



CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHridge



MASTER OF PUBLIC HEALTH COMMUNITY HEALTH EDUCATION

Enhance Health Through Knowledge





CSUN's MPH program provides a strong theoretical foundation complimented by a practical field experience that prepares students for professional careers in public health. With the ever-changing landscape of the public health field as a result of the Affordable Care Act, the MPH program provided the tools necessary to succeed in my role as the Director of Client Services at AIDS Project Los Angeles.

*Jeff Bailey
Director of Client Services
AIDS Project Los Angeles
The David Geffen Center*

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CSUN's Online MPH: Meeting Growing Demand for Trained Professionals

Public health is not only practiced across a range of settings – local and global, private and public sector, research, program administration, law-making and policy – it is also one of the fastest growing, most dynamic and necessary professions of the 21st century. This is attributed to a number of factors, including the increased central role that population-based prevention and education programs play in improving health, and that nearly all aspects of our health delivery system are undergoing change.

Developed in collaboration with the university's College of Health and Human Development, CSUN's online Master of Public Health (MPH) is designed to empower current and future public health professionals to positively impact public health practice for individuals and communities.

CSUN's two-year, seven-term online Master of Public Health program is an ideal choice for individuals seeking to enter or advance in the field. Covering the five core areas of public health and professional preparation (biostatistics; environmental health; epidemiology; health policy and management; and social and behavioral science), it also includes field training in the public sector to provide practical experience and foster the development of decision-making skills.

The MPH program has an eclectic student population, so participants benefit from a broad range of perspectives and experiences, including health sciences, sociology, anthropology, epidemiology and public health administration.



Master of Public Health graduates who took the 2024 Certified Health Education Specialist (CHES®) examination had a 90% pass rate (the national average in 2024 was 69.69%).



Career opportunities for public health graduates:

Health Services Administration

Biostatistics

Epidemiology

Behavioral Scientist

Environmental Scientists

Public Health Project Manager

Disaster Management

Chronic Disease Health Educator

*Clinical Infectious
Disease Specialist*

Mental Health Researcher

U.S. Bureau of Labor Statistics

An Online Degree with a Real-World Focus

Combining academic excellence and public sector experience, CSUN's MPH is taught by the same distinguished faculty and practitioners who teach on campus, and offers:

- **Flexibility.** A dynamic, online format enables participants to continue with their professional and personal obligations while completing an MPH degree in just two years, over the course of seven terms.
- **Distinction.** CSUN has over 40 years of degree accreditation by the Council on Education for Public Health (CEPH) and university accreditation with the Western Association of Schools & Colleges.
- **Relationships.** CSUN's program offers opportunities to work with faculty who are experienced practitioners and scholars in their field, as well as a network of peers who are dedicated to improving the health of individuals and communities.
- **Fieldwork.** Participants develop practical experience as they work in the public health sector as part of their MPH field training.

Career Opportunities for Program Graduates

The MPH program prepares graduates for leadership, administration, and management roles in a variety of public health settings. Individuals graduating from the online MPH program are trained to work in a wide array of disciplines and settings including local, state and national public health departments, health-based nonprofits, community-based organizations, clinical and patient education, health advocacy, worksite health promotion, schools, academic, research, and other private and professional settings.

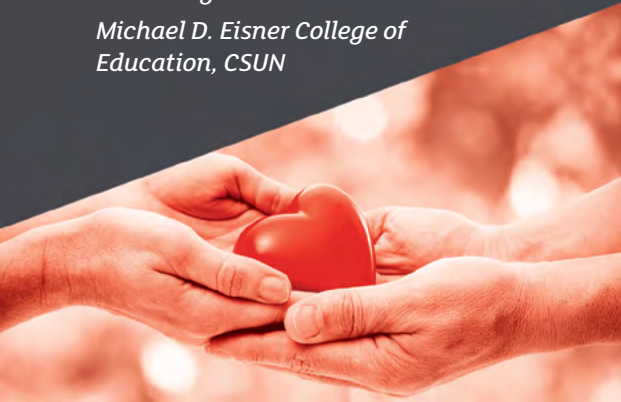


This online, cohort-based program prepares students to be outstanding educational leaders in virtually any K-12 academic setting worldwide. Our alumni are recognized and sought after for their expertise in transforming low-performing schools, integrating technology to enhance student learning and engagement, and implementing standards-based education while creating campuses dedicated to involving communities in the academic success of all students.

