California State University, Long Beach
College of Health and Human Services
Health Science Department

GRADUATE HANDBOOK

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GRADUATE PROGRAM IN HEALTH EDUCATION

Welcome to the Graduate Program in Health Education. The faculty members look forward to working with you as you progress toward your graduate degree. In order to assist you in this process, this brief guide to graduate study in the department is designed to provide you with basic information which may be useful to you. The guide is intended as a general resource to help you negotiate the myriad of detail and information you will need to successfully complete your degree. In addition to this document, you should also possess a current copy of the CSULB Catalog and the Schedule of Classes which give you substantially more information about the university calendar, policies governing academic programs including graduation requirements, degree requirements, faculty, support services available to students including library services, and brief descriptions of the curriculum. The Schedule of Classes is particularly useful for planning each semester's schedule and for making sure that specific university deadlines are met. The guide is divided into a number of sections that attempt to logically take you through your career as a graduate student in the program.

MISSION STATEMENT OF THE HEALTH SCIENCE GRADUATE PROGRAM

The mission of the CSULB Health Science MPH Program is to provide the best graduate education and training in a multiethnic and urban environment to develop highly competent professionals and leaders in community health education and public health. The program strives to afford excellence in teaching, conduct research and provide service to local, regional, national, and international populations living within the surrounding communities, while making a significant contribution towards increasing health equity for underserved populations.

Values Statement:
Related to the missions of the University, College, and Department, the program espouses the following four values, which are announced to students upon admission and reinforced through course work, internship experiences, published materials and public statements. The values that guide the program represent the consensus of stakeholders, including faculty, students, and community members.

- **Collaboration**: Forming collaborative partnerships is imperative to effectively addressing public health issues. The value of networking to form and maintain collaborations is fostered through the program's education and training activities that promote effective communication and teamwork. Through collaborative activities, among faculty, students, and community engagement, public health services will be improved.

- **Equity**: The program promotes and maintains an opportunity structure that fosters respect for others, treating all people as individuals, valuing each person's points of view, and giving due regard for the feelings, wishes, rights, and traditions of others. Welcoming ethnic, social, cultural, and socio-economic diversity among the students and faculty, and appreciating how diversity enriches public health work. The program focuses educational and research activities on achieving health equity through influencing health care quality and delivery, policy, prevention efforts, dissemination of health promotion information, and supporting individual self-empowerment to make sound health decisions.
- **Excellence**: Among the most important values for the department is the creation of an excellent educational experience and continuously assessing performance. The criterion of an excellent education is one that covers a full range of up-to-date competencies that are essential to the effective practice of public health education. High quality instruction is provided by instructors who are well-qualified in their disciplines and who maintain currency in public health activities.

- **Leadership**: The program seeks to develop leadership skills for addressing crucial public health challenges. This value is demonstrated by the program’s faculty members, guest lecturers, and specific didactic content of the curriculum. Professional instruction in learning negotiation, team building, motivation and goal setting skills are also provided.

**Goals**

1. Achieve excellence in teaching and learning to bolster competency in the fields of health education and public health in a multiethnic and urban environment to develop diverse professionals and leaders.

2. Foster research and intervention programs that tend to the health needs of underserved populations in our community.

3. Engage in service activities across various sectors of public health practice, addressing the needs of the profession, university, and the community.

