



CALIFORNIA STATE UNIVERSITY
FULLERTON

DEPARTMENT OF PUBLIC HEALTH

Master of Public Health

Health Promotion and Disease Prevention
Gerontological Health
Environmental and Occupational Health

Graduate Handbook 2018- 2019

Division Office–KHS 121* (657)278-3316
<http://hhd.fullerton.edu/hesc>

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Department Chair

Joshua Yang, PhD
Graduate Program Advisor/Coordinator



CALIFORNIA STATE UNIVERSITY
FULLERTON

Master of Public Health

CSUF's MPH DEGREE

The Master of Public Health (MPH) degree combines the study of the biological, physical, psychological, economic, and social forces affecting the human condition. The degree's curriculum seeks to analyze not only the nature and context of public health problems, but also the organizational, behavioral, socio-cultural, and political constraints to ameliorating these problems. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

PURPOSE

Our purpose is to prepare public health professionals to draw on the knowledge and skills from a variety of disciplines to define, critically assess, evaluate and resolve public health problems. MPH program graduates will have a common educational grounding that enables them to work effectively with the broad spectrum of public health issues that they face during their public health careers.

MISSION

The mission of the MPH Program at CSUF is to develop knowledgeable, skillful health professionals who are proficient in disseminating and applying knowledge to prevent disease and promote health in the human population. Students of various academic and career backgrounds are brought together to receive advanced education in disease prevention and health promotion topics, with specialized emphasis on research and practice that improves the lives of diverse groups, organizations and communities in a global society.



CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Public Health

KHS - 121 / Telephone: 657-278-3316 / Fax: 657-278-5317

Dear Graduate Student:

Welcome to the Department of Public Health at California State University, Fullerton. We are pleased that you have made the decision to enter our program and know you will find it to be academically and professionally rewarding.

This student handbook has been designed to give you a better understanding of the Master of Public Health (MPH) graduate program and to help you successfully complete each of the required steps prior to graduation. This handbook contains valuable information that you will frequently refer to throughout your program.

All of the graduate faculty/advisors within the MPH program are committed to making your experience here at California State University, Fullerton a successful one. Don't hesitate to ask questions of the MPH Advisor and other graduate faculty in the program.

Please follow the links below related to each section of this handbook. Much of what you need to know in order to complete your program in a timely manner is provided in this handbook. We also encourage you to provide us with feedback on we can continue to improve the handbook by incorporating additional information that you consider to be important to your success.

On behalf of the faculty of the Department of Public Health, we send best wishes for a memorable experience here at California State University, Fullerton.

Michele Wood, PhD, MS
Chair, Health Science

Joshua Yang, PhD
MPH Advisor

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

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Debbie Rose	Kinesiology	drose@fullerton.edu	(657)278-5846

***Public Health Faculty** – Faculty from Public Health must Chair Projects/Theses

University Contact List/ Telephone Directory

<u>Contact</u>	<u>Phone Number</u>	<u>CSUF Location</u>
CSUF Operator	(657) 278-2011	800 N. State College
Academic Appeals	(657) 278-3836	LH-810
Admissions and Records	(657) 278-7601	LH-114
Arboretum	(657) 278-3579	Northeast Campus
Bookstore	(657) 278-3418	Titan Student Union
Career Planning	(657) 278-3121	LH-208
Child Care Center	(657) 278-2961	CC-203
Disability Support Services	(657) 278-3117	UH-101
Emergency	911/3333	
Extended Education	(657) 278-2611	CP-100
Financial Aid	(657) 278-3125	UH-146
Health Center	(657) 278-2800	SHCC East/West
Institute for Economic and Environmental Studies	(657) 278-2509	LH-522
International Education and Exchange Program	(657) 278-2787	UH-244
Library	(657) 278-2623	Library
Tucker Wildlife Sanctuary	(657) 278-3896	MH-129
Women's Center	(657) 278-3928	UH-205

Master of Public Health

Why should I pursue a Master of Public Health?

The Master of Public Health (MPH) degree combines the study of the biological, physical, psychological, economic and social forces affecting the human condition. The curriculum seeks to analyze the nature and context of public health problems, as well as the organizational, behavioral, sociocultural and political constraints to improve these problems.

The MPH program prepares public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess, evaluate and resolve public health problems. Students with diverse backgrounds are educated in the areas of disease prevention and health promotion, with specialized emphasis placed on multicultural groups, organizations and communities. Our goal is to develop knowledgeable, skillful health professionals who are proficient in applying knowledge to prevent disease and promote health in human populations. Our graduates have a common educational foundation that enables them to address a broad spectrum of public health issues that they face in their careers.

What sets California State University, Fullerton apart from other programs?

The MPH program provides a valuable link between the University and the community in a most important way, the public health of all citizens in Orange County. The California State University, Fullerton (CSUF) program was the first accredited MPH program in Orange County, and has been successfully graduating outstanding students since 2004. The goals of the MPH mirror the University. In addition to ensuring the pre-eminence of learning, the MPH provides a high quality program that meets the evolving health needs of our students, our community and our region. The program's interdisciplinary nature fosters collaborations among members of different academic disciplines as well as between students and faculty. As a result, students have the opportunity to succeed not only in their academic studies but also as leaders in the community.

What type of living environment does the Fullerton area offer?

In addition to the challenging but rewarding academic program offered within the Department of Public Health, you will reside in one of the most environmentally desirable and diverse communities in the country. The University is rich in its cultural diversity and has been honored for the large number of degrees awarded to minority students. U.S. News & World Report (Sept. 2017) ranks CSUF among the nation's top 25 "Most Innovative Schools". Hispanic Outlook in Higher Education (Aug. 2017) ranks CSUF No. 1 in California and No. 2 in the nation among top colleges and universities awarding degrees to Hispanics, based on data from the U.S. Department of Education. The University is located in Orange County, which was rated the

number one place to live by Places Rated Almanac, out of 351 cities or metropolitan areas of its size across the United States. With 42 miles of coastline and 125 miles of bikeways and beaches, coupled with an average annual temperature of 75 degrees – the climate of Orange County affords its residents year-round recreation and sporting opportunities.

What is required for admission to the Master of Public Health program?

Students must apply to both the department and the university for admission. Minimum requirements for **admission to the university** are listed below.

The minimum requirements for admission to master's and post baccalaureate studies at a California State University campus are in accordance with University regulations, as well as Title 5, chapter 1, Subchapter 3 of the California Code of Regulations. Specifically a student shall at the time of enrollment:

1. Have completed a four year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or equivalent preparation as determined by appropriate campus authorities;
2. Be in good academic standing at the last college or university attended;
3. Have attained a grade point average of at least 2.5 in an acceptable earned baccalaureate degree or attained a grade point average of at least 2.5 in the last 60 semesters units (90 quarter units) attempted; (Department graduate programs may require a higher GPA.)
4. Satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe.
5. For international students, all applicants, regardless of citizenship, whose native language is other than English are required to submit proof of English proficiency before an admissions decision can be made

For a complete list of requirements always refer to the Graduate Studies website at <http://www.fullerton.edu/graduate/prospectivestudents/>

After meeting the above criteria, **additional requirements for acceptance into the MPH program** include:

1. Copy of official transcript(s) from all college work sent directly to the MPH Admissions Analyst;
2. Graduate Record Examination (GRE) score;
3. Two letters of recommendation;
4. A narrative statement (300-500 words describing how the program relates to professional goals);
5. A current resume;
6. Completion of 3 units of statistics and/or research methods (appropriate courses include:

- statistics, epidemiology, research methods, calculus, etc.) with a grade **B** or better.
7. Appropriate educational background for the public health program.
 8. A cumulative GPA of 2.7.
 9. Paid or volunteer experience in public health, health education or related health area.
 10. Interview upon request.

What are the requirements to complete the degree?

Forty-two units are required for the MPH degree; thirty-three units of coursework must be 500 level courses.

Required Core Competency Courses (24 units)

HESC 500 Issues in Public Health (3 units)

HESC 501 Advanced Methods in Epidemiology (3 units)

HESC 508 Statistical Methods in Health Science (3 units)

HESC 510 Research Methods in Health Science (3 units)

HESC 515 Advanced Environmental Health (3 units)

HESC 524 Public Health Administration (3 units)

HESC 535 Advanced Study in Program Planning and Evaluation (3 units)

HESC 540 Health Promotion and Disease Prevention (3 units)

Internship (6 units)

HESC 595 Graduate Internship

Our accreditation with the Council on Education for Public Health (CEPH) requires 240 hours of internship. Students may begin collecting internship hours in the second year of classes. More details can be found under the Requirements section.

Electives (9 to 12 units)

Selected from approved electives list provided to students

Culminating Experience (0 to 3 units)

HESC 597 Project (3 units)

HESC 598 Thesis (3 units), or

Comprehensive Examination (0 units, must take additional 3 unit elective)

What advisory tracks can I focus in?

Students will work with a faculty adviser to select from one of three advisement tracks.

Health Promotion and Disease Prevention Track

This practitioner oriented program addresses behavioral theory, communication and motivation processes, community intervention strategies, strategies for dealing with multicultural

populations, and evaluation procedures for community health promotion and primary prevention. Graduates are prepared to:

- Assess individual and community health needs;
- Plan effective health education and health promotion programs; Conduct health education and health promotion research;
- Manage and supervise health education programs in a variety of settings.

Environmental and Occupational Health and Safety Track

This track provides students with the necessary scientific and public health background to protect the general public and workers from adverse effects caused by exposure to harmful agents in air, water, soil, food and consumer products. Graduates are prepared to:

- Recognize safety and health hazards in the workplace;
- Characterize exposures to airborne chemicals, noise and other occupational hazards; Recommend personal protective equipment, engineering controls and management controls for safety and health hazards.
- Function as a safety and health professional within a management structure, including working with managers, labor representatives, occupational health physicians and nurses, ergonomists and industrial engineers.

Gerontological Health Track

This track provides students with the opportunity to develop in-depth understanding of human aging in society as they prepare for professional practice within the field of public health gerontology. Gerontological knowledge, skills, and attitudes related to developing, implementing, and evaluating community based health programs for older populations are addressed. Graduates may be involved in:

- Providing direct services to older adults;
- Planning and managing health and social service programs;
- Advocating the need for services, resources, and health policies for older adults;
- Evaluating community programs for the elderly.

What types of career opportunities are available?

Experienced with a variety of theoretical approaches and educational methodologies, graduates work across a wide spectrum of settings to promote and enhance public health through individual and organized community efforts.

These settings include:

- Government agencies: local, state, federal and international, such as health departments, environmental and occupational agencies
- Hospitals and health care institutions: ranging from health maintenance organizations to community improvement programs
- Not-for-profit organizations: such as national, state and local voluntary agencies
- Private corporations: providing wellness/health and safety programs for employees

How can I obtain more information?

Many of your questions can be answered by visiting the MPH home page within the department's website at <http://hhd.fullerton.edu/hesc/Programs/MPH/index.htm> . We also welcome you to visit the campus, speak to graduate faculty in your area of interest and tour our facilities. You can also make an appointment to meet with the Admissions Analyst of the MPH program by calling 657-278-3317.



**MPH Health Promotion Track Study Plan Guide
 (ALL CLASSES ARE 3 UNITS)**

CORE REQUIREMENTS (30 UNITS)

Course Number	Title	Semester Offered	Day and Time (projected times/days BASED ON 2018 times/dates and subject to change)
HESC 500₁	Issues in Public Health	Fall	Tues. 7:00-9:45pm
HESC 508₁	Statistical Methods in Health Science	Fall	Tues. 4:00-6:45pm
HESC 501₁	Principles of Epidemiology	Spring	Tues. 4:00-6:45pm
HESC 540₁	Health Promotion and Disease Prevention	Spring	Tues. 7:00-9:45pm
HESC 515₂	Advanced Environmental Health	Summer session A	T/TR 5:00-9:10pm. 5 weeks
HESC 524₂	Public Health Administration	Summer session B	T/TR 5:00-9:10pm. 5 weeks
HESC 535₂	Program Planning and Evaluation	Fall	M 7:00-9:45pm
HESC 510₂	Research Methods	Fall	M 4:00-6:45pm
HESC 595₂ (used to be HESC 550)	Graduate Internship	Usually begins in 2 nd year	Determined with Internship Supervisor & Internship Coordinator

₁If taken in the prescribed sequence, these courses are taken by 1st year MPH students.

₂ If taken in the prescribed sequence, these courses are taken by 2nd year MPH students.

TERMINAL REQUIREMENT (0-3 UNITS)

Choose one: HESC 597 (Project, 3 units) OR HESC 598 (Thesis, 3 units) OR Comprehensive Exam (0 units). Students must take 3 additional units of electives if they take the Comprehensive Exam.

ELECTIVES (9-12 UNITS)

To be selected with Lead Advisor approval. Please check online for the dates and times.

*= Strongly recommended for the HP track

Course Number	Title	Semester Offered
*HESC 411	Promoting Health in Multicultural Populations	Fall
		Spring
HESC 424	Health Policy	Fall
HESC 420	Chronic Disease Epidemiology	Spring
HESC 421	Infectious Disease Epidemiology	Fall
HESC 425	Alternative Healing Therapies	Fall
HESC 450	Applied Health Promotion in Aging Populations (WEB)	Fall Interession Spring Summer
HESC 455	Designing Health Education Curricula (WEB)	Fall Interession Spring Summer
HESC 460	Worksite Health Promotion	Fall
		Spring
HESC 465	Introduction to International Health	Fall
HESC 480	Transdisciplinary Perspectives on HIV/AIDS	Spring
HESC 481	Health in a Global Society	Spring
HESC 520	Advanced Topics in Community Health	Fall (every even year)
HESC 525	Alternative Medicine	Spring
HESC 599	Graduate Independent Study	Fall
		Spring

ADDITIONAL ELECTIVES

PLEASE REFER TO THE COURSE CATALOG FOR A MORE DETAILED DESCRIPTION OF ADDITIONAL ELECTIVES. PLEASE USE THE INSTRUCTIONS ON THE NEXT PAGE TO DETERMINE THE GENERAL SEMESTERS AND TIMES THAT THESE COURSES ARE AVAILABLE.

INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

1. Go to www.fullerton.edu
2. Along the top right of the page, you will see **SEARCH**. Click on the word **SEARCH** and another bar will appear above it.
3. To the left of **SEARCH**, you will see **Quick Links**. Click on the arrow below Quick Links. A drop down menu will appear. Select **Class Search**, then press enter.
4. You will then be directed to the Class Search page. Here, select the **Term** you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at **Search for Classes**, and then **Go**.
5. **Make your selections.** “Health Science” for **Course Subject** (if the course begins with HESC), and type in the exact 3-digit **Course Number** (e.g., 508 for HESC 508). For **Course Career**, select “Undergraduate” for courses in the 400s (e.g., HESC 411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). **Deselect** the option “**Show Open Classes Only.**” Then select **Search**.
6. The course sections with dates and times should appear. A helpful hint is the following:

If the course you are interested in does not appear in a given term (e.g., Spring 2018), try another term (e.g., Fall 2018). If the subsequent term is not available on this search, try the same term in a previous year (e.g., Fall 2017 instead of Fall 2018). Most classes are offered at the same dates and times.

ADDITIONAL ELECTIVES

Course Number	Title	Description
ANTH 401	Ethnographic Field Methods	Anthropological field research by students on various problems using participant observation techniques.
ANTH 409	Applied Anthropology	Uses of anthropological skills and sensitivities in approaching contemporary human problems. Cultural change, organizational development, program planning and evaluation, the consultant’s role and professional ethics.

