CALIFORNIA STATE UNIVERSITY
LONG BEACH

DrPH

DOCTOR OF PUBLIC HEALTH
STUDENT HANDBOOK

**California State University, Long Beach
Department of Health Science
Department of Health Care
Administration**
{School of Population and Public Health}

DrPH Student Handbook

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Welcome Letter to the DrPH Student

Dear DrPH Student:

Welcome to the Doctor of Public Health (DrPH) Degree Program at California State University, Long Beach. The faculty members look forward to working with you as you progress toward your doctoral degree. In order to assist you in this process, this DrPH Student Handbook is designed to provide you with important information to navigate the educational process 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 educational process as a Doctor of Public Health student in the program.

We are delighted you have chosen to make CSULB DrPH program. Enjoy your educational journey!

The Faculty and the Chairs of Health Science and Health Care Administration

SECTION I: GENERAL INFORMATION RELATED TO THE DrPH PROGRAM

I-A   Mission Statement: California State University Long Beach

CSULB enriches the lives of its students and its surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good.

I-B   Mission Statement: CSULB Department of Health Science/School of Population and Public Health (SPPH)

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

I-C   Vision Statement: Department of Health Science/Population and Public Health

To be the premier School of Population and Public Health in California that produces outstanding public health professionals to meet the needs of underserved societies locally and globally.

I-D   Philosophy Of Department of Health Science/School of Population and Public Health

In accordance with the philosophy of California State University Long Beach (CSULB), the Faculty of the Department of Health Science (H SC) /SPPH believes that undergraduate and graduate HSC education is based upon a broad background in the sciences and liberal arts education. The Department of HSC and HCA academic programs are planned in response to societal needs. The faculty believes that HSC majors at the baccalaureate level are prepared as generalist in school health or as community educators. The Master of Public Health students are prepared to function as highly competent professionals and leaders in public health. The DrPH graduates are prepared academically at the highest level to be public health leaders in public agencies, private sector settings, and academia that work towards improving public health on a domestic and global levels. Within this capacity, the DrPH graduate will conduct research resulting in theory-driven interventions, translation and implementation of evidence-based practice in the real world, while making a significant contribution towards increasing health equity for underserved populations.

The philosophy underlying the Department of HSC/SPPH is based on set of commonly held beliefs by the faculty about *individual, health, public health, environment, learning/teaching, and the Public Health Student*

Individual: An individual is a dynamic, holistic, biopsychosocial, spiritual, cognitive, culturally diverse and autonomous being, who is in constant state of change and adaptation in response to both internal and external forces, as the individual moves through the developmental stages of life and through the wellness-illness continuum. Faculty believe that individuals as recipients of these care, have rights, needs, and are capable of making decisions. When their decision-making capacity is compromised, they need help to maintain or advance these positions along the wellness-illness continuum. In public health, the unit of caring-- that is, the recipient of caring is the community.

Community: A community is a dynamic group of people from similar and/or diverse cultural backgrounds. Like an individual, they are in constant state of change and adaptation in response to both internal and external forces. Community as recipients of care, have rights, needs and are capable of making decisions. When their decision - making capacity is compromised due to natural disasters or war, they need help to maintain their equilibrium.

Health: Consistent with the World Health Organization's definition, "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". Health is a dynamic state of wellbeing and equilibrium in an individual's biopsychosocial, cognitive, and spiritual domains of life. Health is achieved through successful adaptation of individual to external and internal life's stressors along the wellness-illness continuum.

Public Health: According to the World Health Organization (WHO), "Public health refers to all organized measures (whether public or private) to prevent disease, promote health, and prolong life among the population as a whole. The aim of public health is to improve the health of populations by keeping people healthy, improving their health and by preventing disease. The essentials of public health that are threaded throughout the curriculum of the DrPH program are prevention of illness, promotion of health and protection of the vulnerable from all harms.

Environment: The environment is a state or a setting within which the individual, family, and the community exists. Environment can be physical, conceptual, internal and external. Stimuli in the form of stressors from each of these environments create the response and adaptability of individuals, families, and communities.

Learning/teaching: The pedagogy of the DrPH program is geared to independent adult learners who have sound foundation in the science of public health. Thus, active learning strategies are preferred, with critical examination of the literature and reviewing of public health practice to become experts in translating knowledge to improve public health outcomes. Classroom and internships /practicum experiences in the DrPH program are designed to provide systematic opportunities for feedback, and reflection, as well as involvement with experts in public health and related disciplines.

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Throughout the program, faculty serve as mentors to foster creative analytic skills and professional leadership development.

HSC/Public Health Students: They are adult learners who are committed to the profession to improve the health and wellbeing of individuals, families, communities and globally. They are capable of inquiry, critical systems thinking and are responsible for their actions. Faculty recognizes that students come with great potentials, needs and personal beliefs that are reflective of their distinct backgrounds. The faculty of the HSC/SPPH upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family and community, freedom of expression, freedom of choice, innovation and life-long learning.

I-E Value 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 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.

Organizational Chart: Department of Health Science & School of Population and Public Health

Organizational Chart of the CHHS School of Pupolation and Public Health
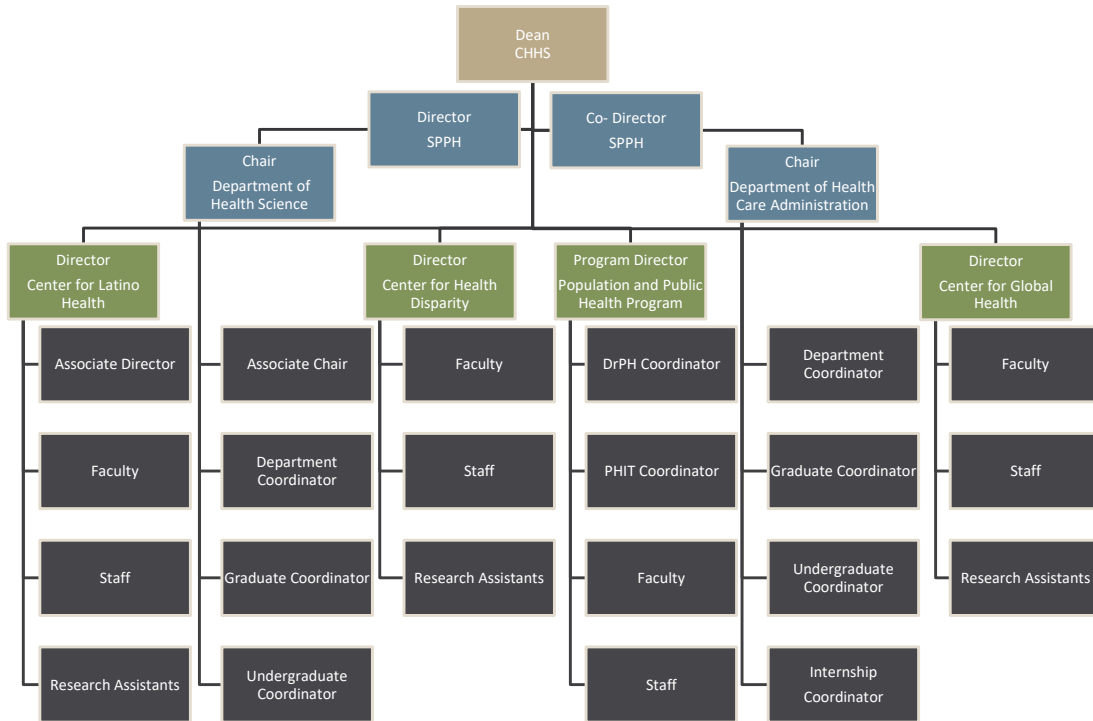
Goal of Health Science/SPPH Doctor of Public Health Program

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.

The Doctor of Public Health Student Handbook provides detailed information specific to the CSULB DrPH program and is meant to supplement the California State University Long Beach (CSULB) University Catalog. It is important to read the Catalog for the year you started the DrPH program and this Handbook thoroughly, ask for clarification as needed, and keep these documents for references throughout your enrollment in the program.

It is essential for you to obtain a copy of the CSULB University Catalog for the year you start the DrPH Program for reference while you are enrolled in the DrPH Program. Students are expected to be familiar with all university, student, and academic policies. The HSC Department and the School of Population and Public Health (SPPH) policies conform to those of the university and College of Health and Human Services (CHHS), of which the SPPH is a part.

The University Catalog and the DrPH Student Handbook are updated annually. Students must abide by current policies throughout their time of enrollment. Should updates be made to the DrPH Student Handbook during an academic year, students will be notified via their CSULB email of the specific policy change.

Three websites provide important information for DrPH students:

- The CSULB website https://www.csulb.edu/ details university information and resources.

- The Graduate Studies website https://www.csulb.edu/graduate-studies provides important dates and deadlines, student responsibility guidelines, a link to the Graduate Student Guide, and graduate forms.

- The Department Health Science website https://www/csulb/edu/health-science

Overview of the DrPH Program

The post masters (MPH) Doctor of Public Health (DrPH) degree program is a 48 - semester units, two- calendar year (full time) or three years (part time) program that prepares graduates to be public health leaders, senior level administrators, applied researchers, policy makers and educators providing leadership to protect and improve the public's health, at the community, state, national and global levels. The graduate will achieve this purpose by enrolling in one of the following three areas of specializations called areas of concentration: (1) Public Health informatics and Technology; (2) Global Health; and (3) Health Policy and Management.

The proposed DrPH degree program is a state- supported program. The program is designed for working professionals and includes both face-to-face and hybrid instructional modalities.

Purpose: The purpose of the Doctor of Public Health program is to prepare advance practice public health professionals in the following three areas of specializations:

a. *Public Health Informatics and Technology*—to strengthen the U.S. public health Information technology efforts, improve COVID-19 and other health related data collection and increase representation of underrepresented communities within the public health IT workforce.

b. *Global Health* -- to meet the health promotion and disease prevention aspect of public health at all levels of humanity -- local, national and global levels. True public health efforts must address global health needs. Attending to global health issues not only expands the wellbeing of our world but strengthens national security by ensuring our ability to prevent, detect and respond to global disease. The Global Health Concentration will engage students in developing deep understanding of common as well as unique issues that impact health and health care around the world. Students will advance their leadership skills to effectively integrate political and economic factors in work to enhance health for populations across the globe.

c. *Health Policy and Management* – The purpose of this specialization is to enable the graduate to serve the leadership needs of the community in health policy and management. California is home to many health care agencies and has diverse leadership needs in both the public and private sector.

