**For Schools of Public Health only:**

**This change relates to offering a new non-public health degree or concentration area OR reactivating a previously suspended/discontinued non-public health degree or concentration**

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

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

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

**Item 2. Map learning objectives to courses.**

**Mapping of introductory public health learning objectives for all non-public health degrees e.g., DPT, MHA, MSW**

**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.
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| 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 (eg, One Health)
 |  |

\* Institutions outside the U.S. 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 form asks for a simplified version of the template required in the self-study. In the self-study, schools must identify the specific assessment that addresses each learning objective in Template D18-1.

**Item 3. Answer the following questions:**

1. When is the new/reactivated degree expected to enroll its first students?

*Insert narrative here:*

1. What is the justification or rationale for categorizing this offering as a non-public health degree?

*Insert narrative here:*

1. Specify the delivery format for all degrees covered by this notice (placed-based (including hybrid) or distance-based):

*Insert narrative here:*

**Note: Be sure to update the school’s 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.**