Dear Graduate Student:

Welcome to the Department of Health Science 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 very successful one. Please don’t hesitate to ask questions of the MPH Coordinator/Advisor and other graduate faculty in the program.

Please follow the links below related to each section of this handbook carefully. 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 as to how 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 Health Science, we wish you an enjoyable graduate experience here at California State Fullerton.

Sora Park Tanjasiri, DrPH MPH
Interim Chair, Health Science

Jasmeet Gill, PhD
MPH Coordinator/Advisor
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.
## HEALTH PROMOTION/DISEASE PREVENTION

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Mouttapa*</td>
<td>Health Science</td>
<td><a href="mailto:mmouttapa@fullerton.edu">mmouttapa@fullerton.edu</a></td>
<td>(657)278-8436</td>
</tr>
<tr>
<td>Tony DiStefano*</td>
<td>Health Science</td>
<td><a href="mailto:adistefano@fullerton.edu">adistefano@fullerton.edu</a></td>
<td>(657)278-7671</td>
</tr>
<tr>
<td>Lilia Espinoza*</td>
<td>Health Science</td>
<td><a href="mailto:liespinoza@fullerton.edu">liespinoza@fullerton.edu</a></td>
<td>(657)278-8697</td>
</tr>
<tr>
<td>Maria Koleilat*</td>
<td>Health Science</td>
<td><a href="mailto:mkoleilat@fullerton.edu">mkoleilat@fullerton.edu</a></td>
<td>(657)278-3316</td>
</tr>
<tr>
<td>Gail Love</td>
<td>Communications</td>
<td><a href="mailto:glove@fullerton.edu">glove@fullerton.edu</a></td>
<td>(657)278-3587</td>
</tr>
<tr>
<td>Archana McEligot*</td>
<td>Health Science</td>
<td><a href="mailto:amceligot@fullerton.edu">amceligot@fullerton.edu</a></td>
<td>(657)278-3822</td>
</tr>
<tr>
<td>Daniela Rubin</td>
<td>Kinesiology</td>
<td><a href="mailto:drubin@fullerton.edu">drubin@fullerton.edu</a></td>
<td>(657)278-4704</td>
</tr>
<tr>
<td>Sora Tanjasiri*</td>
<td>Health Science</td>
<td><a href="mailto:stanjasiri@fullerton.edu">stanjasiri@fullerton.edu</a></td>
<td>(657)278-4592</td>
</tr>
<tr>
<td>Stephanie Vaughn</td>
<td>Nursing</td>
<td><a href="mailto:svaughn@fullerton.edu">svaughn@fullerton.edu</a></td>
<td>(657)278-7927</td>
</tr>
<tr>
<td>Penny Weismuller</td>
<td>Nursing</td>
<td><a href="mailto:pweismuller@fullerton.edu">pweismuller@fullerton.edu</a></td>
<td>(657)278-5740</td>
</tr>
<tr>
<td>Jie Weiss*</td>
<td>Health Science</td>
<td><a href="mailto:jweiss@fullerton.edu">jweiss@fullerton.edu</a></td>
<td>(657)278-4388</td>
</tr>
<tr>
<td>Josh Yang*</td>
<td>Health Science</td>
<td><a href="mailto:jsyang@fullerton.edu">jsyang@fullerton.edu</a></td>
<td>(657)278-4384</td>
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## ENVIRONMENTAL AND OCCUPATIONAL HEALTH

<table>
<thead>
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<th>Faculty Name</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Danny Kim*</td>
<td>Health Science</td>
<td><a href="mailto:dannykim@fullerton.edu">dannykim@fullerton.edu</a></td>
<td>(657)278-5649</td>
</tr>
<tr>
<td>John Breskey*</td>
<td>Health Science</td>
<td><a href="mailto:jbreskey@fullerton.edu">jbreskey@fullerton.edu</a></td>
<td>(657)278-8104</td>
</tr>
<tr>
<td>John Bock</td>
<td>Environmental Studies</td>
<td><a href="mailto:jbock@fullerton.edu">jbock@fullerton.edu</a></td>
<td>(657)278-5574</td>
</tr>
<tr>
<td>Jasmeet Gill*</td>
<td>Health Science</td>
<td><a href="mailto:jasmeetgill@fullerton.edu">jasmeetgill@fullerton.edu</a></td>
<td>(657)278-8657</td>
</tr>
<tr>
<td>Robert Voeks</td>
<td>Geography</td>
<td><a href="mailto:rvoeks@fullerton.edu">rvoeks@fullerton.edu</a></td>
<td>(657)278-3361</td>
</tr>
<tr>
<td>Michele Wood*</td>
<td>Health Science</td>
<td><a href="mailto:mwood@fullerton.edu">mwood@fullerton.edu</a></td>
<td>(657)278-7330</td>
</tr>
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## GERONTOLOGICAL HEALTH

