**This change relates to offering a bachelor’s degree or new bachelor’s concentration (including a joint/concurrent/dual/accelerated/progressive degree specific concentration) in a SPH or PHP.**

|  |  |
| --- | --- |
| School or 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** | **Concentration** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

|  |
| --- |
|[ ]  We are adding a bachelor’s degree and concentration for the first time.  |
|[ ]  We are adding a new concentration to an existing bachelor’s degree.  |

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **FIRST DEGREE LEVEL** | **SECOND DEGREE LEVEL** | **THIRD DEGREE LEVEL** |  |
| **CONCENTRATION** | **PIF 1\*** | **PIF 2\*** | **FACULTY 3^** | **PIF 4\*** | **PIF5\*** | **ADDITIONAL FACULTY**+ |
| ***Concentration name**** **Degree(s) offered**
 | **Name & FTE allocation to unit** | **Name & FTE allocation to unit** | **Name & FTE allocation to unit** |  |  | PIF:Non-PIF: |
| ***Concentration name**** **Degree(s) offered**
 |  |  |  |  |  | PIF:Non-PIF: |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | **TOTALS:** | Named PIF |  |  |  |
|  |  |  |  |  | Total PIF |  |  |  |
|  |  |  |  |  | Non-PIF |  |  |  |

\*Schools: Primary Instructional Faculty (PIF) may be counted as a PIF a maximum of two times.

\*Programs: Primary Instructional Faculty (PIF) may be counted as a PIF a maximum of two times if the FTE contribution is 1.0.

^**Faculty 3** can be either PIF or non-PIF. These individuals may appear multiple times if their responsibilities and training/experience are appropriate to count in multiple concentrations.

+**Additional Faculty** are noted numerically. PIF and non-PIF faculty identified in other concentrations in the table may be included in this headcount if their responsibilities and training/experience are appropriate to count in multiple concentrations.

The FTE indicated below each faculty name should denote the contribution to the school or program as a whole rather than to individual concentrations.

All PIF, including individuals not named, must be identified in Template E1-1 on the following page.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item 4: Template E1-1.** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Primary Instructional Faculty Alignment with Degrees Offered** |
| **Name\*** | **Title/ Academic Rank** | **Tenure Status or Classification^** | **Graduate Degrees Earned** | **Institution(s) from which degree(s) were earned** | **Discipline in which degrees were earned** | **Concentration affiliated with in PHP/SPH** |
|
|   |   |   |   |   |   |   |
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| \* List faculty alphabetically. |
| ^ Classification of faculty may differ by institution, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the school or program. |
| Schools should only include data on faculty associated with public health degree programs.  |

**Item 5. Map domains, as applicable, to courses. Only provide information for differences from the mapping presented on the IAS unless it is a new degree level.**

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

 **Attach course syllabi for all named courses**

|  |  |
| --- | --- |
| **Public Health Domains** | **Course number(s) and name(s)** |
| **Math/Quantitative Reasoning:** Identify and apply the concepts and applications of basic statistics  |  |
| **Science**: Address the foundations of biological and life science  |  |
| **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 |   |

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

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

*Provide graduation rate data in the table below:*

|  |  |
| --- | --- |
| **Degree** | **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 school/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 school/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. 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?

*Insert narrative here:*

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

*Insert narrative here:*

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

*Insert narrative here:*