

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
NEW PROGRAM PROPOSAL – P Form Signature Pages**

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File

COLLEGE/SCHOOL CoAS CoBA ^{COEHHS} CoE SoN Discipline
 TITLE OF PROGRAM MASTER OF PUBLIC HEALTH

PUBLIC HEALTH / HEALTH SCIENCE

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

- Check one: New Undergraduate Major or New Graduate Degree Attach a completed New Program Proposal Template
 New Option/Concentration/Track } Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template
 New Minor }
 New Teaching Credential }
 New Certificate } Attach a completed New Certificate Proposal Template

Does this proposal impact other disciplines? Yes No
 If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline #1	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature _____	Date _____		

Discipline #2	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature _____	Date _____		

Discipline #3	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature _____	Date _____		

Discipline #4	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature _____	Date _____		

Discipline #5	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature _____	Date _____		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. KARA WITZKE 5/15/12 | Susan Anderson 10/29/13
Originator (Please print) Date

1b. [Signature]
Librarian/Liaison for Library Report*

5/24/12
Date

1c. [Signature] 5/11/12
IITS Liaison for IITS Report* Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. [Signature] 5/15/12 | Devan Romero 10/29/13
Program/Department - Director/Chair* Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. [Signature] _____
College/School Curriculum Committee* Date

REVIEW (Signatures must be obtained by proposer)

4a. [Signature] 6/29/12 4b. [Signature] 5/24/12
Vice President for Student Affairs* Date Dean of Library* Date

4c. [Signature] 6/11/2012 4d. [Signature] 6-29-12
Dean of Information and Instructional Technology Services* Date Vice President for Finance and Administrative Services* Date

4e. [Signature] 8/28/12
Dean of Graduate Studies (if applicable)* Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. [Signature] 7/9/12 7-6-14
College/School Dean/Director* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. _____ Date 6b. _____ Date
University Curriculum Committee^ Budget and Long-Range Planning Committee^

FACULTY APPROVAL

7. _____ Date
Academic Senate

UNIVERSITY-LEVEL APPROVAL

8. _____ Date
Provost

9. _____
Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.
* May attach a memo on program impact on the unit and the ability of the unit to support it.
^ Attach a memo summarizing the curricular and/or resource deliberations.

CSU San Marcos Degree Program Proposal Template¹

1. Program Type (Please specify any from the list below that apply—delete the others)

√ Self-Support

√ New Program

2. Program Identification

a. Campus

i. California State University, San Marcos

b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

i. Master of Public Health

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.²

i. 2010

d. Term and academic year of intended implementation (e.g. Fall 2007).

i. Fall 2014

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

i. Program in the College of Education, Health, and Human Services

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

- i. Denise Boren, PhD, RN, Associate Professor/Director, School of Nursing
- ii. Devan Romero, DrPH, Assistant Professor/Department of Kinesiology
- iii. Susan Andera, DrPH, FNP, Lecturer/School of Nursing
- iv. Linnea Axman, DrPH, FAANP, Lecturer/School of Nursing
- v. Deborah Morton, PhD, Epidemiology/American Indian Studies

g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC “**Appropriateness to Institutional and Segmental Mission**”)³

i. See Appendix (items added as P-form continues through review process)

¹ When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals. It is recommended that program proposers start to fill out the template with the catalog description and the student learning outcomes in Section 3.b and 4.a.

² The “campus Academic Plan” is called the University Academic Master Plan (UAMP) at CSU San Marcos. Contact Academic Programs for this date.

³ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from campus administrators are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

- h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).⁴
 - i. See Appendix, SON Curriculum Committee approval letter (reviewed prior to College reorganization), CEHHS Curriculum Committee approval (signature of committee chair)
- i. Please specify whether this proposed program is subject to WASC Substantive Change review.⁵
 - i. Per Jennifer Jeffries Spring 2011, this program is NOT subject to the WASC Substantive Change review.
- j. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**⁶

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

 - i. CIP: 51.2201 Public Health, General

3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “**Appropriateness to Institutional and Segmental Mission**”)

Description

The traditional mission of the field of public health is to foster conditions within which people can be healthy. Public health professionals use organized, interdisciplinary efforts and address physical, mental and environmental health concerns of communities and populations at risk for disease and injury. This is achieved through the application of health promotion and disease prevention interventions designed to enhance quality of life.

Public health is a diverse and dynamic field. Public Health professionals come from varying educational backgrounds and can specialize in many different areas. Specialists, including physicians, nurses, teachers, researchers, administrators, environmentalists, demographers,

⁴ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

⁵ Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Associate Vice President for Planning and Accreditation.

⁶ Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes.

social workers, laboratory scientists, fitness professionals, and attorneys, may seek an MPH degree in order to work to protect the health of the public.

San Diego County is in need of professionals with graduate-level training in the healthcare fields. CSUSM is in a position to address these functions in a unique way by offering a Master of Public Health degree (MPH) through Extended Learning. This graduate program will educate students to recognize and respond to emerging threats to public health in the coming decades in a culturally sensitive manner, in service to North San Diego County.

We propose a 42-semester unit, cohort-based, MPH that contains a general public health core with three “options” (rolled out over several years) that include: **1) Emergency Preparedness and Biosecurity, 2) Health Promotion & Education, 3) and Global Health** (See Appendix A). A major goal of the proposed degree is the development of a new cadre of culturally-sensitive public health professionals with a population and health disparities focus. Courses may be delivered using a combination of traditional, online/hybrid, and distance-learning course formats. Face-to-face meetings will occur in the evenings on the CSUSM campus and eventually also at the Temecula campus. This is an ideal schedule for those who work (and may attract early and mid-career individuals wishing to improve their marketability), and will also provide access to classrooms that are not available during the regular daytime schedule.

The MPH program is being developed based on a set of required courses in accordance with CEPH (Council on Education in Public Health) guidelines, fulfilling required courses and options for electives to gain depth and focus in our three specific options.

Fit with CSUSM’s Mission and Vision

CSUSM’s mission states a “commitment to sustained excellence in teaching, research, and community partnership that in turn, enhances student learning.” It further states that we ground our mission “in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.”

CSUSM’s vision states that “we will become a distinctive public university known for academic excellence, service to the community, and innovation in higher education...students will select from a growing array of specialized programs responsive to state and regional needs”. It further states “CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision.”

The MPH degree is responsive to our mission and vision as it is being developed in direct response to needs in our local community and region. In January 2006, a Health Science Summit at CSUSM was convened to discuss the development of health-related degree programs. Approximately twenty-five professionals with expertise in health science fields from regional high schools, community colleges, health care institutions and clinics, industry, community health agencies and councils, and professional organizations participated in the discussions. Virtually every participant provided evidence from their agency/organization of the large need for health professionals to fill vacant positions and programs. Nick Macchione, Director of North San Diego County’s Health and Human Services Agency, presented some particularly compelling evidence of the need in the county, stating that the highest need areas include professionals trained in nursing, public health, dietetics, and physical/occupational therapy. An MPH degree in Public Health with focus areas on disease prevention, emergency preparedness, and global health could make an enormous impact on this crisis in our local area and beyond.

The degree is further responsive to our mission and vision as cultural sensitivity, an appreciation of cultural diversity, and focus on health disparities will be infused throughout the entire curriculum. These were issues that were of particular interest to those who form the CSUSM MPH Advisory Board and will help distinguish us as a university that understands the region in which we serve.

