



UNIVERSITY  
OF  
CALIFORNIA

---

Ahmet Palazoglu  
Chair, Assembly of the  
Academic Senate  
Faculty Representative,  
UC Board of Regents

Academic Senate

Office of the President  
1111 Franklin Street  
Oakland, CA 94607

[senate.universityofcalifornia.edu](https://senate.universityofcalifornia.edu)

---

CAMPUSES

Berkeley  
Davis  
Irvine  
UCLA  
Merced  
Riverside  
San Diego  
San Francisco  
Santa Barbara  
Santa Cruz

MEDICAL CENTERS

Davis  
Irvine  
UCLA  
San Diego  
San Francisco

NATIONAL LABORATORIES

Lawrence Berkeley  
Lawrence Livermore  
Los Alamos

July 23, 2026

Katherine S. Newman  
Provost and Executive Vice President  
University of California

Re: Approval of UCD Master of Preventive Veterinary Medicine and One Health (eMPVM)

Dear Provost Newman:

In accordance with the Universitywide Review Processes for Academic Programs, Units, and Research Units (the “Compendium”), and on the recommendation of the Coordinating Committee on Graduate Affairs ([CCGA](#)), the Academic Council has approved the UC Davis division’s proposal to establish a self-supporting online Master of Preventive Veterinary Medicine and One Health (eMPVM).

Because this is a new degree title, and the Assembly of the Academic Senate is not meeting within 30 days of CCGA’s approval, Council must approve the program per [Senate Bylaw 125.B.7](#).

I am enclosing CCGA’s report on its review of the new program, and respectfully request that your office complete the process of obtaining the President’s approval.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Ahmet Palazoglu  
Chair, Academic Council

cc: Academic Council  
UCD Division Chair Russ  
UCD Senate Division Executive Director Arevalo  
Director of Academic Planning and Policy Corona  
Institutional Research and Academic Planning Analyst Wilson  
Senate Executive Director Lin



---

Academic Senate

Office of the President  
1111 Franklin Street  
Oakland, CA 94607

[senate.universityofcalifornia.edu](http://senate.universityofcalifornia.edu)

COORDINATING COMMITTEE ON GRADUATE AFFAIRS

Partho Ghosh, Chair

[pghosh@ucsd.edu](mailto:pghosh@ucsd.edu)

July 8, 2026

---

CAMPUSES

[Berkeley](#)  
[Davis](#)  
[Irvine](#)  
[UCLA](#)  
[Merced](#)  
[Riverside](#)  
[San Diego](#)  
[San Francisco](#)  
[Santa Barbara](#)  
[Santa Cruz](#)

MEDICAL CENTERS

[Davis](#)  
[Irvine](#)  
[UCLA](#)  
[San Diego](#)  
[San Francisco](#)

NATIONAL LABORATORIES

[Lawrence Berkeley](#)  
[Lawrence Livermore](#)  
[Los Alamos](#)

Ahmet Palazoglu  
Academic Senate Chair

Dear Chair Palazoglu,

At its July 1 meeting, CCGA reviewed the proposal for a self-supporting online Master of Preventive Veterinary Medicine and One Health (eMPVM) from the Davis Division. After discussion, the proposal was approved 9-0-2.

This proposal was originally received and reviewed by CCGA during the 2024–25 academic year. At that time, the committee did not recommend approval, citing concerns regarding the online educational model, faculty oversight and workload, the relationship between the proposed online program and the existing in-person MPVM, and aspects of the budget and implementation plan. The proposers took the feedback from that review and submitted a significantly revised proposal in February 2026.

The Online Master of Preventive Veterinary Medicine and One Health program is designed to reach audiences not served by the existing in-person Master of Preventive Veterinary Medicine. The eMPVM will utilize an executive model format that accommodates part-time or full-time online enrollment schedules and focuses on training through online coursework in areas including epidemiology, biostatistics, population health, research methods, and One Health. Graduates will be equipped for technical as well as operational leadership roles in academia, industry, government agencies, and non-governmental organizations. The eMPVM program anticipates enrolling its first cohort of 30-40 students in fall 2027, with a goal of achieving enrollment of 50 students annually.