Merle Price, M.A.

*Department of Educational Leadership
and Policy Studies*

*Michael D. Eisner College of
Education, CSUN*



The Advantages of the Cohort Format for Advanced Professional Education

The online Master of Public Health is offered in the CSUN cohort format. Cohorts at the master's level generally comprise 25 to 40 participants, who enter the program and proceed through a pre-determined program of study as a group. This cohort forms a cohesive learning community that can enhance the learning dynamics for all. Participants are guaranteed admission in all of the courses required for program.

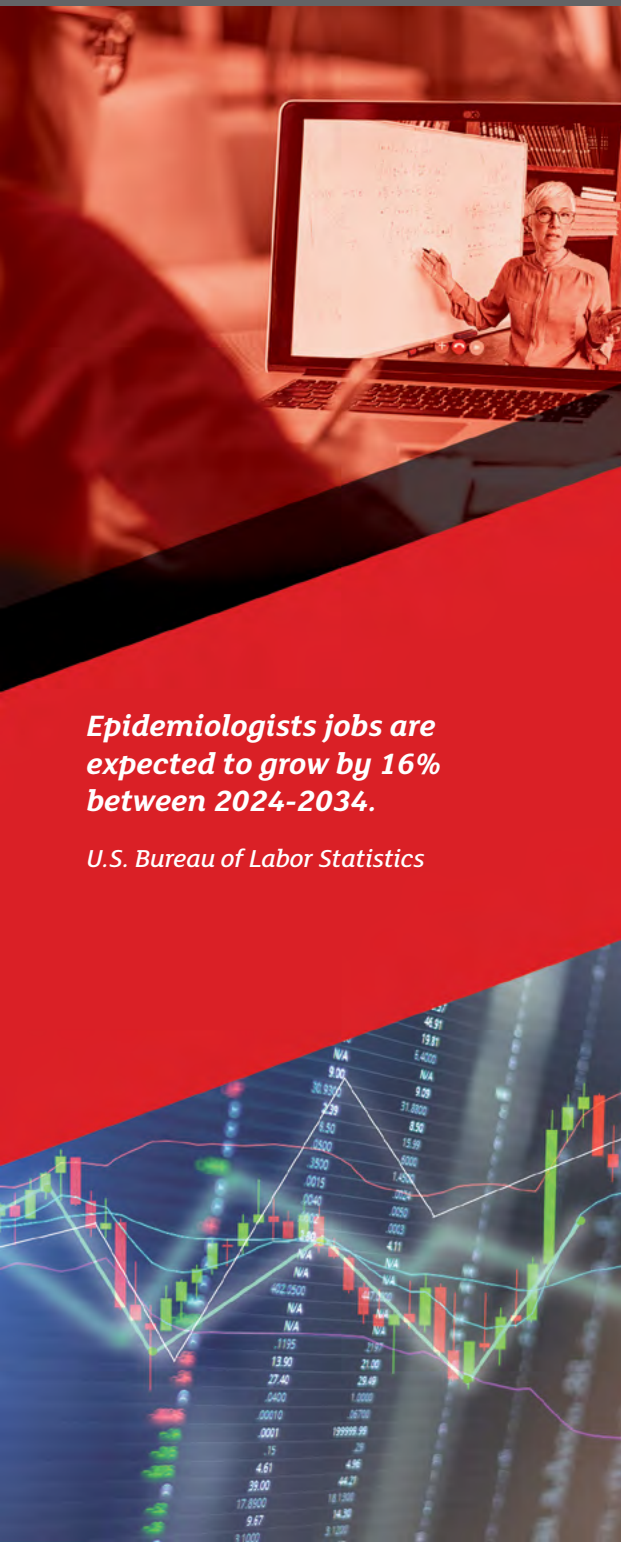
The cohort format is a powerful approach for designing and teaching advanced professional education programs. It allows curriculum for the Master of Public Health to be crafted as a comprehensive and integrated educational experience. The program moves participants forward, covering important content and cultivating the development of advanced conceptual skills for professional practice at a senior level. For this master's degree, faculty worked together to develop the program as a whole.