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| A. Achieve excellence in teaching and learning to bolster competency in the fields of health education and public health in a multiethnic and urban environment to develop diverse professionals and leaders. | A1. All graduate program faculty members will maintain student evaluation averages above 4.00, annually.  
A2a. Every four years, course content will be assessed by the department curriculum committee to ensure relevant program competencies are being met across the curriculum.  
A2b. Development of at least one new course will occur, as warranted based on results of curriculum review.  
A3. Technology use is infused into all courses, at all times.  
A4. All students will maintain an average GPA of at least 3.0, annually.  
A5. At least 90% of students will pass the comprehensive exam upon first attempt, annually.  
A6. 80% of students will report being satisfied or very satisfied with instruction on exit surveys, by program end.  
A7. 80% of students will report that they agree or strongly agree that academic advising was helpful, by program end.  
A8. To ensure diverse instructor role models, every three years, the program faculty members’ ethnic make-up will better match that of the program’s student population by 2% in at least one group.  
A9. To support training of diverse professionals, every three years, the program’s student body ethnic make-up will better match that of the surrounding community by 2% in at least one group. |
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| B. Foster research and intervention programs that tend to the health needs of underserved populations in our community. | B1a. A department average of at least one grant proposal per faculty member will be submitted for funding, annually.  
B1b. At least 50% of these annually submitted grant proposals will focus on research related to underserved populations.  
B2a. A department average of at least one conference presentation per faculty member will be completed, annually.  
B2b. 50% of these annual conference presentations will address health issues of underserved populations.  
B3. All faculty members will publish at least one scholarly publication every two years.  
B4a. 75% of students will work with faculty on a research or intervention project by program end.  
B4b. By program end, at least 50% of those faculty projects that students worked on will have been relevant to underserved populations.  
B5. By program end, all students will have gained experience in writing a complete research grant proposal.  
B6. By program end, 80% of students will have a scholarly paper or presentation included in an e-portfolio. |
| C. Engage in service activities across various sectors of public health practice, addressing the needs of the profession, university, and the community. | C1a. Every two years, all faculty members will have participated in at least one significant service activity that benefited the public health profession.  
C1b. Within a four-year period, 50% of service activities will be performed in community organizations that target underserved populations.  
C2. Annually, 80% of program faculty members will maintain at least one active collaborative relationship that addresses health disparities in the community.  
C3. All faculty members will serve on departmental, college, or university committees, annually.  
C4a. By program end, 100% of graduates will have provided service to the community and the profession.  
C4b. By program end, 50% of these service activities will relate to underserved populations. |
COMPETENCIES FOR THE MPH DEGREE

Upon graduation, an MPH student will be proficient in Discipline-Specific as well as Interdisciplinary/Cross-cutting core competencies set forth by the Association of Schools and Programs of Public Health, including:

**Discipline-Specific**

1. Apply statistical techniques and describe appropriate application of statistics to research problems.
2. Assess associations found between environmental hazards and health outcomes and to describe environmental policies designed to protect communities at risk for harmful exposures.
3. Apply epidemiological methods to the surveillance and measurement
4. Assess the impact of health policy, related to social, legal, ethical, and cultural forces on community health education, programming, and the health care system.
5. Engage in management and administration of public health education programs.
6. Identify the causes of cultural, social, and behavioral factors affecting the health of individuals and populations.
7. Assess needs and understand contextual factors relevant to achieving health equity for underserved populations through research and community health education.

**Interdisciplinary/Cross-cutting:**

8. Identify and apply fundamental research skills to collect, interpret, and disseminate public health findings to various audiences.
9. Develop skills to work with individuals and communities from diverse cultural, social, and economic backgrounds to identify and improve their specific priority health issues, utilizing methods deemed appropriate by that particular population.
10. Establish linkages with stakeholders to promote community building.
12. Engage in collaborative decision-making and problem-solving to improve the health of the community.
13. Comprehend and apply ethical principles in order to responsibly engage in equitable and just public health practice.
14. Plan, implement and evaluate public health policies, programs, and interventions.
15. Assess the influence of individual, social, and community-level factors and their interactions in both the onset of and solutions to public health problems.
In addition to core competencies for Public Health, graduating CSULB MPH students will be skilled in the following Community Health Education competencies, modeled on the advanced-level competencies set forth by the National Commission for Health Education Credentialing:

16. Synthesize community assessment findings
17. Formulate specific, measurable, attainable, realistic, and time-sensitive objectives for community health programs
18. Select a variety of strategies and interventions to achieve stated objectives for community health programs
19. Use strategies to ensure cultural competence in implementing community health education plans
20. Develop data analysis plan for community health research
21. Disseminate community health research findings through professional conference presentations
22. Promote collaboration among community stakeholders
23. Identify potential community partner(s)
24. Provide expert assistance for community health programming
25. Lead community health advocacy initiatives
DEGREE PROGRAMS

The Graduate Program in Health Education is fully accredited by the Council on Education for Public Health (CEPH). CEPH is an independent agency recognized by the US Department of Education to accredit schools of public health and certain public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other masters and doctoral degrees are offered as well. The Department of Health Science Master's in Public Health Program has been accredited since 1983. You have been admitted to the Master of Public Health (MPH) Community Health Education Program.