Comments on the revised proposal were obtained from four external reviewers, all of whom had reviewed the original proposal. Reviewers felt that the revised proposal responded well to concerns regarding the

online educational experience, providing a much more developed discussion of how the program will foster intellectual engagement and community. The proposal describes a cohort model incorporating synchronous instruction, faculty mentoring, collaborative learning activities, structured discussion, and multiple opportunities for interaction among students and between students and faculty.

The proposal also substantially strengthened its discussion of faculty oversight and instructional responsibilities. It more clearly defined the roles of Senate faculty and instructional staff, providing additional detail regarding online course development and delivery. Reviewers also noted improvements in the discussion of budget assumptions, long-term sustainability, and the relationship between the proposed online program and the existing residential MPVM. Overall, the reviewers concluded that the revised proposal had substantively addressed the concerns raised during the initial review and were supportive of approval. Some reviewers and UCPB recommended close monitoring of implementation, but none identified concerns that they believed should preclude approval. The Lead Reviewer's report, the UCPB report, and the revised, redline proposal are all attached.

As you know, CCGA's approval is the last stop of the Academic Senate's systemwide review and approval process except when the new degree title must be approved by the Senate. I submit this proposal for your review; please do not hesitate to contact me if you have further questions regarding it.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Ghosh', with a long horizontal stroke extending to the right.

Partho Ghosh  
CCGA Chair

cc: Academic Senate Chair Palazoglu  
Academic Senate Vice Chair Scott  
Academic Senate Executive Director Lin  
Academic Senate Assistant Director LaBriola  
Director of Academic Planning and Policy Corona  
Institutional Research and Planning Analyst Wilson  
CCGA Members  
UCD Dean of the Graduate Division Delplanque  
UCD Senate Executive Director Arevalo  
UCD Senate Analyst Adams

## **UC Davis Online Master of Preventative Veterinary Medicine (eMPVM)**

Lead CCGA Reviewer: Irene Beattie, Ph.D.

June 25, 2026

The University of California, Davis proposes a new self-supporting graduate professional degree program leading to an online Master of Preventive Veterinary Medicine (eMPVM). The program builds on the existing in-person MPVM and is designed to extend access to a broader population of working professionals, including international students, through an online format. The curriculum mirrors the existing MPVM while incorporating online instructional approaches intended to support both academic rigor and meaningful interaction among students and faculty.

This proposal was originally reviewed by CCGA during the 2024–25 academic year. At that time, the committee did not recommend approval, citing concerns regarding the online educational model, faculty oversight and workload, the relationship between the proposed online program and the existing in-person MPVM, and aspects of the budget and implementation plan. The proposers subsequently submitted a substantially revised proposal.

Comments on the revised proposal were obtained from four external reviewers, all of whom had reviewed the original proposal. Overall, the reviewers concluded that the revised proposal had substantively addressed the concerns raised during the initial review and were supportive of approval. Several reviewers continued to recommend close monitoring of implementation, but none identified concerns that they believed should preclude approval.

The revised proposal responds particularly well to concerns regarding the online educational experience. Whereas the original proposal focused primarily on curriculum and course delivery, the revision provides a much more developed discussion of how the program will foster intellectual engagement and community in an online environment. The proposal describes a cohort model incorporating synchronous instruction, faculty mentoring, collaborative learning activities, structured discussion, and multiple opportunities for interaction among students and between students and faculty. Collectively, these additions provide a much stronger case that the online format can support the educational experience expected of a graduate professional degree.

The proposal also substantially strengthens its discussion of faculty oversight and instructional responsibilities. It more clearly defines the roles of Senate faculty and instructional staff, provides additional detail regarding online course development and delivery, and demonstrates that Senate faculty will retain primary responsibility for the academic quality and oversight of the curriculum. Reviewers also noted improvements in

the discussion of budget assumptions, long-term sustainability, and the relationship between the proposed online program and the existing residential MPVM. The proposal now more directly acknowledges the potential for overlap between the programs, articulates the intended differences in their target populations, and presents a more realistic discussion of financial planning and implementation.

During CCGA's review of the revised proposal, one additional issue emerged regarding the proposed one-year pathway and compliance with UC Davis graduate unit policies. Following discussion by CCGA, the proposers revised the curriculum to bring the proposed pathway into compliance with campus policy, and the revised proposal was subsequently approved by the UC Davis Graduate Council. I believe this satisfactorily resolved the remaining issue identified during the review process.

