

957: EPIDEMIOLOGY GRADUATE CERTIFICATE

In Workflow

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8. 7 Day Review
9. Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler@oregonstate.edu)
10. Graduate Assessment (kristin.nagycatz@oregonstate.edu)
11. 26 College Committee Approver (laurel.kincl@oregonstate.edu; marc.norcross@oregonstate.edu)
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Approval Path

1. 2026-02-16T16:26:57Z
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2. 2026-02-16T23:39:13Z
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
3. 2026-02-19T06:50:23Z
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
4. 2026-02-19T15:03:14Z
Laurel Kincl (College of Health, Associate Dean of Academic & Faculty Affairs) (laurel.kincl): Approved for 26 Dean Designee
5. 2026-02-20T15:59:00Z
Alix Gitelman (Vice Provost for Academic Affairs) (alix.gitelman): Approved for Provost Designee
6. 2026-03-12T20:19:04Z
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7. 2026-03-13T22:52:30Z
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8. 2026-03-24T19:49:45Z
David Jacobs (Capital Planning & Development, Manager - Space Allocation) (david.jacobs): Approved for Space Evaluation
9. 2026-04-02T11:48:28Z
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for 7 Day Review
10. 2026-04-02T14:52:41Z
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11. 2026-04-02T14:57:52Z
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12. 2026-04-02T16:53:10Z
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13. 2026-04-02T16:58:48Z
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Rollback to gaylerm for Graduate Assessment
14. 2026-04-02T17:13:23Z
Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler): Approved for gaylerm
15. 2026-04-02T17:15:41Z

Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Approved for Graduate Assessment

16. 2026-04-02T17:23:02Z
Laurel Kincl (College of Health, Associate Dean of Academic & Faculty Affairs) (laurel.kincl): Approved for 26 College Committee Approver
17. 2026-04-02T23:15:52Z
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
18. 2026-04-03T14:35:44Z
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19. 2026-04-06T20:30:55Z
Jonathan Fram (College of Earth, Ocean & Atmospheric Sciences, Associate Professor) (jonathan.fram): Approved for Budgets and Fiscal Planning Committee Chair
20. 2026-04-20T21:18:12Z
John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for Graduate Council Co-Chairs
21. 2026-04-20T23:10:08Z
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22. 2026-04-28T21:08:14Z
Jim Coakley (College of Business, Associate Professor, and Curriculum Council Co-Chair) (Jim.Coakley): Approved for Curriculum Council Co-Chairs

New Program Proposal

Date Submitted: 2026-02-16T23:12:45Z

Viewing : Epidemiology Graduate Certificate

Last edit: 2026-04-20T21:18:03Z

Changes proposed by: gaylerm

Proposal

Effective Term

Fall 2026

Justification

Externally, certificate-level graduate training in epidemiology has been requested by public health and other partners around the state. State agencies do not always have the resources to send workers to a full master's program, but a certificate is manageable. This would also be appropriate training for someone who already has an MPH, but not in epidemiology, and now finds that their job includes epidemiology-like tasks for which they need additional training.

Internally, this certificate would make OSU's Masters students more competitive on the job market, providing an additional credential for their resumes often for coursework they are already completing. We anticipate this certificate being completed by MPH students in options other than epidemiology (health management and policy, global health, and so on), as well as master's students from HDFS, nutrition, kinesiology, anthropology, statistics, geography, pharmacy, and veterinary medicine.

There currently exists an epidemiology minor for doctoral students, which has proven quite popular (currently, 7 students are enrolled in the minor, with two more anticipated this quarter). The certificate essentially allows master's students the same ability to have a "minor" for their degree; it also allows non-degree-seeking students (from OHA or county health departments or elsewhere) to complete the training and get formal recognition.

As envisioned in the proposal, the epidemiology graduate certificate would be available on both the Corvallis campus and e-campus, potentially extending our reach beyond Oregon. There are currently only 10 CEPH-accredited programs or schools that offer graduate certificates/non-degree programs in epidemiology, and OSU would be the only one west of the Mississippi River.