This approach is distinctive to CSUN, and it has a high value for those seeking effective advanced professional education. With this approach, courses in this master's degree become components of the overall program's larger educational purpose and learning goals. Faculty teach the cohort using sophisticated instructional strategies for more extensive student engagement in the educational experience, because participants and faculty take an educational journey together from the start to the end of the program.

CSUN also uses the cohort format because it increases the level of success of those enrolled in the program. The on-time successful graduation rate for CSUN cohorted master's degree programs is well above national average, with most at or above an 80% on-time graduation rate, and some reaching over 90%. For anyone investing in their own advanced professional education, successful program completion is the key feature determining whether or not that investment provides the envisioned returns.

The cohort format supports this level of success because each cohort becomes a tightly knit community in which students share their learning experiences. Faculty members plan and teach in ways that provide and reinforce strong links between lectures, assignments and courses. The assigned program manager also works with students in each cohort, from application through graduation, to provide the encouragement, guidance and administrative support needed to allow program participants to focus on their academic work and successfully move forward.

Those who enroll in this online master's degree will have a memorable and powerful educational experience as a member of this program's next cohort.



Epidemiologists jobs are expected to grow by 16% between 2024-2034.

U.S. Bureau of Labor Statistics



CSUN: A Leader in Online Graduate Education

CSUN is a model institution for cultural diversity and rigorous scholarship in Greater Los Angeles and beyond. Here, students combine academic pursuits with hands-on experience to assemble the robust skills needed to thrive in today's global economy.

Each year, CSUN's online programs receive national recognition for their innovative curriculum, instruction and methods. All online curriculum is designed by the same distinguished faculty and leading practitioners as on-campus programs. This approach ensures that each course, whether on-campus or online, is held to the same high standards of academic excellence and student achievement.

CSUN's award-winning online programs are developed through a strong collaboration between faculty, instructional design teams and technical professionals. This partnership creates an engaged online learning community and adds enormous flexibility to the demanding personal and professional lives of participants.

Faculty receive individualized training and ongoing support to ensure smooth and effective use of online educational technology. CSUN's professional distance-learning staff also provides training and start-to-finish technical support to students in online degree programs.

Education-technology specialists, assigned to each online program and cohort, develop strong working relationships with those enrolled. This real-world support comes from actual people on the CSUN campus, and not just at a "virtual help desk," who remain fully committed to student success from day one until graduation.



I came from a long career in nursing and was the Maternal Child Health Director for Ventura County Public Health, but I felt ill prepared to take on many of the responsibilities of that position. Happily, I found the CSUN MPH in Health Education program, and – with the guidance of experienced and extremely knowledgeable professors – was able to use everything I learned on a consistent basis. My career literally soared during and after my MPH studies.

Diane Dobbins, MPH, RN

DISEASE WARNING
West Nile Virus
has Been Confirmed
In This Area

This disease is transmitted to humans & animals by the bite of infected mosquitoes.

LOW THESE PRECAUTIONS
ACTIVITY IN THIS AREA between dusk and dawn

ADVERTENCIA
LA ENFERMEDAD
Virus Del Oeste
Del Nilo

Evidencia de esta enfermedad se ha detectado. Esta enfermedad es transmitida a humanos y a animales por la picadura de un mosquito infectado.

FAVOR SIGUE ESTAS PRECAUCIONES
Evite actividades durante el tiempo cuando los mosquitos son más activos, al amanecer o al atardecer.
Continúe repelentes contra

Advantages of the Carefully Crafted Curriculum

CSUN's online Master of Public Health program has a carefully crafted curriculum designed for the cohort format. In this format, one course builds upon the prior course to provide students with essential and versatile professional knowledge, skills and abilities that will enable them to be successful leaders and managers in a wide range of educational organization and institutions. While the program is delivered entirely online, the instructional approaches to the courses vary to ensure that the educational experiences and the learning outcomes make the overall program a comprehensive learning experience. For course descriptions, visit the Curriculum web page.