Several reviewers and UCPB recommended continued monitoring of the program following implementation, particularly with respect to enrollment, faculty workload, interaction with the existing residential MPVM, and the long-term sustainability of the instructional model. These recommendations are appropriate for any new program of this scale and do not, in my view, warrant delaying approval.

Given the substantial revisions made in response to CCGA's initial review, the favorable external reviews, the positive assessment from UCPB, and the resolution of the remaining policy issue, I recommended approval of the proposed Online Master of Preventive Veterinary Medicine (eMPVM).



---

Academic Senate

Office of the President  
1111 Franklin Street  
Oakland, CA 94607

[senate.universityofcalifornia.edu](http://senate.universityofcalifornia.edu)

---

CAMPUSES

[Berkeley](#)  
[Davis](#)  
[Irvine](#)  
[UCLA](#)  
[Merced](#)  
[Riverside](#)  
[San Diego](#)  
[San Francisco](#)  
[Santa Barbara](#)  
[Santa Cruz](#)

MEDICAL CENTERS

[Davis](#)  
[Irvine](#)  
[UCLA](#)  
[San Diego](#)  
[San Francisco](#)

NATIONAL LABORATORIES

[Lawrence Berkeley](#)  
[Lawrence Livermore](#)  
[Los Alamos](#)

UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)

Robert Brosnan  
[rjbrosnan@ucdavis.edu](mailto:rjbrosnan@ucdavis.edu)

April 8, 2026

Partho Ghosh  
Chair, CCGA

RE: UC Davis Online Master's in Preventative Veterinary Medicine

Dear Partho,

UCPB discussed the UC Davis Online Master's in Preventative Veterinary Medicine proposed self-supporting graduate professional degree program at its April meeting.

During the discussion, members noted that the current in person version of the program is the only one of its kind in the UC system. Veterinary master's degrees are less popular than Doctor of Veterinary Medicine (DVM) degrees, but UC Davis's high reputation makes its current Master's in Preventative Veterinary Medicine a leading program in the field.

The proposed program is an online version of the existing program, though aimed at students and professionals unable to relocate to Davis and/or whose professional commitments require more flexibility in when program materials are consumed. Proponents argue that the higher tuition compared to the in-person Davis program and similar online programs is justified through the reputation of the School of Veterinary Medicine (SVM), and because the program will offer wider availability to students.

Previous reviewers expressed concerns that the online program might draw interest away from the in-person program, that the curriculum is the same as the online program, and that the faculty workload might be unsustainable. Each of these concerns was discussed in the final proposal. Because the program draws from working professionals – either those who can take time off to complete a full-time program or part-time with continued employment – it might theoretically not affect enrollment for the existing program. The curricular materials were developed by professors who will provide the online instruction, so they are free to revise their

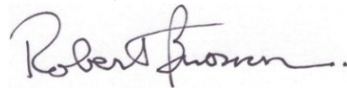
curriculum for online delivery and use it. Faculty will teach on overload, which should ensure that the teaching commitments made to the in-person programs (and other state-funded programs) will not be affected. UCPB, however, remains concerned enough about faculty workload to suggest that the program perform an analysis as part of the third-year review of professors' historic teaching loads compared to loads after three years of the online program.

The target enrollment of 50 students for the online program may be ambitious, based on their own demand analysis. UCPB members expressed concern that students who would otherwise have enrolled in the current program might find the online program's flexibility attractive enough to reduce enrollment for the existing program. This could in turn negatively impact the academic achievement levels of students who are then able to enroll in a less competitive in-person MPVM program. As part of the 3-year review, the program should monitor and compare the enrollment numbers, GPA at application, and student academic performance in the graduate program pre-and post-online option implementation to ensure that less-qualified students are not being admitted to fill a gap caused by the online program.

UCPB commends the MPVM program on its outstanding reputation that is a product of its world-class faculty and well-designed academic program. UCPB also recognizes that introducing a new online program with an almost identical name could present some unknown reputational risks to the MPVM program if the online program is perceived to produce a different level of academic achievement or post-graduate preparation compared to the traditional in-person program. Consideration of a slightly different name for the online program to maintain a distinction from the in-person program might mitigate these risks.

Overall, UCPB feels that the program appears acceptable and recommends approval.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Brosnan". The signature is fluid and cursive, with a long horizontal line extending to the right.