Primary Originator

| Name |
|---|
| Marit Bovbjerg (School of Public Health, Assistant Professor) |
| Mendy Gayler (College of Health, Administrative Assistant) |

Liaisons

| Academic Unit |
|--|
| Geography - Graduate (GEOG) |
| Statistics & Data Science (DS, ST) |
| School of Human Development & Family Sciences (HDFS) |

School of Exercise, Sport, and Health Sciences (AT, KIN, PAC, PT)

School of Life Sciences

Program Information

Program Level

Graduate

Program Type

Certificate

Name

Epidemiology Graduate Certificate

CIP Code

261309 - Epidemiology.

College

Health (26)

Academic Unit

School of Nutrition & Public Health

Is this program jointly administered?

No

Date the Early Alert was submitted for this proposal

11/05/25

What degree types are available for this graduate or professional program?

Certificate

Campus Locations

Corvallis

Ecampus

Is this program currently or planned to be offered in hybrid format?

No

Will this program lead to professional licensure in any U.S. state or territory?

No

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university or college minimum?

No

Executive Summary

Executive Summary

We are proposing a graduate certificate in epidemiology. This certificate has three intended audiences: (1) existing (non-epidemiology) graduate students at OSU, who add 6-7 classes to their program of study and receive the extra credential (certificate); (2) public health and clinical professionals around the state who want or need basic, graduate-level training in epidemiology, but who cannot or do not want to commit to a full Master's degree (MPH) in epidemiology; (3) people with a Bachelor's degree, possibly working as clinicians or public health professionals, who are contemplating applying to an MPH in epidemiology program, but want to try a lower-commitment program first.

For existing students (group 1), some may wish to declare the certificate and pursue specialization in epidemiology resulting in a distinct credential recognizing their additional training.

For external candidates (group 2), the certificate will provide training for those who want to be clinician scientists but do not yet have sufficient training, or will provide epidemiology training for public health professionals whose training was not in epidemiology, but now find themselves needing epidemiology skills and knowledge for their jobs. Often people in both of these groups already

have an MPH, but if that MPH was not in epidemiology, they might need additional, certificate-level training to be fully professionally successful.

For those in group 3 (people who want to see whether they enjoy graduate-level epidemiology training), classes from the certificate could transfer into an MPH/epidemiology program of study at OSU. There is a similar pathway for public health more generally: we currently offer a graduate certificate in public health, and this leads to 4-6 MPH matriculations each academic year across the various MPH options.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

Epidemiology is the science that underpins public health and medicine. Students in this 18-credit certificate program will learn fundamental epidemiology and biostatistics methods and how to apply these analytical skills to human health investigations. Two classes are required, one in epidemiology methods and one in biostatistics methods. Students have flexibility for the remainder of the certificate coursework, to allow tailoring for individual student interests. This certificate is intended for clinical scientists or public health professionals who need additional epidemiology training without completing an entire MPH, or existing OSU master's students who wish epidemiology as a minor concentration area. It is also suitable for those who want to try graduate-level epidemiology training before committing to an MPH; all certificate credits are eligible for transfer into OSU's MPH program. Students can complete the certificate both on-campus (Corvallis) and via Ecampus.

This certificate provides training helpful for careers in public health; medicine, nursing, and other allied health fields; and public health- or clinical-related research. Students may begin enrolling in Fall 2026. Justice, equity, diversity, and inclusion are foundational ideas in public health, including epidemiology. Faculty welcome applications from all potential certificate students. We strive to create inclusive classrooms, via freely-available learning materials, fully-accessible course websites and handouts, and working with OSU's Center for Teaching and Learning for pedagogical best practices for equity.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

This graduate certificate in epidemiology is intended as a complement to our existing PhD minor in epidemiology, in which we have sustained, strong interest (10 students, currently). The certificate allows master's students across campus the same ability to have epidemiology as a secondary area of study. This may be of interest to students from a variety of degree programs, including anthropology, geography, statistics, HDFS, kinesiology, nutrition, and other public health disciplines. The certificate will also be available and appealing to non-degree-seeking colleagues from around the state who want or need graduate training in epidemiology but do not need/want to commit to an MPH in epidemiology.