ADMISSION

The application and related information about the program and faculty are available on the departmental website [http://www.csulb.edu/colleges/chhs/departments/health-science/](http://www.csulb.edu/colleges/chhs/departments/health-science/).

You have either been admitted as a graduate student in "classified" or "conditionally classified" standing. Classified means that you have met all of the requirements for admission as stated in the University Catalog. Conditionally classified means that you have met most of the requirements of admission, but may need to meet conditions for your continuing status as a graduate student, or, there may be a documentation requirement that must be met in order to become a classified student. All conditions must be met within one year. Aside from documentation requirements, conditions tend to fall into two categories:

1. Conditionally admitted graduate students must maintain at least a 3.0 grade point average in each of their enrolled courses.
   
   and/or
   
2. Conditionally admitted graduate students must take certain pre-requisite courses to graduate study, which is determined by the Graduate Coordinator and department.

While the grade point average requirement is relatively self-explanatory, the pre-requisite course requirement is not. Here are some things to remember:

1. Depending upon your background and experience courses may be required prior to beginning graduate study. Prerequisite courses can be discussed with the Graduate Coordinator.

2. There is no set number of pre-requisite courses you must take. That is, the number of courses and which courses are individually determined with the advice of the Graduate Program Director.

To maintain your admission status and to graduate, you must maintain a 3.0 grade point average in all courses attempted as a graduate student at CSULB.

ENROLLMENT

It is always advisable to enroll each semester while pursuing your degree. This allows you to maintain residency at the University. Residency means that your program of study, once specified on the
Advancement to Candidacy, remains valid regardless of changes in department or university requirements. Furthermore, continuous enrollment makes it feasible to complete your degree within the seven-year period from the date of admission.

It is possible to take an Educational Leave if needed. Educational Leave forms must be obtained from Enrollment Services and signed by all relevant parties. Leave may be granted for up to one year at a time. A leave extension beyond this limit is possible; but must be requested in writing in advance. Residency is maintained while on Educational Leave. The seven-year time limit to complete your degree continues to run. Students on leave longer than one semester must apply for readmission to the university.

Students who do not enroll for a semester must reapply for admission and pay a reapplication fee. In addition, should degree requirements have changed, it is possible that the student’s educational program may be changed. However, residency is maintained if a student enrolls at least once in a twelve (12) month period.

CURRICULUM

The following represent specific learning objectives for the MPH program.

Master of Public Health in Community Health Education

By the end of the degree program, the successful Master of Public Health student will be able to:

1. Analyze issues affecting the health education profession and discipline;
2. Develop administrative policies and procedures to insure that health education programs are implemented in a consistent manner and capable of being evaluated;
3. Communicate health education theories, models and concepts to target audiences including policy makers, employers, and the public;
4. Evaluate the efficacy of different health education interventions and methodologies to assure achievement of stated program objectives;
5. Analyze research literature from health education, public health, and other related disciplines for use in advancing health education;
6. Explain the difference between entry-level health education skills and knowledge and those needed at an advanced level;
7. Integrate the scientific foundations of public health in health education programs in a variety of practice settings;
8. Demonstrate competency in applying principles of health education practice to specific target groups;
9. Evaluate gaps in health education theory and practice as they relate to identified public health problems; and
10. Synthesize core public health knowledge and skills with health education competencies to identify areas of needed research and evaluation.
Now that you have been admitted, your most important task is to complete the required and elective courses necessary to be eligible to graduate. The MPH requires forty-two (42) units, including three (3) units of electives and up to six (6) units of internship. The degree requirements are listed in the University Catalog and will not be delineated here.

There are some important considerations as you select required and elective courses, and as you plan for the number of courses you will take each semester. Most students have significant obligations off campus so they pursue their degrees on a part-time basis. The program attempts to accommodate these realities by typically scheduling classes from 4-6:45PM and 7:00-9:45PM Monday through Thursday. It may be that a pre-requisite course you need to take will be scheduled during the day. While the program will do what it can to meet your needs, you should plan your obligations with the days and times our courses meet, including pre-requisites.