Program of Study for full time and part time DrPH students (Tables 1 and 2)

Table 1 DOCTOR OF PUBLIC HEALTH PROGRAM MAP FOR FULL-TIME STUDENTS

DrPH Specializations	MPH Prerequisites Foundations (18 Units)			DrPH Core Modules (25 units) Year 1			DrPH Electives (6) / Concentration (9) Year 2		Pre (1) & Dissertation (7)
	F 23	Sp 24	Sm 24	F 24	Sp 25	Sm 25	F 25	Sp 26	Sm 26
PH Informatics & Technology	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	PPH 785-3	PPH 705-3*	PPH 5xx-3**	PPH 785B-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		PPH 786-3*	PPH 7xx-3	PPH 798-3
	HSC 570-3			PPH 796-3	PPH 770-3	PPH 708-3	PPH 797-1	PPH 798-3	
	HSC 624-3						PPH 798-1		
							PPH 775-1		
	12	6		9	9	6	9	9	6
Global Health	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	PPH 785-3	PPH 705-3*	HSC 620-3***	PPH 785C-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		PPH 786-3*	PPH 740-3	PPH 798-3
	HSC 570-3			PPH 796-3	PPH 770-3	PPH 708-3	PPH 797-1	PPH 798-3	
	HSC 624-3						PPH 798-1		
							PPH 775-1		
	12	6		9	9	6	9	9	6
Health Policy & Management	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	PPH 785-3	PPH 705-3*	HSC 508-3****	PPH 785D-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		PPH 786-3*	PPH 750-3	PPH 798-3
	HSC 570-3			PPH 796-3	PPH 770-3	PPH 708-3	PPH 797-1	PPH 798-3	
	HSC 624-3						PPH 798-1		
							PPH 775-1		
	12	6		9	9	6	9	9	6

*   Or take any one of the following courses: SSPH780-3, or PPH 795-3
**   Or take any of the following courses: SSPH 6xx-3, or HCA 717-3, or EMER 506-3, or EMER 540-3
***   Or take any of the following courses: GERN 574-3, or PPA 571-3, or HCA 520-3, or any of the 500/600 level approved courses
**** Or take any of the following courses: EMER 540-3, or HCA 517-3, 0r HCA528-3, or HCA 538-3, or HCA 550-3, or HCA 552-3

Color Code:

- Core Module Courses, totaling 25 units
- Elective Courses, totaling 6 units
- Concentration Courses, totaling 9 units
- Dissertation Preparation Course, 1 unit
- Dissertation Courses, totaling 10 units.

Table 2 DOCTOR OF PUBLIC HEALTH PROGRAM MAP FOR PART-TIME STUDENTS

DrPH Specializations	MPH Prerequisites Foundations (18 Units)			DrPH Core Modules (25 units)			DrPH Electives (6) / Concentration (9)			DrPH Pre (1) & Dissertation (7)	
				Year 1			Year 2			Year 3	
	F 23	Sp 24	Sm 24	F 24	Sp 25	Sm 25	F 25	Sp 26	Sm 26	F 26	Sp 27
PH Informatics & Technology	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	PPH708-3	**PPH 796-3**	PPH 705-3*	PPH 5xx-3**	PPH 785B-3	PPH 7xx-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		**PPH 785-3**	PPH 786-3*		PPH 798-4	PPH 798-2
	HSC 570-3			PPH 775-1	PPH 770-3		PPH 797-1	PPH 798-1			
	HSC 624-3										
	12	6		7	9	3	7	7	3	7	5
Global Health	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	SPPH708-3	**PPH 796-3**	PPH 705-3*	HSC 620-3***	PPH 740-3	PPH 785C-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		**PPH 785-3**	PPH 786-3*			
	HSC 570-3			PPH 775-1	PPH 770-3		PPH 797-1	PPH 798-1		PPH 798-4	PPH 798-2
	HSC 624-3										
	12	6		7	9	3	7	7	3	7	5
Health Policy & Management	HSC 500-3	HSC 528-3		PPH 700-3	PPH 724-3	SPPH708-3	**PPH 796-3**	PPH 705-3*	NRSG 704-3	PPH 785D-3	PPH 750-3
	HSC 503-3	HSC 696-3		PPH 703-3	PPH 728-3		**PPH 785-3**	PPH 786-3*			
	HSC 570-3			PPH 775-1	PPH 770-3		PPH 797-1	PPH 798-1		PPH 798-4	PPH 798-2
	HSC 624-3										
	12	6		7	9	3	7	7	3	7	5

*   Or take any one of the following courses: SPPH 780-3, or SPPH 795-3

**   Or take any one of the following courses: SPPH 6xx-3, or HCA 717-3, or EMER 506-3, or EMER 540-3.

***   Or take any one of the following courses: GERN 574-3, or PPA 571-3, or HCA 520-3, or any of the 500/600 level approved courses.

Color Code:

Core Module Courses, totaling 25 units 9

Elective Courses, totaling 6 units

Concentration Courses, totaling 9 units

Dissertation Preparation Course, 1 unit

Dissertation Courses, totaling 10 units.

Curriculum:

All courses must be completed

Core Courses (25 units)/Community Health Emphasis		
PPH 700	Current Issues in Applied Epidemiology	3 units
PPH 703	Advanced Public Health Statistics	3 units
PPH 708	Ethics for Public Health Policy Leaders	3 units
PPH 724	Program Development to Implementation in Health Promotion	3 units
PPH 728	Advanced Environmental Health & Social Justice	3 units
PPH 770	Advanced Public Health Theoretical Concepts	3 units
PPH 775	DrPH Professional Development Seminar I	1 unit
PPH 785	Doctoral Practicum *(may be in concentration)*	3 units
PPH 796	Public Health Research & Evaluation	3 units

Electives (minimum of 6 units)		

Take a minimum of 6 units of electives, 6 units of which must be at the 700 level. May be any of the following courses or a course offered in concentration (excluding PPH 785)

PPH 705	Foundations in Public Health Leadership	3 units
PPH 780	Selected Topics in Advanced Public Health	2-3 units
PPH 795	Directed Individual Study	1-3 units
PPH 786	Doctoral Teaching Practicum	1-3 units

Concentration		

Concentration in Public Health Informatics and Technology (9 units)

Take the following *9 units of 700 level courses.*

PPH 7XX	Public Health Informatics Planning & Evaluation	3 units
NRSG 704	Informatics in Healthcare	3 units
PPH 785B	Doctoral Practicum in Public Health Informatics & Technology	3-6 units

Take the following *9 units of 700 level courses.*

HSC 620 (720)	Social Determinants of Health Epidemiology, Population and Global Health	3 units
PPH 740	Strategic Planning & Resource Mobilization in Global Public Health	3 units
PPH 785C	Doctoral Practicum in Global Health	3-6 units

Concentration in Health Policy and Management (9 units)

Take the following *9 units of 700 level courses.*

NRSG 706	Healthcare Policy, Ethics, and Advocacy for Nurses	3 units
PPH 750	Health Policy Analysis Methods	3 units
PPH 785D	Doctoral Practicum in Health Policy and Management	3-6 units

Dissertation Research Courses (minimum of 7 +1 units)

PPH 797	Doctoral Pre-Dissertation Study	1 unit
PPH 798	Doctoral Dissertation **	1-7 units

*Semester based on a Full-time schedule for a student without an MPH

** The expected total units via repetition for each of these courses needs to add up to the 7 total units.

Total units required to complete the degree.

    48 units

I. Program Learning Outcomes (PLO)

Upon completion of the DrPH the graduate should be able to:

1.   Engage in reflective leadership and management in public health practice, including policy, advocacy, planning, change management, that demonstrates valuing diversity.

2. Conduct community assessments of the behavioral, cultural, social, structural, environmental and organizational determinants of health that promote or compromise health equity.

3. Demonstrate the ability to rigorously evaluate, and independently conduct and report research using advanced research methods.

Public Health Informatics and Technology Concentration Learning Objectives

The concentration in Public Health informatics and Technology prepares students to be leaders in designing, evaluating, and managing public health informatics systems in a way that ensures that the diverse needs of the community are met to reduce health disparities and to address public health challenges on a national or international scale.

On completion of the Public Health Informatics and Technology Concentration the graduate should be able to:

1. Develop and implement innovative public health informatic methodologies to resolve complex problems and improve efficiency of public health systems and reduce health disparities.

2. Evaluate, design, develop, and manage public health information technology systems to improve their security, accessibility, effectiveness, and efficiency.

3. Assess the needs of the community and stake holders to improve public health information technology interfaces to address diverse needs of underserved populations to improve the quality of the data obtained and improve health.

4. Design programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information system.

5. Analyze and apply methods for evidence-based practices in the following areas: Appraising current best practices, evaluating outcome of practice and practice patterns, and quality improvement methodologies using technology to promote safe, efficient and equitable care, and use advanced technology tools and devices for investigating problems related to health.

Global Health Concentration Leaning Objectives

The Concentration in Global Health prepares students to work in global health programs including advance level jobs abroad or with domestic agencies that conduct public health programs in other countries.

On completion of the Global Health Concentration the graduate should be able to:

1. Analyze contemporary global health issues using public health strategies and cross-cultural learning.

2. Formulate sustainable, evidenced-based, multi-sectional innovative approaches to address emerging, re-emerging and persistent infectious diseases, non-communicable diseases and conditions, and health policy issues specific to the local area to improve health equity.

3. Apply a systems approach to global health problems by working within existing global health programs and organizations to solve health problems than transcend boarders.

4. Assume leadership roles in global health practice using strategic planning, collaboration and evidence based best practices, to improve global health research and practice.

5. Synthesize epidemiological, environmental, psychosocial data related to individuals, aggregate, and populations in developing, implementing and evaluating interventions to address global health promotion/disease prevention efforts, improvement of global health status, and addressing of gaps in the care of individual, aggregates and or populations.

Health Policy and Management Concentration Learning Objectives

The Concentration in Health Policy and Management prepares students to be leaders in advocating for changes to health policy at a local, national and global level as well as manage efforts to improve the effectiveness of public health, health care, and health policy to reduce health disparities.