- HSCI 539 | Current Issues in Public Health
- HSCI 690 | Program Evaluation for Community Health
- HSCI 533 | Advanced Concepts of Health Behavior
- HSCI 536 | Cultural Issues in Healthcare
- HSCI 531 | Program Planning for Community Health
- HSCI 535 | Curriculum Development in Health Education
- HSCI 587 | Seminar: Epidemiology
- HSCI 694 | Research Design
- HSCI 693 A | Field Training (300 hours required)
- HSCI 693 C | Supervised Field Training
- HSCI 592 | Advanced Biostatistics for the Health Sciences
- HSCI 541 | Administration, Supervision and Consultation in Health Education
- HSCI 538 | Seminar: Community Health Action
- HSCI 537 | Communication in Health Education
- HSCI 698F | Directed Comprehensive Project

Course Descriptions

The following courses are listed in the order in which they are taken in this program.

HSCI 539 | Current Issues in Public Health

The program begins with an overview of the field of public health and how it is integrated into the larger fields of prevention and wellness. Participants consider health disparities, the commitments and values that should guide public health professionals, and the emerging public health issues commanding the attention of scholars and practitioners in the field today. Finally, participants in this course explore current and relevant public health topics and the many factors influencing the health status of populations and communities from a global as well as a national perspective.

HSCI 690 | Program Evaluation for Community Health

Prerequisites: HSCI 533, HSCI 531 and HSCI 592. This course offers an exploration of concepts, principles, and practices of program evaluation for community health education. This course teaches students to develop a theoretical framework, choose an evaluation design, apply measurement tools, develop an analysis plan, and monitor implementation and fidelity of interventions. Students are trained to apply quantitative and qualitative research methods, and special emphasis is given to community-based participatory research approaches. By the end of the semester, students will understand the systematic application of scientific methods to assess the effectiveness of public health programs.

HSCI 533 | Advanced Concepts of Health Behavior

A significant part of the public health professional's role is, first, to understand and, then, strategically influence the health behavior of the individuals and communities they serve with the goal of improving public health through positive behavioral change. Participants in this course will learn how public health professionals develop an understanding of individual and community life choices, as well as the social contexts that impact both those choices and the overall health of the community in the near- and the longer-terms. This course introduces participants to the key theories and current methodologies used by contemporary public health professionals to influence health behavior in individuals, groups and communities. The course also includes opportunities to apply theory to practice through case studies and/or field assignments.



HSCI 536 | Cultural Issues in Health Care

This course helps participants to develop a sophisticated awareness of diversity and the importance of giving appropriate attention to the impact of different social and cultural contexts on both advantageous and potentially problematic health behaviors. The course introduces participants to population statistics, social dynamics, and leading theories regarding individual and community health disparities. Participants will learn approaches used by public health professionals to develop culturally appropriate and effective public health education programs for various communities and groups. The course will focus on developing the knowledge, skills and abilities needed to develop public health strategies that will not only work in different cultural settings but also give community members the information and options they need to consider alternatives that might improve individual and community health outcomes.

HSCI 531 | Program Planning for Community Health

For a public health professional, designing an educational program (referred to in the field as a "public health program") is a key professional skill. This course focuses on the first phases of planning a public health program. Participants learn how to assess community public health needs and assets; to create theoretically based, effective program objectives; to analyze assessment data; to identify evidence-based public health programs that are most effective; and to apply evaluation strategies. Participants will both learn to analyze factors to be considered in developing programs and have the opportunity to work on a planning project that will develop their ability to apply planning principles to practice.

HSCI 535 | Curriculum Development in Health Education

In this course, participants will learn to develop learning objectives, curriculum content and instructional approaches that define the public health education program that they created in the previous course (HSCI 531). Participants in this course will develop a solid foundation in learning theory, the theory and practice of curriculum design, the principles of instructional design, the impact of instructional strategies, and curricular assessment. Participants will apply the theories and principles learned to the development of a complete public health curriculum focused on the topic/issue identified during the prior planning and evaluation course. These two courses, HSCI 531 and HSCI 535, function complementarily to build one of the core competencies of an effective public health education professional: namely, the ability to plan, implement and evaluate public health education programs.