Justification for offering the degree at this time

Based on the stated/documented need for professionals with an MPH degree in our region, we believe that the time is right for offering the degree at this time. The MPH will be offered as a self-support program (not using state funds) through Extended Learning and is being developed with the consulting expertise of faculty from thriving public health programs at our sister CSU's in San Diego and San Bernardino and professionals from the public sector including San Diego County Department of Health and Human Services, the San Diego Workforce Partnership and Palomar Pomerado Health. These partnerships will ensure that our graduates are trained to recognize and respond to emerging threats to public health in the coming decades in a culturally sensitive manner, in service to North San Diego County.

Due to the status of the state budget, it is not justifiable to offer this program using state funds, but self-support provides the flexibility required to hire faculty to teach courses for this degree.

- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).⁷

The Master in Public Health prepares students as practitioners of public health and as leaders in public and private sector agencies and organizations. Graduates are well-prepared to hold positions as public health professionals in local community organizations, hospitals, health management organizations, as well as in government, military, academia and in the private sector. Instructional faculty are leading teachers and researchers in the field of public health as well as local practitioners in the specialized fields that comprise each of the three option areas. This rich experience and diversity provides students with the concrete tools they need to operate competently in real settings after they graduate.

Program Goals

The major goal of this program is to develop a new cadre of culturally sensitive public health professionals with a population and health disparities focus. In accordance with the Council on Education for Public Health accreditation criteria, the program will broadly prepare graduates in five primary areas including:

- a) Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- b) Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
- c) Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;
- d) Health systems organization – planning, organization, administration, management, evaluation and policy analysis of health and public health programs;
- e) Social and behavioral sciences – concepts and methods of social and behavioral

⁷ Use the format found in the most recent General Catalog.

sciences relevant to the identification and solution of public health problems.

A unique feature of our program is the **infusion** of student learning outcomes related to health disparities/cultural sensitivity throughout the curriculum, particularly in the common core. This is an important initiative on our campus that is gaining momentum, and one that this program is poised to strongly support.

Program of Study

The Master in Public Health degree offers the following three options:

- Health Promotion & Education
- Global Health
- Emergency Preparedness and Biosecurity

The 42-unit degree program was designed according to the Core Competencies for Public Health Professionals, adopted by the Council on Linkages between Academia and Public Health Practice in 2009. The program is comprised of seven common core courses, including public health and policy, health systems organization, social and behavioral determinates of health, biostatistics, epidemiology, environmental determinates of health, and research methods and proposal writing. The remaining five courses are specific to the option chosen.

Program Student Learning Outcomes

In accordance with the standards developed by the Council On Linkages Between Academia and Public Health Practice, and recommendations from the Association of Schools of Public Health, Health Disparities Curriculum guide, students will develop skills in eight major areas:

- a) Analytic/assessment skills
- b) Policy development/program planning skills
- c) Communication skills
- d) Health Disparities/cultural sensitivity skills
- e) Community dimensions of practice skills
- f) Public health sciences skills
- g) Financial planning and management skills
- h) Leadership and systems thinking skills

In alignment with these eight domains, students will be able to:

1. Assess community populations to identify public health status and needs.
2. Design a program and policies to address identified public health problems and needs including a budget proposal.
3. Describe the implementation of a program that addresses public health problems and needs including barriers to implementation.
4. Develop a program evaluation plan to measure effectiveness of the program.

Admissions Requirements and Application

General Requirements--The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. In order to be admitted to CSU San Marcos as either a post baccalaureate student or as a Graduate student, students must meet the following requirements:

1. Have completed a four-year college course of study and hold a baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities;
2. Be in good academic standing at the last college or university attended;

3. Have attained a grade point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted; and
4. Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as determined by each graduate program.

Supplementary criteria for admission into the MPH program

1. Copy of official transcript(s) from all college work sent directly to the MPH Graduate program coordinator
2. Two letters of recommendation from persons familiar with the student’s academic qualifications and/or professional experience relevant to the MPH degree
3. A 300-500 word narrative statement describing how the program relates to professional goals.
4. A current resume demonstrating experience (paid or volunteer) in public health, health education, health science, or related area if bachelor’s degree is not in a health-related area.
5. A grade C or better in the following courses:
 - o Statistics (3 units)
 - o Introduction to Psychology (3)

Application Deadlines

See the Public Health and/or Extended Learning website for information on application deadlines.

Degree Requirements

The program requires successful completion of 42 semester units (14 courses) of study as outlined in the course of study below. This cohort-based program requires two full years of study including summer semesters.

Course of Study

<i>Health Promotion & Education option</i>	<i>Global Health option</i>	<i>Emergency Preparedness and Response</i>
<i>First semester (Fall)</i>		
PH 501	PH 501	PH 501
PH 502	PH 502	PH 502
PH 504	PH 504	PH 504
<i>Second semester (Spring)</i>		
PH 503	PH 503	PH 503
PH 505	PH 505	PH 505
PH 506	PH 506	PH 506
<i>Third semester (Summer)</i>		
PH 507	PH 507	PH 507
PH 530	PH 560	PH 515
<i>Fourth semester (Fall)</i>		
PH 531	PH 561	PH 516
PH 532	PH 562	PH 517
PH 533	PH 563	PH 518
<i>Fifth semester (Spring)</i>		
PH 595	PH 595	PH 595
Elective	Elective	PH 519
<i>Sixth semester (Summer)</i>		
PH 598 or 599	PH 598 or 599	PH 598 or 599

Continuation

A student who earns less than a B in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a second time with a grade of B or better will provide justification for disqualification from the program. Per our campus policy, all graduate students must receive a GPA of at least 3.0 in each semester of the program in order to maintain good standing. See the following for guidelines on maintaining good academic standing:

http://www.csusm.edu/policies/active/documents/graduate_probation_disqualification_and_reinstatement.html

Advancement to Candidacy

Advancement to candidacy (6th semester) will occur after a student successfully completes all coursework through the 4th semester with a grade of B or better, and maintains a GPA of at least 3.0 in all semesters. Successful completion of this degree requires a culminating Capstone Seminar (5th semester) and Field Experience/Internship or Thesis (6th semester).

4. Curriculum

- a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.⁸

Program Goals

The major goal of this program is to develop a new cadre of culturally-sensitive public health professionals with a population and health disparities focus. In accordance with the Council on Education for Public Health accreditation criteria, our program will broadly prepare graduates in five primary areas including:

- f) Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- g) Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
- h) Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;
- i) Health systems organization – planning, organization, administration, management, evaluation and policy analysis of health and public health programs;
- j) Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

A unique feature of our program is the **infusion** of student learning outcomes related to health disparities/cultural competency throughout the curriculum, particularly in the common core listed above. This is an important initiative on our campus that is gaining momentum, and one that this program is poised to strongly support.

⁸ Complete the Student Learning Outcomes Table. The template for this table may be downloaded from (http://www.csusm.edu/academic_programs/Curriculum_Forms/New_Forms/Table_II_for_New_Programs.xls). Provide an initial assessment plan for the program. This plan will be the basis for the annual assessment reports that will begin upon implementation of the program. The data collected via these assessments will be the basis of the first program review (generally scheduled five years after program implementation). Contact Academic Programs for sample tables from other program proposals.

Programmatic Learning Outcomes

In accordance with the standards developed by the Council On Linkages Between Academia and Public Health Practice, and recommendations from the Association of Schools of Public Health, Health Disparities Curriculum guide, our students will develop skills in eight domains (see Appendix B for Student Learning Outcome Matrix):

1. Analytic/assessment skills
2. Policy development/program planning skills
3. Communication skills
4. Health Disparities/cultural competency skills
5. Community dimensions of practice skills
6. Public health sciences skills
7. Financial planning and management skills
8. Leadership and systems thinking skills

In alignment with these eight domains, students will be able to:

1. Assess community populations to identify public health status and needs.
 2. Design a program and policies to address identified public health problems and needs including a budget proposal.
 3. Describe the implementation of a program that addresses public health problems and needs including barriers to implementation.
 4. Develop a program evaluation plan to measure effectiveness of the program.
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (**CPEC “Maintenance and Improvement of Quality”**)

See Appendix B

- c. Total number of units required for the major.

