****

**Initial Application Submission (IAS)**

**Public Health Program**

**Based on 2021 Accreditation Criteria**

**North State University**

**MPH Program**

**IAS for PHP SAMPLE**

**Statement of Understanding of Application Process**

***[Paste letter here or submit as separate document]***

1. **Instructional Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Matrix – Degrees & Concentrations** | | | | | |
|  | | | | **Place-based** | **Distance-based** |
| **Master’s Degrees** | | **Academic** | **Professional** |  | |
| Health Policy and Management | |  | MPH | MPH |  |
| Global Health | |  | MPH |  | MPH |
| **Joint Degrees (Dual, Combined, Concurrent, Accelerated)** | | **Academic** | **Professional** |  | |
| **2nd Degree Area** | **Public Health Concentration** |  |  |  |  |
| Medicine | Any MPH concentration |  | MPH/MD | MPH | MPH |

1. **Statement of Institutional Accreditation**

**Documentation of location in an institution that is institutionally accredited, as defined by the United States Department of Education (an applicant institution located outside the United States must demonstrate a comparable external evaluation process).**

North State University is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. The last review in 2023 resulted in an accreditation term of 10 years.

1. **Guiding Statements and Evaluation Practices**

The program’s vision is that all individuals and communities, regardless of identify or circumstance, have equitable opportunities to achieve optimal health and well-being.

The program’s mission is to advance social justice in health and to promote individual, family, and community health through education, community service, and research.

The program’s goals that describe strategies to accomplish the defined mission:

* Strengthen student-centered culture and excellence in public health education through an engaging and innovative teaching and learning environment.
* Advance health equity with a focus on social determinants of health and cultural competence through faculty and student scholarship.
* Involve students and faculty in service experiences that improve health and wellness and promote social justice.

The program’s evaluation plan that allows it to continually evaluate its progress in achieving its specific mission and goals:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measures** | **Data source & method of analysis** | **Who has review & decision-making responsibility?** | **Does it measure Goal 1?** | **Does it measure Goal 2?** | **Does it measure Goal 3?** |
| **Unit-defined measure 1** Disciplinary perspectives represented by program faculty | Faculty survey Program director collects responses to annual survey (administered in December) and creates a summary that is shared with the Steering Committee at its March meeting | MPH Steering Committee | X | X |  |
| **Unit-defined measure 2** Courses offered at each degree level that primarily focus on historically underserved or vulnerable populations | Course data from Canvas LMS The department's Office of Academic Affairs collects, analyzes, and summarizes undergraduate- and graduate-level courses by the defined characteristics each year. The data are tracked for all courses in a portfolio organized by year. | Curriculum Committee | X |  |  |
| **Unit-defined measure 3**  Scholarship opportunities that focus on social determinants of health and/or cultural competence | Faculty activity log  Program director collects responses to activity log annually (December) and creates a report to share with the Scholarship and Service Committee at its February meeting | Scholarship and Service Committee |  | X |  |
| Student enrollment | The program director updates a registrar-provided list every October and March to ensure that it reflects the actual activity of each student. The program director and department chair meet in April to review enrollment and make projections for future years. | Program director and department chair |  |  |  |
| Post-graduation outcomes (e.g., employment, enrollment in further education) | Student exit survey, alumni focus groups, one-on-one communication with faculty  The school's Office of Student Success tracks the placement of each graduate from May of the graduating year to May of the following year. The full faculty reviews the results at the annual retreat in August. | Department chairs | X |  | X |
| Student AND faculty (staff, if applicable) perceptions of unit’s climate regarding diversity & cultural competence | Annual student & faculty survey  Program coordinator administers annual survey of both faculty and students and compiles results by indicator. Responses include both quantitative and qualitative feedback. MPH Program Operations Committee reviews data at its planning meeting for the upcoming academic year. | MPH Program Operations Committee |  | X | X |