The proposed program of study will consist of: 3 credits in epidemiology methods, 4 credits in biostatistics methods, 3-4 credits in additional quantitative method(s) of the student's choice (epidemiology, biostatistics, or related training such as geographic information systems analysis or data visualization), 6 credits in applied epidemiology (2 courses), and 2-4 credits of electives (students choose additional applied training or additional methods training).

The student learning outcomes (certificate competencies) are:

1. Examine key sources of data for public health problems pertinent to diverse populations
2. Analyze public health data using basic statistical assessments
3. Apply epidemiologic methods to a human health content area

Our objectives with the epidemiology graduate certificate are three-fold:

1. Provide existing OSU master's students in fields related to epidemiology with formal, transcript-visible credit for coursework they are completing anyway. This will increase employability.
2. In response to requests from clinical and public health partners around the state, increase Oregon's capacity for epidemiology work. This is particularly important as federal support for public health has decreased sharply.
3. Allow people with a Bachelor's degree who are contemplating graduate school to try out, in a reasonably low-stakes manner, whether an MPH in epidemiology might be something they wish to pursue. All classes taken as part of the graduate certificate in epidemiology would transfer onto an MPH program of study at OSU.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

The certificate will be available both in Corvallis and via ecampus. The two required classes are offered at least once per year in each location; the remaining classes are chosen from lists that include many possible options. All classes on these lists have historically been offered at least every other year. If interest in the certificate is high, particularly for ecampus, we could begin to offer these every year.

Adequacy and quality of faculty delivering the program

There are 4, full-time, T/TT faculty in epidemiology (1 assist prof; 2 assoc prof; 1 prof); these faculty are responsible for H525 (epidemiology methods required class), the applied epidemiology classes, and some of the additional methods classes.

There are 3, full-time, T/TT faculty in biostatistics (2 assoc prof; 1 prof), responsible for H524 (biostatistics required class) as well as many of the additional methods classes.

To increase flexibility for students, we have included on the approved list of classes in quantitative methods appropriate coursework from statistics, kinesiology, geography, and HDFS.

Adequacy of faculty resources – full-time, part-time, adjunct

7 full-time, T/TT faculty (4 epidemiology, 3 biostatistics) will deliver most of the coursework. We are proposing no new classes; the certificate bundles existing coursework only.

Other staff

Each certificate student will be assigned a faculty advisor from the core epidemiology faculty (Drs. Bethel, Bovbjerg, Bozigar, Smit). There will be no staff assigned to this program. Dr. Bovbjerg will act as program director (to answer inquiries from prospective students, etc), but there is 0 FTE assigned to this role.

Adequacy of facilities, library, and other resources

All certificate students will have access to the library as graduate students.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

We anticipate the majority of external certificate students will be via e-campus, supporting the university's 30,000 by 2030 goal from Prosperity Widely Shared.

For both Corvallis and e-campus students, this certificate will be an additional credential students can receive, often for coursework they are already completing, making them more competitive on the job market. This is in support of PWS thriving world goal on workforce development.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

This certificate will be available to both existing, degree-seeking graduate students at OSU, and external, non-degree-seeking students. The certificate will be available both in Corvallis and via e-campus, increasing flexibility for students.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

