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10/19/2026

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: JP: MEDICINE - CARLE ILLINOIS COLLEGE OF MEDICINE, MD AND EPIDEMIOLOGY, MPH

In Workflow

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Approval Path

1. Fri, 20 Dec 2024 21:35:39 GMT
   Donna Butler (dbutler): Approved for U Program Review
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   Victoria Richards (verique5): Approved for 1869 Head
3. Thu, 20 Feb 2025 18:29:13 GMT
   Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
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5. Tue, 01 Apr 2025 18:44:15 GMT
   Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair
6. Thu, 03 Apr 2025 18:59:52 GMT
   Kristi Carlson (carlso1): Rollback to Initiator
7. Fri, 25 Apr 2025 21:42:54 GMT
   Donna Butler (dbutler): Approved for U Program Review
8. Wed, 07 May 2025 19:13:01 GMT
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9. Thu, 29 May 2025 15:59:09 GMT
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11. Wed, 10 Sep 2025 14:43:41 GMT
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12. Sun, 28 Sep 2025 18:59:19 GMT
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13. Mon, 06 Oct 2025 17:34:09 GMT
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14. Mon, 06 Oct 2025 17:42:13 GMT
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15. Mon, 06 Oct 2025 21:19:07 GMT
    Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
16. Tue, 07 Oct 2025 01:50:21 GMT
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17. Thu, 09 Oct 2025 17:48:35 GMT
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18. Thu, 09 Oct 2025 17:48:47 GMT
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19. Thu, 09 Oct 2025 17:49:41 GMT
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20. Mon, 20 Oct 2025 03:33:57 GMT
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25. Thu, 13 Nov 2025 17:22:07 GMT
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26. Fri, 14 Nov 2025 07:58:15 GMT
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27. Thu, 04 Dec 2025 17:03:49 GMT
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29. Thu, 04 Dec 2025 17:28:49 GMT
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30. Mon, 08 Dec 2025 04:41:22 GMT
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31. Tue, 02 Jun 2026 15:44:03 GMT
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32. Mon, 15 Jun 2026 14:59:30 GMT
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33. Mon, 15 Jun 2026 16:04:51 GMT
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35. Tue, 23 Jun 2026 03:48:49 GMT
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36. Mon, 27 Jul 2026 19:59:24 GMT
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37. Wed, 29 Jul 2026 20:11:07 GMT
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38. Thu, 30 Jul 2026 08:50:00 GMT
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41. Thu, 06 Aug 2026 20:56:47 GMT
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42. Tue, 25 Aug 2026 10:48:37 GMT
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43. Tue, 25 Aug 2026 14:12:58 GMT
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44. Wed, 02 Sep 2026 22:29:39 GMT
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45. Thu, 03 Sep 2026 02:44:32 GMT
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46. Wed, 16 Sep 2026 18:09:46 GMT
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New Proposal

Date Submitted: Mon, 08 Jun 2026 19:39:31 GMT

Viewing: : JP: Medicine - Carle Illinois College of Medicine, MD and Epidemiology, MPH
Last edit: Mon, 12 Oct 2026 18:54:31 GMT

Changes proposed by: Roberto Galvez

Proposal Type

Proposal Type:

Joint Program (ex. Master of Public Health & PhD. in Community Health)

Administration Details

Official Program Name

JP. Medicine - Carle Illinois College of Medicine, MD and Epidemiology, MPH

Sponsor College

Medicine, Carle Illinois College of

Sponsor Department

Carle Illinois COM Pgm & Crse

Sponsor Name

Kristine Carpenter, Associate Dean for Academic Affairs, Carle Illinois College of Medicine (CIMED) and Pedro Hallal, Director of MPH Program, College of Applied Health Sciences (AHS)

Sponsor Email

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College Contact

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College Budget Officer

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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.

Dorian Thomas (thodor@illinois.edu), Registrar, CI MED
Kristin Carlson (carlso1@illinois.edu), Assistant Head Department of Health & Kinesiology, AHS
Andiara Schwingel (andiara@illinois.edu), Associate Head Department of Health & Kinesiology, AHS
Allison Musser (amusser3@illinois.edu), Assistant Director, MPH Program, AHS

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.

