**This change relates to offering a new degree or concentration in an SBP\*.**

*\*Before starting, reach out to your CEPH staff contact or*[*submissions@ceph.org*](mailto:submissions@ceph.org) *to confirm necessity of this form.*

|  |  |
| --- | --- |
| Program Name |  |
| Name and Email of Individual Completing Form |  |
| Date of Form Submission |  |

**Item 1: List the degree and concentration(s) covered by this amendment.**

|  |  |  |
| --- | --- | --- |
|  | **Degree** | **New Concentration** |
| 1 | *e.g. BSPH* | *Health promotion* |
| 2 |  |  |
| 3 |  |  |

**Item 2: Provide the courses required for the degree and concentration(s) being added. Reproduce this table if notice relates to multiple degrees and/or concentrations.**

|  |  |  |
| --- | --- | --- |
| **Requirements for X degree, X Concentration** | | |
| **Course number** | **Course name** | **Credits (if applicable)** |
|  |  |  |
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**Item 3: Document faculty resources for all degree offerings that will be within the unit of accreditation.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name\*** | **Title/Academic rank^** | **Full-time or part-time** | **FTE allocation** | **Graduate degree(s) earned** | **Disciplines in which degrees were earned** | **Credentials from certification, registration, and/or licensure, if applicable** | **Courses taught** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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**Item 4. Map domains and competencies, as applicable, to courses. Only provide information for differences from the mapping presented in the IAS.**

**Mapping of Public Health Bachelor’s Domains**

**Attach course syllabi for all named courses**

|  |  |
| --- | --- |
| **Public Health Domains** | **Course number(s) and name(s)** |
| **Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society |  |
| **Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice |  |
| **Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations |  |
| **Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course |  |
| **Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities |  |
| **Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation |  |
| **Overview of the Health System:**  Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries |  |
| **Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government |  |
| **Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology |  |

**Mapping of Public Health Bachelor’s Foundational Competencies**

**Attach course syllabi for all named courses**

|  |  |
| --- | --- |
| **Foundational Competencies** | **Course number(s) and name(s)\*** |
| **Public Health Communication** |  |
| 1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences. |  |
| 2. Locate, use, evaluate, and synthesize public health information |  |
| **Additional Foundational Competencies as defined by the program (if applicable)^** |  |
| 3. |  |
| 4. |  |

\* The Council understands that programs may assess each competency multiple times. This template need not catalog all assessments of the competency. The program may choose an example for each.

^If no additional foundational competencies are defined, delete these rows.

**Mapping of Public Health Bachelor’s Concentration Competencies**

**Attach course syllabi for all named courses**

|  |  |
| --- | --- |
| **Assessment of Competencies for BA/BS in X Concentration** | |
| **Concentration Competency\*\*** | **Course number(s) and name(s)** |
| 1. |  |
| 2. |  |
| 3. |  |

\*\*Include a list of the program's concentration competencies including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable.

**Item 5: Map the cumulative and/or experiential activities, as applicable, to courses. Only provide information for differences from the mapping presented in the IAS.**

|  |  |
| --- | --- |
| **Cumulative and/or Experiential Activities** (internships, research papers, service-learning projects, etc.) | **Course number(s) and name(s)** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Item 6: Provide graduation data for all added degrees or concentrations covered in this amendment.**

In what year did (or will) the program meet the requirement of a graduate from each degree and concentration covered in this notice?

*Provide graduation rate data in the table below:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **BA/BS** | **Maximum Time to Graduate: X years** | | | | |
| Cohort of Students | 20uu-vv**^** | 20vv-ww | 20ww-xx | 20xx-yy | 20yy-zz |
| # Students starting |  |  |  |  |  |
| # Students withdrew, dropped, transferred out of unit of accreditation etc. |  |  |  |  |  |
| # Students graduated |  |  |  |  |  |
| # Students continuing |  |  |  |  |  |
| Graduation rate (# graduated/ # starting |  |  |  |  |  |

**^** Each column represents an incoming cohort of students in the degree (including all concentrations combined).

Has your program reached the maximum time to graduate (MTTG) for at least one year of incoming students? If yes, start with the current year in the last column and count back x years, where x is MTTG (e.g., if the MTTG is five, provide five years/columns of data).

Was your program recently established and no students have yet reached the MTTG? If yes, provide data for all students that shows their progress toward graduation.

**Item 7: Provide enrollment data for all added degrees or concentrations covered in this amendment.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year X** | **Year Y** | **Year Z** |
|  | **Projected total enrollment** | **Projected total enrollment** | **Projected total enrollment** |
| *Concentration* |  |  |  |

**Item 8. Answer the following questions:**

1. When is the new degree or concentration expected to enroll its first students?

*Insert narrative here:*

1. What is the justification or rationale for offering this new degree or concentration as part of the unit of accreditation?

*Insert narrative here:*

1. Specify the delivery format for all degrees and concentrations covered by this notice (campus-based (including hybrid) or online):

*Insert narrative here:*

1. Confirm that the change(s) covered by this amendment is reflected on the program’s website and other materials. If not, when does the program plan to do so?

*Insert narrative here:*