On completion of the Health Policy and Management Concentration the graduate should be able to:

1. Analyze contemporary health policy interventions within the public health framework and the influence of social, political, structural and cultural environments that create policy and extrapolate the consequences of the policy.

2. Apply organizational behavior and organizational theory frameworks to health care quality and public health interventions efficacy in relationship to diversity and disparities.

3. Apply health policy research strategies (cost benefit analysis) to health policy and management problems.

4. Formulate interventions to improve health policy and management based on the economic, practical, legal, ethnical, administrative and technological feasibility.

5. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, other health professions, and other stakeholders in policy and public forums, and assume leadership in the development and implementation of institutional, local, state and federal health policies that are equitable, just and ethical in all health care arenas.

Student Learning Outcomes (SL0)

The Student Learning outcomes are consistent with and comply with the standards set forth by the CEPH DrPH with respect to the foundational knowledge and competencies (CEPH, 2021b) at the MPH and at the DrPH levels.

Student Learning Objectives for the Public Health Foundational Knowledge for MPH (Prerequisite competencies for entering DrPH students

Profession & Science of Public Health (PSPH)

1. Explain public health history, philosophy, and values.

2. Identify the core functions of public health and the 10 Essential Services

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program

5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

6. Explain the critical importance of evidence in advancing public health knowledge.

7. Explain effects of environmental factors on a population's health

8. Explain biological and genetic factors that affect a population's health.

9. Explain behavioral and psychological factors that affect a population's health.

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.

11. Explain how globalization affects global burdens of disease.

12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Student Learning Outcomes for DrPH related to Foundational Competences (DrPH-FC)

Data & Analysis (DA)

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.

2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

Leadership, Management & Governance (LMG)

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

7. Create a strategic plan.

8. Facilitate shared decision making through negotiation and consensus-building methods.

9. Create organizational change strategies.

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.

11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.

12. Propose human, fiscal and other resources to achieve a strategic goal.

13. Cultivate new resources and revenue streams to achieve a strategic goal.

Policy & Programs (PP)

14. Design a system-level intervention to address a public health issue.

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.

17. Propose interprofessional team approaches to improving public health.

Education & Workforce Development (EWD)

18. Assess an audience's knowledge and learning needs.

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings.

20. Use best practice modalities in pedagogical practices.

21.

Accreditation: Competencies for the DrPH Program

Upon graduation, a DrPH student will achieve the following doctoral level, Discipline-Specific competencies set forth by the Accreditation body of the Council of Education of Public Health:

DrPH Foundational Competencies (SPH and PHP, if applicable) The DrPH is the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. These individuals are able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings;

and generate practice-based evidence that advances programs, policies, services and/or systems addressing population health. DrPH graduates demonstrate the competencies defined in this criterion. The school or program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency below, during which faculty or other qualified individuals validate the student's ability to perform the competency. Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school or program must assess all DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, [1] presentations, written products, etc.

Data & Analysis

1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels

2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health

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[1] "Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects." CEPH source

Leadership, Management & Governance.

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems

7. Create a strategic plan[21]

8. Facilitate shared decision making through negotiation and consensus-building methods

9. Create organizational change strategies

10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems.

11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency

12. Propose human, fiscal, and other resources to achieve a strategic goal

13. Cultivate new resources and revenue streams to achieve a strategic goal [22]

Policy & Programs

14. Design a system-level intervention to address a public health issue

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

_____

[21]"Strategic plan" refers to an organizational unit plan that is broader or more expansive than developing a plan for a specific project or intervention.

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

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis

17. Propose interprofessional and/or intersectoral team approaches to improving public health.

Education & Workforce Development

18. Assess an audience's knowledge and learning needs

19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings

20. Use best practice modalities in pedagogical practices

SECTION II: PROGRAM ENROLLMENT AND PROGRESSION

II-A   Admission to the Doctor of Public Health Program
Policies, Procedures and Protocols (3 Ps)

Introduction

Each year, in the fall semester, 12 students are admitted as a cohort group in each of the following three concentration (cognate) areas:

1. Global Health
2. Public Health Informatics and Technology
3. Health Policy and Management

1. Admission requirements
Candidates seeking admission to the DrPH Program must meet CSULB's requirements, and the Department of Health Sciences /School of Population and Health's requirement for admission. More information on [university admission requirements](#) can be found here:

Applicant seeking admission to the DrPH Program must have:

1. An undergraduate degree in public health, biological sciences or related field earned at a regionally accredited institution or institutions, or the applicant has completed equivalent academic preparation as determined by the department for instance for those who don't have an undergraduate degree, they need to have a graduate professional degree in health-related sciences such as MD, DO, DNP, PT, AUD, etc.

2. A graduate degree in public health from an accredited institution or equivalent (such as health service administration, environmental health, MBA with a health services focus, master of nursing, or MSW will be considered eligible to apply for the program) or the

applicant has completed equivalent academic preparation as determined by the department or have completed equivalent academic preparation (6 MPH foundational core courses).

3. A Minimum graduate school GPA of 3.0 or above, in work completed in highest degree completed.

4. A minimum of 2 years of field experience in the field of public health or a health related profession. The two year can be accumulated while a student.

Documents to be Submitted for DrPH Application

1. Official transcripts from all institutions (including community college and graduate coursework).

2. TOEFL scores form all applicants whose native language is not English and who did not receive the equivalent of a U.S. bachelor's or master's degree at an institution where English is the primary language of instruction. Minimum TOEFL 100

3. Completed CSU application

4. Completed DrPH application

5. Submitted Curriculum Vitae

6. Three letters of recommendation (e.g., letters, interviews, rating sheets) which address the candidate's suitability for doctoral level study and leadership abilities.

7. A writing sample than can include: publications in peer-reviewed journals (1st author), papers written for a graduate course, media pieces or reports written for agencies.

8. Candidate statement of purpose and personal history statement describing the applicant's background and experiences, rationale for seeking degree and intentions for applying the newly obtained knowledge and skills to meet the needs of underserved populations.

9. a personal interview;

10. a written support statement from either:

    a. the applicant's employer, indicating support for the applicant's doctoral studies; or
    b. the applicant, describing the applicant's plan for meeting professional responsibilities and the demands of the program.

2. Admission by Special Action
Graduate Standing: Conditionally Classified

An applicant who does not qualify for admission under the provisions of Article 2.1 may be

admitted with conditionally classified graduate standing with the appropriate authorities' approval and recommendation. Students with deficiencies in prerequisite preparation or GPA may be rectified by specified additional preparation, including examinations and if the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to public health leadership, may be admitted with conditionally classified graduate standing. The number of applicants admitted by special action shall not exceed fifteen percent of the applicants regularly admitted to the program in any one academic year.

Graduate Standing: Classified

Classified standing is normally granted when all prerequisites have been satisfactorily completed, the official study plan formulated, recommendation made by the appropriate Graduate Advisor to the Associate Vice President, the Academic Programs Office gives final approval.

A student is not officially classified until an approved study plan is on file in Office of Graduate Studies. The student will be sent a copy of the approved study plan. Copies will be filed in the academic unit, university records, and Office of Graduate Studies.

Pre-Requisites: Foundations Courses

The following courses may be required for admission for students who do not have an MPH or did not take the equivalent courses in their MPH program. In consultation with the program director or advisor students may be given provisional admission and take the courses as part of the program or may be required to demonstrate public health competency by completing some or all of the courses before admission based on discipline of the master's degree and field experience.

MPH/DrPH Foundational Courses

- HSC 500 Elements of Epidemiological Research
- HSC 503 Principles of Public Health Statistics
- HSC 528 Principles of Environmental Health
- HSC 570 Theoretical Concepts and Issues in Health Science
- HSC 624 Seminar in community Analysis and Program Planning
- HSC 696 Research Methods or HCA 527 Research Methods in Health Care Management

3. Advanced Standing and Transfer Credit Policy

Students may apply for admission with advanced standing, based on previous graduate work and be allowed up to 30 units applied to the DrPH. Transfer courses must be graduate-level courses, from an accredited institution authorized to grant graduate degrees, appropriate content to equivalent course, and completed with a grade of B or better. Courses for transfer credit will be reviewed on a case-by-case basis.

At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a **transfer policy** allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

4. Foreign Language

The DrPH will not have a foreign language requirement. However, students with language skills other than English are highly encouraged to apply, including those for whom English is a second language. Language skills such as Spanish, Chinese, Korean, Tagalog, Vietnamese, Armenian, and other languages relevant to underserved populations in Southern California are highly desired.

II-B Tuition, Fees and Financial Aid

Please refer to the university catalog for the most up to date information on tuition and fees and refer to the university website:

For a full list of the most up-to-date fees, students and prospective applicants are encouraged to review the Tuition and Fees portion of the CSULB Student Records site, review the information on the CSULB Financial Aid and Scholarships pages, and reach out to the team at Beach Central with any questions.
http://catalog.csulb.edu/content.php?catoid=8&navoid=896

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 Public Health degree in health education and are actively engaged in thesis development.
- Employment on faculty research projects

The university Scholarship website is: https://www.csulb.edu/divisions/students/scholarships/

II-C Advisement

1. **Initial Advisement upon Admission to the DrPH Program by the Assistant Director /Chair of Health Science Department or the Coordinator of DrPH Program**
   a. Admission to the DrPH program is once a year in the fall semester.
   b. Upon admission to the DrPH program make an appointment with the Coordinator of the DrPH program to orient you to the program and to develop your initial program of study.
   c. You may be given a copy of the DrPH Student Handbook and he/she may go over the major parts of the handbook.
   d. You will be assigned an advisor in your area of concentration (Cognate area).
   e. The DrPH Coordinator may decide to meet with the entire cohort group together on the Orientation Day the week before school starts in the fall semester.
   f. Purchase the CSULB Catalog for the year you are admitted into the DrPH Program. It is your contract with the university. Policies and requirements for the courses may change from year to year, but you are only held to the requirements specified in the catalog of the year you are admitted in to the DrPH Program.
   g. Any questions you may have about the DrPH program, the first person to contact is the Coordinator of the DrPH Program.
2. **Advisement by your Advisor in your Area of Concentration**
   a. This person is the one who will be working with you very closely especially when it comes time for you to work on your dissertation and start taking your concentration (cognate area) courses.
   b. This person may be the chair of your dissertation. If he/she cannot be the chair of your dissertation, he/she will make recommendation for another chair.
   c. This person will be your day-to day guidance and mentorship provider and career counselor while you are in the program.

