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**Notice of Intent**

**SBP to PHP Transition**

**Institution name**

1. **When was the master’s-level public health degree (MPH or equivalent) approved through university processes?**

***(If not yet approved, it is too early to submit this notice of intent. Contact your staff liaison to discuss your plans and determine the appropriate timing.)***

1. **When do you plan to start advertising the degree?**
2. **When do you plan to enroll the first students?**

***(If students are already enrolled, the notice of intent is no longer applicable, and you must submit an IAS to transition from SBP to PHP. Contact your staff liaison to discuss timing and next steps.)***

1. **When is the first MPH student expected to graduate?**
2. **Instructional Matrix (Delete all NA rows & CEPH-provided footnotes. Complete for program as a whole, including currently accredited bachelor’s degrees)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Matrix – Degrees & Concentrations** | | | | | |
|  | | | | **Place-based** | **Distance-based** |
| **Bachelor’s Degrees** | | | | | |
| *Concentration* | | *Degree* | |  |  |
|  | |  | |  |  |
| **Master’s Degrees** | | **Academic** | **Professional** |  | |
| *Concentration* | | *Degree* | *Degree* |  |  |
|  | |  |  |  |  |
| **Joint Degrees (Dual, Combined, Concurrent, Accelerated)** | | **Academic** | **Professional** |  | |
| **2nd Degree Area** | **Public Health Concentration** |  |  |  |  |
| *Degree earned in conjunction* | *Existing or joint specific* | *Degree* | *Degree* |  |  |
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This instructional matrix has been modified for simplicity. If the program has a DrPH degree or another public health doctoral degree that will be part of the unit of accreditation, contact your staff liaison.

*Degree refers to MPH, MS, PhD, DrPH, BS, etc.*

*Concentration refers to any area of study offered to students in program publicity/website, etc., including ‘Generalist.’*

*Plans of study that are clearly presented to students as “minors,” however, are not considered to be concentrations.  
A certificate is equivalent to a concentration when completion of a certificate is universally required to fulfill degree requirements. Certificates that are optional additions to students’ programs of study are not considered to be concentrations.*

*Academic public health degrees often include the MS and PhD. These degrees are offered in public health fields but are not intended to function as MPH or DrPH equivalents. They prepare students for further study or for academic or scholarly positions in public health fields.*

*Joint degrees are synonymous, for these purposes, with dual degrees, combined degree programs, concurrent degrees, etc. Classify joint degrees as academic or professional based on the public health degree involved, not the non-public health degree. Accelerated public health degrees such as a bachelor's to master's or a master's to doctoral degree are also considered joint degrees for the purposes of CEPH accreditation.*

*Distance based refers to degrees/concentrations that can be earned completely via distance learning or with minimum face-to-face interaction required.*

*Delete all rows/categories that are not applicable.*

1. **Degree Requirements**

|  |  |  |
| --- | --- | --- |
| **Requirements for MPH degree, X Concentration (replace this template with [Template D2-1 multi](https://ceph.org/documents/298/2021templates.xlsx) if there is more than one MPH concentration)** | | |
| **Course number** | **Course name** | **Credits (if applicable)** |
| Required courses (foundation and concentration) | | |
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| APE & ILE courses (as applicable) | | |
|  |  |  |
|  |  |  |
| Electives (as applicable) | |  |
| Electives | *Insert total number of credits in the last column* |  |
| Requirements for degree completion not associated with a course (if applicable) ^ | | |
|  |  |  |
|  | **TOTAL CREDITS** |  |

^ For example, 25 hours of community service

1. **MPH Foundational Curriculum Mapping**

**Identify the courses (didactic coursework other than the applied practice experience or integrative learning experience) that assure that a degree program’s curriculum addresses the components identified in the criteria. In addition to completing the applicable matrices below, attach course syllabi, if available, for all named courses. If syllabi are not available, attach course descriptions (Appendix A).**

**Mapping of MPH foundational competencies (delete all CEPH-provided footnotes)**

|  |  |
| --- | --- |
| **Foundational Competency** | **Course number(s) and name(s)** |
| **Evidence-based Approaches to Public Health** |  |
| 1. Apply epidemiological methods to settings and situations in public health practice |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate |  |
| 4. Interpret results of data analysis for public health research, policy or practice |  |
| **Public Health & Health Care Systems** |  |
| 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings |  |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels |  |
| **Planning & Management to Promote Health** |  |
| 7. Assess population needs, assets, and capacities that affect communities’ health |  |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs |  |
| 9. Design a population-based policy, program, project, or intervention |  |
| 10. Explain basic principles and tools of budget and resource management1 |  |
| 11. Select methods to evaluate public health programs |  |
| **Policy in Public Health** |  |
| 12. Discuss the policy-making process,2 including the roles of ethics and evidence |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  |
| 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations3 |  |
| 15. Evaluate policies for their impact on public health and health equity |  |
| **Leadership** |  |
| 16. Apply leadership and/or management principles to address a relevant issue4 |  |
| 17. Apply negotiation and mediation skills to address organizational or community challenges5 |  |
| **Communication** |  |
| 18. Select communication strategies for different audiences and sectors |  |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |
| **Interprofessional Practice\*** |  |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health6 |  |
| **Systems Thinking** |  |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative7 |  |

*The Council understands that programs may teach and assess each competency in multiple courses. The program should choose an example for each if a single course fully teaches the principles underlying the competency.*