A Memorandum of Understanding was created to cover the agreements of a partnership between CI MED and AHS for current UIUC students seeking joint degrees in Doctor of Medicine and Public Health. 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

Applied Health Sciences

Department

Health and Kinesiology

Is there an additional department involved in governance?

No

Catalog Term

Desired Effective Catalog Term

Fall 2027

Effective Catalog

2027-2028

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 Joint Program in the Doctor of Medicine in Medicine and the Master of Public Health in Epidemiology in the Carle Illinois College of Medicine, the College of Applied Health Sciences, and the Graduate College

Are there other related proposals that should be considered simultaneously with this one? If yes, please list the program keys and/or titles. 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.

A growing need exists to train physicians in public health to better serve the health of the community. The joint MD/MPH degree represents an integration of clinical medicine with public health principles, addressing the growing need for physicians equipped to navigate the complex interplay between individual health care and population health challenges. While the MD curriculum provides in-depth knowledge and training in diagnosing, treating, and managing individual patients, the MPH complements this by fostering a broader understanding of health systems, preventative healthcare strategies, epidemiology, health policy, and the structural and social determinants of health. This combination prepares physicians to tackle health issues on both micro and macro levels, allowing them to implement preventive strategies, improve healthcare delivery, and influence public health policies. In an era marked by global pandemics, health inequities, and rising chronic disease burdens, the dual degree cultivates leaders capable of bridging the gap between medicine and public health to improve outcomes for both individuals and communities.

In addition to this growing need, there has been a growing interest in students seeking a joint MD/MPH degree. Despite there being just over 90 MD/MPH programs in the US (AAMC MSAR database), the number of students pursuing this joint degree increased by 434% from 2010 to 2018 based on a publication by Reilly et al (2021) in Public Health Reports. This surge is partly due to the diverse career paths and opportunities that both degrees afford. A joint MD/MPH degree not only enhances clinical practice but also prepares students for alternative career paths in the government with health departments and health agencies impacting regional, national, and international health policies and regulations. Graduates of this program will be well-prepared for a variety of career paths, including clinical practice, public health leadership, healthcare administration, and policy-making. This program will provide a robust educational foundation that will empower learners to make a significant impact on both individual patient care and population community health. By pursuing the MD/MPH, students gain unique skills to work at the intersection of clinical care and public health leadership, making them invaluable contributors to interdisciplinary teams, research initiatives, and systemic change efforts. This degree aligns with a commitment to holistic, equitable, and innovative health care that addresses not just the symptoms but the root causes of disease.

Seeking to capitalize upon the growing need, interest, and expansive career opportunities, the following joint degree program would provide a robust medical and public health educational foundation, empowering graduates to significantly impact both individual patient care and community health. Each year, approximately 2-4 Carle Illinois MD students express interest in pursuing an MPH. Some ultimately elect to pursue the degree, which requires a leave of absence from the MD program and potentially from the University. The creation of a joint program benefits students interested in both degrees by allowing them to double count ten credit hours. Specifically, the MPH Major Course of Choice will double count for MPH credit and for 4 credit hours of nonclinical CI MED electives. The MD Data Science Project course will double count for MD credit and for HK 513: Quantitative Data Management for Public Health. Students in the MD program can take either Data Science (BSE 686) or Capstone (BSE 685); however, students in the joint MD/MPH program, must take Data Science (BES 686) as it also satisfies MPH degree requirements.Additionally, the MD Career Boot Camp Course will double count for MD credit and for HK 534: Professionalism in Health Practice I and II. As a result, students can complete both degrees in five years, compared to the typical four years required for the MD program and three to four semesters

for the MPH program. This reduction in program length offers a meaningful advantage by decreasing both the time needed to earn both degrees and the overall educational costs. Additionally, double counting the 10 credit hours outlined above will not impact accreditation for either the MD or MPH programs.

Due to the double counting of credit hours, students in the joint degree program will be awarded both degrees once all requirements for each degree are met. If a student withdraws from the joint degree program but wishes to remain in one or both of the individual programs, they must submit a petition to the respective program(s) to continue pursuing the degree; however, if approved, MD courses will not count toward the MPH degree, and MPH courses will not count toward the MD degree. If a student needs to take a leave while enrolled in the joint degree program, they must notify and obtain approval from both colleges.

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?