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Piazza*</td>
<td>Health Science</td>
<td><a href="mailto:jpiazza@fullerton.edu">jpiazza@fullerton.edu</a></td>
<td>(657)278-7137</td>
</tr>
<tr>
<td>Diana Tisnado*</td>
<td>Health Science</td>
<td><a href="mailto:dtisnado@fullerton.edu">dtisnado@fullerton.edu</a></td>
<td>(657)278-3140</td>
</tr>
<tr>
<td>Echo Chang</td>
<td>Gerontology</td>
<td><a href="mailto:echang@fullerton.edu">echang@fullerton.edu</a></td>
<td>(657)278-4272</td>
</tr>
<tr>
<td>Barbara Cherry</td>
<td>Psychology/Gerontology</td>
<td><a href="mailto:bcherry@fullerton.edu">bcherry@fullerton.edu</a></td>
<td>(657)278-3035</td>
</tr>
<tr>
<td>Melanie Horn Mallers</td>
<td>Human Services</td>
<td><a href="mailto:mhornmallers@fullerton.edu">mhornmallers@fullerton.edu</a></td>
<td>(657)278-3890</td>
</tr>
<tr>
<td>Carl Renold</td>
<td>Human Services</td>
<td><a href="mailto:crenold@fullerton.edu">crenold@fullerton.edu</a></td>
<td>(657)278-5106</td>
</tr>
<tr>
<td>Debbie Rose</td>
<td>Kinesiology</td>
<td><a href="mailto:drose@fullerton.edu">drose@fullerton.edu</a></td>
<td>(657)278-5846</td>
</tr>
<tr>
<td>Dana Rutledge</td>
<td>Nursing</td>
<td><a href="mailto:drutledge@fullerton.edu">drutledge@fullerton.edu</a></td>
<td>(657)278-5743</td>
</tr>
</tbody>
</table>

*Health Science Faculty – Faculty from Health Science must Chair Projects/Theses
## University Contact List/Telephone Directory

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

Updated 8/2014
**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 Cal State Fullerton’s program apart?*

CSUF offers a master’s program staffed by faculty who are both nationally and internationally recognized for excellence in their respective fields of study. The student-centered program offers smaller-sized classes that promote individualized learning and practical training. In addition, a flexible class schedule, with required courses offered in the late afternoon or evening, allows students to pursue their degree full-time or part-time.

*What type of living environment does the Fullerton area offer?*

In addition to the challenging but rewarding academic program offered within the Department of Health Science, 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. Cal State Fullerton is also ranked among the nation’s “Top Public Western Universities-Master’s Institutions” according to U.S. News & World Report. 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?

Applicants must satisfy the University’s requirements for admission into graduate degree programs that include: a baccalaureate degree from an accredited institution with a grade point average (GPA) of at least 2.5 or attained a GPA of at least 2.5 in the last 60 semester units (90 quarter units) attempted. The MPH program further requires that students meet the following minimum requirements:

- A cumulative GPA of 2.7;
- Completion of 3 units of statistics or research methods with a grade B or better;
- Appropriate educational background for the public health program;
- GRE score;
- Two letters of recommendation;
- A narrative statement (300-500 words describing how the program relates to professional goals);
- A current resume;
- Paid or volunteer experience in public health, health education or related health area;
- Interview upon request.

What are the requirements to complete the degree?

The Master of Public Health requires 42 units of approved graduate work including 30 units of core competency classes (which includes a six-unit internship) and an additional nine to twelve units of electives to support specific career objectives. The program requires 75 percent of the coursework to be taken from 500-level courses. Therefore, all students must take at least one 500-level elective course.

Core Competency Courses (30 units)

- HESC 500 Issues in Public Health (3)
- HESC 501 Advanced Methods in Epidemiology (3)
- HESC 508 Statistical Methods in Kinesiology and Health Science (3)
- HESC 510 Research Methods in Health Science (3)
- HESC 515 Advanced Environmental Health (3)
- HESC 524 Public Health Administration (3)
- HESC 535 Advanced Study in Program Planning and Evaluation (3)
- HESC 540 Health Promotion and Disease Prevention (3)
- HESC 550 Graduate Internship (6)

Electives (9-12 units)

Working with a faculty adviser, students select 9-12 units of electives to support career objectives in one of the following three tracks: Health Promotion and Disease Prevention; Environmental and Occupational Health and Safety; and Gerontological Health. These career tracks allow student to select unique combinations of courses appropriate for their professional objectives.
Terminal Requirements (0-3 units)
HESC 597 Project (3) OR HESC 598 Thesis (3) OR Comprehensive Examination (0). Students who choose the comprehensive examination must complete an additional adviser-approved course (3 units).