HSCI 587 | Seminar: Epidemiology

Epidemiology is the study of disease and disease trends, with an emphasis on how morbidity, mortality, and longevity across time impact disease and illness from regional, national, and (sometimes) global perspectives. Course participants examine historical trends in epidemiology, current trends, and projections for the future. Participants also consider the implications of comparative studies and analyses of the patterns of disease and disease trends in different communities, industries and nations. The course focuses on a critical analysis of literature related to the newer concepts of epidemiology as applied to preventive medicine, health care management

and public health. Participants will choose a health topic and perform a literature review and basic epidemiological analysis to reveal epidemiological trends and statistics affecting the chosen topic. Competence in epidemiological principles and analysis is one of the five core areas of professional preparation in the field of public health.

HSCI 694 Research Design

Research design and methodology is essential for public health professionals to become competent in conducting their own research as well as in interpreting published research and evidence-based practices. This course focuses on critical consideration of research methodology as applied to the health sciences and provides an overview of the design and conduct of research perspectives and methodologies. Participants both examine the formation of a research question and create their own research questions. Describing and applying various research designs, they study site, population, as well as issues and methods of data collection and analysis. The course examines the major types of research design, including experimental, quasi-experimental, etc. Participants will become more competent in research methodology and application.

HSCI 693 A | Field Training

Successful completion of this master's degree program requires 300 hours of fieldwork, during which participants put the knowledge, skills and professional abilities gained in the coursework to date into practice. This course begins with a guided approach to planning for fieldwork and selecting a fieldwork site, preparing for fieldwork, and securing the needed permissions and approvals to go forward with the fieldwork

as planned. The course includes both pre-evaluations and post-evaluations of the skills, capabilities, and insights of participants, to measure and inform their growth as reflective practitioners. Each participant will keep a journal during the fieldwork period, and will attend periodic online class meetings with advisors and other program participants. Participants will also be asked to prepare a final fieldwork report.

HSCI 693 C | Supervised Field Training

Corequisite: HSCI 693A. Supervised field experience/training onsite in selected agencies or organizations. (Credit/No Credit only)

HSCI 592 | Advanced Biostatistics for the Health Sciences

This course builds on the earlier biostatistics foundations course - as well as on the courses in program planning, curriculum development, epidemiology, and field work - to give participants a more advanced level of connection to the essential tools and insights that biostatistics offers the public health professional. Public health practitioners must base their work on a solid understanding of research. In this course, participants engage in the more advanced statistical analyses and theories that are essential for conducting viable research in the field, documenting the effectiveness of public health strategies used in practice, and developing increasingly more informed and effective public health programs. The work in this course combines data collection, design of data-gathering instruments, data analysis, statistical methods, and statistical reasoning for the health sciences and public health professional practice.

HSCI 541 | Administration, Supervision and Consultation in Health Education

Public health professionals prepared at the master's degree level often find themselves called upon to play managerial, supervisory, consulting and/or administrative roles for projects, units, groups, agencies, or organizations. This course gives participants a valuable introduction to the knowledge, skills and abilities needed to be effective in these leadership roles. From the perspective of public health and health education professional practice, participants in this course will explore the role of a manager/leader in different professional contexts; the professional ethics of leadership; project management, supervision and personnel issues; budgeting; managing partnerships, collaborations, and boards; regulatory and legal considerations; and external relations. Case studies, guest speakers in leadership positions, and examples from practice will stimulate and guide discussion and reflection.

Public health is among the 21st-century's fastest growing fields, and the nationwide need for public-health graduates is expected to increase in the years ahead.

HSCI 538 | Seminar: Community Health Action

Community health action is the core of community health education/ health promotion practice, yet the traditional settings for community health education have changed and expanded. Health educators are no longer confined exclusively to public health or voluntary health settings but have moved to community sites. While the concept of "community" has changed drastically, it continues to emphasize the varying types of formal and informal linkages with many organizations that interface and interact with the "community," however that term is defined. This course provides students with the skills needed to assess communities and assist in translating community knowledge of such linkages into ways of actively assessing and dealing with community health development and social planning needs. With this knowledge, students are equipped to take active roles in promoting citizen participation in health planning, organization for social action, and health-related policy development.

HSCI 537 | Communication in Health Education

It is essential that public health professionals have strong interpersonal communication skills and be competent in creating effective health messages. This course covers the analysis, development and utilization of media communication in Health Education, and provides an in-depth analysis of the role of health communication in public health programs. By the end of this course, participants will become competent in health communication theory, the role of social marketing and mass media, management of communication programs, interpersonal communication, social networks, social change, and the creation of effective health messages, campaigns and collateral. To offer practical application and experience, participants create their own creative health communication materials.