Robert Brosnan  
Chair

cc: UCPB

## UCPB Proposed Self-Supporting Professional Degree Program Review Template

Name and Location of Program: Online Master of Preventative Veterinary Medicine and one Health (eMPVM), UC Davis

Lead reviewer(s): Barry Giesbrecht

### Academic justification:

The proposed program is focused on providing current graduate students and professionals in veterinary medicine with an opportunity to gain additional training in public health issues related to preventative veterinary medicine, including epidemiology, disease surveillance, biostatistics, and population health. The proposed program will be an online sister program to UC Davis' in-person Master's in Preventative Veterinary Medicine. The primary justifications for this program are 1) to expand access to faculty and expertise from UCD's top-ranked School of Veterinary Medicine to qualified graduate students and professionals who cannot otherwise relocate to Davis or take courses during typical instructional hours and 2) to promote global access to international students and professionals who do not have access to such programs in their home countries.

### Planning and Budget overview:

1. Proposed initial tuition and any rate of increase:

\$40,000 for entire program

3% increase annually

Propose to offer as fee per unit (50 total units) or fee per quarter.

Note: there is conflicting information in the budget tables in Appendix D, p. 253 which indicates 37,500. The amount in the budget tables also does not match with either. Specifically, in the Budget Pro Forma table (p. 254), the Year 1 total program fees divided by the number of enrolled students (either before or after attrition) does not equal the tuition level indicated in the body of the proposal.

2. Target enrollments for years 1-3:

|    |    |    |
|----|----|----|
| 35 | 50 | 50 |
|----|----|----|



3. Projected net revenues for years 1-3:

|                      |                      |                    |
|----------------------|----------------------|--------------------|
| Annual 37,739        | Annual 552,069       | Annual 592,502     |
| Cumulative (817,181) | Cumulative (265,112) | Cumulative 327,391 |

Year 0: 854,920 in expenses, supported by an initial “jump start” investment from the campus (non-core funds), to be paid back by Year 3.

4. Proposed indirect cost rate (IDC):

30%

Detailed areas of review:

5. How was the proposed IDC rate determined? Does the proposed rate appear to cover all indirect costs (facilities, IT, etc.)? What are the space needs of the program?

Limited detail was provided about how the 30% IDC rate was determined, but it appears to have been set through consultation with the department, college, Budget & Institutional Analysis, and Continuing and Professional Education. The rate does appear to cover IT needs for this online program, which will be delivered using campus. Faculty and staff will require space for administrative functions, but existing office space already available in the department will be sufficient.

6. What are the proposed uses of net revenues? How will they supplement [enhance] state-funded programs? Are there other ways that the program, if successful, will benefit the UC mission (e.g., filling a need not covered by state-supported programs)?

There are few specifics provided on the proposed uses of the net revenues. The main uses identified are for a program administrator (50%), recruitment of additional faculty, lecturers, and teaching assistants; updating of equipment; and refreshing of program online content.

7. How are any potential negative impacts on state-funded programs and the research mission of the UC mitigated?

Previous reviews of this proposal expressed concern that the online program could ‘cannibalize’ the in-person state-funded program and that the online program was using course materials developed by the state-funded in-person program. In this revision, it is argued that the online program is targeting a different type of student altogether: students who can afford the higher cost of the online program and those are currently employed professionals that need to take classes outside of normal working hours. UCPB was concerned, however, that some drain on the in-

person program may be unavoidable (either in terms of numbers or quality of student) given the complete overlap in content between the online and in person programs and the fact that the program is to be marketed as a sister program with basically the same name.

As for the concern about leveraging state-supported course materials, the proposers indicate that course materials are the instructor's intellectual property and can use those materials as they wish. Many of the faculty for the in-person program are also faculty in the proposed program, so it appears that the required materials will be available after being converted to formats appropriate for online delivery.

8. Describe disposition and compensation of **faculty** serving the program. What is the proposed ratio of UC Senate faculty to non-UC adjunct faculty? For the former category, differentiate between ladder rank and P/LSOE. How will UC Senate faculty be compensated? On-load (i.e., course buyout), overload, or some combination thereof?

Senate faculty will develop the materials and serve as instructor of record. Classes will be team-taught with non-Senate faculty and outside professionals. The precise number of non-Senate faculty and outside professionals was not provided.