In addition to workforce development to fill the gap left by the absence of CDC programs (see below), the proposed certificate will allow working professionals to receive training necessary for their jobs without having to commit to an entire Master's degree. Aspiring clinician scientists, for instance, already have substantial student loan debt from medical school; furthermore, some of the public health core material required for an MPH is not necessarily relevant for that career (see letter of support from Dr. Paulina Kaiser, Director of Community Health & Research, Samaritan Health Services). A certificate in epidemiology will provide sufficient training in quantitative methods and application for these individuals to be effective members of research teams. People working at health departments around the state, either county-level or at OHA, often already have an MPH, just not in epidemiology. If their job description has morphed to now include epidemiology-related tasks, or if they supervise those who do those tasks, then additional epidemiology training, without having to repeat MPH core classes they've already taken, will be vital. In both cases (clinicians or public health professionals), the target audience are already working, and may not have the time to devote to a 60-credit, well-rounded degree, when an 18-21-credit certificate gives them the targeted training they need.

Respond effectively to social, economic, and environmental challenges and opportunities:

As federal funding and support for public health declines, there is an increased need for states to be able to close the gap. Specifically, as programs like the Centers for Disease Control and Prevention's Epidemic Intelligence Service are shuttered, there is an urgent need for epidemiology training at the state and local levels, since federal help will no longer be available.

Address civic and cultural demands of citizenship

Epidemiology is the core science of public health. As we all learned in 2020, public health and epidemiology impact all areas of life and society. Arming additional Oregonians with graduate-level training in epidemiology will prove beneficial as our state faces additional challenges from infectious diseases, climate-related stresses, systematic inequities, and so on.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

N/A

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

N/A

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

The BS, MPH, and PhD public health degrees, including the Epidemiology options, are accredited by CEPH, the Council on Education for Public Health. CEPH does not accredit certificate programs, so there is no accreditation opportunity available for this program.

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

N/A

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

3

FTE Enrollment:

2

Expected Degrees/Certificates

3

Year Two:

Fall Term Headcount:

4

FTE Enrollment:

3

Expected Degrees/Certificates:

4

Year Three:

Fall Term Headcount:

5

FTE Enrollment:

4

Expected Degrees/Certificates

5

Year Four:

Fall Term Headcount:

6

FTE Enrollment:

5

Expected Degrees/Certificates

6

Year Five:

Fall Term Headcount:

17

FTE Enrollment:

14

Expected Degrees/Certificates

17

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

We anticipate 2-3 Corvallis students each year, and 15 e-campus students by year 5. By 10 years, we anticipate our reach may stretch beyond Oregon, as there currently exist no other certificate programs in epidemiology in the Western US, and our e-campus MPH is highly regarded.

Evidence of market demand

Corvallis campus estimates based on current students who would qualify for the certificate because they take the classes anyway; e-campus estimates based on e-campus market analysis.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

There are no other graduate certificates in epidemiology in the Western US (based on a search of ASPPH website), and only 10 available nationwide.

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Students who complete the graduate certificate in epidemiology will be prepared to work in county or state public health offices; universities including academic medical centers; non-profit organizations doing public health or clinical work; and in medicine, nursing, and other allied health professions.

Outcomes and Quality Assessment**Expected learning outcomes of the program**

The certificate program competencies are:

1. Examine key sources of data for public health problems pertinent to diverse populations
2. Analyze public health data using basic statistical assessments
3. Apply epidemiologic methods to a human health content area

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Program learning outcome 1 will be assessed via a brief oral competency assessment exam, conducted by the student's certificate advisor following their completion of the two applied epidemiology classes. Program learning outcome 2 will be assessed via the final exam in H524. Program learning outcome 3 will be assessed via a brief oral competency assessment exam, conducted by the student's certificate advisor following their completion of the two applied epidemiology classes. Rubrics will be used by the certificate advisor. All assessment data is reported to the advisor and the college director of assessment. The director of assessment provides annual reports on programs that are discussed by faculty in each program to improve instruction and curriculum.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

Epidemiology currently has 4 T/TT faculty. Three are tenured (Drs. Bethel, M Bovbjerg, Smit); one has been promoted to professor (Smit). Our assistant professor (Dr. Bozigar) recently successfully completed his third year review. Expectations of scholarly work for T/TT faculty in epidemiology include external funding, peer reviewed manuscripts (including acting as methods expert on diverse teams and supervising student analyses), and evidence of national or international reputation, depending on rank.