II-D Retention and Progression in the Program (*Includes policies related to requirements for satisfactory progress in the program, and policies on academic notice and disqualification*)

1. **Policies for retention and progress**

    a. Maintain a 3.0 grade-point average or better in all graduate work completed in the program.

    b. Make continuous satisfactory progress toward the degree objective.

    c. Abide by the university Probation and Disqualification Policy -- Academic Warning Policy

    d. Meet the "Residency requirement" of taking 70% of the total doctoral units from CSULB

    Purpose:

    a. To ensure the DrPH students' academic competency as they advance in the doctoral program.

    b. To provide guidance and focused remediation to ensure academic success in graduate school.

    c. To promote academic excellence among DrPH students.

2. **Policy on Satisfactory Progress:**

    1. If a graduate student fails a course or the overall GPA drops below 3.0 on the graduate level courses, the following shall happen:
        a. The professor for the course will schedule a meeting with the student to discuss a plan to improve future assessments.
        b. The student will be asked to draft a plan for improvement to discuss with the DrPH Coordinator/ Director.
        c. The DrPH Director will meet with the student to discuss the expectations of graduate study in the DrPH Program and review the student's plan for improvement.
        d. The CSULB Graduate Policy on Academic Probation will be discussed with the student.
    2. Every graduate student who has been advanced to candidacy must maintain a cumulative grade-point average of 3.0 in doctoral level courses applicable to the degree.
    3. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time.
        a. Students who become subject to dismissal from an advanced degree program will be notified of the action taken by the College Associate Dean for Graduate

Studies or the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.

4. Graduate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status.
    a. Disqualification will bar such students from any further enrollment at CSULB.

References: University Policy: Probation and Disqualification

3. Residency Requirement

The residency requirement refers to the number of units taken in matriculated status at CSULB. Our campus policy (see Section 2.6) requires that " At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited."(Ref: 40519.2The Doctor of Public Health Degree)

For doctoral degrees, there is a section of Title V that is specific to each type of degree. Below are the direct links to Title V for the Doctor of Public Health degree:

- DrPH Degree Information: "At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree."
- DrPH Degree Requirements

II-E Advancement to Candidacy: Policies and Procedures for DrPH Program

Advancement to Candidacy is essential to completion of your degree. You cannot graduate in the same semester in which you are advanced. Advancement to Candidacy forms are completed by the DrPH Coordinator and the student.

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 DrPH coordinator.

The guidelines below are the policies and the procedure for all graduate programs at CSULB who are pursuing graduate degrees including the Doctoral degree. It is taken verbatim from the University Catalog 2023-2024.

"Advancement to candidacy is the next step after achieving classified status. Advancement to candidacy also signifies approval of a plan of study by the student's major department and college.

1. **The Requirements for Advancement To Candidacy** are:

   - a. Attainment of classified status as a student in a graduate program at CSULB;
   - b. Fulfillment of the Graduation Writing Assessment Requirement (GWAR);
   - c. Approval by the student's department and college of a program of study (see above);
   - d. Completion with a minimum GPA of 3.0 of at least six units (9 units for DrPH) of courses required on the student's program of study;
   - e. A cumulative, graduate, grade-point average of at least 3.0 calculated on all upper-division and graduate-level coursework attempted by the student at CSULB after completion of a baccalaureate degree;
   - f. Satisfactory completion of any assessments of competence that the department may require.
   - g. Passing of the Qualifying Examination

CSULB will advance to candidacy all graduate students when the above requirements have been successfully completed. In most instances, advancement to candidacy should occur no later than the end of the second semester of matriculation and must occur no later than one semester or session prior to the semester or session in which the student expects to graduate. It must occur prior to a student filing a request to graduate with Enrollment Services. Normally, a student is eligible and should file for advancement to candidacy for the semester immediately after fulfilling the requirements for advancement to candidacy listed above. All students must consult with their graduate advisor regarding advancement to candidacy as well as to determine any departmental requirements to graduate from CSULB.

An approved graduate student program remains in effect so long as a candidate is making satisfactory progress and does not withdraw from CSULB. To ensure minimum satisfactory progress toward the degree objective, the student must enroll every fall and spring semester or be on approved educational leave and *complete all degree requirements within seven years after completion of the first course on the student's program.*

2. **Amend Program of Study**

Prior to advancement to candidacy the student *may change degree program or options within the same department with faculty approval. Students wishing to change to a degree program in a different department must file a new application for admission*. If admitted to the new discipline, the student must then follow all the steps indicated above for obtaining approval of a new student program and advancement to candidacy.

A student entering military service after having been admitted to candidacy for an advanced degree will be considered as not having withdrawn from candidacy, provided that the student is enlisted or called to active duty during a semester in which he/she is enrolled or not more than one semester

thereafter and then enrolls in courses toward her/his degree within one calendar year of the date of her/his release from service.

Students who have been advanced to candidacy and absent themselves from the University on educational leave will be considered as not having withdrawn from candidacy for an advanced degree, provided the terms of the educational leave are fulfilled.

A department or college recommends a student for advancement to candidacy by forwarding a *graduate student program for approval to the college dean or director of graduate studies. After the student's program has been processed and approved, a copy of the completed student program and* a letter advancing the student to candidacy will be mailed to the candidate, with copies filed with the department or college and the Office of Enrollment Services.

II-F Dissertations Culminating Activity:

Each Doctoral in Public Health student is required to complete original research that exemplifies a culminating experience and write the dissertation. The dissertation process includes writing of the proposal (the first three chapters of the dissertation and taking the qualifying examination. This is followed by data collection and writing of results and discussion chapters. The final exam is the final defense of the dissertation in front of the dissertation committee. Upon successful completion of the defense of the entire dissertation, the student graduates provided that the student has completed all the required courses and completed the required documents for graduation.

1. The Dissertation Process

The dissertation process consists of the following several sequential steps:

a. *Identification of the Problem to investigate and its justification as to why it is a problem.*
b. *Review of relevant literature*
c. *Methodology*
d. ***TAKING THE QUALIFYING EXAMINATION***
e. *Writing the results chapter*
f. *Writing the discussion chapter*
g. ***FINAL EXAM: ORAL DEFENSE OF THE DISSERTATION***

2. Operationalization of the steps of the dissertation Process
a. Preliminary Steps— HSC796

Before the student is enrolled in the pre-dissertation and dissertation courses, the DrPH student is highly encourages to start thinking of an issue in his/her own area of

specialization (cognate area) , that has been problematic in terms of needing further investigation or finding answers to a persistent problem. As the student is enrolled in his/her PPH 796 research methodology courses, the student can start thinking and reading in his/her cognate area issue or a problem (either in Global Health, Public Health Informatics and Technology or Health Policy and Management). One of the expectations of this course is to develop a mini proposal. If the student has selected an appropriate problem or topic area, the student will be ~~in a very good shape in~~ prepared to undertaking the subsequent dissertation courses. If the student already has selected a promising dissertation topic and a problem area, the student can start looking for a dissertation committee chair.

b.   **HSC 797: Pre-dissertation course**: This course may be given either during summer session of the first year or in the fall semester of the second year. If the student has selected the chair of his/her dissertation, the chair will start ironing out the details of the proposal. *During this phase, the chair of the Dissertation Committee (DC) may recommend names of other members of the DC.* The second member of the DC is expected to be another tenure track faculty from the HSC Department ~~in a related field from any department at CSULB~~ and the third one can be a practicing expert with appropriate credentials, or another faculty from the CSULB. **798A (1 unit): Doctoral Dissertation**: **Finalizing Proposal taking QUALIFYING EXAMINATION**
This is the first of the three dissertation courses. During this course, the dissertation proposal is finalized, and the Qualifying Examination is administered. The latter is the oral defense of the proposal's first three chapters. Passing this examination indicates the DC's approval for the candidate to proceed with the proposed dissertation research. The student then proceeds to get approval from the university's Institutional Review Board **(IRB)** if data needs to be collected using human subjects. Data gathering using secondary data may not need an IRB approval.

c.   **HSC 798B (3 units) Doctoral Dissertation: Data Collection, writing results & Discussion.**
This course is offered during the Spring semester of the second year. During this semester, Students will dedicate much of their time in data collection and writing of the results and discussion chapters.

d. **PPH 798C (3 units): FINAL DEFENSE OF THE DISSEERTATION**
This is the final milestone in dissertation writing. It occurs during the last summer session. The student completes the final write-up of the dissertation and takes the final exam which is the Final defense of the dissertation. The Committee may approve the

dissertation by a unanimous vote and recommend conferral of the degree or may request minor and/or substantive changes. In the event that the Dissertation Committee requires substantive changes, the final vote of the Committee will be postponed until the changes are completed.

The student is to follow the guidelines described in the following dissertation manual:

Cormack, J. & Frey, E. F. (2019). *CSULB Format Manual for Theses and Dissertations*, California State University Long Beach: Dissertation Office

- The student then has to fulfil the requirements of the formatting of the dissertation according to the university's thesis/dissertation Reviewer guidelines. The student can obtain these guidelines from the Thesis/dissertation reviewer's office ahead of time. Here is a link to get information about the thesis reviewer.
- [Meet Thesis & Dissertation Office deadline & clearance Links to an external site.](#)

3. **Helpful suggestions to complete your dissertation**.

These suggestions were adapted from the ones that the Health Science Department had for Thesis students. The same guidelines also apply to the dissertation process.

What deadlines are applicable to the thesis/dissertations?

The student should be aware of the University deadline for submission of the dissertation thesis. In order to ensure respect for everyone's time and schedule, all committee members must have a **minimum of two weeks to review** any dissertation/thesis content. In addition, the Health Science Department has an internal deadline for completion of the dissertation/thesis. All final edits to the dissertation/thesis after the dissertation final defense must be completed **one week prior to the University deadline**. Students should be aware that submissions past this deadline may be accepted but their graduation most likely will be delayed until the following term. Students not in compliance with this internal deadline should make all necessary financial and personal preparations to enroll in Graduate Studies hours for an additional term.