Note that the program recommends a course of study that involves a minimum of six units per semester. Our recommendation is based upon the timeliness for completion of the MPH degree. Taking fewer than six units each semester will make it difficult to complete the degree within the seven-year time limit. Successful completion of the comprehensive examination or thesis for the MPH will also be more difficult.

Full-time graduate study, defined by the University as at least nine (9) units, may be pursued by increasing the number of units each semester. It is possible to complete your degree in as little as two years. To finish your degree in this period, it will be necessary to devote full-time to the internship and thesis for the MPH.

Electives

Elective courses may be taken at CSULB or other institutions, with approval. For CSULB courses, any course numbered at the 500 or 600 level are eligible for graduate credit. Courses at the 400 level must be pre approved by the graduate program coordinator to be eligible for graduate credit. Careful selection of electives enhances the MPH experience.

Advancement to Candidacy

Advancement to Candidacy is essential to completion of your degree. Advancement is a prerequisite to enrolling in internship, thesis units, and taking the comprehensive examination. You cannot graduate in the same semester in which you are advanced. In order to Advance to Candidacy, the following must be completed:

1. A minimum of nine (9) units of graduate level work with at least a 3.0 grade point average;
2. Evidence of successfully completing the Writing Proficiency Examination (WPE). University policy now requires graduate students to attempt the WPE in their first semester of graduate work.

Advancement to Candidacy forms are completed by the Graduate Coordinator and student. In this process, courses necessary for you to complete the degree are delineated. Depending on the student's career goals, prior professional and academic experiences, and availability of relevant educational opportunities, the program specified may diverge somewhat from that published in the University Catalog.
Once the form has been completed, it must be reviewed and approved by the Associate Dean of the College of Health and Human Services. It is then made part of the student’s College and University record. You will receive a copy of the approved Advancement to Candidacy from the Associate Dean.

The program of study specified in the completed Advancement to Candidacy is used by the University to perform a graduation check to determine student eligibility for graduation. Once the Advancement to Candidacy has been completed, it is possible to revise the program of study. Program changes can be made for good reason with the advice and consent of the Graduate Coordinator.

**Internship**

The purpose of the internship is to create opportunities for students to apply their knowledge and skills in a practice environment: community agencies, schools, public health departments, medical care organizations, business and industry, and the like. Your internship placement will be dependent upon your prior educational and experiential background in health education. Accordingly, some students will have minimal internship required while others will need to complete 480 hours. Regardless of internship variations, all MPH students must complete an equivalent of six units of internship.

Students are eligible to enroll in internship with approval of the Graduate Coordinator. Eligibility includes, at a minimum, Advancement to Candidacy, 3.0 grade point average for all courses attempted, and completion of at least half of the required units for the degree.

The graduate program provides students with a variety of opportunities for practice experiences in public health education and promotion. An extensive list of selected agencies and preceptors in Southern California used by the program in the last three years is available in the internship syllabus.

**Advising**

Matters of application, admission, course selection, advancement to candidacy, theses, and comprehensive examination, among others, are the responsibility of the Graduate Coordinator. Because of the nature of graduate education and the extensive involvement of our graduate students, it is beneficial for graduate students to routinely consult with the graduate adviser, even when pressing matters are not imminent. This helps in developing internship and thesis research opportunities.

To facilitate advising of incoming students, a new student orientation occurs each semester. The agenda for the orientation includes information available in the Graduate Student Handbook. The handbook was developed to give students sufficient information to help select classes, take care of advancement to candidacy, and to plan for internships as well as the thesis or comprehensive examination. Students can consult the University Catalog for university and college related information. Each semester, the department provides a listing of courses and important deadline dates for the next semester to bring attention to important information. Each semester, students also purchase a class schedule, which goes beyond summary information provided by the department.

Office hours for the Graduate Coordinator and assistant Graduate Coordinator are held during times that are most convenient to the graduate students, many who work during the day. The Graduate Coordinator
holds scheduled office hours two nights per week; the assistant Graduate Coordinator has scheduled office hours on alternate evenings. Thus graduate students are able to consult with an advisor on Monday through Thursday during the semester. Since it is not always possible for students to meet during established office hours, telephone consultations or arrangements outside of normal office hours can also be arranged.