Program Integration and Collaboration**Closely related programs in this or other Oregon colleges and universities**

This certificate is related to other graduate programs in epidemiology at OSU (MPH, PhD, PhD minor); the same faculty are bringing forward this proposal. OHSU/PSU School of Public Health also offers an MPH in epidemiology, but not a certificate.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

Historically, OHSU/PSU School of Public Health accepts epidemiology classes taken at OSU as transfer credits for their graduate degrees, and vice-versa. We assume the same would apply for credits taken as part of OSU's epidemiology certificate; students could then matriculate at OHSU/PSU and count the 18 credits towards an OHSU/PSU MPH. For students who matriculate into an MPH at OSU, all 18 credits would count towards the 60 required for an MPH in epidemiology (Corvallis campus) or the 56 required for an MPH in public health practice (ecampus).

If applicable, proposal should state why this program may not be collaborating with existing similar programs

N/A

Potential impacts on other programs

None

Learning Outcomes

This section is overseen by the Assessment team within the Office of Academic Affairs. The Assessment team are in the proposal workflow to review all changes. No changes can be made without their approval.

Are the learning outcomes required for an accrediting organization?

No

List the learning outcomes (this will display on the Learning Outcomes tab in the Catalog)

| Upon successful completion of the program, students will be able to: | |
|--|---|
| 1 | Examine key sources of data for public health problems pertinent to diverse populations |
| 2 | Analyze public health data using basic statistical assessments |
| 3 | Apply epidemiologic methods to a human health content area |

Graduate Program Learning Outcomes

Learning Outcome

Conduct research or produce some other form of creative work

What year was this program level learning outcome developed or most recently changed?

2026

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

This graduate learning outcome is mapped to program learning outcome #3 and will be assessed via a brief oral competency assessment exam, conducted by the student's certificate advisor following their completion of the two applied classes.

Has this assessment method changed since the last reporting cycle?

No

Explain any changes

N/A

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

The threshold for meeting a competency is an 80% on the brief oral competency assessment rubric; the program benchmark is that 100% of students will meet faculty expectations for competency attainment.

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The student's certificate advisor will use a rubric to assess competency attainment.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

N/A

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

N/A

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

N/A

Learning Outcome

Demonstrate mastery of subject material

What year was this program level learning outcome developed or most recently changed?

2026

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

This graduate learning outcome is mapped to program learning outcome #1 and will be assessed via a brief oral competency assessment exam, conducted by the student's certificate advisor following their completion of the two applied epidemiology classes.

Has this assessment method changed since the last reporting cycle?

No

Explain any changes

n/a

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

The threshold for meeting a competency is an 80% on the assessment opportunity (exam); the program benchmark is that 80% of students will meet expectations for competency attainment.

Describe any changes to the benchmark or milestone since the last reporting cycle

n/a

Describe the data collection process (e.g., Who is involved? How is the data collected?)

Collected by course instructor and sent to the advisor and college director of assessment.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

n/a

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

n/a

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

n/a

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

n/a

Learning Outcome

Conduct scholarly or professional activities in an ethical manner.

What year was this program level learning outcome developed or most recently changed?

2026

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

This graduate learning outcome is mapped to program learning outcome #3 and will be assessed via a brief oral competency assessment, conducted by the student's certificate advisor following their completion of the two applied classes.

Has this assessment method changed since the last reporting cycle?

No

Explain any changes

n/a

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

The threshold for meeting a competency is an 80% on the brief oral competency assessment rubric; the program benchmark is that 100% of students will meet faculty expectations for competency attainment.