Forming a Committee

Who will guide dissertation/thesis students through the dissertation/thesis process?
A doctoral student is responsible for forming a Dissertation Committee (DC). The DC includes a minimum of three members: The Dissertation Chair, a tenured or tenure-track faculty member from the Health Science Department, and two other members (one of which must be CSULB **tenured or tenured track Health Science** or Health Care Administration faculty; and the third member can be a faculty member from the university at large or from the practice arena, (have at least a Master's degree) who can offer guidance in specific areas of expertise. Although it is possible to have more than three committee members, having more members is not

recommended as it can create logistical difficulties when aiming to schedule meetings with all committee members.

The DC should be finalized prior to enrolling in ~~PPH~~ HSC 798A dissertation course. Though the student is responsible for writing the dissertation, the dissertation Chair will review the student's work and provide recommendations for improvement. Moreover, the dissertation Chair advises the student on selection of committee members, certifies that the student has been properly prepared via coursework and research skills to complete the dissertation project, and provides guidance for timeline to completion in a reasonable time. The dissertation Chair is also responsible for assigning a grade for the   HSC 797course.

Who should be on a student's dissertation committee?
 Ideally, a student should form a committee that includes someone with content knowledge related to the dissertation topic, someone with a background in the planned statistical analysis, and someone with a background in research methods. Given that faculty research interests do not always align with student research interests, a student may have to create a committee whose research experience overrides their limited area of expertise in their specific topic.

As stated above, besides the dissertation Chair, The second member of the DC ust be a tenured or tenure-track faculty from the HSC Department.~~any CSULB Department~~. The third member can be a doctorally prepared faculty in a related field from CSULB ~~the university at large~~ or from the practice setting with expertise in the topic area.).
The committee is approved by the Department Chair. There is a form that should be completed when the DC is committee has been formed.

How should a student approach someone to be on their thesis committee?
Upon completion of HSC 796 and no later than the completion of HSC 797, the student should have developed a one- page research prospectus. While approaching faculty to request their participation on a DC, students can start developing a one-page research prospectus with the help of the dissertation chair. Completion of this one-page prospectus will let potential committee members know the student has a specific plan of action for the dissertation. The student in consultations with their chair should then contact potential committee members to schedule an appointment to meet with them regarding the dissertation, and their willingness and availability to serve in this capacity.

When is the last opportunity to change the composition of the dissertation committee?
Faculty who serves as committee members invest an extensive amount of time and expertise to support their mentees through the process. Thus, it is not desirable or efficient for students to switch committee members as this will usually result in a delay to dissertation completion. Changes to the committee composition should be carefully considered and are only permissible PRIOR to the approval of dissertation chapters 1-3. After this approval, committee changes are reserved only for extreme extenuating circumstances and require the Department Chair's approval.

What happens if a Dissertation Chair is no longer able to serve in this capacity for a student?

At times, a dissertation chair may no longer be able to maintain their role on a committee. This may be due to any number of reasons. In cases where the only feasible solution is a new Dissertation Chair, it is the student's responsibility to discuss this with the current dissertation Chair, the DrPH Graduate Coordinator and the Department Chair. Reaching out to DC members may help to identify a new dissertation chair; it may be possible to promote an existing committee member to the dissertation Chair position; however, it will still be the student's responsibility to find a new, third committee member, and resubmit the appropriate forms.

How should a student address differences of opinion or conflict that may occur within a dissertation committee?

It is the student's responsibility to work collaboratively and **communicate** openly with all committee members to ensure support and a mutually beneficial experience. During the scientific process, differences of opinion are a common occurrence. The dissertation Chair has ultimate approval authority over the various stages of the dissertation process. However, it is important to recognize that these decisions are made in consultation with all committee members.

A student who experiences conflict with one or more committee members should seek to resolve the conflict directly. If a conflict cannot be resolved by approaching the dissertation Chair and/or Committee members directly, the student must seek guidance from the Health Science Department Chair. Once a full committee has been created and the appropriate forms submitted, requests to change committee members are **not** encouraged, and will only be considered when a requested change is confirmed as being necessary by the Department Chair, DrPH Graduate Director, and existing committee members.

How should a student address non-responsive committee members?

Each student is encouraged to schedule regular (e.g., weekly)meetings with their dissertation Chair to provide frequent dissertation guidance. This should reduce the likelihood of non-responsiveness between the dissertation Chair and the student. Students may not interact as regularly with other committee members. Therefore, it is the student's responsibility to maintain regular communication with their committee members. In some cases, a student may encounter a chair/committee member who is non-responsive to email correspondence. If this occurs, the student should promptly attend office hours to speak directly to the chair/committee member.

Moving Through the Dissertation Process: Forms to complete, Approvals to Obtain

Approval of dissertation Chapters 1-3 in the form of Qualifying Examination is required from ALL DC members before beginning any data collection (if collecting primary data) or before conducting data analyses (if using secondary data).
 In order to schedule the final dissertation defense, approval of the fully completed five-chapter dissertation is required (approval entails that there are no major issues with methodology, analyses or interpretation in the complete product, although additional minor edits may still be needed).

Finally, approval must be obtained to submit the five-chapter dissertation with the Signature Page to the University Dissertation/Thesis Office. It is the responsibility of the student to ensure signature forms have been completed along each step of the thesis process.

Data-related Dissertation/thesis logistics
Do dissertation students need to collect their own data?
Dissertation students may collect their own data for the dissertation, but this is not a requirement. The use of pre-existing, de-identified data for secondary analysis is strongly encouraged in order to help students meet their graduation timeline. However, if a student is interested in gaining experience in data collection, they are encouraged to collect their own data. Please note that collecting primary data may require a student to extend enrollment past the two-year plan of study and will require IRB approval. There is also an IRB review process for secondary data analyses. This is something that should be carefully explored with the dissertation Chair before a decision is made.

What if a doctoral student wants/needs to collect primary data?
For research questions that cannot be addressed using pre-existing data, original research with primary data collection may be required. Students should consult with their dissertation Chair about the steps needed to collect primary data and develop a plan for data collection that is feasible and appropriate for the research question. Students should also meet with the dissertation Chair about completing the IRB process, as IRB approval is required **PRIOR to engaging in any form of data collection for research purposes**.

How do doctoral students obtain secondary data*?*
Several options exist for obtaining secondary data. Large public use data files are available at no cost (e.g., the California Health Interview Survey). Note that some public data sets require advanced statistical skills. As such, it is the student's responsibility to thoroughly investigate any expertise needed to use a given data set. The student will need to find the data source that best fits their research needs. Also, faculty may have datasets from past projects available for analysis. Thesis students must formally request permission to use existing data sets. Regardless of the type of secondary data chosen, the student must be able to answer the research question using the data available. Moreover, all students conducting secondary analyses must consult with the IRB office to verify whether formal approval to proceed to data analyses is required.

Defending the Dissertation
What does it mean to successfully defend the dissertation?
The dissertation process includes two oral defenses: one is the Qualifying Examination of defending the proposal as to why it is important and the methodology for the investigation is acceptable to the DC members. The second defense is the final defense of the entire dissertation including the findings and interpretation.

Successful defense of the dissertation means all committee members were satisfied with the oral presentation, oral defense, and the five-chapter dissertation. Although committee members may be satisfied, they may still require edits to the thesis. It is understood that DC members are not

obligated to sign the signature page until they are satisfied with the student's ability to incorporate needed edits into the dissertation document.

What happens if a student does not successfully defend the dissertation?

If a student does not successfully defend their dissertation, they will be given one more opportunity to attempt a successful defense. This second chance requires the student to repeat the oral presentation and retake the oral defense exam.

Is a student done after submitting the dissertation to the Thesis/Dissertation Office in the University Library?

Not quite. After submitting the dissertation, the library may ask for revisions (which is why the pre-review service is recommended), and the student submits these revisions prior to the dissertation being accepted. Further, the student may be expected to work collaboratively with their DC to prepare the completed research for publication in a peer-reviewed journal.

II-G Educational Leave

Any registered undergraduate or post-baccalaureate student, that has earned at least one unit as a CSULB matriculated student in their current program may request an Educational Leave. The student requesting an Educational Leave must submit the Leave of Absence request in their MyCSULB Student Center. Requests from post-baccalaureate students require approval of the student's program or graduate advisor.

The CSULB Policy on Educational Leave (21-12) is available from the Academic Senate website.

Policy on Educational Leave

(This policy statement supersedes PS 84-06 and 73-2.) This policy was recommended by the Academic Senate on May 13, 2021, and approved by the President on May 24, 2021.

 Any registered student, undergraduate or post-baccalaureate, that has earned at least 1 unit as a CSULB matriculated student in their current program may request an Educational Leave. The student requesting an Educational Leave shall complete an Educational Leave Form, in advance (up to the last day of the semester prior to leave semester), including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work. In some cases, requests submitted after the deadline will be accepted through the last day of the requested semester. Requests from undergraduates (or proxy, **e.g., the Dean of Students)** will be routed directly to Enrollment Services. Requests from post-baccalaureate students (or proxy, **e.g., the Dean of Students)** will be routed to the student's program or graduate advisor prior to going to Enrollment Services.

 Students may apply for an educational leave of one or two semesters. Prior to the expiration of a current leave, a student may request in writing a one semester extension, without applying for an

additional leave. The total number of semesters of educational leaves shall not extend beyond four full semesters per degree or credential program.

Post-baccalaureate students who plan to enroll for credit at another institution of higher education during the leave period must obtain prior approval for the transfer of course credit to the student's program from the department graduate advisor, department/school chair/director.

The period of an educational leave is counted in the calculation of elapsed time under the regulations governing the maximum period for completion of degree requirements (seven years for graduate students).

For the period of an educational leave the student's rights under the Election of Regulation rule are preserved, maintaining the right of the student to elect regulations as if they had maintained continuous attendance.

Students must maintain continuous enrollment at the university by either enrolling in at least one course, or by having an approved educational leave on file, for each fall and spring semester. Students who fail to enroll in two or more consecutive semesters place themselves in jeopardy under the continuous enrollment provisions of the election of regulations rules. This includes the automatic loss of "advanced to candidacy (candidate)" status. Moreover, students who break residency and lose candidate status do not have a presumptive right to "reinstatement" of their candidacy. These students may be required to go through the process of "readvancement." Students returning from an absence for which an educational leave was not approved must reapply to the University.

An educational leave presupposes no expenditure of university resources or faculty and staff time on behalf of the student during the period of the leave. In addition, many student services are not available to a student on educational leave.