42 units

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.

N/A

- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.

Public Health, general: 51.2201

Option in Emergency Preparedness and Biosecurity

Development of a unified framework for disaster epidemiology; evaluation of evidence-based

research in emergency/trauma preparedness and responsiveness; evaluation of the ability of local public health agencies to meet preparedness standards; and improvement of regional/national/international management of trauma and emergency care clinical services through communication and information management. This option is designed for a wide spectrum of health care professionals as well as officials in government, law enforcement and emergency services. Graduates are employable by hospitals, governmental agencies, large corporations, and colleges/universities, to name a few.

Option in Health Promotion and Education

Behavioral science applied to health-related behavior for the identification of risk factors for physical and mental health illnesses, and the experimental evaluation of interventions aimed at changing risk practices or promoting healthy behaviors; emphasis is placed on vulnerable populations, such as low income, minority, women, and children. Graduates are employable by hospitals, health departments, social service and other governmental agencies, corporations, and colleges/universities.

Option in Global Health

Identification of the determinants of global health problems and the design, implementation and evaluation of global health programs and policies across sociocultural boundaries. Graduates will be able to develop innovative approaches to and negotiate the complex interrelationship between health and political, economic, and human development nationally and internationally. Requires an international internship.

- f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

Common Core

PH 501 Foundations of Public Health & Policy (3), prereq: none
PH 502 Foundations of Health Systems Organization and Delivery (3), prereq: none
PH 503 Social and Behavioral Determinants of Health (3), prereq: none
PH 504 Biostatistics (3), prereq: none (a basic stats class is req'd for program admission)
PH 505 Epidemiology (3), prereq: PH 504
PH 506 Environmental Determinants of Health (3), prereq: none
PH 507 Research Methods and Proposal Writing (3), prereq: none

Option in Emergency Preparedness and Biosecurity

PH 515 Fundamentals of Emergency Management (3), prereq: 501, 502
PH 516 Public Health Preparedness and Response (3), prereq: 502
PH 517 Evolution of Public Health Biosecurity (3), prereq: 515
PH 518 Public Health Leadership and Risk Communication (3), prereq: none
Elective

Option in Health Education and Promotion

PH 530 Health Disparities, Diversity, and Culture (3), prereq: PH 501, 503
PH 531 Methods of Community Health Education (3), prereq: PH 501, 503
PH 532 Health Program Planning, Implementation and Evaluation (3), prereq: PH 501, 502, 503, 504, 505, 506
PH 533 Health Promotion and Health Education Strategies (3), prereq: PH 532
Elective

Option in Global Health

PH 560 Principles of Global Humanitarian Emergencies (3)

PH 561 Global Health: Chronic & Infectious Diseases (3)

PH 562 Global Health Policy and Practice (3)

PH 563 Community-Based Participatory Action Research in Public Health (3)

Elective

Culminating Experience

PH 595 Capstone Seminar in Public Health (3) prereq: all prior courses in the core

PH 598 Field Experience (Project) or PH 599 Thesis (3) prereq: director consent

- g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

The three options have room for one elective. These students may choose to take a class offered for one of the other options, or may opt to take a course offered in the Masters in Nursing program such as **EDUC 608** Essential Elements of Adult Learning Theory or **EDST 641** Designing Online Experiences for Teaching and Learning, or **NURS 508** Health Care Policy (these have been approved by the Nursing Director as suitable choices). In addition, students may choose **PH 597** Independent Study that may include a mentored international travel experience. There are negotiations for a workable option for students to take GBST 300 or a closely related course that provides a larger context for global health-related issues. Other 400-level and graduate courses may be used at the consent of the MPH Graduate Advisor.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

All courses for the MPH are new courses. See Appendix C for proposed course sequencing and offerings during the first three years. All new courses are graduate-level, with the exception of the elective chosen in year 2 for Cohort 1, which may be an approved 400-level course.

Course Descriptions

PH 501 Foundations of Public Health & Policy (3 units)

Exposes students to the major domains of public health related to the five public health disciplines, including Health Services, Epidemiology, Social and Behavioral Sciences, Environmental Health, and Biostatistics. Includes the biomedical basis of public health, historical developments, the role of health ethics in research, and the future challenges to public health. Also presents the fundamentals of social and behavioral science with an emphasis on theoretical foundations as well as an introduction to advocacy, informatics,

diversity and culture, leadership, and public health biology. *Restricted to students admitted to the MPH program.*

PH 502 Foundations of Health Systems Organization and Delivery (3 units)

Introduces concepts and practices of health care and public health emphasizing the structure and functions of the health system and planning, implementation, management, and evaluation of health-related programs. Topics include mission/vision, history, core functions, infrastructure, processes, and outcomes of the health system. Theoretical and practical perspectives are presented to illustrate how the health system works. Introduces current trends in health care delivery including medical and legal issues, health policy, labor relations, managed care, group practice management and long term care. *Restricted to students admitted to the MPH program.*

PH 503 Social and Behavioral Determinants of Health (3 units)

Course examines current issues in health from a social science and behavioral perspective. Determinants of health are explored using an ecological approach to identify multilevel influences, risk factors, and health prevention and promotion strategies. A foundation for understanding of public health concepts, tools and approaches, and a critical examination of health and disease within populations is provided. *Restricted to students admitted to the MPH program.*

PH 504 Biostatistics (3 units)

Prepares students to understand and apply biostatistical methods needed in the design and analysis of biomedical and public health investigations. Major topics include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, analysis of variance, regression and modeling. Course includes practice using statistical software specific for public health. *Restricted to students admitted to the MPH program.*

PH 505 Epidemiology (3 units)

General principles, methods, and applications of epidemiology for public health, research, clinical practice, and evaluation of public policy will be presented. Included will be methods of outbreak investigations, measures of disease frequency, standardization of disease rates, research methods and study design, measures of risk, causal inference, disease screening, surveillance, and evaluation of health services and screening programs. Epidemiologic resources, databases, and problems will be identified and critical analyzes of studies in current public health literature will be examined. *Prerequisite: PH 504*

PH 506 Environmental Determinants of Health (3 units)

Course provides an introduction to environmental factors including biological, physical and chemical factors, which affect the health of a community. Primary focus is on the effects of environmental exposures associated with human health. The effects of global warming, occupational hazards, and other environmental problems on health will also be discussed. *Restricted to students admitted to the MPH program.*

PH 507 Research Methods and Proposal Writing (3 units)

Emphasizes research design, data collection, statistical analysis, computer application, and writing of research reports. Unique problems associated with data collection in public health settings such as public health departments, neighborhood health centers, and community-based organizations will be addressed. Quantitative, qualitative, and mixed research designs will be explored. Considerable emphasis is placed on evaluation of public health research

published in scholarly publications. A research proposal is written as one of the course requirements. *Restricted to students admitted to the MPH program.*

PH 515 Fundamentals of Emergency Management (3 units)

Characteristics and functions of emergency management through the study of natural, man-made and health-related disasters and emergencies are examined. History of emergency management relative to current and future risk factors and identification of strategies to promote disaster-resilient communities are explored. Integration of various sectors across phases of emergency management with an “all-hazards” approach and the importance of emergency preparedness training are evaluated. Specific attention to the role of public health is stressed. *Prerequisites: PH 501, 502*

