**This change relates to offering a new degree or concentration (including a joint/concurrent/dual/accelerated/progressive degree specific concentration) that is not an MPH or bachelor’s degree 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(s) and concentration(s) covered by this amendment.**

|  |  |  |
| --- | --- | --- |
|  | **Degree** | **Concentration** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

|  |  |
| --- | --- |
|  | We are adding a degree and concentration. |
|  | We are adding a new concentration to an existing degree. |

**Item 2: 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 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 competencies, as applicable, to courses. Only provide information for differences from the mapping presented on the IAS unless it is a new degree type or level.**

**Mapping of DrPH Foundational Competencies**

**Attach course syllabi for all named courses**

*(Remove table if not applicable for this notice)*

|  |  |
| --- | --- |
| **Assessment of Competencies for DrPH in X Concentration** | |
| **Competency** | **Course number(s) and names\*** |
| **Data & Analysis** | |
| 1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels |  |
| 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue |  |
| 3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health |  |
| **Leadership, Management & Governance** | |
| 4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners |  |
| 5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies |  |
| 6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions, sectors, and systems in addressing public health problems |  |
| 7. Create strategic plans1 |  |
| 8. Facilitate shared decision making through negotiation and consensus-building methods |  |
| 9. Create organizational change strategies |  |
| 10. Propose strategies to promote inclusion and equity within public health programs, policies and systems |  |
| 11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency |  |
| 12. Propose human, fiscal and other resources to achieve a strategic goal |  |
| 13. Cultivate new resources and revenue streams to achieve a strategic goal2 |  |
| **Policy & Programs** | |
| 14. Design a system-level intervention to address a public health issue |  |
| 15. Integrate knowledge of cultural values and practices in the design of public health policies and programs |  |
| 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis |  |
| 17. Propose interprofessional\* and/or intersectoral team approaches to improving public health |  |
| **Education & Workforce Development** | |
| 18. Assess an audience’s knowledge and learning needs |  |
| 19. Deliver training or educational experiences that promote learning in academic, organizational and community settings |  |
| 20. Use best practice modalities in pedagogical practices |  |

*The Council understands that schools and programs may assess each competency 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 will also identify specific assessment opportunities for each competency in Template D3-2.*

1 “Strategic plan” refers to an organizational unit plan that is broader or more expansive than developing a plan for a specific project or intervention.

2 This competency refers to the ability to identify and pursue possible funding sources and/or other resources needed to complete a project.

**Only provide information for differences from the mapping presented on the IAS unless it is a new degree type or level.**

**Mapping of introductory public health learning objectives for academic public health master’s and doctoral students, e.g., MS and PhD**

**Attach course syllabi for all named courses**

*(Remove table if not applicable for this notice)*

|  |  |
| --- | --- |
| **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 US or other community relevant to the school or program |  |
| 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 social, political, and economic determinants of health and how they contribute 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 (eg, One Health) |  |

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

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

*This application asks for a simplified version of the template required in the self-study. In the self-study, programs must identify the specific component of a course that addresses each learning objective in Templates D16-1 and D17-1, as applicable.*

**Item 6. List the school-/program-defined competencies associated with each new degree and/or concentration**.

**Mapping of DrPH, academic masters, and/or academic doctoral concentration competencies**

**Attach course syllabi for all named courses**

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

|  |  |  |
| --- | --- | --- |
| **Coverage of Competencies for X Degree in X Concentration** | |  |
| **Competency** | **Course number(s) or other educational requirements** | |
| 1. |  | |
| 2. |  | |
| 3. |  | |
| 4. |  | |
| 5. |  | |

**Item 7: 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. Provide a separate table for each degree in this amendment.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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?

*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 school or program’s website and other materials. If not, when does the school or program plan to do so?

*Insert narrative here:*