1. **Degree Requirements**

|  |  |  |
| --- | --- | --- |
| **Part A: Foundational requirements for MPH degree** | | |
| **Course number** | **Course name** | **Credits (if applicable)** |
| Foundational courses for all MPH students regardless of concentration | | |
| MPH 600 | Introduction to Public Health | 3 |
| MPH 605 | Epidemiology & Data Analysis | 3 |
| MPH 625 | Human, Animal, and Ecological Health | 3 |
| MPH 660 | Program Planning and Implementation | 3 |
| MPH 707 | Health Care Systems and Policies | 3 |
| MPH 645 | Advocacy and Ethics in Public Health | 3 |
| MPH 760 | Public Health Management and Leadership | 3 |
|  | **TOTAL FOUNDATIONAL CREDITS** | **21** |

|  |  |  |
| --- | --- | --- |
| **Part B: Concentration requirements for MPH degree in Health Policy and Management** | | |
| **Course number** | **Course name** | **Credits (if applicable)** |
| APE & ILE courses | | |
| MPH 788 | HP&M Applied Practice Experience | 3 |
| MPH 789 | HP&M Integrative Learning Experience | 3 |
| Concentration courses for Health Policy and Management concentration | | |
| MPH 670 | Designing and Managing Healthcare Organizations | 3 |
| MPH 680 | Healthcare Management | 3 |
| MPH 700 | Financial Management in Healthcare Settings | 3 |
| MPH 620 | Health Policy and Evaluation | 3 |
| Electives | |  |
| Electives | *Insert total number of credits in the last column* | 3 |
|  | **TOTAL CONCENTRATION CREDITS** | **21** |

|  |  |  |
| --- | --- | --- |
| **Part B: Concentration requirements for MPH degree in Global Health** | | |
| **Course number** | **Course name** | **Credits (if applicable)** |
| APE & ILE courses | | |
| MPH 798 | CH Applied Practice Experience | 3 |
| MPH 799 | CH Integrative Learning Experience | 3 |
| Concentration courses for Global Health concentration | | |
| MPH 602 | Critical Issues in Global Health | 3 |
| MPH 650 | Program Planning for Global Health | 3 |
| MPH 713 | Monitoring and Evaluation for Global Health | 3 |
| MPH 710 | Professional Development, Cultural Competence & Ethics | 3 |
| Electives | |  |
| Electives | *Insert total number of credits in the last column* | 3 |
|  | **TOTAL CONCENTRATION CREDITS** | **21** |

1. **Foundational Curriculum Mapping**

**Identify the courses (didactic coursework other than the applied learning 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 for all named courses (Appendix A).**

**Mapping of MPH foundational competencies**

|  |  |
| --- | --- |
| **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 | MPH 605: Epidemiology & Data Analysis |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | MPH 605: Epidemiology & Data Analysis |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate | MPH 605: Epidemiology & Data Analysis |
| 4. Interpret results of data analysis for public health research, policy or practice | MPH 605: Epidemiology & Data Analysis |
| **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 | MPH 760: Public Health Management and Leadership |
| 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 | MPH 645: Advocacy and Ethics in Public Health |
| **Planning & Management to Promote Health** |  |
| 7. Assess population needs, assets, and capacities that affect communities’ health | MPH 660: Program Planning and Implementation |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs | MPH 660: Program Planning and Implementation |
| 9. Design a population-based policy, program, project, or intervention | MPH 660: Program Planning and Implementation |
| 10. Explain basic principles and tools of budget and resource management | MPH 760: Public Health Management and Leadership |
| 11. Select methods to evaluate public health programs | MPH 660: Program Planning and Implementation |
| **Policy in Public Health** |  |
| 12. Discuss the policy-making process, including the roles of ethics and evidence | MPH 760: Public Health Management and Leadership |
| 13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes | MPH 660: Program Planning and Implementation |
| 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations | MPH 645: Advocacy and Ethics in Public Health |
| 15. Evaluate policies for their impact on public health and health equity | MPH 625: Human, Animal, and Ecological Health |
| **Leadership** |  |
| 16. Apply leadership and/or management principles to address a relevant issue | MPH 760: Public Health Management and Leadership |
| 17. Apply negotiation and mediation skills to address organizational or community challenges | MPH 760: Public Health Management and Leadership |
| **Communication** |  |
| 18. Select communication strategies for different audiences and sectors | MPH 625: Human, Animal, and Ecological Health |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy | MPH 625: Human, Animal, and Ecological Health |
| 20. Describe the importance of cultural humility in communicating public health content | MPH 645: Advocacy and Ethics in Public Health |
| **Interprofessional Practice\*** |  |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health | MPH 625: Human, Animal, and Ecological Health |
| **Systems Thinking** |  |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative | MPH 645: Advocacy and Ethics in Public Health |