PH 516 Public Health Preparedness and Response (3 units)

Public health emergency preparedness and response are examined to explore the role of public health in disasters and emergencies, including agents of terrorism, bioterrorism and intentional mass threats. Topics include: bio-surveillance, detecting and monitoring public health threats, rapid-needs assessments, public health emergency incident management system (ICS), emergency operations planning and exercises, infectious disease emergencies, outbreak investigation, environmental health risk assessment, and emergency planning for medically fragile/vulnerable populations. *Prerequisites: PH 502, 515*

PH 517 Public Health Biosecurity (3 units)

Students are introduced to the global system of epidemic alert and response network, international public health security, and long-term preparedness and capacity building related to public health emergencies including biological terrorism and bio-threats. Examines cases of biosecurity incidents, analyzes testing, biosecurity regulations, preventive measures to mitigate weapons of mass destruction, health data security as well as animal, plant, food and environmental monitoring systems, food and agriculture safety and defense, medical countermeasures, and CDC goals and strategies. *Prerequisite: PH 515*

PH 518 Public Health Leadership and Risk Communication (3 units)

The student is introduced to public health management and leadership theory, application, and practice. Assignments and class activities will provide the student with the tools necessary to manage and lead public health organizations and to address the complex areas that are essential to effective public health service delivery to include ethics, law, diversity, team-building, strategic planning, negotiation, and funding streams.

PH 530 Health Disparities, Diversity and Cultural Competence (3 units)

This course will examine the importance of ethnic and cultural factors for community health practice, and essential theories, models, and practices for working with ethnicity, gender, and social issues. The course will examine demographics, disparities, multicultural populations, culturally appropriate needs assessment and planning, communication, workforce, program planning, aging, sexual orientation, children and future challenges. *Prerequisites: PH 501, 503*

PH 531 Methods of Community Health Education (3 units)

This course focuses on developing the competencies of health educators to assess and analyze community-based health needs and application of wide range of health education methods and program implementation. The need to develop partnerships through advocacy, coalitions, and community engagement will be evaluated. In addition, the need for health communication, theoretical frameworks, and social media in community-based settings will

be explored. Lastly, professionalism and ethical standards with community-based methods and programs will be outlined. *Prerequisites: PH 501, 503*

PH 532 Health Program Planning Implementation and Evaluation (3 units)

Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the PRECEDE/PROCEED model as a foundation to explore various levels of program planning and evaluation. *Enrollment restricted to students admitted to the MPH program.*

PH 533 Health Promotion and Health Education Strategies (3 units)

This course provides foundational information, tools, and teaching methodologies for health promotion, disease prevention and health education. Theoretical and practical perspectives are presented to illustrate how healthcare professionals can positively influence the ability of patients, families, and diverse communities to prevent and manage their health and wellness. *Prerequisite: PH 531*

PH 560 Principles of Global Humanitarian Emergencies (3 units)

Introduces the comprehensive nature of global public health preparedness and humanitarian response efforts for natural or man-made disasters. Discussions will include the preparedness elements necessary for adequate responses to population shifts as a result of natural and man-made disasters. Theoretical, ethical, and legal issues relative to all phases of humanitarian emergencies to include resettlement will be presented. Epidemiological methods to include evaluation of infectious disease and cultural epidemiologic data will be explored as resources for key decision-making. *Enrollment restricted to students admitted to the MPH program.*

PH 561 Global Health: Chronic & Infectious Diseases (3 units)

Course provides an overview of current knowledge on mechanisms of major chronic and infectious diseases causing death and disability globally. Unique epidemiologic features, risk factors, relevant technical challenges, resource limitations, and cultural barriers that have shaped current approaches are discussed. Successful evidence-based strategies designed to prevent and control these diseases are reviewed. Millennium Development Goals of combating HIV/AIDS, malaria, and other diseases; the reduction of childhood mortality; and improvement of maternal health are addressed. *Enrollment restricted to students admitted the MPH program.*

PH 562 Global Health Policy and Practice (3 units)

Integrates key concepts, theories, and methods related to socio-cultural, political and economic determinants of health and health status from a global perspective including global health inequalities, social determinants of health, links between development and health, international health systems, global health diplomacy, human rights, health systems' reforms, and global health governance. Methodological challenges of developing policy responses to global health issues and implementation of policy and best practices in the delivery of effective, ethical, and culturally-appropriate health interventions for various settings. *Enrollment restricted to students admitted the MPH program.*

PH 563 Community-Based Participatory Research (3 units)

Introduces a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths of the community. This course provides

students with an understanding of theories, principles and strategies of community-based participatory research, the advantages and limitations to using this approach, and skills necessary for participating effectively in CBPR. *Prerequisite: PH 504*

PH 590 Special Topics in Public Health (1-3 units)

Various topics in public health and public health research. *Enrollment restricted to students admitted to the MPH program.*

PH 595 Capstone Seminar in Public Health (3 units)

Application of all prior coursework to a “real life” case study involving many of the major health service functions within a community. Emphasis on strategic planning, developing a business plan, marketing, advertising, financial and demographic analysis and program implementation within health care organizations as applied to the needs of a community. Topics include: role and function of planning and marketing, community needs, administration and the medical staff, hospital and physician relations, governance, economic and political forces, and government regulations. *Prerequisite: completion of all prior required courses in the MPH program.*

PH 597 Independent Study in Public Health (1-3 units)

Independent study in a public health area as outlined and agreed upon by the instructor and student. May include assistance on a faculty research project or an approved mentored study/travel abroad experience. *Consent of instructor required.*

PH 598 Field Experience (Project) (3 units)

Provides a supervised field experience or residency in an approved health care organization, public or non-profit health care agency. Each field experience is unique and based on the needs of the organization, interests and skills of the student. However, each field experience should be organized to offer the student a full range of administrative, operational, financial and programmatic exposures specific to the services offered by the specific organization and relevant to the student’s MPH option. *Prerequisite: advancement to candidacy*

PH 599 Thesis in Public Health (3 units)

Independent research project related to an approved public health topic. *Prerequisite: advancement to candidacy, consent of department.*

See Appendix C for complete course offering rotation

YEAR 1 (cohort 1, Health Promotion & Education)

- PH 501 Foundations of Public Health and Policy
- PH 502 Foundations of Health Systems Organization and Delivery
- PH 503 Social and Behavioral Determinants of Health
- PH 504 Biostatistics
- PH 505 Epidemiology
- PH 506 Environmental Determinants of Health
- PH 507 Research Methods and Proposal Writing
- PH 530 Health Disparities, Diversity, and Culture

YEAR 2 (cohort 1, Health Promotion & Education, cohort 2 Global Health)

- PH 501 Foundations of Public Health and Policy
- PH 502 Foundations of Health Systems Organization and Delivery

- PH 503 Social and Behavioral Determinants of Health
 - PH 504 Biostatistics
 - PH 505 Epidemiology
 - PH 506 Environmental Determinants of Health
 - PH 507 Research Methods and Proposal Writing
 - PH 530 Health Disparities, Diversity, and Culture
 - PH 531 Methods of Community Health Education
 - PH 532 Health Program Planning, Implementation and Evaluation
 - PH 533 Health Promotion and Health Education Strategies
 - Elective
 - PH 560 Principles of Global Humanitarian Emergencies
 - PH 595 Capstone Seminar in Public Health
 - PH 598 Field Experience (Project) or PH 599 Thesis
- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

See Appendix C for course sequencing. A Program Chair will be interviewed and hired. Faculty will then be hired by the Chair (through Extended Learning) to teach classes.