HSCI 698F | Directed Comprehensive Project

This course is restricted for Online MPH students only. This culminating graduate course will guide students to complete a Directed Comprehensive Project (DCP). Students in the Online Master of Public Health program enrolled in HSCI 698F will complete a culminating project to address core MPH competencies as well as concentration-specific competencies. The purpose of the DCP is to synthesize the knowledge, concepts, and skills learned in coursework, internships, and other related experiences as they demonstrate application in the field. (Credit/No Credit only)



The average annual salary for occupations related to public health is around \$103,300 as of 2025.

U.S. Bureau of Labor Statistics

Distinguished Faculty

The Master of Public Health program is designed and taught by CSUN faculty members in collaboration with public health professionals who are leaders in their areas of specialization. This blend of practitioners with outstanding CSUN faculty ensures that you will graduate with a solid academic background and be well prepared for the realities of practice in the field. Faculty bios can be read on the [Faculty webpage](#).

- Kaitlin O. Bahr, Ph.D., MPH
- Stephanie M. Benjamin, Ph.D., MPH
- Bobbie Emetu, Ph.D., MPH, MLS
- Jeffrey Goodman, MPH
- Patty Kwan, Ph.D., MPH, CHES (Certified Health Education Specialist)
- Rebecca Lustig, M.S., R.E.H.S. (Registered Environmental Health Specialist)
- Carrie Pullen, Ed.D.
- Kathleen Young, Ph.D., MPH

Program participants come from a variety of backgrounds, including the health professions and health sciences, sociology and public health administration. MPH graduates go on to work in a range of disciplines and settings, including local, state and national public health departments; health-based nonprofits; community-based organizations; clinical and patient education; health advocacy; social work; worksite health promotion; research, academia, and schools.



The Advantages of CSUN's Approach to Supporting the Educational Success of Working Professionals

Starting a degree program is a big step, but – for working adults – the real value is in completing the program. That is why CSUN focuses on providing the outstanding student support services that ensure participants meet their educational goals and succeed in graduating. We recognize that midcareer professionals undertaking advanced professional education need to focus on their academic work to be successful in the program. This recognition prompted the development of a level of support services rare among public universities.

Students should not have to spend time trying to figure out and navigate the university's administrative systems. With that in mind, the program coordinator assigned to each cohort works with students from the point of application through graduation. This practice ensures that each student will have direct personal support with a specific person to email or call with any questions or concerns at any time during the program. Each program coordinator is also a proactive part of the cohort experience, providing ongoing information, regular reminders and consistent encouragement.

Each degree program also has an assigned academic lead. This is a faculty member with specific responsibilities for coordinating the work of the faculty teaching in the program and responding to academic questions students may have that go beyond the scope of an individual course. Participants in each cohort know their academic lead well and can take advantage of this resource for guidance whenever they face an academic challenge.

With this approach, CSUN graduate programs are proud to have achieved high graduation rates with some cohorts reaching up to 90%.

Our graduates are employed at Kaiser Permanente, Cedars-Sinai, UCLA Health, California Department of Public Health, County of San Diego.

CSUN graduate programs are proud to have achieved high graduation rates with some cohorts reaching up to 90%.



For More Information

(818) 210-3063

programs@csun.edu

Learn More

Distinction in Accreditation

California State University, Northridge is accredited by The Western Association of Schools and Colleges (WASC), a regional institutional accrediting body recognized by the U.S. Council of Higher Education and Accreditation. Visit the WASC reaccreditation website for more information. In addition to CSUN's WASC accreditation, this CSUN Master of Public Health: Community Health Education program is accredited by Council on Education for Public Health (CEPH).

Admission to the Program

To be admitted to the MPH online program, applicants must possess (at the time of application):

- **Educational Background:** Bachelor's degree in a related field from a regionally accredited institution.
- **Cumulative GPA:** 3.0 Cumulative GPA or last 60-unit GPA is 3.2 or higher.

English Proficiency Requirements

For Non-U.S. Degree and International Students Only

If a graduate applicant has earned a bachelor's or master's degree from a college or university outside the U.S., then an English language proficiency exam may be required.

For more information, please visit [Admission Requirements](#) web page.