1. **Concentration Curriculum Mapping**

**List at least five competencies in addition to those defined in Criterion D2 for each MPH concentration or generalist degree, including combined degree options, and indicate at least one course (didactic coursework other than the applied learning experience or integrative learning experience) that addresses each competency. In addition to completing the matrices below, attach course syllabi for all named courses (Appendix B).**

|  |  |  |
| --- | --- | --- |
| **Coverage of Competencies for MPH in Health Policy and Management Concentration** | |  |
| **Competency** | **Course number(s) and name(s)** | |
| 1. Apply quality and performance improvement concepts to address organizational and systems performance issues. | MPH 670: Designing and Managing Healthcare Organizations | |
| 2. Demonstrate innovative system management strategies, technology, and communication solutions for health policy and organizational problems. | MPH 680: Healthcare Management | |
| 3. Formulate strategic or financial plans for public health or healthcare organizations | MPH 700: Financial Management in Healthcare Settings | |
| 4.  Propose policy development, analysis, and evaluation processes for improving the health status of populations. | MPH 620: Health Policy and Evaluation | |
| 5. Assess the organizational structure, responsibilities, values, and policy priorities of key stakeholders, including governmental and nongovernmental organizations | MPH 670: Designing and Managing Healthcare Organizations | |

|  |  |  |
| --- | --- | --- |
| **Coverage of Competencies for MPH in Global Health Concentration** | |  |
| **Competency** | **Course number(s) and name(s)** | |
| 1.  Analyze the roles, relationships, and resources of the entities influencing global health | MPH 602: Critical Issues in Global Health | |
| 2.  Apply ethical approaches in global health research and practice | MPH 710: Professional Development, Cultural Competence & Ethics | |
| 3.  Apply monitoring and evaluation techniques to global health programs, policies, and outcomes | MPH 602: Critical Issues in Global Health | |
| 4.  Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area | MPH 713: Monitoring & Evaluation for Global Health | |
| 5.  Design sustainable workforce development strategies for resource-limited settings | MPH 650: Program Planning for Global Health | |

1. **Student Enrollment**

|  |  |  |  |
| --- | --- | --- | --- |
| **MPH** | **2020-21** | **2021-22** | **2022-23** |
|  | **Projected total enrollment** | **Projected total enrollment** | **Projected total enrollment** |
| *Global Health* | *30* | *40* | *40* |
| *Health Policy and Management* | *20* | *30* | *40* |

*Nearly all students are enrolled full-time in this program and complete the degree in two academic years. The global health concentration was developed two years before the health policy concentration, which contributes to the higher enrollment in this offering. We plan to enroll about 20 students in each concentration each year (with two admissions cycles in the academic year – fall and spring).*

1. **Required Faculty Resources**

**Programs must employ, at a minimum, three faculty members. Each additional degree level in a concentration requires the addition of one faculty member.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **FIRST DEGREE LEVEL** | | |  |
| **CONCENTRATION** | **PIF 1\*** | **PIF 2\*** | **FACULTY 3^** | **ADDITIONAL FACULTY** |
| ***Global Health***   * ***MPH*** | **Williams**  **(1.0 FTE)** | **King**  **(0.75 FTE)** | **Robinson**  **(0.45)** | PIF: 0  Non-PIF: 2 |
| ***Health Policy and Management***   * ***MPH*** | **Mulvanity**  **(1.0 FTE)** | **Bazzi**  **(1.0 FTE)** | **Jack**  **(0.3 FTE)** | PIF: 1  Non-PIF: 1 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **TOTALS:** | Named PIF | 4 |  |  |  |  |
|  |  |  |  |  | Total PIF | 5 |  |  |  |  |
|  |  |  |  |  | Non-PIF | 5 |  |  |  |  |