II-H Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

II-I Refund of Student Fees

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

II-J Graduation Instructions

Students planning to graduate at the end of any semester or summer session must complete the Request to Graduate Form the semester prior to expected graduation date. More information can be accessed on the University website: https://www.csulb.edu/student-records/apply-to-graduate-graduate-students

II-K Honors for Graduate Students

Graduate Dean's List

The Graduate Dean's List provides for university recognition of its most outstanding graduate students. Candidates for this honor will normally have completed all the coursework applicable to their graduate student programs at this university. The annual list is limited to one percent of the University's graduate enrollment. Those honored will be named in the Commencement Program and will receive a certificate from the administrator in charge of graduate programs or designee.

Departmental Graduate Student Honors

In recognition of outstanding graduate student achievements, departments may honor graduating master's and doctoral degree candidates by special recognition in the annual commencement ceremonies. The number of honors awarded by a department shall be limited to three students or five percent of graduates, whichever is larger. Departmental honors are usually restricted to students not otherwise recognized by university or college awards. These honors are normally conferred for excellence in and contributions to the discipline, including outstanding seminar papers, artistic exhibitions, special achievements in fieldwork, and in university committees and functions, as well as participation in scholarly and professional organizations resulting from student research.

II-L Academic Warning and Disqualification
Graduate Students

For purposes of determining eligibility to remain at the University, both quality of performance and progress toward the student's objective will be considered. Eligibility will be determined by use of grade points and grade-point average.

Students who are enrolled in a graduate degree program in conditionally classified or classified standing will be subject to academic warning if they fail to maintain a cumulative grade-point average of at least 3.0 in all units attempted subsequent to admission to the degree program.

Every graduate student who has been advanced to candidacy must maintain a cumulative grade-point average of 3.0 and a grade-point average of 3.0 in all courses applicable to the degree. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time. Students who become subject to dismissal from an advanced degree program will be notified of the action taken by the College Associate Dean or the Dean of Graduate Studies or designee.

Graduate and post-baccalaureate students are subject to disqualification if while on academic warning they fail to earn grades of sufficient quality to remove themselves from warning status. Disqualification will bar such students from any further enrollment at CSULB.

II-M Student |Grade Appeal

The student grade appeal policy and procedure must follow the University policy (CSULB Policy Statement 99-16 and any policies that supersede it).

https://web.csulb.edu/divisions/academic_affairs/catalog/2016-2017/academic_regulations/first_level_formal_appeals_process.html

First Level of the Formal Appeals Process: Appeal to the Department-Program Grade Appeals Committee

- Grade Appeals – General Information
- Grade Appeals Committees
- Preliminary Informal Phase of the Grade Appeal Process: Initiation of Grade Appeals
- First Level of the Formal Appeals Process: Appeal to the Department/Program Grade Appeals Committee
- Second Level of the Formal Appeals Process: Appeal to the College Grade Appeals Committee
- Third Level of the Appeals Process: Appeal to the University Grade Appeals Committee

First Level of the Formal Appeals Process: Appeal to the department/program grade appeals committee.

4.1. Should consultation fail to resolve the appeal, and should the student choose to continue the process, the student must ask the chair to forward the appeal to the department/program grade appeals committee. The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session in which the course was completed.

- 4.1.1. The department/program chair shall forward the appeal to the department/program grade appeals committee within ten (10) instructional days and may include a written recommendation based upon the first, consultative step in the process (outlined in 3.4., above). The chair must also inform the instructor immediately that the formal grade appeals process has been initiated and must give copies of all materials forwarded to the grade appeals committee to the instructor and to the student.
- 4.1.2. The instructor may submit a written response to the student's appeal and a rationale to be considered by the grade appeals committee. The department/program chair must also provide a copy of the response and rationale to the student.
- 4.1.3. The student may terminate the appeal at any point by submitting a written request to withdraw the appeal.

4.2. The department/program grade appeals committee shall consider the appeal, adhering to the principles and guidelines of paragraphs 1.1., 1.10., 2.9., 2.10., and 2.11., above. A department/program grade appeals committee shall reach its decision within 40 instructional days after it receives the appeal.

4.3. If the appeal is granted by the committee, the committee will then determine a grade for the student based upon the evidence included in the appeal file (e.g., exams, papers, and assignments). The committee shall communicate its decision and rationale as specified in paragraph 2.12., above and shall also provide a copy to the department/program chair.

- 4.3.1. If both the student and instructor accept the committee's decision, the instructor will then have ten (10) instructional days to initiate the grade change by signing the grade change form and forwarding it to the department/program chair, at which point the grade appeal process is over.
- 4.3.2. If the student accepts the decision of the committee but, within ten (10) instructional days of the receipt of the committee's decision, the instructor does not either file a grade change or file an appeal of the committee's finding, the grade appeal committee chair shall sign the grade change form in the place of the instructor and forward it to the department/program chair. If the department/program chair does not sign the form within ten (10) instructional days of notification, the chair of the department/program grade appeal committee will sign in lieu of the department/program chair and then the college dean will authorize the grade change.

4.3.3. If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the department/program committee's finding, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

4.4. If the department/program grade appeals committee rejects the appeal, it shall communicate its decision and its rationale as provided in paragraph 2.12., above, and provide a copy also to the department/program chair.

- 4.4.1. If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.

- 4.4.2. If, within ten (10) instructional days, the student communicates in writing her/his wish to continue the appeal process, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

LONG BEACH STATE UNIVERSITY
College of Health & Human Services

GRADE APPEAL FORM

College of Health and Human Services

Filing Date: _____

I request that consideration be given to change the grade of _____ received in the department/school _____ in course _____ section _____ taken with _____ in Fall _____ Spring _____ or Special Session _____

My name as listed on the official grade report is

Campus ID/Student Number _____ Email Address

Street Address

City _____ State _____ Zip Code

Date I informally notified instructor_____

Date formal grade appeal received in the department/school office_____

Student Signature

List of supporting documents attached to this request are:

Department Grade Appeal Committee Recommendation

Approved _____ Disapproved _____ No Recommendation

If approved, has the instructor filed a change of grade? _____

Date_____ Signature of Dept. Grade Appeals Committee Chair

- -

College Grade Appeal Committee Decision

Approved _____ Disapproved _____ Date of Committee Action

Signature of College Grade Appeals Committee Chair

SECTION III: CSULB CAMPUS OFFERINGS

The University offers numerous services to assist students during their student days at CSULB. The Counseling Center, Learning Assistance Center, Financial Aid, Bob Murphy Access Center and a Women's Resource Center are a few examples of the resources available to students. Please see the following link for additional campus resources: https://web.csulb.edu/colleges/chhs/safe-zone/resources/

III-A CSULB Catalog

Graduate students acquire "catalog rights" with respect to the requirements for a degree program by completing the advancement to candidacy, which moves the student from a "conditional classified" to "advanced to candidacy" status. Advancement to candidacy is the step that occurs after achieving classified status by conferring the equivalency of catalog rights on graduate students.   A Catalog can be purchased at the University Book Store and can also be viewed online at the CSULB website at http://www.csulb.edu/divisions/aa/catalog/

Please refer to the University Catalog for the year you were admitted to the DrPH program to review the core courses required.

III-B Student Health Services

The Student Health Service provides care for acute illness or injury. It is an outpatient service provided to all students, and services are paid for in part by student fees. It has a pharmacy and prescriptions for acute illnesses can be filled there.

The Associated Students sponsors an individual health and accident insurance policy, which is available to enrolled students by the semester, or by the year. For details, see the University Catalog.

III-C Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center is a student support program within the Division of Student Affairs. The mission is to assist students with disabilities as they secure their university degrees at California State University, Long Beach. BMAC provides services to over 1,500 students each semester. Over 10,000 students with disabilities have graduated from California State University, Long Beach with support from our program. Please see the following link for more information and appointments: http://www.csulb.edu/divisions/students2/dss

III-D Learning Assistance Resource Center

The University Learning Assistance Center is located in the Horn Center, Room 104. It provides a wide assortment of services. These include tutorial services and self-help programs in many academic areas. Contact can be made at (562) 985-5350. On-line information is available at http://www.csulb.edu/divisions/aa/grad_undergrad/lac/tutoring/

III-E Graduate Student Resource Center (GSRC)

The GSRC provides graduate school related resources and events for prospective and current post-bac students related to graduate studies. The GSRC is located in the University Library in room 504. Please see the following link for more information: https://www.csulb.edu/graduate-studies-resource-center

III-F Library

The University Library contains a wide assortment of nursing and nursing related journals and books. Orientation sessions about the facility and its services are available for students enrolled in the University. The School of Nursing librarian is Michelle DeMars. Please find her contact information and additional resources at:
http://csulb.libguides.com/prf.php?account_id=76978

III-G University Book Store

The University Bookstore stocks required textbooks, school supplies and many other items for personal use. Please see the following link for more information:
https://www.fortyninershops.net/

III-H Textbooks

While selling books at the end of the semester is an option available for students, members of the faculty recommend that students build a collection of texts for use throughout their graduate nursing education. All courses taught within the program require integration of knowledge from previous semesters. Furthermore, it is beneficial for students to have these texts available for reference at the end of the program when they must prepare for the comprehensive examination and national certification.

III-I Student Assistance Centers/Resources

Career Development Center: http://www.careers.csulb.edu/

Center for Community Engagement: http://www.csulb.edu/divisions/aa/personnel/cce/

Counseling and Psychological Services (CAPS): http://www.csulb.edu/divisions/students2/caps

Bob Murphy Access Center: http://www.csulb.edu/divisions/students2/dss

Financial Aid: http://www.csulb.edu/depts/enrollment/financial_aid

Learning Assistance Center: http://www.csulb.edu/divisions/aa/grad_undergrad/lac

Library: http://www.csulb.edu/library

Technology Help Desk: http://www.csulb.edu/divisions/aa/academic_technology/thd
     (562)-985-4959

Additional Resources: http://www.csulb.edu/divisions/students/

- University Counseling Center (phone 985-4001) provides free student therapeutic counseling.
Check with the Center for their walk-in or crisis intervention services.

SECTION IV: OTHER ACADEMIC POLICIES

IV-A Students Impaired by Alcohol And/or Drug Abuse

It is recognized by this faculty that alcoholism and drug abuse are serious personal health problems that can affect a student's academic performance. Therefore, students who demonstrate those behaviors suggestive of alcohol and/or drug use will be encouraged to seek and obtain appropriate help with these problems. It is the student's ultimate responsibility to seek diagnosis and treatment for any suspected problems related to alcohol and/or drug abuse. It is important that all students are aware that the diagnosis and treatment of these problems will be handled confidentially.