CSUSM currently employs three faculty with the DrPH degree. These individuals may choose to teach in the MPH program either as part of their workload or as overload through Extended Learning. If a faculty member teaches an MPH course as part of their regular workload, the department in which they reside will be compensated by EL so the department can hire an adjunct to teach their “bought out” course. This is the model established by both the School of Nursing and the Department of Kinesiology which works very well for the faculty member, program, and students:

- Devan Romero, MS in Kinesiology, DrPH in Health Education with cognate in Tobacco Epidemiology. Tenure-track faculty member in Kinesiology
 - Linnea Axman, DrPH, MSN, FNP-BC, FAANP, Specialties: Health Behavior, Global Health. Lecturer in Nursing.
 - Susan Andera, MSN - Family Nurse Practitioner in Primary Ambulatory Care, DrPH in Preventative Care. Lecturer in Nursing.
- j. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.⁹

Advancement to candidacy (6th semester) will occur after a student successfully completes all coursework through the 4th semester with a grade of B or better, and maintains a GPA of at least 3.0 in all semesters. Successful completion of this degree requires a culminating Capstone Seminar (5th semester) and Field Experience/Internship or Thesis (6th semester).

A student who earns less than a B in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a second time with a grade of B or better will provide justification for disqualification from the program. Per our campus policy, all graduate students must receive a GPA of at least 3.0 in each semester of the program in order

⁹ Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master’s program.

to maintain good standing. See the following for guidelines on maintaining good academic standing:

http://www.csusm.edu/policies/active/documents/graduate_probation_disqualification_and_reinstatement.html.

- k. Admission criteria, including prerequisite coursework.¹⁰

Admission to the University according to the following established guidelines:

General Requirements--The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. In order to be admitted to CSU San Marcos as either a post baccalaureate student or as a Graduate student, students must meet the following requirements:

1. Have completed a four-year college course of study and hold a baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities;
2. Be in good academic standing at the last college or university attended;
3. Have attained a grade point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted; and
4. Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as determined by each graduate program.

Supplementary criteria for admission into the MPH program

1. Copy of official transcript(s) from all college work sent directly to the MPH Graduate program coordinator
2. Two letters of recommendation from persons familiar with the student's academic qualifications and/or professional experience relevant to the MPH degree
3. A 300-500 word narrative statement describing how the program relates to professional goals.
4. A current resume demonstrating experience (paid or volunteer) in public health, health education, health science, or related area if bachelor's degree is not in a health-related area.
5. A grade C or better in the following courses:
 - i. Statistics (3 units)
 - ii. Introduction to Psychology (3)

- l. Criteria for student continuation in the program.¹¹

Criteria for continuation are in accordance with Executive Order 1038. In addition, students must pass all courses with at least a "B". A student who earns less than a B in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a

¹⁰ This item generally applies to graduate programs and self-support programs. For assistance, contact Graduate Studies for the first situation, and Extended Learning for the second. For an undergraduate, state-support program for which admission criteria are desired, contact Academic Programs to discuss this matter.

¹¹ This item generally only applies to programs with admission criteria (item 4k). For undergraduate programs, the criteria should be that the student remain on good academic standing (i.e., not be subject to Academic Disqualification). For assistance with this item, contact Graduate Studies, Extended Learning or Academic Programs as in item 4k.

second time with a grade of B or better will provide justification for disqualification from the program.

- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.
N/A
- n. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>¹²
N/A
- o. Advising “roadmaps” that have been developed for the major.¹³
N/A
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation Note:

Master’s degree program proposals

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

The core curriculum has been developed in accordance with the *Council on Linkages: Core Competencies for Public Health Professionals* document, adopted June 11, 2009. This document is the outcome of an enormous effort in conjunction with the Centers for Disease Control, to identify leading Student Learning Outcomes for programs of Public Health, also recognized by the Council on Education for Public Health (CEPH). We will seek accreditation from the CEPH after we have enough data to apply for this designation (a minimum of three years to complete the self-study). Accreditation is not a requirement to offer the MPH degree but will help strengthen credibility of the program for recruiting purposes once we obtain it. We will start the accreditation process as early as after the first year of the program, which will allow us to establish “accreditation in review” status.

5. Need for the Proposed Degree Major Program (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.¹⁴

¹² Contact Enrollment Management Services for assistance in completing this section.

¹³ Contact the Office of First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

¹⁴ Contact Academic Programs for a list of other CSU campuses offering related programs.

Other CSU campuses currently offering the MPH degree

Eight other campuses offer the MPH degree including: Fresno, Fullerton, Long Beach, Northridge, San Bernardino, San Diego, San Francisco, and San Jose.

Neighboring institutions offering the MPH degree

In addition to our sister CSUs, the following Southern California institutions also offer the MPH degree: Loma Linda and UCLA.

b. Differences between the proposed program and programs listed in Section 5a above.

Campus	MPH Options offered	Units
Fresno	1. Health Policy Management 2. Health Promotion	42
Fullerton	1. Health Promotion 2. Environmental and Occupational Health 3. Gerontological Health 4. Nursing Leadership	42
Long Beach	1. Health Education & Promotion	42
Northridge	1. Health Education	41-42
San Bernardino	1. Community Health Education 2. Health Services Administration (M.S.)	60 (quarter) 72 (quarter)
San Diego	1. Biometry 2. Environmental Health 3. Epidemiology 4. Health Promotion & Behavioral Science 5. Health Services Administration 6. Global Emergency Preparedness & Response (M.S.) 7. Toxicology (M.S.)	48 48 48 48 49 36 36
San Francisco	1. Health Promotion & Education	44
San Jose	1. Community Health Education	42
Loma Linda (private)	1. Biostatistics 2. Environmental and Occupational Health 3. Global Health 4. Health Education 5. Health Policy and Leadership 6. Lifestyle Medicine 7. Maternal and Child Health 8. Nutrition 9. Public Health Practice	58-69 (quarter)
UCLA	1. Biostatistics 2. Community Health Sciences 3. Environmental Health Sciences 4. Epidemiology 5. Health Services	58 (quarter)

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

This program is unique at CSUSM. While we do offer undergraduate programs that will provide prerequisites for entry into this program (B.S. Kinesiology, Option in Health Science and B.A. in Human Development, Option in Health Services, and the B.S.N), we do not currently offer a similar program or courses as those proposed here.

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

This program has been developed by an Advisory Board, utilizing the consulting expertise of faculty from Kinesiology, Nursing, and Human Development at CSUSM and from our sister CSU in San Bernardino, as well as professionals from the public sector including San Diego County Department of Health and Human Services, County of San Diego Office of Emergency Services, the San Diego Workforce Partnership and Palomar Pomerado Health. These partnerships will ensure that our graduates are trained to recognize and respond to emerging threats to public health in the coming decades in a culturally sensitive and competent manner, in service to North San Diego County. Their input has directly guided the development of our curriculum to ensure our graduates are trained to serve the specific needs of our region.

- e. Applicable workforce demand projections and other relevant data.¹⁵

Regional demand for individuals with the MPH degree

Table 1 displays data from the California Employment Development Department showing industry trends and projections in San Diego County through 2016 sorted by numeric growth.