ANTH 441	Human Variation	Processes underlying and the theories for the existence of the present variation between and within human populations. Genetics of human populations and the significance of racial classifications. (2 hours lecture, 3 hours laboratory)
ANTH 442	Medical Anthropology	Human health and disease and their relationship to cultural practices, beliefs and environmental factors; histories of various diseases as factors of cultural change; health care delivery systems. One or more sections offered online.
CHIC 450	The Chicano an Contemporary Issues	Socioeconomic and political problems confronting the Chicano, including proposed solutions. Effect that social institutions have had on the Chicano community.
COMM 410	Principles of Communication Research	Research methods used to assess the effects of print, broadcast and film communications on audience attitudes, opinions, knowledge and behavior. Research design and data analysis in communications research.
COMM 464	Public Relations Management	Analyze systems and strategies for planning public relations campaigns and solving/preventing problems. Individual, team case studies, in corporate development of proposals; actual use of tools in addition to role playing presentations to management.
COMM 466	Health Public Relations Campaigns	Best practice public relations and communication strategies for various sectors engaged in all aspects of health, including: providers, public health agencies, educators, nonprofits, policy makers, researchers, insurance providers and members, pharmaceutical and biotech companies, national specialty care providers, patients and their families and public relations/advertising agencies.
COMM 480	Persuasive Communications	Persuasive communications applied to mass communication. The communicator, audience, message content and structure, and social context in influencing attitudes, beliefs and opinions.

COUN 500	The Counseling Profession	Counseling as a mental health professional, including its history, current functions and future directions. The counselor as a professional, including educational goals, personal values and cultural understandings. Opportunity to observe master counselors at work.
COUN 511	Pre-Practicum (Counseling Skills)	Pre- or corequisite: COUN 500; or admission to the Concentration in School Nursing. Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one's values influence the counseling process. Crisis intervention also will be addressed. Extensive role play practice.
COUN 518	Human Development and Functioning	Pre- or corequisites: COUN 500, 511. Human development from infancy to old age, and its effect on individuals, couples and family relationships. Implications for counseling; role of cultural/social contexts and social stressors; role of human sexuality in development.
HUSR 400	Ethical and Professional Issues in Human Services	Ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Offered online only. (Same as PHIL 400)
HUSR 415	Treatment Issues in Drug Addiction	Treatment issues and theoretical models involved in the treatment of drug dependencies. Emphasizes specific effects of different drug classifications; understanding drug cultures; women, children and elderly addiction; co-dependency and enabling.

HUSR 420	Human Services Management	Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability and improving program management.
HUSR 465	Human Services Delivery to Latinos	Theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers in working with Latino populations. Cultural competence when serving Latinos in mental health, social welfare, and educational agencies.
KNES 406	Principles of Sport and Exercise Management	Sport/ exercise management enterprise, including school, facility, professional, commercial, industrial, corporate management and specialists in marketing, print/electronic media. Job descriptions, professional preparation and placement opportunities are detailed. Portfolio development.
KNES 414	Legal Issues in Sport and Exercise	Introduction to the legal system and the law as applied to sport and exercise settings, which includes the areas of sports, fitness and healthcare, and recreational activities, with an emphasis on understanding the concepts of ethics, negligence and risk management.
KNES 432	Applied Exercise Psychology	Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.
KNES 470	Nutrition for Exercise and Sport Performance	Role of different nutrients (macro and micro) to provide energy during exercise, enhance performance and support recovery after exercise. Fluid replenishment, ergogenic aids, nutritional supplements, nutritional immunology and the female athlete.

LIBST 485	Senior Seminar in Cultural Diversity	Intensive interdisciplinary study of selected topics in the humanities and arts. Integrates and builds upon previous classes in Liberal Studies and emphasizes student-led discussions.
MGMT 433	Current Issues in Human Resource Management	Contemporary concepts and procedures in compensation and staffing. Current topics and controversial issues of critical importance to human resource management.
MGMT441	Labor-Management Relations	Impact of labor-management relations upon labor, management and the public. Proper grievance procedure, collective bargaining and settlement of disputes.
MGMT 525	Seminar in Team Leadership Skills	Graduate seminar and workshop to develop hands-on leadership skills to manage high-performance work teams. Topics include methods for self-awareness, making oral presentations, interviewing, stress management, supportive communication, problem solving, influencing and motivating others, managing conflict, empowering, delegating and team building.
PSYCH 474	Health Psychology	Role of psychology in prediction, prevention and treatment of medical disorders, including stress and illness, psycho-neuro-immunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.
PSYCH 475	Psychopharmacology	Basic neurophysiological principles of pharmacokinetics and pharmacodynamics that underlie the effects of drugs on experience and behavior. Recreational drugs and abused drugs that can contribute to psychological disorders. Psychological, medical and social implications of pharmacotherapy.
PSYCH 568	Substance Abuse	Impact of alcoholism and drug abuse on the individual, family and community; clinical skills in the diagnosis and treatment of substance abuse; and research on diagnosis and outcome.

SOC 416	Sociology of Alcoholism	Sociological analysis of alcoholism. Socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)
SOC 455	Sociology of Health and Illness	Comprehensive sociological perspective for interpreting medicine and medical behavior. Multifaceted approach to disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions, and the cost and service of health services.



**MPH EOHS Track Study Plan Guide
(All Classes are 3 Units)**

CORE REQUIREMENTS (30 UNITS)

Course Number	Title	Semester Offered	Day and Time (projected times/days BASED ON 2018 times/dates and subject to change)
HESC 500 ₁	Issues in Public Health	Fall	Tues. 7:00-9:45pm
HESC 508 ₁	Statistical Methods in Health Science	Fall	Tues. 4:00-6:45pm
HESC 501 ₁	Principles of Epidemiology	Spring	Tues. 4:00-6:45pm
HESC 540 ₁	Health Promotion and Disease Prevention	Spring	Tues. 7:00-9:45pm
HESC 515 ₂	Advanced Environmental Health	Summer session A	T/TR 5:00-9:10pm. 5 weeks
HESC 524 ₂	Public Health Administration	Summer session B	T/TR 5:00-9:10pm. 5 weeks
HESC 535 ₂	Program Planning and Evaluation	Fall	M 7:00-9:45pm
HESC 510 ₂	Research Methods	Fall	M 4:00-6:45pm
HESC 595 ₂ (used to be HESC 550)	Graduate Internship	Usually begins in 2 nd year	Determined with Internship Supervisor & Internship Coordinator

₁ If taken in the prescribed sequence, these courses are taken by 1st year MPH students.

₂ If taken in the prescribed sequence, these courses are taken by 2nd year MPH students.

TERMINAL REQUIREMENT (0-3 UNITS)

Choose one: HESC 597 (Project, 3 units) OR HESC 598 (Thesis, 3 units) OR Comprehensive Exam (0 units). Students must take 3 additional units of electives if they take the Comprehensive Exam.

ELECTIVES (9-12 UNITS)**To be selected with Advisor Approval. Please check online for dates and times.**

* = Strongly recommended for the EOHS track

Course Number	Title	Semester Offered
*HESC 405	Worksite Injury Prevention and Rehabilitation	Spring
HESC 420	Chronic Disease Epidemiology	Spring
*HESC 421	Infectious Disease Epidemiology	Fall
*HESC 461	Occupational Health and Safety	Fall Spring
*HESC 462	Environmental Toxicology and Health	Fall
*HESC 463	Air Pollution and Health	Fall or Spring

Additional **ENST 595T** seminar

courses: Environmental Regulations

Environmental Risk

Environmental Inequity

Environmental Law

Environmental Planning

Environmental Education

Environmental Toxicology

Hazardous Waste

Management Migratory Bird

Conservation Wetland

Endangered Habitats

ADDITIONAL ELECTIVES

PLEASE REFER TO THE COURSE CATALOG FOR A MORE DETAILED DESCRIPTION OF ADDITIONAL ELECTIVES. PLEASE USE THE INSTRUCTIONS ON THIS PAGE TO DETERMINE THE GENERAL SEMESTERS AND TIMES THAT THESE COURSES ARE AVAILABLE.

Additional elective courses from Geography (GEOG), Geological Science (GEOL), Environmental Engineering (EGCE), and Chemistry (CHEM) departments. **You should only take one elective courses from these departments. To be selected with Lead Advisor approval.** Please check online for dates and times.

INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

1. Go to www.fullerton.edu
2. Along the top right of the page, you will see **SEARCH**. Click on the word **SEARCH** and another bar will appear above it.
3. To the left of **SEARCH**, you will see **Quick Links**. Click on the arrow below Quick Links. A drop down menu will appear. Select **Class Search**, then press enter.
4. You will then be directed to the Class Search page. Here, select the **Term** you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at **Search for Classes**, and then **Go**.
5. **Make your selections.** “Health Science” for **Course Subject** (if the course begins with HESC), and type in the exact 3-digit **Course Number** (e.g., 508 for HESC 508). For **Course Career**, select “Undergraduate” for courses in the 400s (e.g., HESC 411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). **Deselect** the option “**Show Open Classes Only.**” Then select **Search**.
6. The course sections with dates and times should appear. A helpful hint is the following:

If the course you are interested in does not appear in a given term (e.g., Spring 2018), try another term (e.g., Fall 2018). If the subsequent term is not available on this search, try the same term in a previous year (e.g., Fall 2017 instead of Fall 2018). Most classes are offered at the same dates and times.

Course Number	Course Title and Description
GEOG 450	Human Response to Environmental Hazards Issues involved as humans endeavor to minimize the impact of hazards in the environment. Importance of cognition, perception, communication, mitigation and preparedness as societies cope with hazards posed by the natural world and human action.
GEOG 478	Urban Planning Principles Seminar/discussion on conceptual themes and legal foundations of American urban planning. Policy areas associated with urbanization and suburbanization processes: land use, economic development, redevelopment, housing systems, neighborhood dynamics and growth management. (Same as Political Science 478)
GEOG 481	Geographic Information Systems (GIS): Introduction Methods and applications of computer-assisted mapping and geographic information systems. (2 hours discussion, 3 hours lab)
GEOG 482	Environmental Impact Assessment Techniques relevant to environmental impact assessment in accord with CEQA (state) and NEPA (federal) regulations. Systematic evaluation of major environmental impact topics. Individual and small team activities
GEOG 485	Geographic Information Systems (GIS): Principles and Applications Prerequisite: GEOG 481 or equivalent. Integrated computer-assisted methods for handling spatial data, including database design, data conversion and updating, information retrieval, analysis, modeling and mapping. Instructional fee
GEOG 486	Environmental Remote Sensing Fundamentals of remote sensing science and digital image processing. Remote sensing principles and the processing and interpretation of remotely sensed data using image processing techniques and software.
GEOL 470	Environmental Geology and Planning Geologic processes, hazards, mineral and energy resources and their interaction with planning and environmental regulations. (3 hours lecture, 3 hours lab, field trips)
EGCE 481	Solid Waste Technology and Management Prerequisite: EGCE 441 or equivalent. Process dynamics and kinetics; thermal, physical, chemical and biological treatment operations; immobilization process; residual management and treatment process train selection.
EGCE 482	Liquid Waste Technology and Management Prerequisite: EGCE 441 or equivalent. Process dynamics; reactions and kinetics; reactor engineering and process design; pretreatment operations and physical, chemical and biological treatment operations; residual management and treatment process train selection.

CHEM 435	Chemistry of Hazardous Materials Prerequisite: CHEM 301B. Hazardous chemicals; organic and inorganic air- and moisture-sensitive compounds, reactive metals; chemical reactivity patterns; chemical compatibilities; storage and handling; methods of disposal and waste containment; Federal and local regulations; case histories.
CHEM 437	Environmental Water Chemistry Prerequisite: CHEM 315. Chemical characteristics of fresh and oceanic water; major water pollutant classes, origins, environmental chemical transformations, effects, abatement, and fates; chemical methods for determining water quality, large scale processes for water treatment.



**MPH Gerontology Track Study Plan Guide
 (ALL CLASSES ARE 3 UNITS)**

CORE REQUIREMENTS (30 UNITS)

Course Number	Title	Semester Offered	Day and Time (projected times/days BASED ON 2018 times/dates and subject to change)
HESC 500₁	Issues in Public Health	Fall	Tues. 7:00-9:45pm
HESC 508₁	Statistical Methods in Health Science	Fall	Tues. 4:00-6:45pm
HESC 501₁	Principles of Epidemiology	Spring	Tues. 4:00-6:45pm
HESC 540₁	Health Promotion and Disease Prevention	Spring	Tues. 7:00-9:45pm
HESC 515₂	Advanced Environmental Health	Summer session A	T/TR 5:00-9:10pm. 5 weeks
HESC 524₂	Public Health Administration	Summer session B	T/TR 5:00-9:10pm. 5 weeks
HESC 535₂	Program Planning and Evaluation	Fall	M 7:00-9:45pm
HESC 510₂	Research Methods	Fall	M 4:00-6:45pm
HESC 595₂ (used to be HESC 550)	Graduate Internship	Usually begins in 2 nd year	Determined with Internship Supervisor & Internship Coordinator

₁ If taken in the prescribed sequence, these courses are taken by 1st year MPH students.

₂ If taken in the prescribed sequence, these courses are taken by 2nd year MPH students.

TERMINAL REQUIREMENT (0-3 UNITS)

Choose one: HESC 597 (Project, 3 units) OR HESC 598 (Thesis, 3 units) OR Comprehensive Exam (0 units). Students must take 3 additional units of electives if they take the Comprehensive Exam.

ELECTIVES (9-12 UNITS)**To be selected with Advisor Approval. Please check online for days and times.**

* = Strongly recommended for the GERO track

Course Number	Title	Semester Offered
*HESC 450	Applied Health Promotion in Aging Populations (WEB)	Fall Spring Summer
HESC 599	Graduate Independent Study	Fall Spring
GERO 420	Aging and Dementia	Spring
GERO 425	Successful Aging and Gero-technology	Fall
GERO 500	Adult Development and Aging (WEB)	Fall Summer
GERO 503	Aging and Public Policy (WEB)	Spring
GERO 504T	Selected Topics in Gerontology	Fall Spring
GERO 507	Professional Issues in Gerontology	Spring
GERO 508	Social and Ethical Issues in Aging	Spring
KNES 454	Physical Activity and the Aging Process	Fall Spring
POSC/ GERO 526	Administration and Systems Management	Fall Spring
PSYC 462	Advanced Psychology of Aging	Spring
SOC 443	Sociology of Aging	Fall Interession Spring

ADDITIONAL ELECTIVES

PLEASE REFER TO THE COURSE CATALOG FOR A MORE DETAILED DESCRIPTION OF ADDITIONAL ELECTIVES. PLEASE USE THE INSTRUCTIONS ON THE NEXT PAGE TO DETERMINE THE GENERAL SEMESTERS AND TIMES THAT THESE COURSES ARE AVAILABLE.

INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

7. Go to www.fullerton.edu
8. Along the top right of the page, you will see **SEARCH**. Click on the word **SEARCH** and another bar will appear above it.
9. To the left of **SEARCH**, you will see **Quick Links**. Click on the arrow below Quick Links. A drop down menu will appear. Select **Class Search**, then press enter.
10. You will then be directed to the Class Search page. Here, select the **Term** you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at **Search for Classes**, and then **Go**.
11. **Make your selections.** “Health Science” for **Course Subject** (if the course begins with HESC), and type in the exact 3-digit **Course Number** (e.g., 508 for HESC 508). For **Course Career**, select “Undergraduate” for courses in the 400s (e.g., HESC 411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). **Deselect the option “Show Open Classes Only.”** Then select **Search**.
12. The course sections with dates and times should appear. A helpful hint is the following:

If the course you are interested in does not appear in a given term (e.g., Spring 2018), try another term (e.g., Fall 2018). If the subsequent term is not available on this search, try the same term in a previous year (e.g., Fall 2017 instead of Fall 2018). Most classes are offered at the same dates and times.