The program's faculty members play a significant role in graduate advising. The full-time and part-time faculty has extensive academic and professional experiences in the many facets of public health and health education. Students are encouraged to seek out program faculty members for advice about courses, but also for career, research, and community service opportunities.

Once each academic year, the program sponsors a career and professional forum. Alumni and key individuals from employing organizations are invited to campus to discuss current developments in the field, their careers, and opportunities for employment, professional advancement, and other opportunities. Students are also encouraged to join the local chapter of the Society for Public Health Education (SOPHE). Southern California SOPHE sponsors professional conferences on a regular basis and maintains an active job bank. SOPHE also provides students with an opportunity to network, which may lead to job opportunities. For the past several years, the president of Southern California SOPHE has been an alumnus of this program. For those with an interest in school health, the program has been consistently involved with the California Association of School Health Educators (CASHE) whose founder is an alumnus of the graduate program. Several past presidents of CASHE have either been alumni of the program or are current part time faculty.

The department maintains an updated job folder for students to review. During the orientation, new students are encouraged to familiarize themselves with current and past positions. In addition, the university provides a career planning and placement services through the Career Development services, for undergraduate and graduate students alike.

SUMMATIVE EXPERIENCES

Students who pursue the MPH degree have a choice to choose one of two summative experiences: A thesis or a comprehensive examination. Each has its own guidelines. The following is a brief description of what is involved in each experience.

Thesis

The thesis is a summative scholarly work that gives emphasis to the graduate student's area of specialization in his/her graduate studies. It often relates to the elective courses chosen by the student as part of the Master of Science program of study.

The thesis is intended to allow the student to demonstrate the capacity to identify and define a researchable health education problem, to design a study to address the problem, to carry out the study, and to be able to write up the completed research. Inherently, this is a student driven process undertaken with the assistance of a faculty committee.
Students will select a committee that guides thesis research, with the committee chair a faculty member from the department. Students choose thesis chairs based on the faculty member's research and scholarly activity in an area of interest to the student. Other factors in selection of a thesis advisor include interpersonal compatibility and ability to communicate. Two additional faculty members round out the thesis committee, one from on campus and the other from either on or off campus.

The student needs to prepare a brief synopsis of the proposed research after completing the Advancement to Candidacy and after completing most of the required 42 units for the degree. The University Thesis Manual guides students toward an acceptable format. The university's Human Subjects Review Board must review protocols that involve human subjects. The thesis committee is convened by the student to review the proposed study. If approved, the student has authorization to proceed. The thesis chair serves as the initial reviewer of all student work. Other committee members review preliminary work on an as needed basis.

When the chair and the student come to the conclusion that a workable final draft of the thesis has been completed, a final meeting of the thesis committee is arranged. At that time, the student is carefully and thoroughly examined about the topic, research design, conduct, and results of the thesis. If successful, the student may make recommendations and revisions as determined by the committee, and then submit the completed work in form and format acceptable to the University through the Associate Dean of the College of Health and Human Services. As a student-driven experience, completion by the student is determined by the interest, clarity, manageability, and careful definition and planning by the student. Above all else, successful completion of the thesis relies upon student determination and persistence.

When the student has met the requirements set forth by the committee chair and committee members, along with university requirements, the completed thesis is forwarded to the Associate Dean of the CHHS for review. The university archivist also reviews the thesis to make corrections in format and grammar. Degrees are not awarded until all parties, including the archivist, have accepted the thesis student's work.

**Comprehensive Examination**

The comprehensive examination is taken in the last semester of the student's career in the graduate program. This examination requires broad preparation in public health core content areas as well as content specific to health education. Examination questions stress integration of knowledge and skills acquired in individual classes over an extended period.