Yes

Please email the Department Head or a CIM User in the Department Head role of the units that own the courses that are impacted by the creation/revision/phase down or elimination of this program. For example, if you are adding a course, you will need support from the course owning unit to do so. Likewise, if you are removing a course or adding additional courses where enrollment in existing courses in the program of study could be impacted, you will need acknowledgement from the course owning unit. If the program has potential for perceived overlap with another unit on campus, you should have consultation with the other unit/stakeholders. Once this is complete, acknowledge that you have done so below.

Acknowledged

Indicate which departments/units/stakeholders were notified/consulted by listing the name of the department(s). For example, if you are adding a course owned by the Department of Philosophy and a course owned by the Department of Theatre and notified the units accordingly, you would include in the box below: 1. Department of Philosophy; 2. Department of Theatre.

1. Department of Geography and GIS
2. Department of Pathobiology

Please attach any letters of support/acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

Letter of Support_GGIS.docx
Letter of Support_PATH.pdf

Program Features

Academic Level

Graduate
Professional

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

5 years

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

227

What is the required GPA?

3.0

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

The Illinois Department of Financial and Professional Regulation provides licensure authority for physicians in the State of Illinois. Medical public health does not have a regulatory requirement from the state of Illinois.

Program of Study

Attach Program of Study related information here.

MD-MPH Plan of Study Final.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The MD/MPH joint degree program allows medical students to complete the requirements for both the professional medical degree and Master of Public Health degree in five years. Students will start the program completing the standard MD courses and then transition to their primary public health course year following the Clinical Immersion year. In the last year of the joint program students will apply clinical and public health knowledge through integrative courses and electives. With competencies in epidemiology, biostatistics, health policy, environmental health, and other topics, students will expand their career options far beyond clinical practice.

Statement for Programs of Study Catalog

Code	Title	Hours
MD Preclerkship Courses		**76**
BSE 612	Foundations (taken over 2 semesters)	13
BSE 631	Cardiovascular	4
BSE 632	Respiratory	3
BSE 633	Renal	3
BSE 634	Clinical Neuroscience	5
BSE 635	Musculoskeletal and Integumentary System	4
BSE 636	Digestion, Nutrition, & Metabolism (taken over 2 Semesters)	5
BSE 638	Human Development and Reproductive Health	8
BSE 642	Hematology, Oncology, Infection, and Immunity	6
BSE 644	Multisystem Conditions	4
BSE 645	Synthesis & Summary	6
BSE 666	Academic Progress I (Longitudinal) (taken over 4 Semesters)	0
CLE 613	Introduction to Clinical Practice (Longitudinal) (taken over 5 Semesters)	15
Code	**Title**	**Hours**
MD Clinical Immersion Courses		**62**
CLE 645	Internal Medicine Clerkship	10
CLE 650	Neurology Clerkship	5

CLE 655	Psychiatry Clerkship	5
CLE 660	Obstetrics & Gynecology Clerkship	5
CLE 665	Pediatrics Clerkship	5
CLE 670	Surgery Clerkship	10
CLE 680	Family Medicine Continuity Clinic (taken over 5 semesters)	9
BSE 680	Innovation, Design, Engineering and Analysis Projects (Longitudinal) (taken over 4 semesters)	8
CLE 640	Family Medicine Clerkship	5

Code	Title	Hours
MD Final Year Courses		**47**
Clinical Carle Illinois electives		20
Clinical or Non-clinical Carle Illinois electives (Major Course of Choice satisfies 4 credit hours)		6
Sub-Internship		4
CLE 694	Career Boot Camp	5
BSE 686	Medicine - Data Science Project (Longitudinal) (taken over 4 semesters)	12
Total MD Credit Hours		**185**

Code	Title	Hours
Explanation of Double Counted Credit hours		
Major Course of Choice will double count for MPH credit and 4 credit hours of Nonclinical CI MED Electives		4
BSE 686: Data Science Project will double count for MD credit and HK 513: Quantitative Data Management for Public Health		4
CLE 694: Career Boot Camp will double count for MD credit and HK 534: Professionalism in Health Practice I and II		2
Total Hours		**10**