CALIFORNIA STATE UNIVERSITY
FULLERTON

Master of Public Health Suggested Cohort Study Plan for the Fall 2018 Cohort

Fall '18 enroll in 9 units

HESC 500 (Yang)

HESC 508 (Rusmevichientong)

One 3 unit elective – based on chosen track

Spring '19 enroll in 10 units

HESC 501 (Gill)

HESC 540 (Yang)

HESC 595 (Internship seminars 1.0 unit)

One 3 unit elective – based on chosen track

Summer '19 enroll in 6 units

HESC 524 (Ross)

HESC 515 (Kim)

Fall '19 enroll in 11 units

HESC 510 (Wood)

HESC 535 (Weiss)

HESC 595 (Internship 2.0 units)

One 3 unit elective – based on chosen track

Spring '20 enroll in 6 units

HESC 595 (Internship 3.0 units)

HESC 597 or HESC 598 or elective (if taking Comprehensive Exam)

GRADUATION May 2020

MPH PROJECT OPTIONS AND GUIDELINES

There are two project options available for MPH Students; students can complete either a Public Health Project or a Journal Manuscript. Public Health Projects can be many different things and should be decided upon with the help of a faculty advisor that the student will be working with. Examples of appropriate projects are: a program evaluation report, training manual, policy statement, legislative testimony with accompanying supporting research, educational brochure with accompanying supporting research, etc. The project should be developed, written, delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

An electronic “Binder” must accompany the Public Health Project or Journal Manuscript. All graduating students are encouraged to make posters from their Public Health Project or Journal Manuscript to be presented at the MPH Awards Ceremony held every Spring semester in late April or early May. Poster directions and specifications are listed at the end of this section.

The general procedures for **completing all projects** are the following:

The semester before you intend on enrolling in HESC 597:

- A. The student submits concurrently to his/her advisor (1) a written project proposal, (2) a complete literature review, and (3) the MPH Program Project (HESC 597) Enrollment Form.
 1. **Project Proposal:** The proposal will have two chapters: (1) *Background and Significance*; and (2) *Methods*. The *Background and Significance* chapter will include a purpose statement; relevant background information on the health issue(s) and population to be addressed; a statement naming any variables to be examined (if applicable); and a hypothesis (if applicable). Note: the background information in this chapter should be focused, succinct, supported by cited evidence, and informed by the complete literature review (submitted separately); however, it should not be confused with the literature review. Rather, the goal is to provide a brief and very pointed narrative that defines the problem you seek to address and explains why your project has the potential to be significant. More details are described below in the explanation of required binder contents.
 2. **Complete Literature Review:** The student will submit separately a thorough literature review on his/her topic. **The format of the literature review will be determined by the student and his/her advisor.**

Writing the project proposal and conducting the literature review are iterative processes and may require multiple revisions over a period of time. Therefore, students should plan in advance and work towards an acceptable proposal the semester before they begin the project. The advisor will only sign the Enrollment Form (below) when he/she is satisfied with the content and quality of the proposal and literature review.

3. **MPH Project (HESC 597) Enrollment Form**: The student completes the form in advance and submits it along **with the proposal and literature review to his/her advisor.**

The signed HESC 597 *enrollment* form must be submitted to the front desk in KHS 121. They will issue a permit. Once the permit is issued, students can enroll in HESC 597.

The semester you enroll in HESC 597:

- B. The student, with guidance from his/her advisor, will complete the work necessary to carry out the project during the time that the student is enrolled in HESC 597.

The procedures specific to each project format are as follows:

- I. **Public Health Project with Binder Format**

- A. The “Public Health Project with Binder Format” is encouraged for any student who desires to work on a variety of public health products that do not necessarily result in a manuscript for publication (project option II). The student, in agreement with the faculty advisor, will develop an appropriate Public Health Project. Examples of projects are: a program evaluation report, a training manual, a policy statement, legislative testimony with accompanying supporting research, educational brochure with accompanying supporting research, etc. The project should be developed, written, and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

Additionally, the student will prepare an electronic binder that contains a write-up of the project and several other components. The contents of the binder are explained below.

- B. **Electronic Binder.** The student will prepare a “binder” that contains the items below. For *formatting details only*, click on the “**MS Word Formatting Techniques**” electronic file, located in the CSUF Graduate Studies website: <https://www.fullerton.edu/graduate/currentstudents/thesis.php>

1. Title and Approval Page. See **TEMPLATE TO BE USED FOR PROJECT BINDER** in following pages.
2. Abstract. (150 word limit)
3. Table of Contents. The project must include a “standardized” table of contents, list of tables, and list of figures. Any chapters, sections, or headings in the table of contents must be consistent with the body of the project.
4. A one-page handout of the poster (size reduced to fit an 8 ½” x 11” sheet of paper).
- 5. Chapter 1:**
 - a. Background and Significance. Must include a purpose statement; definition of the health condition/problem and population; one incidence and/or prevalence fact of the health topic; one risk/protective factor for that health topic in the population on which the project focuses; a statement naming any variables to be examined (if applicable); and a hypothesis (if applicable), with 5-7 references.
- 6. Chapter 2:**
 - a. Methods. Can include any of the following: participants and recruitment, data collection, instrumentation, pilot testing, data analysis, or development of health education product/ program evaluation report/ training manual/ policy statement, etc.
- 7. Chapter 3:**
 - a. Results. Include summary of statistical or qualitative results of data analysis, formative evaluation, or pilot test. Or, electronically attach health education product/ program evaluation report/ training manual/ policy statement or other intervention (e.g., manual, video, program).
- 8. Chapter 4:**
 - a. Discussion (for data analysis projects) or Lessons Learned and Future Directions (for health education product/ program evaluation report/ training manual/ policy statement, etc.): At least two summary statements that tie the project with previous literature, two implications, two limitations, and two future directions mentioned (e.g., future projects, expanded pilot testing).
 - b. References. (minimum of 10 for entire project binder).
 - c. Page limitations. (Typically 12-15pages, acceptable range of 10-20 pages).
 - d. Appendix. Include the complete literature review and, where applicable, a copy of the assessment(s)/instrument(s) used to collect data for the data analysis or pilot test (i.e., scripts, questionnaires, interview guides, etc.).

II. Journal Manuscript with Binder Format

- A. The “Journal Manuscript with Binder Format” is encouraged for any student who desires to submit a paper for publication. The student, in agreement with the advisor, will choose to complete a study involving primary or secondary data analysis. After completion of the study, the student will write a manuscript conforming to the style of a specific journal that is an appropriate fit to the manuscript topic.
- B. Journal-ready manuscript: The student will produce a manuscript that is complete and ready to submit to a peer-reviewed journal that is agreed upon by the advisor and student. The journal’s instructions to potential authors will govern the format of the overall manuscript, including page/word limits; citations and references; and the format of any tables or figures. Journals have multiple types of submissions that they accept; however, the student must prepare the manuscript according to the instructions for a full-length article. Brief reports, letters, or other short-form submissions will not be acceptable for project requirements. Along with the manuscript, a copy of the journal’s instructions to authors must be attached in the Appendix.
- C. **Electronic Binder:** The student will prepare a binder that contains the items below. For *formatting details only*, click on the “**MS Word Formatting Techniques**” electronic file, located in the CSUF Graduate Studies website: <https://www.fullerton.edu/graduate/currentstudents/thesis.php>
1. Title and Approval Page. See **TEMPLATE TO BE USED FOR PROJECT BINDER** in following pages.
 2. Journal-ready manuscript.
 3. Appendix. Include the instructions for authors for the chosen journal, the complete literature review, and a copy of the assessment(s)/instrument(s) used to collect data for the data analysis or pilot test (i.e., scripts, questionnaires, interview guides, etc.).



Instructions for Construction of Poster for MPH Awards Ceremony

All students are encouraged to construct a conference-style poster that summarizes the project or thesis work completed. The poster will be presented at the Department of Public Health's Spring MPH Awards Ceremony, which is held in late April or early May.

This sheet provides general guidelines for producing an effective project poster. Your poster summarizes and illustrates key background issues, questions, processes, findings and implications from your project.

Posters must include the following categories:

- ❖ Title, Student's Name, Adviser's Name, and Affiliation(s)
- ❖ Abstract (150 word limit)
- ❖ Background and Significance with superscripted citations.
- ❖ Purpose of the Project/Hypotheses (if applicable)
- ❖ Methods (if applicable, contains a description of how the health education product or other intervention was developed and pilot tested) with superscripted citations.
- ❖ Product/Intervention itself (example provided or photo/illustration of product/intervention)
- ❖ Findings/Results (of data analyses or pilot testing), which should include at least one summary table
- ❖ Discussion (for data analysis projects); or Lessons Learned and Future Directions (for health education product or other intervention development/pilot testing projects)
- ❖ Acknowledgements (if applicable)
- ❖ References (5 maximum)

Constructing the Poster

- ❖ One tool to use to construct your poster is PowerPoint (PPT). The following website provides templates for a standard 36" by 48" poster
<https://www.posterpresentations.com/free-poster-templates.html>
- ❖ Once your poster is complete and has been approved by your advisor, you will need to save it as a PDF. The PDF file will be submitted to campus Digital Printing Services for printing. There is a nominal fee for this service. Please see <http://www.fullerton.edu/it/services/dps/>

TEMPLATE TO BE USED FOR PROJECT BINDER (erase this line before submission)

TITLE MUST BE IN ALL CAPS, IN SINGLE SPACE,
INVERTED PYRAMID STYLE,
CENTERED

A Project
Presented to the
Faculty of
California State University, Fullerton

In Partial Fulfillment
of the Requirements for the Degree
Master
in
Public Health

By

(type in student name here)

(faculty signature here)

(Type in faculty advisor name here)

Department of Health Science

Date

ABSTRACT (5 blank single-spaced lines from top, 2 blank lines below)

Type or paste your abstract here. An abstract is required for all manuscripts, with a recommended length of about 250 words. The abstract should include a statement of the problem, procedures, methods, results, and a conclusion—the equivalent of a short statement you might use in response to the question, “What is your project all about, anyway?” The abstract should not contain footnotes or references, or include the title and your name as author of the project.

Your abstract must fit on one page, including the blank space above. It should be 12 pt. font, and should not have any bolded titles, such as “**METHODS.**”

The “front matter” page numbers are set at one inch at the center bottom of the page, in lower-case Roman numerals. If you add or delete some pages, the computer will repaginate the file automatically. Please see Chapter 1 for more information about formatting.

Orange and blue text should be deleted from your final version.

TABLE OF CONTENTS (5 blank single-spaced lines above, 2 blank lines below)

ABSTRACT.....	i
LIST OF TABLES.....	i
LIST OF FIGURES	i
ACKNOWLEDGMENTS	i
Chapter	
1. BACKGROUND AND SIGNIFICANCE	#
Primary Heading (All Headings in Title Case; Capitalize All Major Words).....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#
2. METHODS (do not allow extended titles to enter the page number column; if titles run on to a second line do NOT indent them).....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading (you must have at least two subheadings at any level; runover lines should be indented three spaces).....	#
Primary Heading.....	#
Secondary Heading	#
Secondary Heading.....	#
3. RESULTS	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#

4. DISCUSSION.....	#
Primary Heading.....	#
Primary Heading.....	#
APPENDICES (if you have more than 1).....	#
A. TITLE OF APPENDIX A (APPENDICES TITLES IN ALL CAPS)	#
B. TITLE OF APPENDIX B.....	#
REFERENCES (or BIBLIOGRAPHY, etc.).....	#

1. Note that subsequent pages of a Table of Contents begin at the one-inch margin at the top—the same as the body of your thesis.
2. If you have only one appendix, then type APPENDIX rather than APPENDICES. A single appendix is not identified with a letter.
3. For more than one appendix, the pagination for the first appendix is the same as listed for APPENDICES.
4. References and Bibliography are *not* the same. References list items actually cited in your work. In a Bibliography, you list all of the material consulted in preparing your thesis, whether or not you have actually cited the work.
5. Note that we only include Primary and Secondary headings; we do not include Tertiary, Quaternary, Quinary, etc.
6. Delete these bulleted points before submission!

LIST OF TABLES (5 blank single-spaced lines above, 2 blank lines below)

<u>Table</u>	<u>Page</u>
1. Title	x
2. Table Titles Should Be in Headline Case with Most Words Capitalized (if title exceeds the length of one line, do not indent subsequent lines. Do make sure that the title words do not extend past the leader dots or enter the page number column. Use spaces or line breaks within your titles to bump words onto the next line)	x
3. Title	x
4. Title	x
5. Title	x
6. Title	x

1. Titles listed here should be EXACTLY the same as within the text. Table titles should appear above the table: “Table 1. Title of Table” (note: no period after the title, nothing is in italics).
2. Give every table a brief but clear and explanatory title.
3. Use “Title” capitalization for tables. Capitalize each word in a table title; do not capitalize words like with/and/the/of/if/by.
4. If titles must exceed the length of one line, do not allow them to go beyond the leader dots or enter the page number column of blank spaces. Use spaces to bump words onto the next line.
5. Additional pages begin at the top one-inch margin and do not require the Table/Page header.
6. Copy and paste the example lines for additional tables; delete unnecessary lines.
7. Replace # with the actual page numbers.
8. Do not list any tables that appear only in appendices.
9. Delete these bullet points when you are finished.

LIST OF FIGURES (5 blank single spaced lines from top, 2 blank lines below)

<u>Figure</u>	<u>Page</u>
1. Caption.....	x
2. Figure captions should be in sentence case with only the first word and proper nouns capitalized (if title exceeds the length of one line, do not indent subsequent lines. Do make sure that the title words do not extend past the leader dots or enter the page number column. Use spaces or line breaks within your titles to bump words onto the next line).....	x
3. The Iao Valley, site of the final battle.....	x
4. Two types of Hawaiian fishhooks: a, barbed hook of tortoise shell; b, trolling hook with pearl shell lure and point of human bone.....	x
5. Caption.....	x

1. Captions listed here should be EXACTLY the same as within the text.
2. Give every figure a brief but clear and explanatory caption. If you have an especially long caption, it is okay to have a brief caption (with a period) then continue with additional description in text. The short caption will appear in the LOF.
3. Use “Sentence” capitalization for figures. Capitalize the first word in a caption and proper nouns.
4. If captions must exceed the length of one line, do not allow them to go beyond the leader dots or enter the page number column of blank spaces. Use spaces to bump words onto the next line.
5. Additional pages begin at the top one-inch margin and do not require the Figure/Page header.
6. Copy and paste the example lines for additional figures; delete unnecessary lines.
7. Replace # with the actual page numbers.
8. Do not list any tables that appear only in appendices.
9. Delete these bullet points when you are finished.

ACKNOWLEDGMENTS (5 blank single-spaced lines above, 2 blank lines below)

This is an optional section in which you may thank friends, mentors, colleagues, supporters, and/or institutions that supported your research or provided special assistance. If your advisors or committee members offered routine help, you may omit them entirely.

Observe the same formatting guidelines for this section, including margins and double-spacing. It must match the main text.

CHAPTER 1 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

All titles in your thesis should be five blank single-spaced lines from the top of the page with two blank single-spaced lines between the title and the beginning of your text. Your text should be double-spaced, with the beginning of each paragraph indented 0.5” from the left. There should be no extra space between paragraphs—this is true for all chapters. If you use this downloadable template, all formatting and pagination will align correctly.

This is a Primary or Level 1 Heading

This is how the first page of your thesis will look, using a chapter name and Turabian-style headings. APA users may use this style in their thesis, or if the APA heading style is preferred, observe all guidelines in the APA manual. You do not need to begin each chapter with a primary heading immediately following the chapter title. Note that all other styles (Chicago, IEEE, etc.) observe this style of headings.

If you are using footnotes or endnotes this template will format them properly—note that the MS Word default settings are incorrect.¹ The page numbers and margins are set correctly, as well as the correct ellipsis style . . . and the correct dash style with no spaces between the dash and word.

¹Eric Weiss, *Oedipus in Fullerton* (Placentia, CA: Seattle Books, 1962), 62.

As you set up your Table of Contents (ToC), click on each word or page number in the TOC and replace it with the proper text from your thesis. The page numbers are aligned by a tab stop so that they will be correct on the right. Using Word's Split Screen feature allows for the user to see both the ToC and body text at the same time.

This is a Secondary Heading or a Sub-Heading or Level 2 Heading

A secondary heading is a subsection of a primary heading. All headings should be worded in the Table of Contents the same as in the text. The text starts in the line below the secondary heading—one double space—and is indented. APA users may use the bolded style of heading as described in the APA Manual. There is no period or other punctuation after secondary headings. If secondary headings are used, there should be at least two per primary heading section.