Describe any changes to the benchmark or milestone since the last reporting cycle

n/a

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The student's certificate advisor will use a rubric to assess competency attainment.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

n/a

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

n/a

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

n/a

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

n/a

Information for the Catalog**How many total credits are required for completion of this program?**

18-21

Catalog Description (this will display on the Overview tab in the Catalog)

Epidemiology is the science that underpins public health and medicine. Students in this certificate program will learn fundamental epidemiology and biostatistics methods and how to apply these analytical skills to human health investigations. Two classes are required; students have flexibility for the remainder of the certificate coursework (18 credits total), to allow tailoring for individual student interests. This certificate is intended for clinical scientists or public health professionals who need additional epidemiology training without completing an entire MPH, or existing OSU master's students who wish epidemiology as an area of interest. It is also suitable for those who want to try graduate-level epidemiology training before committing to an MPH; all certificate credits are eligible for transfer into OSU's MPH program. This certificate provides training helpful for careers in public health; medicine, nursing, and other allied health fields; and public health- or clinical-related research.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

| Code | Title | Credits |
|---------------------------------------|---|---------|
| Epidemiological Methods | | |
| H 525 | EPIDEMIOLOGIC METHODS I | 3 |
| Biostatistics | | |
| H 524 | INTRODUCTION TO BIOSTATISTICS | 4 |
| Quantitative Research Methods | | |
| Select one course from the following: | | 3-4 |
| GEOG 560 | GISCIENCE I: INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCE | |
| H 526 | EPIDEMIOLOGIC METHODS II | |
| H 587 | TIME TO EVENT ANALYSIS OF HEALTH DATA | |
| H 547 | GIS AND PUBLIC HEALTH | |
| H 580 | LINEAR REGRESSION AND ANALYSIS OF TIME TO EVENT DATA | |
| H 581 | GENERALIZED LINEAR MODELS AND CATEGORICAL DATA ANALYSIS | |
| H 582 | ANALYSIS OF CORRELATED HEALTH DATA | |
| H 564 | COMPUTING TOOLS AND HEALTH DATA ANALYSIS | |
| H 611 | INTRODUCTION TO SYSTEMATIC LITERATURE REVIEWS METHODOLOGY | |

| | |
|----------|--|
| H 651 | ADVANCED EPIDEMIOLOGICAL METHODS |
| HDFS 529 | INTRODUCTORY DATA ANALYSIS WITH SAS |
| HHS 526 | LINEAR REGRESSION IN PUBLIC HEALTH |
| HHS 527 | LOGISTIC REGRESSION IN PUBLIC HEALTH |
| HHS 533 | COMPUTING FOR POPULATION HEALTH DATA |
| HHS 552 | HEALTH DATA ANALYTICS II: APPLIED ANALYSIS |
| KIN 532 | PHYSICAL ACTIVITY ASSESSMENT |
| ST 537 | DATA VISUALIZATION |

Applied Epidemiology

Select two courses from the following:

6

| | |
|---------|---|
| H 544 | ENVIRONMENTAL AND OCCUPATIONAL EPIDEMIOLOGY |
| H 552 | DISASTER EPIDEMIOLOGY |
| H 562 | INFECTIOUS DISEASE EPIDEMIOLOGY |
| H 563 | PHYSICAL ACTIVITY EPIDEMIOLOGY |
| H 593 | REPRODUCTIVE EPIDEMIOLOGY |
| H 596 | HEALTHCARE EPIDEMIOLOGY |
| H 597 | EPIDEMIOLOGIC METHODS IN FOODBORNE DISEASE OUTBREAK INVESTIGATION |
| HHS 551 | HEALTH DATA ANALYTICS I: SOURCES AND PLANNING |
| HHS 584 | SURVEILLANCE AND FIELD EPIDEMIOLOGY FOR PUBLIC HEALTH |

Electives

Select additional courses from above or other courses in consultation with certificate advisor

2-4

Total Credits

18-21

Letters of Support

External Letters of Support

Epi grad certificate - LOS Paulina Kaiser.pdf

Grad Cert in Epi enrollment assumptions_MLB_tf_11032025.xlsx

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Digital Accessibility Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Library Evaluation

Will this program require the creation of new courses?