In anticipation of the examination each semester, the Graduate Coordinator solicits potential questions from faculty members. Editing of selected questions for the examination assures balance and consistency. Faculty members review a draft of the examination and provide input for revision. Faculty members who submitted the relevant question generally grade student responses. Respondent's anonymity is preserved by using the last four digits of the student's identification number as the only identification on the examination. In addition, to standardize examination responses, examinees complete their responses on a computer located in a computer laboratory. Faculty members grading the examination record their evaluation on a scoring form and return the form to the Graduate Coordinator. The grade options for each question are high pass, pass or fail. Students must pass a majority of questions to pass the examination. For example, if the examination contains four questions, a student needs to pass at least three questions.
with a minimum of a low pass on each question. Students who pass two or fewer questions receive a failing score. After the scores have been recorded, students are notified in writing through the university if they passed or failed. If they fail, they have one other opportunity to pass the examination.

It is important for students to know that passing the comprehensive examination is required to earn the MPH degree. Students have two opportunities to pass the exam. Failure on the second attempt precludes awarding the degree. Every semester, faculty will offer one study preparation session to the students signed up for the exam. Students are encouraged to maintain their course notes, texts, and related materials. They form study groups to review in preparation for the exam.

CALENDAR

It is imperative that graduate students pay close attention to the published calendar that appears in the Schedule of Classes. Each semester, the university identifies dates for items such as registration, beginning of instruction, deadlines for adding classes, course withdrawal deadlines, filing Request to Graduate, and final examinations. The Testing Office has established dates for the Writing Proficiency Examination, published in the Schedule of Classes.

Additionally, the Department periodically publishes dates for events relevant to graduate students. These include internship meetings, student organization meetings, and career and professional opportunities.

ACCREDITATION

As stated above, the Graduate Program in Health Education is accredited by the Council on Education for Public Health. To maintain accreditation and to serve students better, the program regularly involves graduate students in activities in support of accreditation activities.

STUDENT PARTICIPATION IN POLICY-SETTING AND DECISION-MAKING

A graduate student representative is encouraged to participate in regularly scheduled faculty meetings. The only exceptions are when personnel matters and matters directly dealing with individual students and student evaluations, such as the comprehensive examination are on the agenda. Students are encouraged and expected to choose a representative. In turn, the representative is encouraged to address student interests to the faculty, as well as participate in the business of the department as it affects students. Student representatives may provide input on topical matters and provide a report from the students at each faculty meeting. The Graduate Coordinator and the Graduate Committee considers items relevant to graduate education and student life and makes recommendations to the faculty for consideration at departmental faculty meetings.

Student Organization

Graduate students in the program have their own student organization, the Health Science Graduate Student Association. The organization is supported by the program and faculty members encourage students to participate. Graduate students meet periodically during the academic year to consider items of interest to students' such as guest speakers, curriculum, advising and organizing career and professional
opportunity forums. On occasion, graduate students collaborate with the undergraduate student organization—the Health Science Student Association. Information is also available via the internet, through your BeachBoard account at http://beachboard.csulb.edu.

FINANCIAL AID

Financial assistance is available from the University. Students are referred to the Office of Financial Aid to explore opportunities for support of graduate education. Among the listed opportunities are the following:

- Perkins Federal Loans
- Graduate Equity Fellowship
- University Scholarships
- State Graduate Fellowships
- Federal Staff Loan (GSL)
- Student Part-time Employment

In addition, there are several scholarships and employment opportunities within the Health Science Department. These include:

- Gaines Award—provides scholarships to women health science majors, undergraduate or graduate, who are of Native American heritage
- Marion Pollock Scholarship Award—provides scholarships to enrolled students who are advanced to candidacy for the Master of Science degree in health education and are actively engaged in thesis development.
- Employment on faculty research projects.
- Graduate assistant positions.
DEPARTMENT ORGANIZATION

The following represents the current organization of the department including faculty assigned to various positions:

Department Office: HHS-115  Department Chair: Gail Farmer, DrPh
Telephone:   (562) 985-4057  Telephone:  (562) 985-8036
FAX:   (562) 985-2384  E-mail:   Gail.Farmer@csulb.edu

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Graduate Division Course Descriptions

H SC 500/400 Principles of Epidemiology (3)
Prerequisites: H SC 301 and H SC 403. Application of epidemiologic procedures to the understanding of the occurrence and control of infectious and chronic diseases, mental illness, environmental health hazards, accidents, and geriatric problems. (Lecture 3 hours.)