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the *Turabian Manual for Writers* or the *Chicago Manual of Style* for further heading levels and appropriate usage. This heading uses sentence case, not headline case.

CHAPTER 2 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Paste your text here. This is how the first page of your second chapter may look. Each chapter should be five single-space lines down from the top (“CHAPTER #” will be on the 6th line). Superscript text is not appropriate for the document so if you include dates or iterations of methods, be sure to remove the superscript from “th,” “nd,” and “rd.”

This is a Primary Heading

Primary headings are centered and underlined and use Headline case. APA Level 1 headings are use bold instead of underline. You do not need to begin each chapter with a primary heading immediately following the chapter title.

This is a Secondary Heading or a Sub-Heading

APA users may use the bolded style of heading as described in the APA Manual. There is no period or other punctuation after secondary headings. If secondary headings are used, there should be at least two per primary heading section.

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the *Turabian Manual for Writers* or the *Chicago Manual of Style* for further heading levels and appropriate usage. This heading uses sentence case, not headline case.

CHAPTER 3 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Delete all text within this chapter and paste in your own. Table and figure placement and referencing in the text are among the most difficult of all formatting problems. Consult your appropriate style manual for guidelines, since the thesis manual is not conclusive. Nevertheless, the general guidelines that follow should assist you with less complicated graphics.

Tables and Figures

Insert your table or figure after you have referenced it within the text (see Table 1). Notice that the table title begins on the third single-spaced line after the text, and resumes on the third single-spaced line after the table. Such placement sets off the table from the text, creating an easy visual transition for the reader.

Table 1. Repayment Schedule

Amount of Loan	Interest Paid	Total Principal and Interest Paid
\$20,000	\$29,437.20	\$245.31
\$40,000	\$58,873.20	\$490.61
\$60,000	\$117,746.40	\$981.22

Regardless of table style, the general requirements are the same. No italics are used with table titles. No period is used after the table title. Stub entries are always aligned flush left, with column heads centered above their corresponding data. All decimals must align. There are also rules for notes, explanations, capitalization, and runover lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals [0-9]), and placed as close as possible to the original text reference. Refer to tables and figures by their number; for example, as shown in Table 2, the response time among firefighters and police were substantially different (see Table 3). By informing the reader that a table or figure will be following, often referred to as a “callout,” the reader knows to look for one. Be sure to include all descriptions found in the table or figure in your text. Do not use relative terms such as below or above to callout your table or figure. Placing tables and figures is hard work (see Figure 1). Figure captions use italics for the figure number. Captions include a period at the end.



Figure 1. Thesis writing is hard work. If the caption for this thesis was to run onto two lines, we would want to make sure that it is single-spaced with two blank lines afterwards.

Table titles are placed one space above the table, and figure captions are placed one space beneath the figure. Fonts for titles and data may be no smaller than 10-pt. Tables and figures larger than a half a page may stand alone; otherwise, add text to fill the page.

A table or figure should be able to stand alone without any text explanation or, in some case, sourcing. Thus, all pertinent information should be referenced within the text that precedes the table.

Table 2 provides common errors in thesis submission, as well as showing an example of a properly-formatted large table. Note that we have chosen to push Table 2 onto the next page, rather than breaking it across pages. Generally, it is preferable to have as little blank space as possible, but we must prioritize keeping tables in one piece. For that reason, Table 2 starts on the next page.

Table 2. Common Errors in Project Submissions

Incorrect	Correct	Note
- or –	—	Use —. No space before or after —
...	...	“Space period space period space period space” instead of the default ellipsis
p-value	<i>p</i> value	Italicize p, no hyphen
t-test	<i>t</i> test	Italicize t, no hyphen
F(1,7)	<i>F</i> (1, 7)	Italicize F, add space after the comma
wt.	weight	
ht.	height	
=	=	Add a space before and after all equal signs, <, and >
<i>R</i> ²	<i>R</i> ²	Superscript or subscript text should not be italicized
N=14	<i>N</i> = 14	N should be in italics; space before and after equal sign
1980’s	1980s	No apostrophe before the s for decades
M	<i>M</i>	Italicize M for mean
SD	<i>SD</i>	Italicize SD for standard deviation
Apples, oranges and bananas	Apples, oranges, and bananas	DO include the Oxford/serial comma in lists of three or more items.
et al / et. al	et al.	Period after al. If referring to a group of authors
1 st , 2 nd , 3 rd	1st, 2nd, 3rd	Remove the superscript

Note: Additional format corrections are listed in the CSUF Thesis Manual (<http://www.fullerton.edu/graduate/currentstudents/thesis.php>) . Statistical abbreviations and symbols and their appropriate format can be found in the APA Manual (p. 119).

CHAPTER 4 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Copy and paste in your own text here. Use double spacing throughout this chapter, number your pages sequentially, and observe all other formatting directions from the Thesis Manual.

APPENDIX A (5 blank single-spaced lines above, 1 below)

THIS IS THE APPENDIX TITLE (2 blank single-spaced lines before text)

Start typing here, or paste in your next chapter or appendix here. Notice that the same formatting restrictions apply for margins and titles. Text within appendices can be formatted between 10-12 pt. font and may be single spaced.

If you have just one appendix, remove the letter A following APPENDIX.

If you need assistance with landscape pages for your tables or figures, please email the CSUF Thesis Reader for Word techniques, or visit the Office of Graduate Studies thesis page for a landscape page template. <http://www.fullerton.edu/graduate/currentstudents/thesis.php>

Appendices that contain information presented to participants in the study (for example, if you chose to include a copy of a survey given to participants) should be replicated as close as possible to what the original participants saw. Because of the limitations of trying to match two formats it does not need to be identical, but it should be as close as possible.

APPENDIX B (5 blank single-spaced lines above, 1 below)

THIS IS THE APPENDIX TITLE (2 blank single-spaced lines before text)

Start typing here, or paste in your next chapter or appendix here. Notice that the same formatting restrictions apply for margins and titles. Text within appendices can be formatted between 10-12 pt. font and may be single spaced.

If you have just one appendix, remove the letter A following APPENDIX.

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Appendices that contain information presented to participants in the study (for example, if you chose to include a copy of a survey given to participants) should be replicated as close as possible to what the original participants saw. Because of the limitations of trying to match two formats it does not need to be identical, but it should be as close as possible.

Use this template for all subsequent appendices, or delete as necessary.

REFERENCES (5 blank single-spaced lines above, 2 below)

Begin your references here. You may title this section as your faculty advisor chooses (Bibliography, References, Works Cited, etc.). All sources must begin flush left, and indented at .5 inches, or in the style of your discipline.

Double space between entries, and single space within each one. The template is set up to automatically add space between entries.

Be sure to proofread your work thoroughly, and follow your designated documentation style guide.

Use the Word hanging indent feature, NOT TABS, to indent second and subsequent lines. If Google is not helpful, email the CSUF Thesis Reader for Word techniques.

If you have been using a citation management program (e.g., EndNote, Mendeley, Zotero), please ensure that your references are STATIC (not changing) and not a field block within the version you submit.



**MASTER OF PUBLIC HEALTH
PROJECT (HESC 597)
ENROLLMENT FORM**

Semester _____ Fall _____ Spring _____ Date: _____ Schedule # _____

NOTE: You must complete this form and have it signed by your project advisor and the Graduate Advisor before you can enroll in HESC 597.

Must attach project proposal and a complete literature review to enroll.

Project Title:

Schedule# _____

Project Advisor (Print Name) _____

Project Co-Advisor (Optional; Print Name) _____

Student Signature

Project Advisor Signature

Date

Project Co-Advisor (Optional) Signature

Date

Graduate Advisor Signature

Date

TEMPLATE TO BE USED FOR THESIS (erase this line before submission)

TITLE MUST BE IN ALL CAPS, IN SINGLE SPACE,
INVERTED PYRAMID STYLE,
CENTERED

A Thesis

Presented to the

Faculty of

California State University, Fullerton

In Partial Fulfillment

of the Requirements for the Degree

Master

in

Public Health

By

(type in student name here)

(faculty signature here)

(Type in thesis chair name here)

Department of Public Health

Date

ABSTRACT (5 blank single-spaced lines from top, 2 blank lines below)

Type or paste your abstract here. An abstract is required for all manuscripts, with a recommended length of about 250 words. The abstract should include a statement of the problem, procedures, methods, results, and a conclusion—the equivalent of a short statement you might use in response to the question, “What is your project all about, anyway?” The abstract should not contain footnotes or references, or include the title and your name as author of the project.

Your abstract must fit on one page, including the blank space above. It should be 12 pt. font, and should not have any bolded titles, such as “**METHODS.**”

The “front matter” page numbers are set at one inch at the center bottom of the page, in lower-case Roman numerals. If you add or delete some pages, the computer will repaginate the file automatically. Please see Chapter 1 for more information about formatting.

Orange and blue text should be deleted from your final version.

TABLE OF CONTENTS (5 blank single-spaced lines above, 2 blank lines below)

ABSTRACT.....	i
LIST OF TABLES.....	i
LIST OF FIGURES	i
ACKNOWLEDGMENTS	i
Chapter	
1. BACKGROUND AND SIGNIFICANCE	#
Primary Heading (All Headings in Title Case; Capitalize All Major Words).....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#
2. METHODS (do not allow extended titles to enter the page number column; if titles run on to a second line do NOT indent them).....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading (you must have at least two subheadings at any level; runover lines should be indented three spaces).....	#
Primary Heading.....	#
Secondary Heading	#
Secondary Heading.....	#
3. RESULTS	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#
Primary Heading	#
Secondary Heading	#
Secondary Heading.....	#

4. DISCUSSION.....	#
Primary Heading.....	#
Primary Heading.....	#
APPENDICES (if you have more than 1).....	#
A. TITLE OF APPENDIX A (APPENDICES TITLES IN ALL CAPS)	#
B. TITLE OF APPENDIX B.....	#
REFERENCES (or BIBLIOGRAPHY, etc.).....	#

7. Note that subsequent pages of a Table of Contents begin at the one-inch margin at the top—the same as the body of your thesis.
8. If you have only one appendix, then type APPENDIX rather than APPENDICES. A single appendix is not identified with a letter.
9. For more than one appendix, the pagination for the first appendix is the same as listed for APPENDICES.
10. References and Bibliography are *not* the same. References list items actually cited in your work. In a Bibliography, you list all of the material consulted in preparing your thesis, whether or not you have actually cited the work.
11. Note that we only include Primary and Secondary headings; we do not include Tertiary, Quaternary, Quinary, etc.
12. Delete these bulleted points before submission!

LIST OF TABLES (5 blank single-spaced lines above, 2 blank lines below)

<u>Table</u>	<u>Page</u>
1. Title	x
2. Table Titles Should Be in Headline Case with Most Words Capitalized (if title exceeds the length of one line, do not indent subsequent lines. Do make sure that the title words do not extend past the leader dots or enter the page number column. Use spaces or line breaks within your titles to bump words onto the next line)	x
3. Title	x
4. Title	x
5. Title	x
6. Title	x

10. Titles listed here should be EXACTLY the same as within the text. Table titles should appear above the table: “Table 1. Title of Table” (note: no period after the title, nothing is in italics).
11. Give every table a brief but clear and explanatory title.
12. Use “Title” capitalization for tables. Capitalize each word in a table title; do not capitalize words like with/and/the/of/if/by.
13. If titles must exceed the length of one line, do not allow them to go beyond the leader dots or enter the page number column of blank spaces. Use spaces to bump words onto the next line.
14. Additional pages begin at the top one-inch margin and do not require the Table/Page header.
15. Copy and paste the example lines for additional tables; delete unnecessary lines.
16. Replace # with the actual page numbers.
17. Do not list any tables that appear only in appendices.
18. Delete these bullet points when you are finished.

LIST OF FIGURES (5 blank single spaced lines from top, 2 blank lines below)

<u>Figure</u>	<u>Page</u>
1. Caption.....	x
2. Figure captions should be in sentence case with only the first word and proper nouns capitalized (if title exceeds the length of one line, do not indent subsequent lines. Do make sure that the title words do not extend past the leader dots or enter the page number column. Use spaces or line breaks within your titles to bump words onto the next line)	x
3. The Iao Valley, site of the final battle.....	x
4. Two types of Hawaiian fishhooks: a, barbed hook of tortoise shell; b, trolling hook with pearl shell lure and point of human bone.....	x
5. Caption.....	x

10. Captions listed here should be EXACTLY the same as within the text.
11. Give every figure a brief but clear and explanatory caption. If you have an especially long caption, it is okay to have a brief caption (with a period) then continue with additional description in text. The short caption will appear in the LOF.
12. Use “Sentence” capitalization for figures. Capitalize the first word in a caption and proper nouns.
13. If captions must exceed the length of one line, do not allow them to go beyond the leader dots or enter the page number column of blank spaces. Use spaces to bump words onto the next line.
14. Additional pages begin at the top one-inch margin and do not require the Figure/Page header.
15. Copy and paste the example lines for additional figures; delete unnecessary lines.
16. Replace # with the actual page numbers.
17. Do not list any tables that appear only in appendices.
18. Delete these bullet points when you are finished.

ACKNOWLEDGMENTS (5 blank single-spaced lines above, 2 blank lines below)

This is an optional section in which you may thank friends, mentors, colleagues, supporters, and/or institutions that supported your research or provided special assistance. If your advisors or committee members offered routine help, you may omit them entirely.

Observe the same formatting guidelines for this section, including margins and double-spacing. It must match the main text.

CHAPTER 1 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

All titles in your thesis should be five blank single-spaced lines from the top of the page with two blank single-spaced lines between the title and the beginning of your text. Your text should be double-spaced, with the beginning of each paragraph indented 0.5” from the left. There should be no extra space between paragraphs—this is true for all chapters. If you use this downloadable template, all formatting and pagination will align correctly.

This is a Primary or Level 1 Heading

This is how the first page of your thesis will look, using a chapter name and Turabian-style headings. APA users may use this style in their thesis, or if the APA heading style is preferred, observe all guidelines in the APA manual. You do not need to begin each chapter with a primary heading immediately following the chapter title. Note that all other styles (Chicago, IEEE, etc.) observe this style of headings.

If you are using footnotes or endnotes this template will format them properly—note that the MS Word default settings are incorrect.² The page numbers and margins are set correctly, as well as the correct ellipsis style . . . and the correct dash style with no spaces between the dash and word.

²Eric Weiss, *Oedipus in Fullerton* (Placentia, CA: Seattle Books, 1962), 62.

As you set up your Table of Contents (ToC), click on each word or page number in the TOC and replace it with the proper text from your thesis. The page numbers are aligned by a tab stop so that they will be correct on the right. Using Word's Split Screen feature allows for the user to see both the ToC and body text at the same time.

This is a Secondary Heading or a Sub-Heading or Level 2 Heading

A secondary heading is a subsection of a primary heading. All headings should be worded in the Table of Contents the same as in the text. The text starts in the line below the secondary heading—one double space—and is indented. APA users may use the bolded style of heading as described in the APA Manual. There is no period or other punctuation after secondary headings. If secondary headings are used, there should be at least two per primary heading section.

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the *Turabian Manual for Writers* or the *Chicago Manual of Style* for further heading levels and appropriate usage. This heading uses sentence case, not headline case.

CHAPTER 2 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Paste your text here. This is how the first page of your second chapter may look. Each chapter should be five single-space lines down from the top (“CHAPTER #” will be on the 6th line). Superscript text is not appropriate for the document so if you include dates or iterations of methods, be sure to remove the superscript from “th,” “nd,” and “rd.”

This is a Primary Heading

Primary headings are centered and underlined and use Headline case. APA Level 1 headings are use bold instead of underline. You do not need to begin each chapter with a primary heading immediately following the chapter title.

This is a Secondary Heading or a Sub-Heading

APA users may use the bolded style of heading as described in the APA Manual. There is no period or other punctuation after secondary headings. If secondary headings are used, there should be at least two per primary heading section.