No

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

| Faculty Name | Academic Home | Highest Degree | Position Title | Area of Expertise/ Interest | Role Within Program |
|-----------------|---------------------------|----------------|---------------------|-----------------------------|--------------------------------|
| Jeff Bethel | Nutrition & Public Health | PhD | Associate Professor | Epidemiology | Professor/advisor |
| Marit Bovbjerg | Nutrition & Public Health | PhD | Associate Professor | Epidemiology | professor/cert advisor/cert PD |
| Matthew Bozigar | Nutrition & Public Health | PhD | Assistant Professor | Epidemiology | Prof/Cert Advisor |
| Ellen Smit | Nutrition & Public Health | PhD/RD | Professor | Epidemiology | Prof/cert advisor |

| | | | | | |
|---------------|---------------------------|-----|---------------------|---------------|-----------|
| Harold Bae | Nutrition & Public Health | PhD | Associate Professor | Biostatistics | Professor |
| Adam Branscum | Nutrition & Public Health | PhD | Professor | Biostatistics | Professor |
| John Molitor | Nutrition & Public Health | PhD | Assoc Professor | Biostatistics | Professor |

Budget Information

Budget Worksheet and Narrative

Budget narrative EPI Grad Cert_02062026-2.docx
osubudget_worksheet_020818 (5)-tf_11032025.xlsx

Reviewer Comments

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (2026-02-13T22:29:20Z): Emailed unit for clarification on some points.

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (2026-02-16T16:26:58Z): Rollback: Please see email sent to Mendy and Marit on 2/12.

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (2026-02-16T23:33:51Z): Deferring to Ecampus review of the elective section to ensure that there are sufficient courses defined to allow Ecampus students a clear pathway to completion.

Peggy Dolcini (School of Nutrition Public Health, School Head) (peggy.dolcini) (2026-03-12T20:11:12Z): Support

Megan MacDonald (School of Exercise, Sport Health Sciences, School Head) (megan.macdonald) (2026-03-24T19:54:35Z): Full support from ESHS.

Brock McLeod (Integrative Biology, Coordinator of Undergraduate Success Engagement) (Brock.McLeod) (2026-03-25T05:01:44Z): No concerns.

Erica Fleishman (College of Earth, Ocean Atmospheric Sciences, Professor) (erica.fleishman) (2026-03-25T13:33:10Z): I think that the certificate is a great idea. If the originators wish, Geography and Environmental Sciences is happy to discuss additional courses that might be suitable as electives. No concerns.

Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (2026-04-02T14:57:52Z): Rollback: I am confused. The three learning outcome listed in the learning outcome section do not match the three listed earlier in the proposal. They need to match.

Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler) (2026-04-02T16:53:04Z): Corrected the SLO listing to match. Confused why this is entered twice into CIM in two different locations. mjg

Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (2026-04-02T16:58:48Z): Rollback: The proposal says that the GLO Demonstrate mastery of subject material is mapped to program learning outcome #1 and will be assessed via the final exam in H524. However, Program learning outcome one is not measured by the final exam in H524.

Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler) (2026-04-03T14:35:36Z): The assessment was corrected to his graduate learning outcome is mapped to program learning outcome #1 and will be assessed via a brief oral competency assessment exam, conducted by the student's certificate advisor following their completion of the two applied epidemiology classes. MJG 040326

John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease) (2026-04-20T21:18:03Z): With the approval of the originator, updated the executive summary and catalog description to emphasize the certificate can be pursued to develop and highlight an area of greater training and specialization, which not confusing with "concentrations" or "minors". No other concerns.

Ron Mandsager (Veterinary Clinical Sciences, Associate Professor) (ron.mandsager) (2026-04-28T14:55:49Z): No concerns.

Key: 957