Several referral sources are available to students to assist them in dealing with the problems of alcohol and/or drug abuse. These include:

 - Employee/Student Assistance Coordinator at the Student Health Center (phone 985 4771) provides therapeutic counseling at no charge to the student.

IV-B CSULB Statement on Civility and Acts of Violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy university climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the university environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all university constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or their belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the university community are encouraged to promptly report any acts of violence, threats of violence, or other behavior, which by intent, act, or outcome harm themselves or others. (Approved October 1997) See the Division of Student Affairs Freedom of Speech and Time, Place and Manner websites for additional information.

IV-C Nondiscrimination Policy and Complaint Procedures

Protected Status: Age, Disability (physical or mental), Gender (or Sex), Genetic Information, Gender Identity (including Transgender), Gender Expression, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color, caste, or ancestry), Religion or Religious Creed, Sexual Orientation and Veteran or Military Status.

California State University does not discriminate on the basis of age, disability (physical or mental), gender (or sex), genetic information, gender identity (including transgender), gender expression, marital status, medical condition, nationality, race or ethnicity (including color, caste and ancestry), religion or religious creed, sexual orientation and veteran or military status - as these terms are defined in Interim CSU policy - Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation, in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Assistant Vice President of the Office of Equity & Compliance has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to Larisa Hamada, Equity & Compliance, at larisa.hamada@csulb.edu, 6300 State University Dr. #220, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised August 14, 2020, (Executive Order 1097) Interim procedures for all complaints of discrimination, harassment, sexual miscount, sexual exploitation, dating violence, domestic violence, stalking and retaliation made against a student (or any successor executive order policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation *made by students* or discrimination, harassment or retaliation *made against* **other CSU students**. Interim procedures for complaints of discrimination, harassment, sexual misconduct, sexual exploitation, dating violence, domestic violence, stalking and retaliation (or any successor procedure) is the systemwide procedure for all complaints of discrimination, harassment or retaliation **made against the CSU, a CSU employee, other CSU students or a third party**.

IV-D Student Grievance Policy

Student Grievance Procedures at CSULB are intended to provide a formal, standardized means for students to seek redress concerning actions of the faculty, administrators, or staff of the University. Further, the purpose is to establish standardized procedures and safeguards, which shall be followed by the University in the adjudication of grievances. Grievances are unauthorized or unjustified action which adversely affects the status, rights, or privileges of the student. This process is not designed to replace the open communication and understanding that

are vital to the academic process. See the University Policy Statement 95-21 that can be found on their website.

The CSULB grievance policy and procedure are designed to provide the campus community with a protocol to accommodate circumstances for which no other policy or procedure exists. This policy does not cover grade appeals, prohibited discrimination, or any other issues that are covered by existing policies. Students are advised to consult appropriate additional campus resources (e.g., the Undergraduate and Graduate Catalog, "The Regs"). The Office of the Dean of Students has staff to help students understand the details of the grievance procedure and may be called upon for assistance. The CSULB Policy on Academic Integrity (07-01) is available from the Academic Senate website.

41301. Standards for Student Conduct
   1. University Community Values
      The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the university community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the university community and contribute positively to student and university life.
   2. Grounds for Student Discipline
      Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:
   3. Dishonesty, including:
      a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
      b. Furnishing false information to a university official, faculty member, or university office.
      c. Forgery, alteration, or misuse of a university document, key, or identification instrument.
      d. Misrepresenting oneself to be an authorized agent of the university or one of its auxiliaries.
   4. Unauthorized entry into, presence in, use of, or misuse of university property.
   5. Willful, material and substantial disruption or obstruction of a university-related activity, or any on-campus activity.
   6. Participating in an activity that substantially and materially disrupts the normal operations of the university or infringes on the rights of members of the university community.
   7. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university related activity.
   8. Disorderly, lewd, indecent, or obscene behavior at a university related activity, or directed toward a member of the university community.

9. Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

10. Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act and is also a violation of this section.

11. Use, possession, manufacture, or distribution of illegal drugs or drug- related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.

12. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university related activity.

13. Theft of property or services from the university community, or misappropriation of university resources.

14. Unauthorized destruction or damage to university property or other property in the university community.

15. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the university president) on campus or at a university related activity.

16. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

17. Misuse of computer facilities or resources, including:
    a. Unauthorized entry into a file, for any purpose.
    b. Unauthorized transfer of a file.
    c. Use of another's identification or password.
    d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.
    e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
    f. Use of computing facilities and resources to interfere with normal university operations.
    g. Use of computing facilities and resources in violation of copyright laws.
    h. Violation of a university computer use policy.

18. Violation of any published university policy, rule, regulation or presidential order.

19. Failure to comply with directions or, or interference with, any university official or any public safety officer while acting in the performance of their duties.
20. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the university community, to property within the university community or poses a significant threat of disruption or interference with university operations.
21. Violation of the Student Conduct Procedures, including:
    a. Falsification distortion, or misrepresentation of information related to a student discipline matter.
    b. Disruption or interference with the orderly progress of a student discipline proceeding.
    c. Initiation of a student discipline proceeding in bad faith.
    d. Attempting to discourage another from participating in the student discipline matter.
    e. Attempting to influence the impartiality of any participant in a student discipline matter.
    f. Verbal or physical harassment or intimidation of any participant in a student discipline matte
    g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
22. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Procedures for Enforcing This Code
The chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the university imposes any sanction for a violation of the Student Conduct Code. [Note: At the time of publication, such procedures are set forth in the California State University Student Conduct Procedures Policy (Revised August 14, 2020).
Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the university community, or substantially disrupts the functions or operation of the university is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 which prohibits disciplinary action against students based on behavior protected by the First Amendment.

IV-E Policies on Harassment and Discrimination

Equal Access and Opportunity, Non-discrimination /non/harassment

California State University, Long Beach is a comprehensive, urban university. The University has a professional, cultural and ethical commitment to provide a climate that enables each

individual to realize their potential for excellence and that nurtures academic growth and professional development.

Diversity is both an ideal and an imperative. California State University, Long Beach takes pride in its student body and employees and affirms that this diversity enriches the work and learning environment of the university. For this reason, the recognition of diversity in our university community extends beyond the limits established by federal or state laws or regulations.

In addition to fully meeting its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to professional rank, employment status, economic status, ethnic background, political views, sexual orientation, gender identity, or other personal characteristics or beliefs.

CSULB takes seriously its tradition of maintaining civility and mutual respect toward all members of the University community. These qualities are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a productive workplace and an overall positive university climate. Civility and mutual respect thrive only when equal opportunity and access exist, and when retaliation for exercising rights, privileges and obligations is not feared. (Policy 03-09)

The Assistant Vice President of Equity & Compliance is the designated university coordinator for equal employment opportunity, affirmative action, and civil rights.

Larisa Hamada, Assistant Vice President, Equity & Compliance

- 6300 State University Drive
  Foundation Building, Room 220
  Long Beach, California 90815

- Phone: (562) 985-8256
- 8:00 a.m. to 5:00 p.m., Monday through Friday
- Website: Equity & Compliance

The University's policies and procedures related to discrimination and harassment can be found in the CSU Interim Policy Against Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation ("Interim Policy"). The Interim Policy is included in this catalogue, in full, and can also be accessed online via the Calstate Policy State website.

IV-F. Academic Integrity/Plagiarism

Academic and professional integrity is highly valued in the Department of Health Sciences and the SPPH. Cheating and plagiarism is not acceptable and is handled and disciplined in accordance with the University guidelines given below. These violations can occur in the classroom as well as in internship settings. This includes not only for scholarly papers and examination but also community patients' assessments and management plans . Most courses

will utilize the University plagiarism detection features. See your course syllabus for any specifics that apply to that course.

See the University Course Catalog
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

POLICY ON ACADEMIC INTEGRITY
REGARDING CHEATING AND PLAGIARISM

(This Policy Statement supersedes Policy Statements 77-14, 85-19, and 08-02.)
This Policy Statement was recommended by the Academic Senate on December 10, 2020, and approved by the President on January 26, 2021.

1 PREAMBLE

This policy outlines what constitutes cheating and plagiarism, what procedures will be used for alleged violations, what actions will be imposed, and what the procedures are available for appealing the actions taken.

Cheating and plagiarism are fundamentally destructive to the process of education and the confident evaluation of a student's mastery over a subject. A university maintains respect and functions successfully within the larger community when its reputation is built on honesty. Each student benefits in helping to maintain the integrity of the university. This policy, therefore, provides for a variety of faculty actions, including those which may lead to the assignment of a failing grade for a course, and for a variety of administrative actions, which may lead to dismissal from the University. This document is written with the intent to support the principle that students are on their honor to perform their academic duties in an ethical manner.

2 GENERAL

2.1   The following definitions of cheating and plagiarism shall apply to all work submitted by a student, whether instruction is face-to-face, fully-online, hybrid, or any other mode. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned, and a copy of the changes will be filed in the department office and in the Office of Student Conduct and Ethical Development (OSCED).

2.2   Two groups may be involved in pursuing alleged cheating or plagiarism: the Office of Student Conduct and Ethical Development (OSCED) and the Academic Integrity Committee (AIC). The AIC reports an Opinion on whether or not cheating or plagiarism have taken place (see section 7 below); the OSCED determines whether a student is held

"responsible" or "not responsible" from the point of view of the Division of Student Affairs (see section 6 below). A complete review of alleged cheating or plagiarism may involve both or only one of these groups.

2.3   The faculty member makes decisions with regard to assignments and grades (section 5 below), which the student may appeal to the Department Grade Appeals Committee independent of the review of cheating or plagiarism (section 8 below). The OSCED determines disciplinary actions with regard to the student (section 6 below).

3 DEFINITION OF CHEATING

3.1   Cheating is defined as the act of obtaining, trying to obtain, or helping someone else to obtain academic credit for work by using dishonest, deceptive, or fraudulent means. Examples of cheating, regardless of instructional mode, include but are not limited to:

- copying from another student's test or assignment;

- unauthorized discussion of answers on an exam;

- making, disseminating, or receiving copies of an exam without the instructor's permission;

- unauthorized use of notes in a "closed book" exam;

- using online tools or services that are not authorized by the instructor;

- taking an exam or participating in a course while posing as another student;

- plagiarism.