Senate faculty will teach in the program on an overload basis (i.e., in addition to their existing teaching load). The proposal indicates that some faculty are stepping away from previous teaching commitments and will contribute to the online program. There is not discussion about how they will protect against reduction of effort towards state-funded programs.

9. Describe how the program will ensure accessibility and encourage diversity. Note: these concerns may be addressed through return-to-aid used for need-based fellowships, although programs may address accessibility and diversity in a variety of ways and UCPB does not set a standard return-to-aid percentage.

Return-to-aid is 7%.

Students can be supported by scholarships, return-to-aid support, donor-funded endowments, etc. to help reduce the financial burden of enrolling.

Outreach activities will include HBCUs, HSIs, Tribal Colleges and Universities with relevant programs, as well as other professional organizations.

Online content and meetings will be designed to minimize the need for high bandwidth internet connections.

10. Describe the market analysis used to justify demand and price point for the proposed program. Will the program compete with others in the system? What are projected percentages of California resident, domestic non-resident, and international students in the program?

The market analysis focused on veterinary medicine master's programs. The analysis indicates that while the overall demand (relative to DVM) programs is small, it has been on the rise, as indicated by the near 10% increase over the past decade. UC Davis is the #1 ranked Vet Med school in the US, which, the proposal argues, will ensure student interest.

Tuition estimates were based on analysis of 20 comparable programs, the median of which was \$31,762. The higher tuition (\$40k) is argued to be justifiable given UCD's ranking.

There are no other comparable online programs within the UC system. The only other program is the in-person version of the proposed program, which targets a different type of student: those that are able to relocate to Davis.

The expectation is that there will be ~10 applications from CA residents and the remainder will be domestic nonresidents or international students. The application provides an analysis of the obtainable market, the results of which estimate the upper bound on the international applications at 183. Previous reviewers expressed concern that the proposed tuition may be too high for students in some international locations. The revision does not really address this concern and UCPB remains concerned about this issue, especially because meeting the required enrollment to be self-supporting depends on attracting students from a wide range of locations.

11. Describe relevant consultation and assessment from lower levels of review, external assessments of the proposal, and the like.

The proposal was constructed under consultation with UC Davis' Office for Budget and Institutional Analysis, as well as Continuing and Professional Education. The proposal was reviewed positively by divisional senate reviewing agencies and has been previously reviewed by CCGA.

12. Any other planning and budget concerns?

None.

13. Any academic-quality or related concerns to flag for CCGA?

No. Given this program is being based on a successful in-person program, the quality should be high.

14. Are there specific areas of concern that the mandated review after the third year of operation ought to capture?

Given the concerns regarding overlap with the in-person program and student demand, UCPB recommends a number of specific areas that the third year review should capture. First, it would be worthwhile to look closely at the faculty instructional team-teaching model in terms of the Senate and non-Senate instructor composition, recruitment, retention, and quality. Given that the Senate faculty teaching is done on an overload basis, it would be important to determine if there changes in the distribution of teaching commitments that are negatively impacting the in-person program. Second, is there a change in the quality of applicants and performance of students in the in-person program. Third, if the revenue targets are met, where are the revenues going? Fourth, what is relative breakdown of domestic and international students and what is the impact of the program on their subsequent income?

Conclusions and recommendation:

Overall, UCPB recommends approval of this program. This revised proposal for a self-supporting online Master's degree in Preventive Veterinary Medicine will be complimentary to the successful in-person program on the same topic. The executive model will allow for currently employed professionals in the field to take courses outside of typical working hours and at a pace that is manageable for their schedule. The curriculum is exactly the same as the in-person version, but offered via team-teaching model using a mix of synchronous and asynchronous formats and consequently the academic rigor should be high. Senate faculty will serve as instructors of record and non-Senate faculty and outside professionals will collaborate with the Senate faculty to deliver content. Although, the recommendation is to approve this proposed program, UCPB nevertheless has some concerns in several areas that should be monitored. UCPB was concerned that the overlap and marketing of the online program would have unavoidable impacts on the in-person program. UCPB suggests that one possible way to avoid negative impacts would be to change the name of the program to highlight its global health emphasis, rather than the complete overlap with the in-person program. Other areas that should be monitored are the impacts on teaching commitments of Senate faculty, use of revenues, and monitoring return on investment for domestic and international students.