Code	Title	Hours
MPH Required Courses		
HK 408	Environmental Health	4
HK 410	Public Health Practice	4
HK 517	Principles of Epidemiology	4
HK 527	Biostatistics in Public Health	4
HK 528	Applied Epidemiology	4
HK 530	Health Policy: United States	4
HK 531	Advanced Biostatistics	4
HK 533	Analytical Epidemiology	4
HK 535	Applied Practice Experience	4
HK 536	Integrative Learning Experience	2
Major Course of Choice. Select a minimum of 4 hours from the following list:		4
HK 406	Cancer Epidemiology	
HK 412	Infectious Disease Epidemiology	
HK 413	Chronic Disease Epidemiology	
HK 419	Artificial Intelligence in Public Health	
HK 424	Emergency Preparedness, Planning, and Response	
HK 512	Grant Writing for Health Professionals	
HK 516	Chronic Disease Prevention	
HK 519	Health Program Evaluation	
HK 532	Cultural Humility in Health	

HK 550	Research Methods in Health and Kinesiology	
HK 570	Physical Activity Surveillance	
HK 571	Physical Activity Determinants, Correlates, and Consequences	
HK 572	Physical Activity Intervention & Policy	
GGIS 403	Geographic Information Science and Systems	
GGIS 439	Health Applications of GIS	
PATH 517	Principle/Method Epidemiology	
PATH 560	Spatial Epidemiology	
Total Hours		**42**

Joint Degree Requirements Summary

Requirement	Description
Total MD Credit Hours	185
Total MPH Credit Hours	42
Min GPA:	3.0
Total credit hours for joint degree program	227

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Medicine - Carle Illinois College of Medicine, MD
Epidemiology, MPH (on campus & online)

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

As a result of completing the joint MD/MPH program, students will achieve the learning outcomes outlined below, including those associated with the MD program, the MPH program, and the integrated joint degree experience.

MD Program Learning Outcomes:
Demonstrate competence for all of the Carle Illinois College of Medicine Doctor of Medicine Educational Program Objectives (EPO). These 17 EPOs along with the measurable sub-outcomes listed below are guided by the AAMC (American Association of Medical Colleges) and ACGME (Accreditation Council for Graduate Medical Education) requirements for competencies that medical students must attain in order to graduate with an MD degree. The EPOs served as the guiding document for developing the medical curriculum.
EPOs & Sub-Outcomes:
(1) Ethics, Integrity & Professionalism – Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. (ACGME: Professionalism)
1.1 Describe and apply the theories and principles that govern ethical decision making in medicine.
1.2 Demonstrate honesty and integrity in all interactions with patients, their families, colleagues, and others with whom physicians must interact in their professional lives.
1.3 Exhibit an understanding of the threats to medical professionalism posed by the conflicts of interest inherent in the practice of medicine.