Table 1. Industry trends and projections in San Diego County, 2006-2016

Industry Sector	Projected Employment		Projected Growth (2006-2016)	
	2006	2016	Numeric	Percentage
Professional and Business Services	213,600	250,300	36,700	17.2%
Trade, Transportation, and Utilities	222,000	257,200	35,200	15.9%
Government	217,900	250,200	32,300	14.8%
Leisure and Hospitality	156,500	185,400	28,900	18.5%
Education Services, Healthcare and Social Assistance	125,100	146,600	21,500	17.2%
Construction	92,700	100,500	7,800	8.4%
Other Services (excludes Private Household Workers)	48,400	54,300	5,900	12.2%
Financial Activities	83,700	87,600	3,900	4.7%
Manufacturing	103,900	106,400	2,500	2.4%
Transportation, Warehousing, and Utilities	28,700	31,100	2,400	8.4%
Natural Resources and Mining	500	500	0	0.0%
All Industry Sectors, Total Employment	1,448,700	1,637,600	188,900	13.0%

Source: California Employment Development Department, 2009

While four other industry sectors are expected to add a greater number of jobs to the county than the *education services, healthcare and social assistance* sector, the sector is projected to be among the fastest-growing, at a rate of 17% between 2006 and 2016; this suggests that long-term projections may point to even higher growth beyond 2016.

A report produced by the San Diego Workforce Partnership, called *San Diego's Healthcare Sector, A Prescription for Strength* (September, 2005), outlines a need for career ladders in the health care sector. Currently there are numerous positions that are terminal, and programs that prepare citizens for a narrow and limited set of occupations.

An MPH is a desirable second degree for many currently working in the healthcare sector, including nursing and those with prior military training. Table 2 displays data from the

¹⁵ One source of data, in addition to those provided at the end of section 5, is the San Diego Association of Governments website: <http://www.sandag.cog.ca.us>

California Employment Development Department showing public health-related occupational job titles of those who may desire our MPH degree as part of their career ladder. As an example, San Diego County’s recently completed pilot program on public health nursing that allows nurses to efficiently reach San Diego’s medically indigent population, was very successful and demonstrates a need for professionals trained in multiple allied health areas. The option in Global Health will be a very desirable option for nurses and other allied health professionals with an interest in international health work. The option in Emergency Preparedness and Bioterrorism may attract those with current/prior military training or those with an interest in other areas of environmental health. Governmental agencies including Homeland Security, are increasingly interested in graduates with specialized training in these areas to deal with the ever-present threat of terrorism and natural disasters.

Table 2. Occupations Requiring Advanced Education That May Be Relevant for a Second Degree in Public Health, by Education Required for Employment

Potential Target Audience for Second Degree Attainment within Public Health-Related Fields	
Public Health-Related Occupational Title	Projected Employment 2016
Master's Degree	
Market Research Analysts	3,300
Health Educators	1,160
Health Specialties Teachers, Postsecondary	720
Life Scientists, All Other	550
Recreation and Fitness Studies Teachers, Postsecondary	380
Urban and Regional Planners	620
Psychologists, All Other	450
Survey Researchers	330
Health Diagnosing and Treating Practitioners, All Other	290
Sociologists	190
Social Scientists and Related Workers, All Other	340
First Professional Degree	
Family and General Practitioners	560
Obstetricians and Gynecologists	130
Pediatricians, General	610
Psychiatrists	220
Total Projected Market Size	17,600

Source: California Employment Development Department, 2009

- f. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.¹⁵

See previous section

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

US Department of Labor, Bureau of Labor Statistics

California Labor Market Information

Labor Forecast

6. Student Demand (CPEC “Student Demand”)

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community

colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.¹⁶

With a broadly-focused core and a choice of more specialized options, the proposed Master of Public Health will draw students from four primary health-related undergraduate degrees on our campus: nursing, human development, biology, psychology, kinesiology, (and possibly even business administration). Faculty advisors in each of these areas have had students pursue the MPH degree at other universities and have had a substantial number express an interest in such a program on our campus. Human Development currently has a Health Services concentration, and Kinesiology has a Health Science option -- both tend to draw students interested in a variety of health-related fields. Kinesiology in particular, has just renewed our agreement with San Diego County Health and Human Services so that our Health Science interns can pursue a meaningful mentored internship experience at that level. In addition, there are over 600 pre-nursing majors on our campus, most of whom do not gain admission into our impacted Nursing degree program. While some choose to transfer to other universities when they are not admitted into nursing, most select other undergraduate majors such as human development and kinesiology. These students may view an MPH degree as an attractive alternative to a career in Nursing following a bachelor's degree, which may help retain these students at our university. Several CSUSM graduates with a B.S. in Biology have already pursued the MPH degree at SDSU, so we hope that our program will be attractive to students who wish to pursue careers in health-related areas other than medicine. Table 3 represents CSUSM majors in each of the areas that produce students who tend to choose an MPH degree after graduation:

Table 3. CSUSM health-related majors and degrees awarded 2009-2011.

Major/area of study	Majors			Degrees awarded		
	Fall 2009	Fall 2010	Fall 2011	2008-09	2009-10	2010-11
Kinesiology/PKIN	655	624	677	62	80	110
Human Development	622	609	567	117	119	131
Nursing/PKIN	538	487	487	N/A	116	89
Biology	345	404	474	35	30	40
Psychology	585	583	709	139	124	104
Total	2745	2707	2914	353	469	474

A link to a short, five-item questionnaire was sent via email to 1349 majors above to assess their interest in this potential program during the Fall 2009 semester. A total of 305 (23%) students responded. Results were as follows (keep in mind that these are only our “traditional” students being polled. These responses could be different for individuals in the workplace who might choose this degree as a way to improve their careers):

¹⁶ Contact Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. Contact Academic Programs to obtain enrollment histories in specific courses. Surveys of potential employers might show the need for the proposed program. Please explain if there are discrepancies between national/statewide/professional manpower surveys and local findings. Contact the Career Center for assistance in completing this section.

Question 1: How interested would you be in pursuing a Master of Public Health Degree (MPH) if it were offered at CSUSM?

	Response percent	Response count
Very interested	33%	100
Possibly interested	57%	174
Not interested	10%	30

Question 2: If you stated that you were either "very interested" or "possibly interested", would you still be interested if it were offered through self-support through Extended Learning (financial aid is still available but courses are more expensive than state-sponsored classes).

	Response percent	Response count
Yes, still interested	17%	51
Might still be interested depending on the cost	60%	183
No, not interested	15%	45
Not applicable	8%	24

Question 3: If you answered "yes, still interested" or "might still be interested" would you prefer to take classes face-to-face, hybrid (online/face-to-face), or fully online?

	Response percent	Response count
Face-to-face	45%	133
Hybrid	31%	92
Fully online	6%	19
Not applicable	18%	53

Question 4: If you answered either "face-to-face" or "hybrid", would you prefer to meet with your classes during the day, evenings, and/or weekends (mark all that apply)?

	Response percent	Response count
During the day	63%	186
Evenings	45%	131
Weekends	19%	54
Not applicable	22%	62

Question 5: Last question...if you are interested in possibly pursuing the MPH, which of the following "options" would interest you most (mark all that apply)?

	Response percent	Response count
Health Promotion &	58%	175

Education		
Health Services Administration	47%	145
Emergency Preparedness & Bioterrorism (Environmental Health)	34%	103
Not applicable	11%	32
Other (please describe)		17

Other replies included: reproductive health, gerontology, epidemiology, international health

b. Issues of access considered when planning this program.

Self-support programs have been criticized in the past as being available only to those who can afford them. While it is true that state funds will not be used to subsidize tuition for this program, we have priced this program to be extremely competitive with a state-sponsored masters program. At \$535 per academic unit plus \$137 administrative fee per semester, this six-semester (includes 2 summers), 42-unit program will cost each student approximately \$23,292. In comparison, a similar program offered on the stateside costs each student approximately \$22,962, a difference of only \$330. Since federal financial aid is available for this program, we believe it will provide an attractive option for all prospective students.

c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.¹⁷

Major/area of study	Majors			Degrees awarded		
	Fall 2009	Fall 2010	Fall 2011	2008-09	2009-10	2010-11
Kinesiology/PKIN	655	624	677	62	80	110
Human Development	622	609	567	117	119	131
Nursing/PKIN	538	487	487	N/A	116	89
Biology	345	404	474	35	30	40
Psychology	585	583	709	139	124	104
Total	2745	2707	2914	353	469	474

d. Professional uses of the proposed degree program.