4 DEFINITION OF PLAGIARISM

4.1   Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Both quoted and paraphrased materials must be given proper citations.

4.2   Self-plagiarism is generally defined as re-use of one's own work for multiple assignments within one or multiple courses or presenting previous work in another context without citing it as one's own. It is recommended that faculty clearly indicate in their syllabi to what extent students may or may not re-use their own previously created work. In the absence of clear direction from the syllabus, students are advised to receive

prior authorization from the instructor in any course before they re-use any portion of their own work.

5 INITIAL FACULTY AND STUDENT ACTION IN ALLEGATIONS OF CHEATING OR PLAGIARISM

(See the "Cheating and Plagiarism Policy Flow Chart" at the end of this page for a graphic illustration of the process described below.)

5.1   Charges of cheating and plagiarism must be brought against a student no more than 30 calendar days after the first instance discovered was due, submitted, or performed, whichever comes later. Upon discovery of one instance of cheating or plagiarism, a faculty member can reevaluate the student's work for the entire semester, even if this work falls outside the 30 days.

5.2   The faculty member should have reasonable evidence, which may include documentary, video, personal observation, testimony, or other evidence. Prior cheating or plagiarism is not reasonable evidence.

> 5.2.1   Notes and evidence shall be kept by the department chair or program director and be accessible to the student for a minimum of seven years after the case is settled.

5.3   All notes and discussions between the student and the faculty member are confidential, except as may be relevant to the Academic Integrity Committee or in subsequent campus disciplinary proceedings.

5.4   Neither the faculty member nor the student(s) shall discuss a specific charge of cheating or plagiarism or any violations with reference to individuals in the classroom with other members of the class.

5.5   When a faculty member believes an incident of cheating or plagiarism may have happened, the faculty member shall arrange for a conference with the student as soon as possible, where they shall discuss the issues informally and review courses of action. In arranging the conference, the faculty member shall inform the student(s) in writing of the existence of this policy. At the conference, the student shall be notified by the faculty member of the charge and supporting evidence.

> 5.5.1   In cases where more than one student is suspected of cheating or plagiarism, the faculty member may decide to call the students to confer jointly as a group, or as individuals.

> 5.5.1.1 If the faculty member decides to confer with the students as a group, the students shall have the option to also confer with the instructor separately as individuals.

5.5.2   In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance.

    5.5.2.1 The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option, but that the student may choose whether or not to comply with the request.

    5.5.2.2 Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

5.6   After the faculty member confers with the student(s), or makes a documented effort to do so, the faculty member may:

    a.   decide not to pursue issue further, ending the process; or

    b.   pursue the issue further by completing and submitting the online Academic Integrity Form, which is forwarded to the Office of Student Conduct and Ethical Development (OSCED) as well as to Academic Programs and Enrollment Services within Academic Affairs. The form should identify the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the OSCED.

5.6.1   The faculty member may take one or more of the following actions (and shall indicate it on the Academic Integrity Form):

    1.   No action;
    2.   Request a Written Opinion from the Academic Integrity Committee (AIC);
    3.   Require the student(s) to repeat the assignment;
    4.   Reduce the student's/students' grade on the assignment, or assign a score of 0 (zero) on the specific assignment;
    5.   Assign the student(s) a failing or reduced final grade in course.
    6.   Assign a grade of "I" when the student(s) cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examination.

5.6.2   The faculty member shall notify student(s) of their decision within fourteen calendar days. If the faculty member assigns the student(s) a D, F, or NC as their final grade in the course, the faculty member may inform Enrollment Services that this grade is the result of a finding of academic dishonesty. In that case, Academic Senate PS 09-05, Repetition of Courses, applies: "Grade forgiveness [aka Repeat/Delete] shall not be applicable to courses for which the original grade was the result of a finding of academic

dishonesty." In other words, if the student(s) retake(s) the course the new grade will be averaged with the previous grade.

5.6.3   If the student(s) accept(s) the faculty member's decision, they shall confirm their acceptance of the decision on the Academic Integrity Form within fourteen calendar days. If the student does not confirm their acceptance, the case shall be pursued by OSCED.

5.6.4   If the student(s) do(es) not accept the faculty member's decision within fourteen calendar days, they may request a review by the AIC. The AIC investigation shall take place before the OSCED investigates the allegation. The process and charge of the AIC are described below, in Section 7.

5.6.5   If this process prevents the student from registering for the subsequent semester or from a prescribed sequence of courses, declaring a major or completing their degree, the student can request an expedited appeal to the AIC.

6 OFFICE OF STUDENT CONDUCT AND ETHICAL DEVELOPMENT (OSCED) ACTION IN ALLEGATIONS OF CHEATING OR PLAGIARISM

6.1   The OSCED shall receive copies of all Academic Integrity Forms. The OSCED shall pursue the allegation, unless faculty member or student(s) request a review from the AIC. If such a request is made, the OSCED shall wait for the AIC's Opinion (see section 7) before pursuing the allegation.

6.2   The OSCED shall follow the timelines described in Executive Order 1098. Currently, EO 1098 states that the OSCED has 10 business days from the date it receives the form from the faculty member to notify a student about the documented incident and to schedule a conduct conference. After reviewing the matter, the OSCED holds the student "responsible" or "not responsible." The OSCED shall inform the faculty member that a decision has been made, though OSCED will not convey the actual decision.

6.2.1   If the OSCED holds the student(s) "not responsible," no further action is taken.

6.2.2   If the OSCED holds the student(s) "responsible," the office may recommend one of the following actions, pursuant to the authority provided in Section 41301 of Title 5 of the California Administrative Code.'

a. No further action;
b. Educational measure for the student(s) involved;
c. Disciplinary probation of the student(s) involved;
d. Suspension of the student(s) involved; (e) Expulsion of the student(s) involved.

6.2.3   The OSCED may not change a grade for an assignment or a course. If the student(s) wish to challenge a grade after the determination of the OSCED, they can pursue a grade appeal (see section 8 below). 3

6.3 Opportunities for appeal regarding the sanctions applied by the Vice President for Student Affairs are provided for students involved in the proceedings as outlined by Executive Order 1098.

6.4 The Vice President for Student Affairs shall report annually to the Chair of the Academic Senate a summary of the charges concerning cheating and plagiarism brought before the Office of Student Conduct and Ethical Development.

7 ACADEMIC INTEGRITY COMMITTEE (AIC) ACTION IN ALLEGATIONS OF CHEATING OR PLAGIARISM

7.1   Membership and Charge

7.1.1   The Chair of the Academic Senate appoints and the Provost and Senior Vice President for Academic Affairs (or designee) convenes an AIC for the University.

7.1.1.1 During the academic year, the AIC shall consist of:

- one member from the student body, chosen by the Associated Students Inc., for a one-year term of office;

- three members of the full-time faculty from three different colleges, each with a term of office of two years, terms of office expiring in alternate years; and

- one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.

7.1.1.2 During the winter and summer session, the AIC shall consist of:

- the ASI president or designee (if available);

- three full-time faculty members from the Executive Committee of the Academic Senate;

- one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.

7.1.2 The primary charge of the AIC is to receive the requests of students accused of cheating or plagiarism or the requests of faculty accusing specified student(s) of cheating or plagiarism. Following its review of the evidence, the AIC shall report in writing its Opinion to the student(s) and to the faculty member involved on whether the accusation is supported by the evidence. This Opinion may not be appealed.

However, when new evidence appears to so warrant, a faculty member or student may ask, in writing, the Provost and Senior Vice President for Academic Affairs (or designee) or the Chair of the Academic Senate to request the AIC to reconsider a case.

7.1.3   To preserve the rights of privacy, all AIC meetings shall be closed.

7.1.4   In all cases, an Opinion of the AIC is advisory to the student, with whom rests the presumption of innocence, and the faculty member, to whom the decision on the evidence and academic action is reserved.

7.1.5   The AIC is to report on its actions annually to the Provost and Senior Vice President for Academic Affairs (or designee) and the Chair of the Academic Senate.

7.2   Review Process

7.2.1   A faculty member or student who requests a review of the evidence in a case of alleged cheating or plagiarism must make such a request to the AIC in writing no later than 14 calendar days following the date of first notification of the student by the faculty member of the allegation. Except under extenuating circumstances, the student and faculty member will have no more than 14 additional calendar days to provide evidence to the Committee.

7.2.2   In cases where more than one student is suspected of cheating or plagiarism, the AIC may decide to review the students' case(s) jointly as a group, or as individuals.

> 7.2.2.1 If the AIC decides to review students' case(s) as a group, the students shall have the option to request that their case(s) be reviewed separately, as individuals.

7.2.3   After reviewing documentation provided by the student(s) and the faculty member, the AIC will issue an Opinion on the matter and communicate it to the faculty member, student(s), and OSCED. If the Opinion of the AIC is not in alignment with the decision of the faculty member, the student(s) may use the Opinion to ask the faculty member to change their grade, or as evidence in a grade appeal.

7.2.4   The AIC may request additional information as may be appropriate to the development of its Opinions. The AIC shall provide a final Opinion within 21 calendar days of the submission of a request to it. Should additional time be required, the reasons should be communicated to the Provost and Senior Vice President for Academic Affairs (or designee) and the Chair of the Academic Senate as well as the student(s) and faculty members involved.

8 STUDENT APPEAL TO THE GRADE APPEALS COMMITTEE

8.1   Student(s) may also appeal a final course grade to the appropriate grade appeals committee, when they have received a reduction of score on an examination, other test of competence or final course grade due to cheating and/or plagiarism. Students may only appeal on the grounds outlined in the University's Policy on Grade Appeals Procedures (PS-11-09).

   8.1.1   While not required, it is often recommended that the student(s) request that the AIC evaluate the matter before it is reviewed by the grade appeals committee. The AIC's membership, charge and review process are described above, in Section 7.

      8.1.1.1 A grade appeal may include, as written testimony, the Opinion of the AIC. Because of that, the grade appeal shall be filed after the AIC issues its decision if the student(s) intend(s) to ask for a review by the AIC.

EFFECTIVE: Immediately

CHEATING & PLAGIARISM POLICY FLOW CHART

Please note: The chart is a summary of the policy above. For details on each step, please refer to the content of the policy. The flowchart is available here: Academic Integrity (DOC), Academic Integrity (PDF)