(2) Compassion & Empathy – Students must demonstrate compassion and empathy with patients. (ACGME: Professionalism)
2.1 Demonstrate compassionate treatment of patients and respect for their privacy and dignity.
2.2 Advocate for the interests of one's patients over one's own interests at all times.
(3) Cultural Competence (Professionalism) – Student must demonstrate cultural competence and a commitment to overcome health disparities. (ACGME: Professionalism)
3.1 Demonstrate cultural competence and a commitment to overcome health disparities by providing care to all patients and advocating for access to health care for underserved populations.
(4) Healthcare Communication – Students must demonstrate communication skills that result in the effective exchange of information with patients, their families and health professionals. (ACGME: Interpersonal & Communication Skills)
4.1 Communicate effectively, orally and in writing, with patients, their families, and professionals in health and other fields with whom physicians must exchange information in carrying out their responsibilities.
(5) Interprofessional Teamwork – Students must demonstrate teamwork and interpersonal skills that result in effective patient care. (ACGME: Interpersonal & Communication Skills)
5.1 Demonstrate an understanding of, and respect for, the roles of other health care professionals, and of the need to work in collaborative healthcare teams in caring for individual patients and in promoting the health of defined populations.
(6) Core Science Knowledge – Students must demonstrate knowledge of established and evolving biomedical sciences, as well as the application of this knowledge to patient care. (ACGME: Medical Knowledge)
6.1 Describe the normal structure and function of the body (as a whole) and of each of its major organ systems.
6.2 Describe the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
6.3 Describe the various causes (genetic, develop-mental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of disease conditions and the ways in which they operate on the body.
6.4 Describe the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
(7) History & Physical – Students must demonstrate effective data gathering skills. (ACGME: Patient Care)
7.1 Obtain an accurate and complete medical history.
7.2 Perform complete and organ-system specific examinations, including a mental status examination.
(8) Core Clinical Knowledge & Procedural Skills – Students must demonstrate knowledge of established and evolving clinical sciences and demonstrate core procedural skills. (ACGME: Patient Care)
8.1 Recommend and interpret the results of commonly used diagnostic procedures and tests.
8.2 Describe the most frequent clinical, laboratory, imaging, and pathologic manifestations of common disease states.
8.3 Perform routine clinical procedures.
(9) Patient Management – Students must be able to provide patient care that is appropriate and effective for the treatment of health problems. (ACGME: Patient Care)
9.1 Design and explain the basis for appropriate management strategies (preventive, diagnostic, and therapeutic) for common acute and chronic conditions.
9.2 Recognize patients with immediately life threatening or serious conditions requiring critical care and institute appropriate initial therapy.
9.3 Demonstrate knowledge of pain management.
(10) Clinical Reasoning – Students must be able to able to effectively engage in clinical reasoning and problem solving. (ACGME: Patient Care)
10.1 Reason deductively in solving clinical problems.
10.2 Apply systems based and creative thinking to complex, uncertain diagnoses, or other healthcare problems.
(11) Evidence-based Practice – Students must appraise and assimilate scientific evidence and apply new knowledge to improve patient care. (ACGME: Practice-Based Learning and Improvement)
11.1 Integrate information from many sources to gain insight into patient care.
11.2 Identify, formulate, and solve healthcare problems by applying principles of engineering, science, medicine, and mathematics.
(12) Health Systems Reasoning – Students must demonstrate an awareness of and responsiveness to the larger context and system of health care. (ACGME: Systems-Based Practice)
12.1 Demonstrate knowledge of the organization, financing, and delivery of health care.
12.2 Identify unexpected opportunities to provide extraordinary value for patients, populations, and health systems.
(13) Population Health & Preventive Medicine – Student must be able to demonstrate knowledge about population and epidemiological sciences and the application of this knowledge to the promotion of health. (ACGME: Systems-Based Practice)

13.1 Demonstrate knowledge of the epidemiology of health and disease within a defined population and the systematic approaches useful in reducing the incidence and prevalence of those diseases.
13.2 Demonstrate knowledge of the important non-biological determinants of poor health and of the socioeconomic, behavioral, psychological, and cultural factors that contribute to the development and/or continuation of health and disease.
13.3 Identify risk factors for disease or injury, select appropriate tests for detecting patients at risk for or in the early stage of specific diseases, and determine strategies for responding appropriately including prevention strategies.
(14) Design-based Scientific Reasoning & Scholarship – Student must be able to engage in design, evaluative, and scholarly activities in order to promote patient health.
14.1 Demonstrate an understanding of the power of the scientific method in basic, translational, clinical, and engineering research.
14.2 Conduct relevant healthcare and engineering research and apply quantitative skills and medical judgment to implement solutions.
14.3 Apply analysis and synthesis to the engineering design process, resulting in designs that address identified healthcare challenges.
(15) Quantitative Reasoning – Student must be able to apply quantitative reasoning strategies to medical and scientific problems.
15.1 Retrieve biomedical information from appropriate resources and manage and utilize it within a quantitative and statistical framework to solve clinical problems and make decisions.
(16) Leadership & Innovation – Student must demonstrate leadership around the development, implementation, and evaluation of innovative solutions to health needs.
16.1 Communicate data-based costs, risks, and benefits of engineering solutions to healthcare teams, health systems, medical device manufacturers, and other health industry stakeholders.
16.2 Evaluate the feasibility of innovative healthcare solutions to address patient, societal, population, and global health needs.
(17) Life-long Learning – Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their patient care practices. (ACGME: Practice-Based Learning and Improvement)
17.1 Recognize and accept limitations in one's knowledge, skills, attitudes, and behaviors, and continuously improve these attributes.
17.2 Demonstrate an interest in and commitment to lifelong learning to stay abreast of relevant scientific advances.