Option in Emergency Preparedness and Biosecurity

Development of a unified framework for disaster epidemiology; evaluation of evidence-based research in emergency/trauma preparedness and responsiveness; evaluation of the ability of local public health agencies to meet preparedness standards; and improvement of regional/national/international management of trauma and emergency care clinical services through communication and information management. This option is designed for a wide spectrum of health care professionals as well as officials in government, law enforcement and emergency services. Graduates are employable by hospitals, governmental agencies, large

¹⁷ Contact Enrollment Management Services for these data.

corporations, and colleges/universities, to name a few.

Option in Health Promotion and Education

Behavioral science applied to health-related behavior for the identification of risk factors for physical and mental health illnesses, and the experimental evaluation of interventions aimed at changing risk practices or promoting healthy behaviors; emphasis is placed on health disparities in vulnerable populations, such as low income, minorities, women, and children. Graduates are employable by hospitals, health departments, social service and other governmental agencies, corporations, and colleges/universities.

Option in Global Health

Identification of the determinants of global health problems and the design, implementation and evaluation of global health programs and policies across sociocultural boundaries. Graduates will be able to develop innovative approaches to and negotiate the complex interrelationship between health and political, economic, and human development nationally and internationally. Requires an international internship.

- e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.¹⁸

We have priced the program assuming that we can start 1 new cohort every Fall, with each cohort between 22-25 students. If the program is implemented beginning Fall 2013, the first graduating class will be Summer 2015. The following table represents the number of projected majors for the first three years:

Semester	Number of students	Number of graduates
AY 13-14	22	0
AY 14-15	44	0
AY 15-16	44	22
AY 16-17	44	44
AY 17-18	44	44

7. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.
(Code Memo EP&R 85-20)

¹⁸ Contact Academic Programs for assistance in estimating the number of majors and graduates.

- Program Chair/TT Faculty Member #1 (TBD): hire Spring 2014
 Rank: Associate or Full Professor, TT Faculty
 Degree: DrPH/PhD
 Specialty: Global Health, Health Promotion and Education, Emergency Preparedness and Biosecurity, Epidemiology (or similar areas)
- TT Faculty Member #2 Devan Romero, DrPH
 Rank: Assistant Professor, TT Faculty, Kinesiology
 Degree: DrPH
 Specialty: Health Education, Tobacco Epidemiology
- TT Faculty Member #3 (TBD): hire AY 2014/2015
 Rank: Assistant Professor, TT Faculty
 Degree: DrPh/PhD
 Specialty: Emergency Preparedness and Biosecurity (or similar areas)
- Faculty (Lecturer) Member #4 Linnea Axman, DrPH
 Rank: Part-time Lecturer, Nursing
 Degree: DrPH, MSN, FNP-BC, FAANP
 Specialty: Health Behavior, Global Health
- Faculty (Lecturer) Member #5 Susan Andera, DrPH, NP
 Rank: Full-time Lecturer, Nursing
 Degree: DrPH, NP-C
 Specialty: Preventive Care
- Faculty (Lecturer) Member #6 Deborah Morton
 Rank: Part-time lecturer, American Indian Studies
 Degree: PhD, Public Health
 Specialty: Epidemiology

- b. Space and facilities that would be used in support of the proposed program.

Courses may be delivered using a combination of traditional, online/hybrid, and distance-learning course formats. Face-to-face meetings will likely occur in the evenings on the CSUSM campus or at the newly-established Temecula campus, which is an ideal schedule for those who work and may attract early and mid-career individuals wishing to improve their marketability. (We anticipate launching the program on the main campus and adding a Temecula cohort later). This schedule will also provide access to classrooms that are not available during the regular daytime schedule. The Temecula campus has its own distance-learning classroom which may provide a unique opportunity to stream live lectures or collaborate with main campus facilities to deliver lectures.

**Library statement regarding resources needed to support a Master's Program in Public Health
 March 19, 2010
 Prepared by Yvonne Nalani Meulemans
 Human Services and Psychology Librarian**

This is the Library's statement regarding resources needed in order to support such a program.

Library Materials

It is difficult to assess monograph (books) needs for such a program, as there is some degree of overlap with materials that have been collected for School of Nursing, and the Human Development, Psychology, and Kinesiology majors. Without full descriptions of courses, possible areas of research, and other details, it is extraordinarily difficult to assess the Library holdings and needs for a brand-new program. However, a soft estimate of \$5000 would allow for the acquisition of a nominal, core collection of monographs focused on public health.

A more significant need is access to current research, via journals, in this field of study. For this, the Medical Library Association's Public Health and Health Administration Section maintains a list of core journals needed to support the work of students and faculty in this field. There are two lists maintained: a list of essential titles, that all libraries supporting public health programs must have and a list of titles needed to support 'research-level' institutions. The lists, in their entirety, are below. Titles in black, with dates, are titles for which CSUSM Library has a current subscription/access. Titles in red, without dates, are titles that CSUSM Library does not have. The dollar amounts next to these titles indicate the cost to subscribe. These costs are from Ulrich's Periodical Directory, a centralized source for journal prices, and are for the lowest institutional price available.

The cost to purchase the titles on the Essential Core Public Health Journals list that CSUSM Library does not have is \$7,120.00. The cost to purchase the titles on the Research Level Core Public Health Journals that CSUSM Library does not have list is \$6,493.00.

**Essential Core Public Health Journals
(per Medical Library Association, Collection
Development/Public Health Section)**

AIDS Education and Prevention	(2002)-
American Journal of Epidemiology	(1996)-
American Journal of Industrial Medicine	(1980)-
American Journal of Preventive Medicine	(1998)-
American Journal of Public Health	(1891)-
Annual Review of Public Health (\$197)	(1975)- (2005)
BMC Public Health	(2001)-
BMJ	(1998)-(2006)
Bulletin of the World Health Organization	(1947)-
Disaster Management and Response (\$135)	
Emerging Infectious Diseases	(1995)-
Environmental Health Perspectives	(1972)-
Epidemiology	(1992)-
Health Affairs: the Policy Journal of the Health Sphere	(1981)-
Health Care Financing Review	(1987)-
Health Policy and Planning	(1966)-
Health Services Research	(1966)-
Injury Prevention	(1995)-
Inquiry	(1998)-
International Journal of Epidemiology	(1996)-
JAMA: Journal of the American Medical Association	(1998)-
Journal of Adolescent Health	(1995)-
Journal of Community Health	(1975)-
Journal of Epidemiology and Community Health	(1947)-
Journal of Health Care for the Poor and Underserved	(2004)-
Journal of Health Communication	(1996)-
Journal of Health Politics, Policy, and Law	(1976)-

Journal of Occupational and Environmental Medicine (\$907)	
Journal of Primary Prevention	(1980)-
Journal of Public Health	(1996)-
Journal of Public Health Management and Practice (\$318)	
Journal of Public Health Policy (\$356)	(1980)-
Journal of Rural Health	(1985)-
Journal of School Health	(1984)-
Journal of Urban Health	(1925)-
Lancet	(1995)-
Medical Care	(1963)-
Milbank Quarterly	(1986)-
Morbidity and Mortality Weekly Report	(1982)-
Morbidity and Mortality Weekly Report. CDC Surveillance Summaries	(1983)-
Morbidity and Mortality Weekly Report. Recommendations and Report	(1990)-
New England Journal of Medicine	(1963)-
Prehospital and Disaster Medicine (\$400)	
Preventing Chronic Diseases	(2004)-
Prevention Science	(2000)-
Preventive Medicine	(1993)-
Public Health Reports	(1974)-
Social Science and Medicine	(1990)-
Statistics in Medicine	(1982)-

