to deliver synchronous live sessions and record content for online courses. With the opening of Wymer Hall, significant additional studio and recording space will come online to support the development and delivery of the courses. All online courses will employ both Coursera and Canvas content that is by faculty in conjunction with a team of learning designers, digital media producers, and graphics and motion designers.

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

No

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

No

Are there other costs associated with implementing the program?

No

Facilities and
Equipment
Attachments

Faculty and Staff

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

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

Existing full-time Gies faculty, who hold joint appointments with the Carle Illinois College of Medicine, will develop and teach the courses in the program. They will be supported by existing learning designers, course managers, and synchronous course facilitators housed in Gies Teaching & Learning, who help to develop the online courses and support the delivery of both the asynchronous course components and the optional synchronous live sessions. Learners who enroll in the program will have access to advisors within the Gies Online Student and Academic Support team.

Operational and directorial decisions related to the development and delivery of the certificate will be made through a joint operational leadership team (OLT) consisting of Carle Illinois' Associate Dean for Academic Affairs, Carle Illinois' Director for Graduate Studies, Gies' Associate Dean of Professional Education Pathway, and Gies' Director of Content and Educational Portfolio Strategy (or similar roles) in consultation with other Carle Illinois and Gies leadership, faculty and staff as needed. Decisions related to finances of, including but not limited to the allocation of IFG funds, faculty compensation models, and profit-sharing distribution, will be discussed by a team with representatives from both colleges' business and finance units, academic programs, and members of the OLT. Final decisions will be approved by the OLT and signed-off on by both Deans. The Graduate Curriculum Committee (or equivalent body) of both colleges will grant the OLT, in discussion with the courses' teaching faculty, the authority to approve course objectives, program objectives, and conduct curriculum reviews at a minimum interval of three years.

All faculty who are teaching in the certificate program are full-time clinical or tenured faculty members with extensive professional and academic experience in the field. Faculty are compensated under existing Gies compensation guidelines and evaluated per College guidelines.

Learners have access to faculty through synchronous live sessions, as well as weekly office hours. Staff in the Student and Academic Success team provides advising and continued student support throughout the program. Students also have access to university resources, such as Disability Resources and Educational Services the Student Assistance Center, the Office for Access & Equity, and International Student and Scholar Services.

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

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The Healthcare Innovation Design Entrepreneurship Program at Gies College of Business is led by a distinguished team of faculty members, each bringing a wealth of expertise and accomplishments in their respective fields. Below is an overview of their major achievements:

Dr. Sridhar Seshadri is the Alan J. and Joyce D. Baltz Endowed Professor of Business Administration at Gies College of Business and a Health Innovation Professor in the Carle Illinois College of Medicine. He holds a Ph.D. in Management Science from the University of California, Berkeley and a Postgraduate Diploma in Management from the Indian Institute of Management Ahmedabad.

Dr. Seshadri's research focuses on stochastic modeling with applications in manufacturing, supply chain management, and revenue management. Dr. Seshadri has published in Operations Research, Production and Operations Management, and Manufacturing & Service Operations Management. Dr. Seshadri has held longstanding editorial positions with leading academic journals, contributing to the advancement of research in areas such as supply chain management, stochastic modeling, and operations and finance interfaces. Notably, Dr. Seshadri has co-authored multiple book chapters and books, establishing his prominence in addressing critical challenges within supply chain management.

Throughout his career, Dr. Seshadri has received several honors, including serving as a fellow of the Production and Operations Management Society, receiving the Business Analytics Collaboratory grant from the Gies College of Business, and a grant from the Digital Transformation Institute. Dr. Seshadri received the INFORMS Revenue Management and Pricing Section Practice Award in 2022. Dr. Seshadri has served as the Area Chair of Information, Operations, Supply Chain, and Analytics at the University of Illinois from 2018 to 2022.

Dr. Ravi Mehta is a Professor of Business Administration, Associate Head of Business Administration, and Josef and Margot Lakonishok Faculty Fellow at Gies College of Business and a Professor at the Carle Illinois College of Medicine. He holds a Ph.D. in Marketing from the University of British Columbia and an MBA from the Indian Institute of Management, Ahmedabad.

Dr. Mehta's research focuses on consumer behavior, creativity, and innovation, including how sensory experiences influence creative thinking and how consumers engage with AI-driven innovations. His work is published in top-tier journals, including the Journal of Marketing Research, Journal of Consumer Research, and Psychological Science.

In addition to his research, Dr. Mehta's interdisciplinary expertise bridges business and medicine, enabling him to deliver innovative and impactful education, equipping students to address complex challenges in healthcare innovation and entrepreneurship.

Dr. Ujjal Mukherjee is an Associate Professor of Business Administration at Gies College of Business. He holds a Ph.D. in Business Administration and an M.S. in Statistics from the University of Minnesota. His academic expertise lies at the intersection of healthcare operations, supply chain management, and business analytics, with a strong focus on improving the efficiency and effectiveness of healthcare systems.

Dr. Mukherjee's research has been published in leading journals such as Management Science, Production and Operations Management, and Decision Sciences. His work addresses critical issues in healthcare, including epidemic control strategies, resource optimization, and the use of data analytics to enhance decision-making in healthcare delivery.

Recognized for his impactful research, Dr. Mukherjee has secured grant funding for his work on healthcare analytics and operations from the Digital Transformation Institute and the National Science Foundation. In the fall of 2024, Dr. Mukherjee was instrumental to the Midwest Healthcare Management Conference showcasing AI and technology-driven healthcare innovation as a forum organizer.

Dr. Elias Kourpas is a Clinical Professor of Business Administration, Diane & Steven Miller Faculty Fellow, and the Academic Director of the Strategy, Innovation, and Entrepreneurship Major at Gies College of Business. He holds a Ph.D. in Business Administration from the University of Illinois at Urbana-Champaign and an M.B.A. from Northeastern University.

Dr. Kourpas has published in journals and has presented at conferences around the world contributing to fields ranging from epidemiology to optimization in electronic procurement networks. Dr. Kourpas also serves as the Associate Editor, Diabetes Clinical Epidemiology, Frontiers in Clinical Diabetes and Healthcare Journal.

Dr. Kourpas brings decades of industry experience to his academic role. He served as a Strategy, Marketing, and Technology Executive at IBM Corporation from 2002 to 2013, where he was responsible for launching new business startups and helping them become multi-billion-dollar companies. In addition to his tenure at IBM, Dr. Kourpas has held several prominent industry roles, including Senior Advisor, Founder, CEO, and Senior Consultant, spanning industries such as airspace optimization, decision science, high-performance computing, and distributed computing.

Faculty and Staff
Attachments

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	0	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	12	Percent of Total:
		100	
Total Credit Hours of the Program:	Number of Credit Hours:	12	Percent of Total:
		100	

New Faculty Required

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

No

Please explain existing coverage: The faculty who have developed and teach in the program are recognized experts in innovation and entrepreneurship, with joint appointments in both Gies College of Business and Carle Illinois College of Medicine.

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 HIDE Certificate was developed using IFG funding, but will transition to a self-supporting program when grant funds are exhausted.

EP Documentation

EP Control Number EP.25.080

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

Attach Final

Approval Notices

Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments	Donna Butler (dbutler) (02/25/25 9:05 am): The word 'Campus' was removed from references to Campus Graduate Certificate in this proposal since campus removed that word to reduce confusion for the fully online Graduate Certificates.
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