*The program has the minimum required faculty resources in place at this time. We do not plan to add any additional faculty unless/until student enrollment numbers increase.*

**Confirmation of minimum faculty resources**

☐ The program offers a single concentration at one degree level (i.e., MPH only) and has at least 3 PIF

☐ The program offers a single concentration at two degree levels (e.g., BS and MPH) and has at least 4 PIF

☐ The program offers a single concentration at three degree levels (e.g., BS, MPH, and DrPH) and has at least 5 PIF

The program offers multiple concentrations and has at least at least 3 PIF total and at least 3 faculty per concentration (which includes at least 2 PIF per concentration)

☐ The program is in the process of adding additional faculty resources, and a description of the program’s policies and plans for recruitment and selection of faculty is below.

1. **Graduation Data**

**Applicant programs must offer at least one MPH or equivalent professional degree program. In addition, applicant programs must present strong, solid evidence that the unit will graduate at least one student from each concentration by the time the preliminary self-study is submitted.**

In what year did (or will) the program meet the requirement of a graduate from each degree and concentration offered? **2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MPH** | **Maximum Time to Graduate: 5 years** | | | | |
| Cohort of Students | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| # Students starting | 9 | 14 | 24 | 36 | 45 |
| # Students withdrew, dropped, transferred out of unit of accreditation etc. | 1 | 3 | 3 | 5 | 3 |
| # Students graduated | 8 | 11 | 21 | 3 | 0 |
| # Students continuing | 0 | 0 | 0 | 28 | 42 |
| Graduation rate (# graduated/ # starting) | 89% | 79% | 88% | 8% | 0% |

1. **Institutional Commitment and Fiscal Support**

**Evidence of institutional commitment and fiscal support for the development of the program; documentation may include evidence of commitments for new or reassigned faculty and staff resources, as well as budgeted capital expenditures and or/administrative support.**

*Briefly describe the following resources available to the program:*

*Staff: The program has access to two administrative assistants (1.0 each) who are shared with one other program in the department. These staff members provide support with room reservations, travel, classroom scheduling, special projects and events, and program marketing.*

*Physical space: The program is housed in a single building that was renovated in 2015. All faculty members have individual offices and laptop computers with access to a shared printer. Students have space to study and meet as a group, including access to a small kitchen. All classrooms have wireless internet and smart technology.*

*Other resources: Public health faculty and students have access to the university’s library, including a health-professions librarian, nearly every day of the year. Computer labs are available across campus, and IT support is readily available.*

*In addition to the program budget, the department provides additional funds for faculty and student travel to conferences and study abroad opportunities. All students receive a membership to the state public health association.*

1. **Accurate Publication of Educational Offerings**

**The program confirms that catalogs, bulletins, websites, promotional materials, and recruitment literature contain accurate information that is consistent with the offerings presented in the initial application submission (IAS).**

*The program’s website includes a description of the MPH degree and the two concentrations offered: Link here*

*The university’s Graduate Catalog also describes the degree, course requirements, and intended outcomes: Link here*

**Appendix A: Course Syllabi**

**Provide syllabi as individual files (either Word or searchable PDF documents)**

**Appendix B: Primary instructional faculty aligned with degrees offered**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Primary Instructional Faculty Alignment with Degrees Offered** | | | | | | |
| **Name\*** | **Title/ Academic Rank** | **Tenure Status or Classification^** | **Graduate Degrees Earned** | **Institution where degrees were earned** | **Discipline in which degrees were earned** | **Concentration affiliated with in Template C2-1 (section 6 of IAS)** |
|
| Fill in based on faculty table |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| \* 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 program. | | | | | | |