*This application asks for a simplified version of the template required in the self-study. In the self-study, programs will also identify specific assessment opportunities for each competency in Template D2-2.*

|  |
| --- |
| 1 “Resource management” refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required. |
| 2 This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy. |
| 3 This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc.). |
| 4 Such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making |
| 5 “Negotiation and mediation,” in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16. |
| 6 This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession’s perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health. |
| 7 Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency. |

**Concentration Curriculum Mapping**

**List at least five competencies in addition to those defined in Criterion D2 for each MPH concentration or generalist degree and indicate at least one course (didactic coursework other than the applied practice experience or integrative learning experience) that addresses each competency. In addition to completing the matrices below, attach course syllabi, if available, for all named courses. If syllabi are not available, attach course descriptions (Appendix A).**

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2.

|  |  |  |
| --- | --- | --- |
| **Coverage of Competencies for MPH in X Concentration** | |  |
| **Competency** | **Course number(s) and name(s)** | |
| 1. |  | |
| 2. |  | |
| 3. |  | |
| 4. |  | |
| 5. |  | |

Reproduce table for each MPH concentration listed in the instructional matrix.

**Student Enrollment**

*Complete the tables below with the specific numbers of enrollees in each of the concentrations offered for the next three years. Add additional tables for any other degrees offered.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Public Health Bachelor’s (existing degrees)** | **Year X** | **Year Y** | **Year Z** |
|  | **Projected total enrollment** | **Projected total enrollment** | **Projected total enrollment** |
| *Concentration* |  |  |  |
| *Concentration* |  |  |  |
| *Concentration* |  |  |  |

Add additional rows for all concentrations listed in the instructional matrix; delete any not applicable rows.

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

Add additional rows for all concentrations listed in the instructional matrix; delete any not applicable rows.

1. **Required Faculty Resources**

**Programs must employ, at a minimum, three faculty members to be eligible in the PHP category. Each additional degree level in a concentration requires the addition of one primary instruction faculty (PIF) member.**

**Delete all explanatory text below about quantitative faculty resources before submitting Notice of Intent.**

**Degree level refers to one of three options: 1) bachelor’s, 2) master’s or 3) doctoral**

*Example: If the program offers a concentration at the MPH level only, three faculty are required. If the program offers a concentration at the MPH and DrPH levels, four faculty are required.*

*Primary instructional faculty (PIF) are defined as follows. Primary instructional faculty must meet ALL THREE requirements outlined below:*

* *Employed full-time as faculty members at the home institution/university. The PHP uses the university’s definitions of “full-time” and “faculty.”*
* *Have regular responsibility for instruction in the PHP as a component of employment. Individuals whose sole instructional responsibility is mentoring individual doctoral or research students do not meet CEPH’s definition of primary instructional faculty.*
* *Spend a majority of time/effort (.50 FTE or greater) on activities associated with the PHP, including instruction. Research and service effort should also be included in the FTE allocated to the program if the research or service projects impact the PHP and its students. The program defines FTE allocations consistently and transparently and can clearly account for all time, effort and instructional or other responsibilities spent on degree programs outside the unit of accreditation.*

*The three faculty per concentration for the first degree level include the following:*

* *Two primary instructional faculty members* 
  + *These individuals may count toward the two faculty (or additional faculty required for adding a degree level) in one additional concentration ONLY IF they are allocated to the PHP at 1.0 FTE and are not shared with other educational programs. Primary instructional faculty who are dedicated to the PHP at FTE between .50 and .99 may only count toward the required faculty members in a single concentration.*
* *One additional faculty member of any type (faculty from another university unit, adjunct faculty, part-time faculty or primary instructional faculty associated with another concentration area). The additional faculty required for additional degree levels must be primary instructional faculty.*

**All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.**

***Document the program’s faculty resources to support each concentration in the table below.***

|  |
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|  | |  |  |  |  |  |  |
|  | | **FIRST DEGREE LEVEL** | | | **SECOND DEGREE LEVEL** | **ADDITIONAL FACULTY+** |  |
| **CONCENTRATION** | | **PIF 1** | **PIF 2** | **PIF 3** | **PIF 4** |  |  |
|  | |  |  |  |  |  |  |
| Concentration name | |  |  |  |  | PIF:  Non-PIF: |  |
| Degree(s) offered | |  |
|  | |  |  |  |  |  |  |
| **TOTALS:** | | Named PIF |  |  |  |  |  |
|  | | Total PIF |  |  |  |  |  |
|  | | Non-PIF |  |  |  |  |  |
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|  | | **FIRST DEGREE LEVEL** | | | **SECOND DEGREE LEVEL** | **ADDITIONAL FACULTY+** |  |
| **CONCENTRATION** | | **PIF 1\*** | **PIF 2\*** | **FACULTY 3^** | **PIF 4\*** |  |  |
|  | |  |  |  |  |  |  |
| Concentration name | |  |  |  |  | PIF:  Non-PIF: |  |
| Degree(s) offered | |  |
|  | |  |  |  |  |  |  |
| Concentration name | |  |  |  |  | PIF:  Non-PIF: |  |
| Degree(s) offered | |  |
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| Concentration name | |  |  |  |  | PIF:  Non-PIF: |  |
| Degree offered | |  |  |  |  |
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| **TOTALS:** | | Named PIF |  |  |  |  |  |
|  | | Total PIF |  |  |  |  |  |
|  | | Non-PIF |  |  |  |  |  |
|  | |  |  |  |  |  |  |

**Appendix A: Course syllabi (if available), or course descriptions**

**If syllabi are available, provide each as individual files (either Word or searchable PDF documents). They should not be combined with or attached to the main Notice of Intent document.**

**For syllabi that are not yet available, include course descriptions on this page of the Notice of Intent document (a separate attachment is not necessary).**