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the *Turabian Manual for Writers* or the *Chicago Manual of Style* for further heading levels and appropriate usage. This heading uses sentence case, not headline case.

CHAPTER 3 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Delete all text within this chapter and paste in your own. Table and figure placement and referencing in the text are among the most difficult of all formatting problems. Consult your appropriate style manual for guidelines, since the thesis manual is not conclusive. Nevertheless, the general guidelines that follow should assist you with less complicated graphics.

Tables and Figures

Insert your table or figure after you have referenced it within the text (see Table 1). Notice that the table title begins on the third single-spaced line after the text, and resumes on the third single-spaced line after the table. Such placement sets off the table from the text, creating an easy visual transition for the reader.

Table 1. Repayment Schedule

Amount of Loan	Interest Paid	Total Principal and Interest Paid
\$20,000	\$29,437.20	\$245.31
\$40,000	\$58,873.20	\$490.61
\$60,000	\$117,746.40	\$981.22

Regardless of table style, the general requirements are the same. No italics are used with table titles. No period is used after the table title. Stub entries are always aligned flush left, with column heads centered above their corresponding data. All decimals must align. There are also rules for notes, explanations, capitalization, and runover lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals [0-9]), and placed as close as possible to the original text reference. Refer to tables and figures by their number; for example, as shown in Table 2, the response time among firefighters and police were substantially different (see Table 3). By informing the reader that a table or figure will be following, often referred to as a “callout,” the reader knows to look for one. Be sure to include all descriptions found in the table or figure in your text. Do not use relative terms such as below or above to callout your table or figure. Placing tables and figures is hard work (see Figure 1). Figure captions use italics for the figure number. Captions include a period at the end.



Figure 1. Thesis writing is hard work. If the caption for this thesis was to run onto two lines, we would want to make sure that it is single-spaced with two blank lines afterwards.

Table titles are placed one space above the table, and figure captions are placed one space beneath the figure. Fonts for titles and data may be no smaller than 10-pt. Tables and figures larger than a half a page may stand alone; otherwise, add text to fill the page.

A table or figure should be able to stand alone without any text explanation or, in some case, sourcing. Thus, all pertinent information should be referenced within the text that precedes the table.

Table 2 provides common errors in thesis submission, as well as showing an example of a properly-formatted large table. Note that we have chosen to push Table 2 onto the next page, rather than breaking it across pages. Generally, it is preferable to have as little blank space as possible, but we must prioritize keeping tables in one piece. For that reason, Table 2 starts on the next page.

Table 2. Common Errors in Project Submissions

Incorrect	Correct	Note
- or –	—	Use —. No space before or after —
...	...	“Space period space period space period space” instead of the default ellipsis
p-value	<i>p</i> value	Italicize p, no hyphen
t-test	<i>t</i> test	Italicize t, no hyphen
F(1,7)	<i>F</i> (1, 7)	Italicize F, add space after the comma
wt.	weight	
ht.	height	
=	=	Add a space before and after all equal signs, <, and >
<i>R</i> ²	<i>R</i> ²	Superscript or subscript text should not be italicized
N=14	<i>N</i> = 14	N should be in italics; space before and after equal sign
1980’s	1980s	No apostrophe before the s for decades
M	<i>M</i>	Italicize M for mean
SD	<i>SD</i>	Italicize SD for standard deviation
Apples, oranges and bananas	Apples, oranges, and bananas	DO include the Oxford/serial comma in lists of three or more items.
et al / et. al	et al.	Period after al. If referring to a group of authors
1 st , 2 nd , 3 rd	1st, 2nd, 3rd	Remove the superscript

Note: Additional format corrections are listed in the CSUF Thesis Manual (<http://www.fullerton.edu/graduate/currentstudents/thesis.php>) . Statistical abbreviations and symbols and their appropriate format can be found in the APA Manual (p. 119).

CHAPTER 4 (5 blank single-spaced lines above, 1 below)

THIS IS THE CHAPTER TITLE (2 blank single-spaced lines before text)

Copy and paste in your own text here. Use double spacing throughout this chapter, number your pages sequentially, and observe all other formatting directions from the Thesis Manual.

APPENDIX A (5 blank single-spaced lines above, 1 below)

THIS IS THE APPENDIX TITLE (2 blank single-spaced lines before text)

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If you have just one appendix, remove the letter A following APPENDIX.

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Appendices that contain information presented to participants in the study (for example, if you chose to include a copy of a survey given to participants) should be replicated as close as possible to what the original participants saw. Because of the limitations of trying to match two formats it does not need to be identical, but it should be as close as possible.

APPENDIX B (5 blank single-spaced lines above, 1 below)

THIS IS THE APPENDIX TITLE (2 blank single-spaced lines before text)

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If you have just one appendix, remove the letter A following APPENDIX.

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Use this template for all subsequent appendices, or delete as necessary.

REFERENCES (5 blank single-spaced lines above, 2 below)

Begin your references here. You may title this section as your faculty advisor chooses (Bibliography, References, Works Cited, etc.). All sources must begin flush left, and indented at .5 inches, or in the style of your discipline.

Double space between entries, and single space within each one. The template is set up to automatically add space between entries.

Be sure to proofread your work thoroughly, and follow your designated documentation style guide.

Use the Word hanging indent feature, NOT TABS, to indent second and subsequent lines. If Google is not helpful, email the CSUF Thesis Reader for Word techniques.

If you have been using a citation management program (e.g., EndNote, Mendeley, Zotero), please ensure that your references are STATIC (not changing) and not a field block within the version you submit.



**MASTER OF PUBLIC HEALTH
THESIS (HESC 598)
ENROLLMENT FORM**

Semester ___ Fall ___ Spring Date: _____ Schedule # _____

(Please Print)

Name: _____ CWID: _____

Address: _____ Phone: _____

E-mail: _____

City: _____ Zip: _____

NOTE: You must complete this form and have it signed by your committee AND the Graduate Advisor before you can enroll in HESC 598.

THESIS TITLE

Thesis Chair (print name) _____

Committee Member (print name) _____

Committee Member (print name) _____

Student Signature

Date

Oral Proposal Presentation Approved on:

Date

Thesis Chair Signature

Date

Committee Member Signature

Date

Committee Member Signature

Date

Graduate Advisor Signature

Date

PROCEDURE FOR COMPLETING HESC 598

The semester before you intend on enrolling in HESC 598:

1. Complete HESC510 or other Research Methods course and written thesis proposal.
2. Assemble a committee comprised of 3 faculty members with one faculty member as Chair. Arrange for an oral proposal presentation of thesis proposal.
3. Submit *Proposal/Defense Presentation Form* to KHS Office at least one week prior to the presentation.
4. Schedule a room for the presentation. The Conference Room (KHS-122) is scheduled through our main division office. Scheduling of audio-visual equipment (LCD or overhead projector, etc.) is done through the KHS Equipment Room, (657) 278-2488.
5. Complete the oral presentation of the thesis proposal. The oral presentation must include: background, introduction, purpose, objectives, and methods, (including data collection, instruments, and analysis plan).
6. After your proposal has been approved by your committee, and if your study requires the use of human subjects, complete the necessary procedures through the Institutional Review Board (IRB).
7. Take signed HESC 598 *enrollment* form to KHS 121. After the permit is signed, students can enroll in HESC 598.

The semester you enroll in HESC 598:

1. Complete the thesis and arrange for an oral defense presentation (in the same way).
2. Obtain original signatures on cover page of thesis indicating final approval. The thesis only must be submitted to the Thesis Reader by the appropriate date for approval.
3. Make final copies of the thesis. Submit one bound copy of the thesis to the KHS Graduate Program Adviser to be archived. The thesis only must be submitted to the Titan Bookstore by the appropriate date. The official bound copies of the thesis must be done at the Titan Bookstore. However, bound copies of the project, and extra bound copies of the thesis, may also be done through the Oral History Program, PLS-363, (657) 278-3580.
4. Complete all other graduation requirements as described by the catalog. The Committee Chair upon final completion of the thesis assigns a letter grade.

If you do not finish the thesis the semester you intended to graduate, you must update your grad check to the appropriate semester and enroll in GS700. Please contact the Graduate Advisor.



USE OF HUMAN SUBJECTS IN RESEARCH CONDUCTED WITHIN THE DEPARTMENT OF HEALTH SCIENCE

The use of human subjects in research at Cal State Fullerton is governed by the Office of Grants and Contracts (CP-205) following the procedures outlined in UPS 420.103 (*Protection of Human Subjects*). A copy of this document is available from the Academic Senate office (MH-143) or on their website (<http://senate.fullerton.edu>). All research involving human subjects must be reviewed and approved by the Institutional Review Board (IRB). An IRB application is available online at <http://www.fullerton.edu/research/research-compliance/irb/>.

The level of review of the use of human subjects varies depending on the perceived “risk” to the human subjects. If subject participation involves more than “minimal risk” (see UPS 420.103 for definitions of risk), the application must go through a full review and be approved by the full IRB. If subject participation involves no more than “minimal risk”, it may qualify for an Expedited review or it may qualify as Exempt from review. Both of these levels of review (expedited and exempt) may be done by one member of the IRB. Regardless of how minimal the risk, it is still expected that all research involving human subjects will be reviewed and approved at one of these three levels.

The Departments of Health Science and Kinesiology jointly maintain a standing position on the IRB. The current representative on the IRB is Dr. Andrew Galpin. This person, by virtue of being an IRB member, is authorized to conduct both expedited and exempt reviews. Research involving more than “minimal risk” must complete a full review and go to the full IRB.

Any Health Science faculty /staff/student conducting research involving the use of human subjects should complete the following procedure.

- Obtain a printed or electronic copy of the IRB application and UPS 420.103.
- Complete a draft of the IRB application and review it with the HS and Kines. member of the IRB (hereafter referred to as the IRB rep). Attached to the application should be the Informed Consent document and any instrument being used to collect data (survey, questionnaire, interview questions, etc.).
- Decide in consultation with the IRB rep the level of review being requested (full, expedited, exempt).
- Submit the draft of the IRB application to the IRB Coordinator. At this point, the application is reviewed in detail by the IRB Coordinator and is either accepted for further review, or is returned to the investigator for corrections (including procedural or typographical errors).

- Applications accepted for further review are forwarded on by the IRB Coordinator.
- Applications identified as requiring Full review are sent to all members of the IRB and are voted on at the next meeting of the IRB. The investigator is invited and encouraged to attend the IRB meeting. (The IRB meeting schedule may be obtained from the IRB Coordinator at the beginning of each semester.)
- Applications qualifying for an Expedited review or as being Exempt from further review are forwarded to the IRB rep. The IRB rep has the authority to approve the application, or to request a Full review should it subsequently be determined that the study involves more than “minimal risk.”

Once the IRB application is approved (by either the full IRB or the IRB rep), an approval letter is sent to the investigator. It is expected that data collection will commence only after receipt of this approval letter. Approval is good for one year and must be closed out at that time. Should the use of human subjects exceed one year, an extension of the protocol must be requested and approved prior to expiration.

California State University, Fullerton Graduate Program in Public Health MPH Student Academic Internship Manual

This Academic Internship Manual is designed to assist students and site supervisors in planning for and carrying out internships which fulfill the degree requirements. All graduates of the MPH Program must have at least 240 hours (6 units) of experience working in a public health setting.

I. PURPOSE

The internship is viewed as the culminating, synthesizing experience in the MPH degree program. Therefore, the internship should enable the student to:

- experience first hand the nature of public health work in their area of training;
- apply classroom knowledge to practical problems in the field;
- acquire additional skills and knowledge in public health services;
- carry out a project useful to the internship site, and the student;
- produce a written analytical evaluation of the experience;
- interact regularly with public health professionals and become knowledgeable about their skills and responsibilities.

II. COURSEWORK

A. Hours and Credits

Requirements for internship are to complete 240 hours at one or more internship settings. If you choose the option of two settings it is necessary that you complete at least 120 hours at each setting (one credit hour of internship is equivalent to 40 contact hours in the field). A total of six units must be taken in order to meet the graduation requirements. Students must be enrolled in course HESC 595 to receive internship credit.

B. Internship Requirements

1. Identify an appropriate MPH internship site and supervisor (with at least an MPH or equivalent or higher degree) and development of an **internship job description** (see attached sample form).
2. Develop **Learning Objectives** (see C. of this section) **prior to the start** of the internship, that must be pre-approved by the MPH internship coordinator. After approval, the form must be signed by the student, site supervisor, and MPH internship coordinator (see attached form).
3. Complete **Internship Eligibility form** with signatures documenting approval by site supervisor, student, MPH Advisor and MPH internship coordinator (see attached form). Please complete this form and turn it in to the MPH Advisor by Week 13 of the semester prior to when you intend to begin your internship. There are 3 sections in this form and it is the students' responsibility to make sure all 3 sections are filled to completion.
4. Complete **Internship Contract** with signatures documenting approval by site supervisor, student, and MPH internship coordinator (see attached form).
5. Register with the Center for Internships and Community Engagement (CICE) via their online website (see section III.B. for more information).
6. Request registration permission from the internship coordinator and enroll in HESC 595.
7. Complete **Student Evaluation of Internship** and **Site Supervisor Evaluation of Student** (see attached forms. These will also be emailed to the site supervisor and student prior to the end of the internship).

8. Submit an electronic **Internship Portfolio** that includes the **Internship Contract** with final signatures from site supervisor, student and MPH internship coordinator documenting completion.
9. Assemble the **Internship Portfolio** due to Internship Coordinator by Final Day of Exam Period

C. Sample Learning Objectives

Learning objectives must be achievable and measurable. They should be as specific as possible. Use words such as “describe,” “recognize,” “identify,” “employ,” “interpret,” “apply,” “analyze,” “compare,” “design,” “create,” “evaluate,” or “manage.” For example:

“By the end of the internship, the student will be able to:

1. Describe the structure of the State Health Department and the offices and their functions in each division;
2. Identify the major programs conducted by the offices of Infectious Disease Prevention and HIV/AIDS;
3. Design, carry out and analyze a case-control study related to disease prevention;
4. Create and implement health education program targeted toward high-risk youth at the sexually transmitted disease clinic.”

III. INTERNSHIP REGISTRATION PROCEDURE

A. Registration Check List: Complete all the following before you request for registration permission.

- 1) Identify and confirm an internship site
- 2) Complete an Internship Eligibility form.
- 3) Work with the internship site supervisor to develop a general **Job Description** for the internship
- 4) Complete CICE registration at www.fullerton.edu/cice
- 5) Develop the **Internship Contract** and **Learning Objectives** with the site supervisor and fill out the forms
- 6) Obtain approval of the **Internship Contract** and **Learning Objectives** from the MPH internship coordinator
- 7) Request a permit to enroll in HESC 595 from the MPH internship coordinator

B. Student Time Line of Responsibilities

1. **Get started:** By the time 15 units are completed in the program, begin to think about internship sites. Keep in mind career goals and geographic preferences.
2. **Complete of the following courses prior to your internship:** The following course work must be completed prior to your internship: HESC 500, HESC 501, HESC 508, HESC 515, HESC 524, and HESC 540. **NOTE: THE ONLY EXCEPTION TO THIS REQUIREMENT IS IF YOU OBTAIN A COMPETITIVE INTERNSHIP (I.E., REQUIRED APPLICATION AND COMPETITIVE SELECTION PROCESS).**
3. **Identification of internship site:** The department of Health Science utilizes the university's **Center for Internships and Community Engagement (CICE)** website to facilitate the identification of internship placements. Also, **a list of internship sites is available online via Titanium Community**
 - a. Search on the CICE Website. You can search for an academic internship at any time. Simply go to CICE's website, www.fullerton.edu/cice and click on the “Academic Internships” link to begin. Or, find your own or experience with the internship coordinator to identify an appropriate site. You must contact the internship coordinator at least two months prior to when you will enroll in HESC 595.
 - b. Once your internship site is identified, work with the internship site supervisor to develop a general **Job Description** for the internship. This job description must be posted by your site supervisor's organization before you can proceed to the next step. **NOTE: IF YOU ARE DOING AN INTERNSHIP WITH THE ORANGE COUNTY (E.G., HEALTH CARE AGENCY, EDUCATION, ETC) YOUR SITE SUPERVISOR DOES NOT NEED TO REGISTER ON CICE. INSTEAD, SEND THE JOB DESCRIPTION ALONG WITH THE NAME AND EMAIL OF YOUR SITE SUPERVISOR TO THE INTERNSHIP COORDINATOR, WHO WILL WORK WITH CICE TO GET IT POSTED VIA CSUF.**

- c. Complete CICE registration at www.fullerton.edu/cice. Click on "CICE Registration" and log in using your campus username and password, then select "Academic Internship." Make sure to select the job description that has been posted by your site supervisor. Note that you may complete the CICE registration only after your site has been approved by CICE. After completing your registration, CICE will forward your name to the MPH Internship Coordinator, who will permit you to enroll in HESC 595 for 6 units (you can enroll in fewer units only by approval). This may take up to a week to process.
4. **Internship Contract and Learning Objectives:** When site selection is confirmed, work with site supervisor to develop and finalize the **Internship Contract** and **Learning Objectives** forms, along with specific activities to accomplish these objectives. Student, site supervisor and internship coordinator should review and sign the **Internship Contract** and **Learning Objectives** forms. Student should make copies of all forms to include in the final electronic portfolio.