MPH Program Learning Outcomes:
Students will also be able to demonstrate competence for all of the College of Applied Health Sciences Master of Public Health Epidemiology Competencies. These are guided by the Council on Education for Public Health competencies for public health students and served as the guiding document for developing the Master of Public Health curriculum. The following learning outcomes are used as a summary for the 28 CEPH competencies:
Epidemiology Competencies:
(1) Content Knowledge: Students will demonstrate an advanced understanding of current and historically significant concepts, frameworks, methods, analytical tools and ideas related to public health and epidemiology.
(2) Critical Thinking and Discovery: Students will demonstrate ethical practices while applying advanced quantitative and qualitative methods in collecting, analyzing, and interpreting data which could then be disseminated through publications and presentations.
(3) Awareness and Understanding: Students will understand and appreciate the diverse environmental, biological, psychological, socioeconomic, sociocultural, philosophical, and historical factors that influence public health and epidemiology.
(4) Programming and Assessment: Students will apply best practices in developing, implementing, assessing, and evaluating programs and interventions related to public health and epidemiology.
(5) Leadership and Engagement: Students will demonstrate leadership and effective communication skills, while promoting effective public health practices as they develop and sustain productive relationships and work for the common good at local, national, and global levels.

Joint MD/MPH Experience Learning Outcomes:
1. Demonstrate advanced understanding of the integration of medical knowledge, skills, and attitudes with those of public health to bring a multidisciplinary approach to preventing, treating and resolving health issues.

2. Apply medical and public health knowledge, skills, and attitudes to the evaluation, assessment, proposed intervention, and prevention of medical concerns impacting the health of individual patients and local and global communities.

Program Description and Requirements Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

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.

Students will apply to the MD program exactly as they do now. Once they have matriculated to Illinois as an MD student, interested students will apply to the program in their first or second year of the MD program. Admission decisions will be made through a collaborative process between the CI MED Graduate Admissions Committee and the MPH admissions team. This process will begin with the student submitting an application to the CI MED Graduate Admissions Committee for an initial evaluation and assessment of whether the student's academic performance reflects potential for success in the joint degree program. If this evaluation is favorable, the applicant will be instructed to submit an application to the Master of Public Health Program. For this, students will follow the joint degree (BS-MPH) admissions deadlines already established within the MPH Program. Applicants will be required to submit an application and all required materials to the MPH Program through the Graduate College online application system.
Proof of English Proficiency will follow the Graduate College minimums: 103 for TOEFL and 7.5 for IELTS; background checks will be conducted prior to MD program matriculation; GRE scores are optional.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

3

5th Year Estimate (or when fully implemented)

10

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

3

What is the matriculation term for this program?

Fall ONLY

Budget

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

No

Additional Budget Information

Attach File(s)

Financial Resources

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)

Doctor of Medicine tuition, Master of Public Health residential program Differential tuition and MPH Online per credit hour tuition.

Is this program requesting self-supporting status?

Yes

Attach letters and self-supporting documents as applicable

MD-MPH Self Supporting.pdf

Program Support

Provide a brief description of the support for this program, including the financial, faculty, space, advisors/staff. Discuss plans to acquire any additional support that will be needed. If new or additional facilities or significant improvements to already existing facilities is needed, describe the Facility Need, Year 1 and 5 cost, and any other applicable notes.

No additional financial investment, personnel, or facilities are required to implement or sustain the proposed joint degree program. The joint degree program will be delivered using existing institutional resources. All coursework is drawn from current offerings from the individual degree programs and will be taught by existing faculty as part of their regular instructional assignments. Adequate classroom and instructional space, administrative support, and advising resources are already in place through the existing programs and will be leveraged for this joint degree program without modification. The MD program has 64 students and 14 administrative staff dedicated to providing individualized student guidance and support, including academic guidance, assistance with financial aid, wellness support, and registering for courses. The Master of Public Health Program within the Department of Health & Kinesiology provides individualized academic advising, career development support, and ongoing progress monitoring to help ensure students are appropriately supported and positioned for success.

Attach any supporting documents as applicable.

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 joint degree's impact on library collections, resources and services were discussed with existing subject specialists Anna Liss Jacobsen (CI MED), Nancy O'Brien, and Erin Simon (AHS) along with Library leadership. Following proposal discussion and review and, given that the degree program is designed for students who are already in the MD program, it was ascertained that established library services and resources are adequate to meet the information needs of the joint program. The Library already actively collects materials on public health to support the existing Master of Public Health program, so the addition of the degree will not impact subject collection priorities. In addition, requests for instruction and research support would likely not place an undue burden on STEM and social sciences librarians.