HCA 502 The Health Care System (3)
Overview, developmental summary of the American health care system and its driving forces. Major elements of the healthcare system; today's major health policy issues in a historical, economic and political context. Traditional grading only. (Lecture)

H SC 503 Advanced Community Health Statistics (3)
Prerequisites: H SC 403 or equivalent. Analysis and interpretation of quantitative health education/public health data. Topics include expanded discussion of parametric techniques (e.g., hypothesis testing, confidence interval estimation, power functions, small sample sizes). Other topics include multivariate analyses, non-parametric tests, and regression analysis. Use of computers required. Traditional grading only. (Discussion, 3 hours.)
H SC 507 Health Equity and Health Disparities Research in the US (3)
Prerequisite: Undergraduate major in Health Science or related field. Explores socioeconomic, biologic, environmental, and institutional factors associated with health issues and disease. Students will learn about research and interventions to affect positive health outcomes and access for underserved, underrepresented diverse populations. (Discussion, 3 hours.)

H SC 508 Administrative Relationships in Health Education Programs (3)
Prerequisite: Undergraduate major in Health Science or related field. Introduction to administrative theory; investigation of administrative responsibilities and functions implicit in school health or other health education programs

H SC 528 Advanced Environmental Health (3)
Prerequisite: H SC 422 or consent of instructor. Organization and methods for promoting human health by controlling environmental factors.

H SC 534. Advanced Latino Nutrition, Health and Chronic Disease Prevention (3)
Prerequisite: Open to students enrolled in graduate programs in Family and Consumer Sciences, Health Science, or related fields. Explores nutrition-related and contextual factors associated with the high rates of chronic disease among diverse Latino-specific subpopulations and provides culturally relevant strategies for prevention. (Discussion, 3 hours.)

H SC 535/435 Health Promotion and Risk Reduction (3)
Prerequisites: H SC 421 or consent of instructor. Health promotion/risk reduction program content, development and implementation for use in corporate, hospital and public settings. Intended primarily for Health Science majors. (Discussion, 3 hours.)

H SC 537 Culturally Responsive Nutrition Promotion for Latinos (3)
Prerequisite: Open to students enrolled in graduate programs in Family and Consumer Sciences, Health Science, or related fields. Explores the need and methods to develop culturally and linguistically relevant nutrition education with a focus on the Latino population. Students analyze, evaluate, and create culturally competent nutrition interventions for the Latino community. (Discussion, 3 hours.)

H SC 570 Theoretical Concepts and Issues in Health Science (3)
Identification and analysis of current trends, philosophies, and issues in health science.

H SC 581 Curriculum Development in Health Education (3)
Prerequisites: H SC 430, 440. Principles of curriculum development; selection and evaluation of resource materials; theory and practice in measurement in health education.

H SC 585 Health Education Internship (1-6)
Prerequisite: Consent of the instructor. Extended applied experience under guidance of faculty and preceptors in an approved health education practice setting. Traditional grading only. (480 hours of field placement or the equivalent experience.)
H SC 590 Independent Study (1-3)
Independent research conducted under the supervision of a full-time faculty member resulting in a written report of the investigation. Traditional grading only. Repeatable to a maximum of 6 units with different topics.

H SC 624 Seminar in Community Analysis and Program Planning (3)
Prerequisites: H SC 625 or consent of instructor. Process and techniques of community analysis and program planning.

H SC 625 Advanced Community Health Education (3)
Prerequisites: H SC 401 or 485; or consent of instructor. Advanced study of educational and related theory applicable to the conduct of health education programs in community and other settings. Methods of promoting change; role as program and staff director and evaluation techniques.

H SC 626 Integrative Seminar in Public Health (3)
Prerequisites: H SC 570, advancement to candidacy. Summative critical analysis of current methodologies, research, and practices in public health and health education in particular. Synthesis of coursework, internship, and other relevant experiences in the graduate program. Traditional grading only.

H SC 696 Research Methods (3)
Prerequisites: Undergraduate major in Health Science or related field; undergraduate course in statistics. Introduction to research methodology in the area of Health Science.

H SC 697 Directed Studies (1-3)
Prerequisite: Advancement to candidacy. Independent investigation of research problems in health science.

H SC 698 Thesis (1-3)
Prerequisites: H SC 696, advancement to candidacy. Planning, preparation and completion of an approved thesis.