All students are expected to represent the University and themselves in a professional manner and to adhere to the rules and regulations of the internship site. Should there be a problem that cannot be satisfactorily resolved with your site supervisor, consult with the MPH Internship Coordinator.

IV. REQUIRED INTERNSHIP FORMS

- A. JOB DESCRIPTION (prior to permission of internship registration)
- B. INTERNSHIP CONTRACT (prior to permission of internship registration)
- C. LEARNING OBJECTIVES (prior to permission of internship registration)
- D. SITE SUPERVISOR EVALUATION OF STUDENT (upon completion of internship)
- E. STUDENT EVALUATION OF INTERNSHIP (upon completion of internship)

V. COORDINATOR AND SUPERVISOR RESPONSIBILITIES

A. Internship Coordinator Responsibilities

1. Meet with student to discuss possible sites upon request from students.
2. Review developed **Learning Objectives** and activities (providing feedback if necessary), and provide the initial signature for the **Internship Contract**. Insure all program paperwork has been completed with appropriate signatures.
3. Communicate regularly with the student during the internship through the HESC 595 Titanium site.
4. Review and grade all HESC 595 assignments on Titanium, and provide final signature for the **Internship Contract**.
5. Complete the University Grade Report.
6. Maintain on-going files for historical purposes on students and internship sites.

One of the most important functions of the coordinator is to assure that internship experiences are valuable learning opportunities for students and that the internship sites chosen are appropriate.

B. Site Supervisor Responsibilities

1. Help develop and approve a general **Job Description** for the MPH internship.

2. Go to the CSUF Center for Internships and Community Engagement at www.fullerton.edu/cice, and click on the "Organization/Company" section. If not already registered, complete the registration information and post the approved **Job Description** (including "Only for HESC 595 MPH Interns" in the title). Alternatively the job description can be posted by the MPH Internship Coordinator after all other registration information is completed. Once posted, the MPH student will log onto the site and select this as her/her internship placement.
3. Help develop, approve and sign the **Learning Objectives** prior to the start of the internship.
4. Provide initial signature for the **Internship Contract**.
5. Make all necessary arrangements for the student experience.
6. Insure that the student is actively involved at the site.
7. Insure that the student has physical space at the site.
8. Provide orientation, guidance and supervision to the internship student.
9. Monitor the progress of the student and communicate developmental needs with the MPH Internship Coordinator.
10. Provide evaluations of the student. One face-to face evaluation should be done mid-way through internship and one (**Site Supervisor Evaluation of Student**) at the conclusion of the project (see attached form).
11. Provide final completion signature for the **Internship Contract**.
12. Contact the Internship Coordinator if a problem arises that is not resolved after meeting with the student.

VI. POLICIES

A. Professional Behavior and Confidentiality

Internship placement: Many students will have to compete against other students from other campuses for site placement. Please dress professionally, be on time and represent CSUF's MPH program to the best of your ability.

During your internship: The impression students make during their internship will directly affect the future opportunities that will be open to them, their classmates and their successors. In many instances students will be working directly with clients and/or have access to client personal information. It is important to be discreet and to disclose no information about the clients or the organization that might be considered confidential. Students should adhere to site standards as they would be in any place of employment.

B. Internships at Employment Sites

Students can receive internship credit at their sites of employment under the following circumstances:

- The internship site supervisor is different from the student's regular work supervisor.
- The student is assigned to a new area of responsibility (e.g. different department) for the duration of the internship; i.e. students cannot receive credit for their regular jobs: they must be allowed the opportunity to learn new skills and obtain new knowledge.

C. Site Supervision

The internship site supervisor must have at least an MPH or equivalent or higher degree. Please note that students cannot be supervised by fellow MPH students.

D. Compensation

Compensation for internships is allowed, but is not the responsibility of the MPH Program, except when special funds become available to support internships. If students have financial hardship and express need for a paid internship site, we will do our best in matching your requests (if paid settings are available).

VII. CONCLUSION

The required internship is intended to be educational, rewarding and exciting. Students have the responsibility to set up and complete the experience; the internship coordinator, the student and the site supervisor share responsibility for making the internship experience successful. The internship coordinator is available to assist students and site supervisors throughout the process.

CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
SAMPLE INTERNSHIP JOB DESCRIPTION*

(Only for HESC 595 MPH Intern)

*NOTE TO STUDENT AND/OR SITE SUPERVISOR: The following is a generic job description to help the MPH student and site supervisor develop a tailored description of the general duties of the intern. Please modify as appropriate – but please keep the words “Only for HESC 595 MPH Intern” in the title (above). Once posted by the site supervisor (or MPH Internship Coordinator) on the CSUF’s Center for Internships and Community Engagement (CICE) website, these words will help the MPH student locate the job description and register for the placement. CSUF’s MPH program uses CICE to manage the risk assessment and liability coverage for all MPH student interns.

The MPH intern will work directly with the [INSERT AGENCY NAME] for a total of [120 or 240 HOURS] to understand and address the public health needs of the agency’s clients. The job duties include the following:

1. Understand the public health needs of the clients
2. Work directly with the agency’s clients
3. Identify sources of information to assist with the development of agency programs
4. Assist in the development of educational materials
5. Participate in regular internal and external meetings relevant to the public health area of the intern’s work
6. Receive consistent feedback and supervision from a public health professional (with an MPH or equivalent degree)
7. Other duties as assigned

To apply, please contact:

[INSERT AGENCY CONTACT PERSON AND INFORMATION]

MPH INTERNSHIP (HESC 595) ELIGIBILITY FORM

Please complete this form and turn it in to the MPH Advisor by Week 13 of the semester prior to when you intend to begin your internship. There are 3 sections in this form and it is the students' responsibility to make sure all 3 sections are filled to completion.

1. Student completes section 1 of this form and gives it to the MPH Advisor.
2. The MPH Advisor completes section 2, with signature, and gives the form back to the student.
3. Student contacts the MPH Internship Coordinator to start the internship procedure.
4. The student will complete section 3 with his/her Internship Site Supervisor.

If it is determined that you are eligible to begin your internship, you will receive a permit via e-mail to enroll in HESC 595, typically a few weeks before the semester begins. If one or more requirements need to be fulfilled to be eligible to begin your internship, you will be contacted.

To ensure that you are eligible to enroll in HESC 595, please review sections #2 and #3 on your own to determine whether you are ready to begin your internship. **In the event that any of the core courses: (1) were not passed with a "C" or better, (2) were dropped, or (3) have a grade of "incomplete", you cannot start the internship process until the coursework is successfully completed.**

Section 1: Student Information

- a. First and Last Name: _____
- b. Student ID Number: _____ c. Date: _____
- d. E-mail address: _____
- e. Phone number: _____
- f. Year that you entered the MPH Program: _____
- g. Do you plan to enroll in any of your elective courses during the same semester that you will begin your internship?
___ Yes: List the course number(s) here _____
___ No
- h. Which culminating experience you plan to choose?
___ Project (HESC 597) ___ Thesis (HESC 598) ___ Comprehensive Exam
- i. Which year and semester do you plan to complete this culminating experience?
___ Year ___ Semester
- j. Year and semester that you intend to begin your MPH Internship ___ Year ___ Sem

Signature of MPH Student: _____ Date: _____

Section 2: To be completed by the MPH Advisor:

Yes	No	<p>Student has completed all required MPH (core) courses with a "C" or better. These courses include:</p> <ul style="list-style-type: none"> ○ HESC 500 (Introduction to Public Health Promotion/Disease Prevention) ○ HESC 508 (Statistics) ○ HESC 501 (Epidemiology) ○ HESC 540 (Advanced Topics in Health Promotion/Disease Prevention) ○ HESC 524 (Public Health Administration) ○ HESC 515 (Environmental Health) ○ HESC 510 (Research Methods) ○ HESC 535 (Program Planning)
Yes	No	<p>Student will have completed <u>at least 2</u> elective courses before the semester that he or she will enroll in the internship.</p>

Signature of MPH Advisor: _____ Date: _____

Section 3: To be completed by students and Internship Site Supervisor before starting the MPH Internship:

Yes	No	<p>1. Student has identified and confirmed an internship site supervisor. If "yes", provide site supervisor's name:_____.</p>
Yes	No	<p>2. Student has worked with internship site supervisor to develop a general Job Description for the internship.</p>
Yes	No	<p>3. Student has completed CICE registration at www.fullerton.edu/cice</p>
Yes	No	<p>4. Student has developed the Internship Contract and Learning Objectives with the feedback of the MPH Site Supervisor.</p>
Yes	No	<p>5. Student has obtained approval of the <i>Internship Contract</i> and <i>Learning Objectives</i> from the MPH internship coordinator.</p>
Yes	No	<p>6. Student has requested a permit to enroll in HESC 595 from the MPH internship coordinator</p>

Signature of MPH Internship Coordinator: _____ Date: _____

**CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
ACADEMIC INTERNSHIP CONTRACT**

Student Name: _____ ID#: _____

Phone: _____ Email: _____

Site Supervisor (Print Name) _____ Degree(s) _____ Title: _____

Organization Name: _____

Address: _____

Phone: _____ FAX: _____

Email: _____

Dates of Internship: From: _____

To: _____

Hours per Week: _____

Signatures Required for Internship Approval Prior to Start Date:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____

Signatures Required at Conclusion of Internship to Document Completion:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____

**CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
LEARNING OBJECTIVES**

Student Name: _____ ID#: _____ Date: _____

Email: _____

Internship Site (Print Name) : _____

Site supervisor (Print Name): _____

Phone: _____ Email: _____

OBJECTIVES (Please type):

Signatures:

Student _____ Date _____ Site

Supervisor _____ Date _____ Internship

Coordinator _____ Date _____

**CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
SITE SUPERVISOR EVALUATION OF STUDENT**

Student Name: _____ Semester and Year: _____

Internship Site: _____ Date: _____

Internship Site Supervisor: _____ Title: _____

To the Internship Site Supervisor:

Please use this form to evaluate the performance of the student named above. Your responses will help the MPH Internship Program evaluate the performance of their students in general, and will provide the basis for this student's semester grade. Your honest evaluation is much appreciated.

Using the following scale, circle the response that represents your perception of the interaction. In the space provided, please add comments to clarify and support your evaluation of the program.

<u>Leadership</u>	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. Student demonstrates the ability to identify tasks necessary to accomplish goals or objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student demonstrates the ability to coordinate and implement tasks to accomplish goals or objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student demonstrates the ability to evaluate and to improve the effectiveness of his/her own work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student demonstrates the ability to make decisions or recommend decisions based on his/her assessment of a situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student accepts responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student is adaptable and works well in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates effective time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student understands the significant components of the field agency including the mission statement, organizational structure, job design, motivation and reward system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates ability to use the agency's resources (human and material), procedures and structures, effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal Skills

10. Student works effectively in task-oriented groups reflecting diverse people and perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Student demonstrates an ability to work effectively with a spectrum of citizens and/or consumers served by the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
12. Student demonstrates an ability to present ideas in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Student demonstrates an ability to negotiate and to resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Student demonstrates the ability to coordinate the efforts of a task-oriented group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Student demonstrates effective written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Student demonstrates effective oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Character

17. Student adheres to commitments made to the agency, colleagues and citizens (clients/consumers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Student acts in accordance with high standards of professional integrity and impartiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Student is respectful, fair and courteous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (attach additional page if needed):

Site supervisor please review with student and provide signature. Signatures:

Student _____ Date _____

Site Supervisor _____ Date _____

**CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
STUDENT EVALUATION OF INTERNSHIP**

Student Name: _____ Semester and Year: _____

Internship Site: _____ Date: _____

Internship Site Coordinator: _____ Title: _____

To the Student: Please use this form to evaluate your internship experience and your internship site. Your responses will help the Internship Program monitor the quality of the internship experience. Your honest evaluation is much appreciated.

<u>Internship Experience</u>	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. I increased my leadership skills for building partnerships in public health practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I engaged in dialogue and learning from others toward the advancement of agency or internship goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I used collaborative methods for achieving agency or community health goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I applied scientific knowledge to critically evaluate and make decisions related to public health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Internship Site</u>	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
5. The staff was well qualified and experienced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The facilities for students were adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Orientation to the agency was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Opportunities for discussion with the staff were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The assignments met my learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff was supportive of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The agency provided agreed upon resources for meeting learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was given a manageable workload at this internship site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I recommend that this internship site be considered for internship placement in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (attach additional page if needed):

Student Signature _____ Date _____

CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH
SAMPLE INTERNSHIP JOB DESCRIPTION*
(Only for HESC 595 MPH Intern)

*NOTE TO STUDENT AND/OR SITE SUPERVISOR: The following is a generic job description to help the MPH student and site supervisor develop a tailored description of the general duties of the intern. Please modify as appropriate – but please keep the words “Only for HESC 595 MPH Intern” in the title (above). Once posted by the site supervisor (or MPH Internship Coordinator) on the CSUF’s Center for Internships and Community Engagement (CICE) website, these words will help the MPH student locate the job description and register for the placement. CSUF’s MPH program uses CICE to manage the risk assessment and liability coverage for all MPH student interns.

The MPH intern will work directly with the [INSERT AGENCY NAME] for a total of [120 or 240 HOURS] to understand and address the public health needs of the agency’s clients. The job duties include the following:

1. Understand the public health needs of the clients
2. Work directly with the agency’s clients
3. Identify sources of information to assist with the development of agency programs
4. Assist in the development of educational materials
5. Participate in regular internal and external meetings relevant to the public health
6. Receive consistent feedback and supervision a public health professional (with an MPH or equivalent or higher degree)
7. Other duties as assigned

To apply, please contact:

[INSERT AGENCY CONTACT PERSON AND INFORMATION]



ACADEMIC INTERNSHIP CONTRACT

Student Name: _____ ID#: _____

Phone: _____ Email: _____

Site Supervisor (Print Name) _____ Degree(s) _____

Title: _____

Organization Name: _____

Address: _____

Phone: _____ FAX: _____

Email: _____

Dates of Internship: From: _____ To: _____

Hours per Week: _____

Signatures Required for Internship Approval Prior to Start Date:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____

Signatures Required at Conclusion of Internship to Document Completion:

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____



INTERNSHIP LEARNING OBJECTIVES

Student Name: _____ ID#: _____

Date: _____ Email: _____

Internship Site (Print Name):

Site supervisor (Print Name):

Phone: _____ Email: _____

OBJECTIVES (Please type):

Signatures:

Student _____ Date _____

Site Supervisor _____ Date _____

Internship Coordinator _____ Date _____



STUDENT EVALUATION OF INTERNSHIP

Student Name: _____ Semester and Year: _____

Internship Site: _____ Date: _____

Internship Site Coordinator: _____ Title: _____

To the Student: Please use this form to evaluate your internship experience and your internship site. Your responses will help the Internship Program monitor the quality of the internship experience. Your honest evaluation is much appreciated.