EP Documentation

EP Control Number

EP.27.046

Attach Rollback/Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Program Code:

Minor Code

Conc Code

Degree Code

Major Code

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) (Thu, 19 Dec 2024 23:08:01 GMT): Rollback: Please check the MPH related proposal and consistencies throughout the proposal. Key 176 is the Public Health MPH listed as related in the Proposal Title section, but you list Epidemiology MPH as the desired joint major in several places. The Epi MPH proposal is key 877.
Emily Stuby (eastuby) (Fri, 20 Dec 2024 15:26:44 GMT): Corrected official program name to be consistent with data standards. Also, corrected diploma title for the MPH in Epidemiology.
Jacob Fredericks (jfred) (Sat, 08 Mar 2025 21:23:30 GMT): 1. I appreciate the detail in the program regulation. I do have some concerns that two semesters (Fall Year 2, Fall Year 3) seem to require 26 credit hours per semester. In the program regulation you note that MPH APE courses will have some overlap with MD clerkship courses but it may be helpful to add that Clerkship courses are often 5 or 10 weeks and MPH courses are 8 week courses, if this is accurate. 2. In program justification, it would be helpful to add that the MD program is usually 4 years, and the MPH program is 3-4 semesters, so a 5 year MD-MPH program would be a benefit to students.
Wesley Wilson (wjwilson) (Mon, 10 Mar 2025 19:58:22 GMT): I appreciate the detail added to the justification to this joint program. I also thought it was pretty noteworthy to see such high credit counts for several of the semesters. Is it typical for med school students to have that many in a term?
Ian Mertes (imertes) (Tue, 11 Mar 2025 03:13:55 GMT): I do not have any comments to add.
Justin Aronoff (jaronoff) (Thu, 20 Mar 2025 19:07:29 GMT): I share the concern regarding the number of hours. 26 credit hours in the fall of years 2 and 3 would require 78 hours of work per week per the definition of a credit hour. Also, is the 5th year estimate for the number of students in the program actually the number of students estimated to enroll as new students the fifth year the program is in existence , or is it indicating that approximately 1/3 of students are expected to leave the program partway through?
Shannon Mejia (stmejia) (Thu, 27 Mar 2025 17:38:24 GMT): The number of required credits during certain semesters caught my attention as well. Is this the standard in MD-MPH programs? Also. The program is indicated as on campus, but the MPH program is described as online. It would be helpful to clarify whether the students will have the option to take the MPH courses in person.
Meaghan McKenna (meaghanm) (Fri, 28 Mar 2025 01:29:03 GMT): My comments are similar to those noted above. It would be beneficial for rationale to be provided for any semester where the amount of credit hours exceeds 16. Additionally, the intentional design of the courses to allow for the successful completing of the one project for MD Data Science and the MPH ILE is helpful, but can a more explicit timeline be provided instead of " MPH faculty mentors will both review the project proposal early on..."

Robbin King (rlking10) (Tue, 01 Apr 2025 18:44:15 GMT): Rollback: Rolling back: Please review committee comments, edit as needed, and re-submit.
Kristi Carlson (carlso1) (Thu, 03 Apr 2025 18:59:52 GMT): Rollback: Minor Revisions
Robbin King (rlking10) (Wed, 10 Sep 2025 14:43:41 GMT): Rollback: Rolling back for requested edits
Kristi Carlson (carlso1) (Sun, 28 Sep 2025 18:59:19 GMT): Rollback: Rolling back for minor revisions
Allison McKinney (agrindly) (Tue, 21 Oct 2025 17:27:09 GMT): Rollback: Rolling back per discussion about admissions process.
Kristine Carpenter (kmross1) (Mon, 08 Dec 2025 04:41:22 GMT): Rollback: We will need to meet with Brooke Newell to ensure that this program is in alignment with the MD curriculum.
Emily Stuby (eastuby) (Tue, 02 Jun 2026 15:44:03 GMT): Rollback: Program Support Question
Robbin King (rlking10) (Mon, 27 Jul 2026 19:59:24 GMT): Rollback: Rolling back for edits.
Kristi Carlson (carlso1) (Wed, 29 Jul 2026 20:11:02 GMT): Program of study was revised as recommended by the Graduate College.

Key: 1311