**Research Level Core Public Health Journals
(per Medical Library Association, Collection
Development/Public Health Section)**

American Journal of Community Psychology	(1973)-
American Journal of Health Promotion (\$177)	
American Journal of Nursing	(1900)-
Annals of Internal Medicine	(1985)-
Archives of Environmental & Occupational Health: An International Journal	(1975)-
Archives of Internal Medicine	(1998)-
Avian Diseases	(1957)-
Biosecurity and Bioterrorism (\$580)	
BMC Public Health	(2001)-
Cancer Causes and Control	(1990)-
Epidemiologic Reviews	(1996)-
Epidemiology and Infection	(1901)-
European Journal of Public Health	(1996)-
Health & Place	(1995)-
Health and Social Care in the Community	(1993)-
Health Care Management Review (\$335)	

Health Economics	(1992)-
Health Education and Behavior	(1999)-
Health Promotion Practice	(2000)-
Infection Control and Hospital Epidemiology	(1988)-
International Journal of Emergency Mental Health (\$382)	
International Journal of STD and AIDS (\$375)	
International Journal of Tuberculosis and Lung Disease (\$887)	(1997)-
Journal of Adolescent Health	(1995)-
Journal of Clinical Epidemiology	(1995)-
Journal of Community Health	(1975)-
Journal of Community Health Nursing	(1984)-
Journal of Environmental Health	(1993)-
Journal of Immigrant and Minority Health	(1999)-
Journal of Infectious Diseases	(1999)- (2006)
Journal of Medical Screening	(1998)-
Journal of Nutrition	(1928)-
Journal of Occupational and Environmental Hygiene	(2006)-
Journal of Public Health	(1996)-
Journal of the American Statistical Association (JASA)	(1922)-
Journal of the American Veterinary Medical Association (\$150)	
Journal of the National Cancer Institute (JNCI)	(1983)-
Journal of Travel Medicine	(1994)-
Journal of Urban Health	(1925)-
Journal of Women's Health	(1992)-
Maternal and Child Health Journal	(1997)-
Medical Care	(1963)-
Pediatrics (English edition)	(1985)-
Preventive Medicine	(1993)-
Preventive Veterinary Medicine	(1995)-
Public Health Nursing	(1984)-

Librarian support

Currently, the Human Services and Psychology Librarian supports the Human Development, Kinesiology, and Psychology degree programs, and the School of Nursing. While the addition of a Master's in Public Health would be an additional workload in terms of reference/research consultation, instruction, and collection development, the librarian in this position has the background and expertise necessary. The amount of additional workload is unclear, in part because of the subject overlap that may/may not occur.

- d. Existing academic technology, equipment, and other specialized materials currently available.¹⁹

IITS does have an MOU in place for technology support that includes everything except evening support. If evening support were necessary (such as for the use of a distance education classroom), Extended Learning would pay the costs for these services.

Bill Ward states that, “The campus has a distance learning center in Mark 104 and Temecula has one as well. If computer labs are needed there are plenty on campus. There are 50 laptops available in Temecula but scheduling would be critical because they are in use by the Nursing program as well. Support for nighttime classes would be required at an extra cost if distance learning will be used.”

8. Additional Support Resources Required (CPEC “Total Costs of the Program”)

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.²⁰

All faculty/staff will be paid for by funds generated through self-support and existing Extended Learning support staff.

- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.²¹

This program will be offered in the evenings on the CSUSM main campus, which will allow use of classrooms at traditionally non-optimal course times. At least 3 office spaces will need to be identified to accommodate the MPH Director and new faculty members. Ideally these offices would be in close proximity to others in the College of Education, Health, and Human Services.

- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.²²

¹⁹ Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

²⁰ Include additional faculty lines needed to support the course offerings indicated in 4.i and 4.o. Indicate whether any external funds are expected to support faculty lines.

²¹ Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

²² This should follow directly from the Library report in 7.c.

See section 7 (c) above

- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.²³

See section 7 (d) above

²³ Information technology and academic computing needs should follow directly from the IITS report in 7.d. Additional specialized equipment and materials that will be needed should be addressed here.

9. Additional CSUSM New Program Requirements

A. Summarize the responses in items **8a-8d** by completing the spreadsheet in Table III. The template for this table may be downloaded from

http://www.csusm.edu/academic_programs/Curriculum_Forms/fill_in_rest_of_URL.

B. List all pre-requisites and/or required preparatory courses for the major, and in what year of a four-year sequence they would be taken. Indicate which courses are outside of the department proposing the major.²⁴

The following courses are required prerequisites for admission into the MPH program

Course Title	Units of Credit	Year Taken	Outside major dept?
Statistics	3	N/A	yes
Introduction to Psychology	3	N/A	yes

C. Referring to the proposed course-offering plan you completed in section 4i, list required and elective²⁵ courses, and the semester and year in the sequence.²⁶ Identify any courses in the major department for which course-based fees might be appropriate (e.g., expendable supplies).

All options have room for an elective. The students may choose to take a class offered for one of the other options (**PH 518** is a likely choice given the sequence), or may opt to take a course offered in the Master in Nursing program such as **EDUC 608** Essential Elements of Adult Learning Theory or **EDST 641** Designing Online Experiences for Teaching and Learning, or **NURS 508** Health Care Policy (these have been approved by the Nursing Director as suitable choices). We are also negotiating a workable option for students to take **GBST 300** or a closely related course that provides a larger context for global health-related issues. Other 400-level and graduate courses may be used at the consent of the MPH Graduate Advisor. None of the PH courses will have labs or require a course-based fee.

See Appendix C for proposed course sequence

²⁴ See section 4f

²⁵ If the choice among electives is extensive, list a generic "Elective" under Course Title.

²⁶ In addition to section 4i, refer to sections 4f and 4g.

APPENDIX A

CSUSM Master in Public Health

42 units total (all courses 3 units each)

Common Core		
	<ul style="list-style-type: none"> • PH 501 Foundations of Public Health and Policy • PH 502 Foundations of Health Systems Organization and Delivery • PH 503 Social and Behavioral Determinants of Health • PH 504 Biostatistics • PH 505 Epidemiology • PH 506 Environmental Determinants of Health • PH 507 Research Methods and Proposal Writing 	
	Option in Health Promotion and Education	Option in Global Health
Option in Emergency Preparedness & Biosecurity		
PH 515 Fundamentals of Emergency Management	PH 530 Health Disparities, Diversity, and Culture	PH 560 Principles of Global Humanitarian Emergencies
PH 516 Public Health Preparedness and Response	PH 531 Methods of Community Health Education and Evaluation	PH 561 Global Health: Chronic & Infectious Diseases
PH 517 Public Health Biosecurity	PH 532 Health Program Planning, Implementation and Evaluation	PH 562 Global Health Policy and Practice
PH 518 Public Health Leadership and Risk Communication	PH 533 Health Promotion and Health Education Strategies	PH 563 Community-Based Participatory Research in Public Health
Elective (may be PH 597)	Elective (may be PH 597)	Elective (may be PH 597)
Culminating experiences		
<ul style="list-style-type: none"> • PH 595 Capstone Seminar in Public Health • PH 598 Field Experience (Project) or PH 599 Thesis (both require Advancement to Candidacy) 		