Internship Experience

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. I increased my leadership skills for building partnerships in public health practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I engaged in dialogue and learning from others toward the advancement of agency or internship goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I used collaborative methods for achieving agency or community health goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I applied scientific knowledge to critically evaluate and make decisions related to public health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internship Site

5. The staff was well qualified and experienced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The facilities for students were adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Orientation to the agency was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Opportunities for discussion with the staff were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The assignments met my learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff was supportive of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The agency provided agreed upon resources for meeting learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was given a manageable workload at this internship site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I recommend that this internship site be considered for internship placement in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (attach additional page if needed):

Student Signature _____ Date _____



SITE SUPERVISOR EVALUATION OF STUDENT

Student Name: _____ Semester and Year: _____

Internship Site: _____ Date: _____

Internship Site Supervisor: _____ Title: _____

To the Internship Site Supervisor:

Please use this form to evaluate the performance of the student named above. Your responses will help the MPH Internship Program evaluate the performance of their students in general, and will provide the basis for this student's semester grade. Your honest evaluation is much appreciated.

Using the following scale, circle the response that represents your perception of the interaction. In the space provided, please add comments to clarify and support your evaluation of the program.

<u>Leadership</u>	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. Student demonstrates the ability to identify tasks necessary to accomplish goals or objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student demonstrates the ability to coordinate and implement tasks to accomplish goals or objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student demonstrates the ability to evaluate and to improve the effectiveness of his/her own work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student demonstrates the ability to make decisions or recommend decisions based on his/her assessment of a situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student accepts responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student is adaptable and works well in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates effective time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student understands the significant components of the field agency including the mission statement, organizational structure, job design, motivation and reward system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates ability to use the agency's resources (human and material), procedures and structures, effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal Skills

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Student works effectively in task-oriented groups reflecting diverse people and perspectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Student demonstrates an ability to work effectively with a spectrum of citizens and/or consumers served by the agency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA |
| 12. Student demonstrates an ability to present ideas in a professional manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Student demonstrates an ability to negotiate and to resolve conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Student demonstrates the ability to coordinate the efforts of a task-oriented group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Student demonstrates effective written communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Student demonstrates effective oral communication skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Professional Character

- | | | | | | |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Student adheres to commitments made to the agency, colleagues and citizens (clients/consumers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Student acts in accordance with high standards of professional integrity and impartiality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Student is respectful, fair and courteous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments (attach additional page if needed):

Site supervisor please review with student and provide signature.

Signatures:

Student _____ Date _____

Site Supervisor _____ Date _____

**MASTER OF PUBLIC HEALTH
INDEPENDENT STUDY (HESC599)
ENROLLMENT FORM**

Semester _____ Fall _____ Spring _____ Date: _____

(Please Print)

Name: _____ CWID: _____

Address: _____ Phone: _____

E-mail: _____

City: _____ Zip: _____

NOTE: Students enrolled independent study classes are required to spend at least two hours per week in study or research for each unit of credit. Therefore, students who enroll in 3 units of HESC 599 should work an average of 6 hours per week throughout the entire semester. Regular contact should be made with the supervising instructor.

POLICY: HESC599 requires independent work of a research or creative nature that ends in a paper, practical application, comprehensive exam or performance. These units are not granted for teaching duties, administering classes, tutoring students or internships. Coursework may not be used as a sole basis for the 599 study. Up to 6 units of 599 can be applied toward completion of the graduate degree.

APPROVALS: You must prepare this proposal in consultation with the supervising instructor who will oversee your progress and grade the final work.

Supervising Instructor: _____ Course Schedule #: _____
Independent Research _____ units

PROPOSAL TITLE

Attach detailed proposal to this form which addresses: purpose of study / goals of the project, specific activities related to goals, a timeline, and basis for final evaluation.

Student Signature

Supervising Instructor Signature

Date

Department Chair Signature

Date



CALIFORNIA STATE UNIVERSITY
FULLERTON

Department of Public Health

Study Plan

Master of Public Health

Name _____ CWID _____ Date _____
 Address _____ Cell Phone: _____
 _____ ZIP _____ Other Phone: _____

The following preclassification requirements have been met:

1. BA BS Other from _____ Month/Year _____
2. A cumulative GPA of 2.7
3. 3 units in statistics and/or research methods with a grade of B (3.0) or better
4. A Graduate Records Examination (GRE) score
5. Two letters of recommendation
6. Appropriate educational background for the public health program
7. Narrative statement (300-500 words)
8. Paid or volunteer experience in Public Health
9. Current Resume
10. Interview upon request

Writing Requirement has been/will be met by HESC 540.

ALL STATE AND UNIVERSITY REQUIREMENTS ARE TO BE MET INCLUDING FIVE YEAR LIMIT

Study Plan Requirements	Units	Grade	Sem/Yr	Ext	Comments
CORE REQUIREMENTS (30 units)					
HESC 500 Issues in Public Health	3				
HESC 501 Principles of Epidemiology	3				
HESC 508 Statistical Methods in Kinesiology & Health Sci	3				
HESC 510 Research Methods in Health Science	3				
HESC 515 Advanced Environmental Health	3				
HESC 524 Public Health Administration	3				
HESC 535 Program Planning and Evaluation	3				
HESC 540 Health Promotion and Disease Prevention	3				
HESC 595 Graduate Internship	6				
ELECTIVES (9- 12 units)					
	3				
	3				
	3				
TERMINAL REQUIREMENTS (0- 3 units)					
HESC 597 Project (3) OR HESC 598 Thesis (3) OR Comp Exam *					
TOTAL UNITS REQUIRED	42	(Minimum 30 units at 500-level)			

*IF comp exam, student must take an additional 3 units

CLASSIFIED STANDING recommended by committee (prerequisites met and Study Plan approved):

Members:

Reviewed by dept. staff (if required) _____ Date _____
 Department Program Adviser _____ Date _____
 Reviewed in Graduate Office by _____ Date _____
 CLASSIFIED GRADUATE STANDING GRANTED _____ Date _____

Associate Vice President, Academic



CALIFORNIA STATE UNIVERSITY

FULLERTON

Office of Graduate Studies

McCarthy Hall 112

(657) 278-2618

REQUEST FOR CHANGE IN STUDY PLAN FOR A GRADUATE DEGREE

Use this form to request a change to a study plan such as changing a course(s), committee member(s), or exit option. The academic department must submit this form to the Office of Graduate Studies.

Name _____ Student ID No. _____

Address _____ Phone _____

Degree Program: _____

I request the following change(s) in my study plan (list department name, course number and title, units):

FROM

TO

Reason for request: _____

Signed _____ Date _____

If the student's thesis/project/dissertation committee is already constituted:

Request Approved Request Denied (Reason): _____

Signed _____ Date _____

Thesis/Project/Dissertation Committee Chair

Request Approved Request Denied (Reason): _____

Signed _____ Date _____

Department Graduate Program Adviser

**University Policy Statement
California State University, Fullerton**

UPS 300.021

ACADEMIC DISHONESTY

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student (s) involved. The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. In this meeting, and throughout the process, every effort should be made to

preserve the integrity of the educational relationship between instructor and student. The student should be given the opportunity to respond to the complaint. If the violation is discovered during the offering or grading of the final exam, the instructor may assign a mark of "RP" until the instructor has an opportunity for such a meeting. Also because the student may challenge the allegation, he or she must be allowed to attend all classes and complete all assignments until the appellate process is complete. When necessary, such discussion may be conducted by telephone or electronic mail.

However, if circumstances prevent consultation with student(s), the instructor may assign an appropriate academic sanction (subject to student appeal). An instructor who is convinced by the preponderance of the evidence (the greater weight of the credible evidence) that a student is responsible for academic dishonesty, shall:

1. Assign an appropriate academic penalty, including, but not limited to: oral reprimand; "F" or "O" on the assignment; grade reduction on assignment or course; or "F" in the course. Factors to take into consideration in assigning a grade sanction include: normative sanctions for comparable acts, severity of the offense (academic gain or potential academic gain if the action had gone undetected), harm or potential harm to other students in the class, premeditation of the act.
2. Report to the student(s) involved, to the department chair, and to the Dean of Students Office, Judicial Affairs, the alleged incident of academic dishonesty, including relevant documentation, actions taken by the instructor including grade sanction, and recommendations for additional action that he/she deems appropriate. The written report should be distributed as soon as possible, preferably within 15 calendar days from discovery, but not later than 30 calendar days after the first day of classes of the regular semester (fall or spring) following the grade assignment.

The Dean of Students Office, Judicial Affairs, shall maintain a disciplinary file for each case of academic dishonesty with the appropriate documentation. Students shall be informed that a disciplinary file has been established and that they have an opportunity to appeal the actions of the instructor under the Academic Appeals Policy. Dean of Students Office, Judicial Affairs may initiate disciplinary proceedings under Title 5, Section 41301 and Executive Order 1043. Sanctions which may be assessed include but are not limited to: warning, probation, educational sanctions, removal from academic program, suspension, expulsion, denial of admission or enrollment in university classes including Extended Education.

When two or more incidents involving the same student occur, the Dean of Students Office, Judicial Affairs shall initiate disciplinary proceedings. A student may appeal any sanction assessed for a charge of academic dishonesty under UPS 300.030, "Academic Appeals." If the Academic Appeals Board accepts the student's appeal then the disciplinary file will be purged. If a student does not appeal the instructor's action or if the Academic Appeal Boards rejects the student's appeal the disciplinary file will be maintained in a confidential file in the Dean of Students Office, Judicial Affairs for a minimum of seven years. Disciplinary probation and suspension are noted on the

student's academic record during the term of the probation or suspension. A permanent notation will be made on a student's academic record if he or she is expelled from the university. A second academic integrity violation usually results in suspension from the university for a period of time.

In order to facilitate due process and to insure that a student knows that academic dishonesty is subject to action, this policy shall be published in the *Catalog and Student Handbook*. Copies of this policy shall also be available in every department office, the Dean of Students Office, and in the Office of the Vice President for Student Affairs.

EFFECTIVE DATE: 6-30-10
Supersedes UPS 300.021 November 6, 2006
and ASD 10-60

Source: Student Academic Life Committee, Spring 2010

**Graduate Academic Standards
Fall 2018**

Grade Point Average Requirements

A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a master's degree. This grade-point average applies to

1. All 400- and 500-level units attempted subsequent to admission to a degree program, and
2. All units required on the student's graduate Study Plan, including transfer courses. Each course on the Study Plan must be completed with a grade of "C" (2.0) or better.

A degree student may request a change in the Study Plan in order to raise the Study Plan grade-point average by:

1. Adding no more than six units of approved course work, or
2. Repeating no more than six units of course work in which a "C" (2.0) or lower was earned, or
3. A combination of 1. and 2., not to exceed six units.

Requests to add courses to the Study Plan, repeat courses, or add courses to raise the overall grade-point average, must be approved by the Graduate Advisor and the Associate Vice President, Academic Programs (or designee) prior to registration.

When a course is added or repeated, the original course remains on the Study Plan and on the student's transcript and both grades are used in calculating the student's grade-point average. A grade-point average of at least 2.5 is required for continuing status as a credential, certificate or undeclared postbaccalaureate student.

Repeated Courses

If a grade less than "C" (2.0) is received in a Study Plan course, the course must be repeated and passed with a grade of "C" (2.0) or better. A course may be repeated only once. If a course is repeated, both grades are included when computing the student's Study Plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

Successful repetition of a course originally passed carries no additional unit credit toward a degree.

Probation and Disqualification

Probation

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the Study Plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or Study Plan grade-point average. This is known as **administrative-academic probation**. The reasons for this may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

Disqualification

The Associate Vice President, Academic Programs (or designee), in consultation with the student's graduate program advisor, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the Study Plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard. If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extended Education). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new Study Plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee). Appeals related to graduate degree probation or disqualification should first be directed to the departmental graduate program advisor. Please contact the Graduate Studies Office for further information and procedures.

Probation and Disqualification for Credential, Unclassified or Undeclared Postbaccalaureate Students

A postbaccalaureate student (credential, unclassified or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade point average falls below a 2.5 average. A postbaccalaureate student (i.e., credential or certificate objective) on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation. Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office.

Graduate Studies Enrollment Policies

Continuous Enrollment Requirement

A graduate degree student is required to maintain continuous enrollment in every fall and spring semester from the beginning of the program of study until award of the degree. This policy is designed to eliminate the need for readmission to the university, provide opportunity for continuous use of facilities, including the library, and assure the development of an integrated program, which is adequately supervised and effectively completed within the time limitations allowed by regulations.

Unless granted an approved leave of absence, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. In order to resume study, the student needs to reapply for admission to the university and to the degree program and meet any changed or additional requirements approved in the interim.

Students who may have completed all course work, but who may not have satisfactorily completed a comprehensive examination or other requirement, are expected to maintain continuous enrollment until award of the degree.

A graduate student who finds it impossible to attend during a certain semester and is

not eligible for a leave of absence must register in Graduate Studies 700. Registration in this course is restricted to conditionally classified or classified graduate students. It carries no unit credit and does not require class attendance. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree.

Similarly, Credential Studies 701 is available for students with a credential-only objective who find it impossible to enroll in course work and are not eligible for a leave of absence.

Leave of Absence

Graduate degree or credential students may request a leave of absence for up to one year. Conditionally classified or classified graduate students qualify for a leave if they are in good academic standing and have completed at least six credit hours' work toward the degree in residence at Cal State Fullerton. Students with a credential-only objective qualify if they have completed at least one semester of course work in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center, in the Graduate Studies Office, and on the Graduate Studies website. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any one of the following circumstances may be grounds for requesting a leave of absence:

1. Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy which make it impossible or inadvisable for a student to register for classes.
2. Activities that enhance a student's professional career objectives.
3. Active duty in the armed forces of the United States.
4. Other reasons at the discretion of the associate vice president, Academic Programs.

After review by the Graduate Studies Office, the academic unit (where applicable), and the Registrar's Office, a response is mailed to the student.

A first-time leave of absence of one semester only will normally be granted upon request for students who qualify and will not require an application for readmission to the university. Registration materials for the semester following the leave will be sent to the student.

Students requesting a subsequent leave or a leave longer than one semester are required to provide appropriate documentation (e.g., doctor's recommendation, verification of employment). Such requests must also be endorsed by the graduate program advisor.

A leave granted to a degree objective student preserves the election of curriculum rights

regarding catalog requirements. However, leaves of absence do not change the time limit for completion of the degree. For credential students, a leave granted by the university does not exempt them from new requirements imposed by the State regardless of the catalog year and also does not extend time limitations imposed by the State for completing specific teaching credential requirements.

Transfer Credit

Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

1. Each course being transferred must:
 - a. have been taken at an accredited college or university.
 - b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
 - c. have been completed with a grade of "B" (3.0) or better.
 - d. not have been used in meeting the requirements for another earned degree (either graduate or undergraduate).
 - e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.
2. An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's Study Plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.
3. Use of transfer work on a student's Study Plan is subject to all other policies concerning Study Plan course work; e.g., 50 percent must be graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.
4. In all cases, the use of transfer course work on a student's Study Plan is subject to the acceptance and approval of the academic unit's graduate program advisor and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of the graduate program advisor and the associate vice president, Academic Programs (or designee).
5. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.
6. A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.

Thesis

Definitions

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It also evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project is strongly encouraged.

An oral defense of either a thesis or a project normally includes a presentation by the master's candidate to a group of faculty capable of assessing the quality of the student's work, and/or a period of questioning directed to the master's candidate by said group of faculty. Oral defenses should include not fewer than three such faculty members, two of whom should be the student's supervisory committee chair and one other committee member, though they may include more than three faculty members, even the entire program faculty. The defense will be held in an appropriate academic environment, normally on campus. Program faculty may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or online, provided that the defense takes place in "real time." The oral defense, normally a graded pass/fail event, is recorded either by audio or videotape, or through another medium. Such records must be complete enough to afford protection for both the student and the faculty members involved.

