**This change relates to offering a new academic or highly specialized public health master’s or doctoral degree or concentration area OR reactivating a previously suspended/discontinued academic or highly specialized public health degree or concentration**

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

**Item 1: List each academic graduate public health degree or concentration covered by this notice.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree** | **Concentration** | **Delivery Format** |
| 1 |  |  | [x]  Place-based [ ]  Distance-based [ ]  Both |
| 2 |  |  | [ ]  Place-based [ ]  Distance-based [ ]  Both |
| 3 |  |  | [ ]  Place-based [ ]  Distance-based [ ]  Both |

**Item 2: Provide projected student enrollment for one year in each new degree or concentration.**

|  |  |
| --- | --- |
| **Degree and Concentration** | **HC** |
|  |  |
|  |  |
|  |  |

**Item 3: Provide the courses required for the degree(s) 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 4: Document faculty resources for public health degrees and concentrations included in this notice.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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: |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item 5: 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 6. Organizational Structure & Administrative Processes (PHP only)**

1. PHP only: Does the new degree/concentration share the same decision- and policy-making structures as the existing offerings in the unit of accreditation? For example, do existing committees in the unit oversee and make decisions about the curriculum?

[ ]  Yes [ ]  No

*If not, provide additional narrative about the new offering’s decision- and policy-making structures and processes.*

1. PHP only: Does the new degree/concentration have the same guiding statements (e.g., mission and goals) as the existing unit of accreditation?

[ ]  Yes [ ]  No

*If not, provide additional narrative about why the new offering has different guiding statements.*

1. PHP only: Do faculty members involved in the new degree/concentration report to the same individual as existing faculty in the unit of accreditation?

[ ]  Yes [ ]  No

*If not, provide additional narrative about the reporting structure for faculty associated with the new offering.*

**Item 7. Map learning objectives to courses. Only provide information for changes or differences since the Council last reviewed this mapping for the school/program.**

**Attach documentation (e.g., detailed course schedules, outlines to selected modules from the LMS, etc.) that identifies how each learning objective is addressed.**

|  |  |
| --- | --- |
| **Content** | **Course number(s) and name(s)^** |
| 1. Explain public health history, philosophy, and values
 |  |
| 1. Identify the core functions of public health and the 10 Essential Services\*
 |  |
| 1. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
 |  |
| 1. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.
 |  |
| 1. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
 |  |
| 1. Explain the critical importance of evidence in advancing public health knowledge
 |  |
| 1. Explain effects of environmental factors on a population’s health
 |  |
| 1. Explain biological and genetic factors that affect a population’s health
 |  |
| 1. Explain behavioral and psychological factors that affect a population’s health
 |  |
| 1. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities
 |  |
| 1. Explain how globalization affects global burdens of disease
 |  |
| 1. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)
 |  |

*\* Institutions outside the U.S. may replace 10 Essential Services with content appropriate to the nation/region.*

*The Council understands that schools and programs may assess each learning objective in multiple courses. The school or program may choose an example for each.*

*^ This form asks for a simplified version of the template required in the self-study. In the self-study, schools and programs must identify the specific assessment that addresses each learning objective in Templates D16-1 or D17‑1.*

**Item 8. List the school-/program-defined competencies associated with each new graduate-level public academic health degree and/or concentration**.

**Mapping of Academic & Highly Specialized Public Health Graduate Degree
Concentration Competencies**

**(Reproduce the table as many times as needed)**

**Attach documentation (e.g., detailed course schedules, outlines to selected modules from the LMS, etc.) that identifies how each competency is covered.**

|  |  |
| --- | --- |
| **Coverage of Competencies for X Degree in X Concentration** |  |
| **Competency** | **Describe how this competency is covered^** |
| 1.   |  |
| 2.   |  |
| 3.   |  |
| 4.   |  |
| 5.   |  |

*^ Description may include a specific course or a series of courses (e.g., "9 credits of methods coursework")*

**Item 9. Answer the following questions:**

1. When is the new/reactivated 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 covered by this notice (campus-based (including hybrid) or online):

*Insert narrative here:*

**Note: Be sure to update the school/program website to include the new offering(s) at the appropriate time (e.g., when student recruitment has started). Accurate descriptions of educational offerings via advertising, promotional materials, recruiting literature, and other supporting material are required as part of Criterion H5: Publication of Educational Offerings.**