Annual Thesis Award

An award of \$1,000 along with an engraved plaque will be given each year to the student whose thesis represents the highest standard of scholarly accomplishment as determined by a panel of judges chosen from emeriti professors. Interested students should contact the Graduate Studies Office or their graduate program advisor for further information on eligibility and deadlines. Finalists from each college may also be recommended for Honorable Mention by the judges; these will receive a certificate of Honorable Mention and a \$100 cash award.

Thesis Regulations

Of the minimum of 30 semester units of approved course work required for the master's degree, no more than six are allowed for a thesis.

When a thesis is required, the Pollak Library will be provided with an approved original in the approved binding and an acceptable microfilm of the thesis. An abstract accompanies the thesis and will normally be published in the University Microfilms International Journal, Masters Abstracts. Copies are thereby made available for order by interested scholars.

An approved copy of the thesis or project may also be required by the student's academic department. Students should check with their graduate program advisor as to whether a copy is needed by the department as part of the requirements for graduation.

When a project is required, some record of the project, or the project itself, is filed in the academic unit and, in some cases, in the library.

A student's thesis committee is composed of a minimum of three faculty members who supervise and approve the thesis. A qualified person who is not a regular Cal State University faculty member may serve as a visiting examiner and join in the approval of the thesis. This person serves as the fourth member of the committee.

Variations from procedures and regulations should be referred to the Office of Graduate Studies for review.

Format Guidelines and Style Manuals

All-university format guidelines are included in a [thesis manual](#) that has been developed to assist the student in preparation of a thesis. It is the student's responsibility to make certain that the requirements are met. The student is strongly advised to become familiar with the instructions in the manual. Theses from the library or departmental offices should not be used as examples of correct format.

The academic unit, through the student's advisor and/or committee, is responsible for the academic content and English usage in the thesis and for the student's correct use of forms of documentation and bibliography. In addition to the university format guidelines, each academic unit may select a supplementary style manual to be followed in matters of documentation and bibliography. Students should consult their graduate program advisor or thesis committee chair concerning the style manual used.

If the supplementary style manual presents regulations that conflict with the all-university format guidelines published in the university thesis manual, the university regulations take precedence. Some graduate programs require style manuals or guides designed for journal articles. Although these are helpful for abbreviations, tables, figures and footnoting, as well as other purposes, students should be aware of the difference between a thesis and an article and make appropriate adaptations when formatting their thesis, approved by the graduate program advisor.

If the academic unit does not recommend a specific style manual, the student should refer to the most recent edition of "A Manual for Writers of Term Papers, Theses, and

Dissertations” by Kate L. Turabian or “The Chicago Manual of Style,” published by the University of Chicago .

The student makes all necessary arrangements for preparing the thesis for final approval. A list of independent word processing professionals is available in the Office of Graduate Studies. The university Career Center also maintains a listing of students and others who have indicated their availability for word processing assignments.

Deadlines

Adequate time should be allowed for typing, reading and approval by the advisor, the committee members, and the university thesis reader. Specific deadlines are listed each semester on the Graduate Studies website. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.

The final version of the thesis should be submitted to the student's committee for final review and approval at least six weeks prior to the last day of classes. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes.

For summer completion, the student should check with the academic unit and the Graduate Studies Office for appropriate deadlines. Theses are reviewed by the university thesis reader in the order in which they are received by the Graduate Studies Office.

The Graduate Studies Office must receive notification from the campus bookstore (Titan Shops Copy Center) that the thesis has been received for binding and microfilming by the official graduation date for each semester.

Final Procedures

1. **Approval Signatures:** When the final draft is completed, the student obtains signatures on the approval page of all of the members of the committee. If there is a disagreement within the committee concerning the acceptability of the thesis, the approving signatures of a majority of the committee will be sufficient. Nonavailability of one member of the committee is not an adequate reason for acceptance of signatures by less than the full committee. No changes or additions will be allowed after the final signatures have been obtained.

The title/approval page may be photocopied onto the correct paper stock; however, the signatures must be original. Photocopied signatures are not acceptable for binding or microfilming. The signatures must be in black ink. The student should arrange for at least three original title pages to be signed by the committee members. One original is submitted to the bookstore with the thesis or project; the other originals may be used as the student's personal copy or for the departmental copy, if required.

2. **University Thesis Reader:** The thesis is ready for review by the university thesis reader after the faculty have signed off and the thesis has been produced in its final form. One unbound copy of the thesis including the original approval page is taken to the Graduate Studies Office for review by the thesis reader for conformity to all-university format guidelines. The thesis submitted to the Graduate Studies Office for review may be photocopied or printed on plain, unlined, white paper; however, the title/approval page should be on the correct paper stock. The student will be notified of any revisions or corrections that need to be made. Final approval on format is given by the thesis reader on the "Thesis Approval Form" that is submitted with the thesis. The form is available in the Graduate Studies Office or on the website.
3. **Binding and Microfilming:** The student takes the approved copy of the thesis, the signed title and approval page, and the signed Thesis Approval Form to the campus bookstore and pays the appropriate fees (currently \$130 plus \$65 if copyright is desired). The bookstore arranges for the binding of the thesis by a local bindery and other services by University Microfilms International (UMI). Once submitted and receipted, the thesis may not be withdrawn by the student from the campus bookstore. The campus bookstore sends the approved original (including the original signed approval page) to University Microfilms International for filming and publication of the abstract, and upon its return sends it to the bindery.

An agreement is completed for UMI to publish the abstract in Masters Abstracts, prepare a microfilm negative, and sell microfilm, photocopies and papers in electronic format to interested scholars. Arrangements for copyrighting are also possible through UMI.

4. **Notification for Award of the Degree:** The grade for the thesis is reported in the usual manner to the registrar by the appropriate faculty. The bookstore notifies the Graduate Studies Office that the approved thesis has been deposited, the fees paid, and the agreement for microfilming and publication of the abstract completed by the student.
5. **Depositing of Thesis in Library:** When the thesis is returned by the bindery, the bound copy is sent by the university bookstore to the library for circulation. One set of the slides or separately mounted illustrative material is housed with the bound copy.

General Requirements for the Master's Degree

University Writing Requirements

Students working toward a master's degree are required to demonstrate writing ability commensurate with the baccalaureate degree. This requirement should be met within the first nine units of graduate work by successfully completing one of the following:

1. An upper-division writing requirement at any CSU campus.
2. An upper-division course at another university equivalent to a course that meets the Cal State Fullerton requirement. Such equivalence must be certified by the department or program responsible for the student's academic work.
3. Cal State Fullerton Examination in Writing Proficiency.
4. Upper-division or graduate-level course(s) certified as meeting the writing requirement and approved by the department or program responsible for the student's academic work. The grade received must be a "C" (2.0) or better.
5. A minimum score of 4 on the Graduate Record Exam (GRE) Writing Assessment Test.
6. A minimum score of 4 on the Graduate Management Admissions test (GMAT) Analytical Writing Assessment.

Any student who has not met the requirement within the first nine units of graduate work will be required to enroll in a university-approved writing course at the earliest opportunity. Departments and programs may, at their discretion and with approval of the Graduate Education Committee, establish additional writing requirements for their graduate students. For further information, students should consult their departmental graduate program advisor.

General Study Plan Regulations

General requirements for all master's degree study plans include the following:

1. A minimum of 30 approved semester units. Some programs require more.
2. At least 21 semester units must be taken in residence. For programs requiring 42 or more units, at least half the units must be taken in residence. Transfer credits and Cal State Fullerton extension credits are not residence units.
3. Only 400- or 500-level courses may be used on graduate Study Plans. A graduate student enrolled in a 400-level course will be required to complete additional assignments as determined by the instructor. University policy does not allow 300-level courses on graduate study plans.
4. Normally 70 percent of all study plan courses will be at the 500-level. However, with prior approval, upon the recommendation of the Graduate Education Committee, programs may permit students to include up to 50 percent of course work at the 400-level.

5. No more than nine units of post baccalaureate work taken at Cal State Fullerton prior to admission to an approved graduate program.
6. No more than six semester units for a thesis, if a thesis is required.
7. Maximum of six units of independent study.
8. No courses taken to satisfy prerequisite requirements.
9. None of the following: correspondence courses, credit by examination, or similar.
10. No courses with nontraditional grades (e.g., CR, S, P).
11. Each course on the study plan must be completed with a grade of "C" (2.0) or better.
12. A minimum grade-point average of 3.0 ("B") in all courses attempted to satisfy requirements for the degree.
13. Completion of all study plan courses within five years or seven years with approved extension. The time limit starts with the earliest course on the study plan.
14. All courses taken after the baccalaureate (or post baccalaureate credit granted).
15. No courses credited toward another degree.
16. A final evaluation, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved study plan is valid as long as the student maintains continuous enrollment in regular semesters at the university; otherwise it is necessary to reapply and meet any changed or additional requirements approved in the interim.

Culminating Experience Guidelines

Each master's program includes a final evaluation (culminating experience) that marks the end of the graduate program. A thesis, a project, a comprehensive examination, or any combination of these is required of all students. An oral presentation is strongly encouraged.

Through culminating experiences, individual students demonstrate mastery of disciplinary materials. Because these demonstrations of mastery are specific to individual students, theses, projects, performances, exhibitions, and comprehensive examinations shall be composed of individual student work, unless more than one culminating experience is required in the program.

Individual student work shall include exhibitions in which individual work is clearly identified but displayed alongside the work of others. Individual student work shall also include accompanied artistic performances, or performances rendered in ensemble, in which individual student performances are clearly identifiable. In programs that require more than one culminating experience, at least one culminating experience must be based on individual student work.

Students whose programs require a culminating experience that is undertaken in groups (e.g., for the M.B.A.) shall receive an individual assessment based on a component of the work identifiable as authored or created by each individual student.

Election of Curriculum

A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet the degree requirements in effect either at the time of entering the curriculum or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program advisor.

Changes in Study Plan

If a classified graduate student needs to make a change in the approved study plan, a request should be made to the student's departmental graduate program advisor. Requests must be made prior to registration for any course work to be substituted or added. No course may be removed from the study plan after a student has taken it. Forms which may be used to file a request for change in study plan are available from graduate program advisors, in the Graduate Studies Office, or on the Graduate Studies website.

Changes in study plan may also be required because of outdated course work or grade-point average deficiencies (see "Time Limit for Completion" and "Graduate Academic Standards").

Time Limit for Completion

All requirements for the master's degree, including all course work on the student's study plan, normally should be completed within five years. This time limit begins with the semester of the earliest course used on the student's study plan and consists of a total of ten (10) consecutive semesters. When individual circumstances warrant, this time limit may be extended for up to two years (four additional consecutive semesters).

A student may request an extension of the five-year time limit by filing a petition with the Graduate Studies Office. The petition must contain a full explanation of the circumstances that prevented completion of the degree requirements within the normal five-year limit and must be approved (signed) by the graduate program advisor, the chair of the appropriate graduate committee and the director of Graduate Studies. Approvals for extension must be obtained prior to the expiration of the five-year limit.

Outdated Courses

Outdated course work (course work older than the student's approved time limit; i.e., five or seven years) should be repeated. However, a maximum of nine (9) units of course work may be exempt from repetition if course content can be validated. Validation is allowed at the discretion of the graduate program advisor, the academic unit offering the subject course, and the associate vice president, . Copies of the "Petition for Validating Outdated Course Work" may be obtained from the Graduate Studies Office or website.

Validation must be accomplished by passing a written comprehensive test of the materials covered by the course being validated or by some equivalent method with prior approval of both the graduate program advisor and the associate vice president, Academic Programs. Courses completed more than ten years prior to completion of requirements for the degree are not eligible for validation. Any outdated course work that cannot be validated either because of a denial of the petition or because it is in excess of the nine units allowed for validation, must be repeated or updated through enrollment in additional Study Plan course work. If course work is repeated or additional course work is required to update, those units and grades will be added to the Study Plan.

Outdated transfer course work cannot be validated.

Advisors and Committees

University policy provides that each student's program for the master's degree shall be under the guidance of an advisor and for some programs, a committee as well. A graduate program advisor is designated in each department or program to give overall supervision for the graduate program. In some departments, the graduate program advisor also serves as the individual student's advisor. Policies and procedures related to graduate committees are available in the Graduate Studies Office.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. As a minimum, the student should obtain advisement (1) either prior to or during the first semester of attendance, (2) when requesting classified standing, and (3) when applying for a graduation check prior to the final semester.

It is advisable for the student to maintain a personal file of transcripts and other evidences of grades and achievements, and to have these documents available whenever seeking advisement.

Candidacy and Graduation

Advancement to Candidacy

A student who has been granted classified standing is advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate program advisor. An overall minimum grade-point average of 3.0 (B) and a minimum grade-point average of 3.0 for all study plan course work is required. Other scholastic, professional and personal standards, the passing of examinations, and other qualifications, may be required.

Completion of Requirements and Award of Degree

Deadlines

All course work for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate study plan. Award of the degree also requires the recommendation of the appropriate graduate program advisor and committee (advancement to candidacy), the approval of the faculty, and approval of the associate vice president, (or designee).

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of final examinations for the semester or session in which the degree is to be awarded.

Applying for Graduation

Students must file an application for a graduation check and pay the \$115.00 graduation and diploma fee prior to the beginning of the final semester.

The last date to file the application is listed in the front inside cover of the Class Schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Students completing requirements during the summer must also obtain departmental approval prior to the summer term by filing a Petition for Summer Completion. The form is available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee of \$10.00 is required to change the graduation date. Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

Helpful Hints:

—Submit a draft of your signature page by email to the Thesis Reader for a “quick check” before your committee signs.

—Copy and paste your thesis into our official template.

Get complete electronic submission information and templates

at <http://fullerton.edu/graduate/currentstudents/graduateforms.html>

Degree Posting Timeline

Degree Posting (8-10 weeks)

All graduate students must apply for a graduation check prior to the beginning of his/her final semester. Specific deadlines are listed in the current Registration Guide and are posted under the Important Dates and Deadlines on the Graduate Studies website. Applying for a grad check is completed through the Student Center in Titan Online. A graduation processing and diploma fee of \$115 will need to be paid at Student Financial Services (UH-180) with the application for graduation.

Posting of degrees begins on the last day of the semester and is completed within 8-10 weeks.

During this time our Graduate Degree Evaluators will be checking each student's Advancement to Candidacy file to make sure they have completed all requirements for the degree.

Once the degree has been posted, official transcripts can be ordered from the Admissions & Records Office. Forms are available at the Admissions and Records Information Counter (LH-114) or you may print out the request form online at: <http://www.fullerton.edu/admissions/CurrentStudent/Transcripts.asp>

Tip: It is recommended that students ordering official transcripts during the degree posting period request that transcripts not be mailed out until the degree has been posted.

Diplomas (4 months)

Diplomas, considered the ceremonial document, are mailed to students approximately 4 months after the last day of the semester.

Changes to Graduation Date:

Any change to your graduation date requires that you file a Request for Change of Graduation Date form. This form is available at the Graduate Studies Office (MH-103). A \$10 fee will be charged for changing the graduation date.

Student Responsibility

Each student has a responsibility to understand and apply the information contained within the University Catalog. This includes following all processes and policies contained in this chapter on “Graduate Regulations.” For example, key policies include (but are not limited to) making certain that you are properly admitted to the degree program, meet or complete all academic prerequisites and grading standards, file an official Study Plan in a timely manner, meet the program requirements of the specific degree you are seeking, and apply for graduation according to the dates published in each semester's Class Schedule.

Failure to submit forms on time may result in the delay of your graduation. In order to be eligible to register and eventually to graduate with a degree, a student must maintain continuous enrollment status until the award of the degree (see “Continuous Enrollment”).

All master's students must apply for graduation through the Student Center in Titan Online and pay SFS a graduation processing and diploma fee of \$115. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a Change of Graduation Date form and paying a \$10 fee to the university cashier.

For All Information Concerning Rights and Responsibilities of a Graduate Student, visit <http://www.fullerton.edu/graduate/index.html>