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
The Environmental and Occupational Health and Safety career 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;
- 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;
- Recommend personal protective equipment, engineering controls and management controls for safety and health hazards.

Gerontological Health Track
The Gerontological Health career 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 variety of settings to promote and enhance public health through individual and organized community effort.

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/mph/mph_overview.html. 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 graduate program coordinator by calling 657-278-3983.
# MPH Health Promotion Track Study Plan Guide
## (ALL CLASSES ARE 3 UNITS)

### CORE REQUIREMENTS (30 UNITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time</th>
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<tbody>
<tr>
<td>HESC 500&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>T 4:00-6:45pm for Fall 2014</td>
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<tr>
<td>HESC 501&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>W 7:00-9:45pm for Spring 2015</td>
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<tr>
<td>HESC 508&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>T 7:00-9:45pm for Fall 2014</td>
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<tr>
<td>HESC 510&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Research Methods</td>
<td>Fall</td>
<td>M 4:00-6:45pm for Fall 2014</td>
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<tr>
<td>HESC 515&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>M 7:00-9:45pm for Fall 2014</td>
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<tr>
<td>HESC 524&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Public Health Administration</td>
<td>Summer</td>
<td>T/TR 5:00-9:10pm for Summer 2014. 5 weeks, starting June 2&lt;sup&gt;nd&lt;/sup&gt;.</td>
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<tr>
<td>HESC 535&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Program Planning and Evaluation</td>
<td>Summer</td>
<td>M/W 6:00-8:45pm for Summer 2014. 5 weeks, starting July 7&lt;sup&gt;th&lt;/sup&gt;.</td>
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<tr>
<td>HESC 540&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>W 4:00-6:45pm for Spring 2015</td>
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<tr>
<td>HESC 550&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Graduate Internship</td>
<td>Fall</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

1 If taken in the prescribed sequence, these courses are taken by 1<sup>st</sup> year MPH students.
2 If taken in the prescribed sequence, these courses are taken by 2<sup>nd</sup> 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 the dates and times.
* = Strongly recommended for the HP track

<table>
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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
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<tr>
<td>HESC 410</td>
<td>Community Health Education (Some WEB sections available).</td>
<td>Fall</td>
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<tr>
<td></td>
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<td>Spring</td>
</tr>
<tr>
<td>*HESC 411</td>
<td>Promoting Health in Multicultural Populations</td>
<td>Fall</td>
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<td></td>
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<td>Spring</td>
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<tr>
<td>HESC 413</td>
<td>Health Policy</td>
<td>Fall</td>
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<tr>
<td>HESC 420</td>
<td>Chronic Disease Epidemiology</td>
<td>Fall</td>
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<td></td>
<td></td>
<td>Spring</td>
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<td>Course Code</td>
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<td>Term</td>
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<tr>
<td>HESC 421</td>
<td>Infectious Disease Epidemiology</td>
<td>Fall</td>
</tr>
<tr>
<td>HESC 425</td>
<td>Alternative Healing Therapies</td>
<td>Fall</td>
</tr>
<tr>
<td>HESC 450</td>
<td>Applied Health Promotion in Aging Populations (WEB)</td>
<td>Fall</td>
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<td>Spring</td>
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<td></td>
<td></td>
<td>Summer</td>
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<tr>
<td>HESC 455</td>
<td>Designing Health Education Curricula (WEB)</td>
<td>Fall</td>
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<td>Spring</td>
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<tr>
<td></td>
<td></td>
<td>Summer</td>
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<tr>
<td>HESC 460</td>
<td>Worksite Health Promotion</td>
<td>Fall</td>
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<td></td>
<td></td>
<td>Spring</td>
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<tr>
<td>HESC 465</td>
<td>Introduction to International Health</td>
<td>Fall</td>
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<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>HESC 480</td>
<td>Transdisciplinary Perspectives on HIV/AIDS</td>
<td>Spring</td>
</tr>
<tr>
<td>HESC 481</td>
<td>Globalization of Health</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>HESC 520</td>
<td>Advanced Topics in Community Health</td>
<td>Fall (every even year)</td>
</tr>
<tr>
<td>HESC 525</td>
<td>Alternative Medicine</td>
<td>Spring</td>
</tr>
<tr>
<td>HESC 599</td>
<td>Graduate Independent Study</td>
<td>Fall</td>
</tr>
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<td></td>
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<td>Spring</td>
</tr>
</tbody>
</table>

**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. On the right panel, you will see Quick Links. Click on the arrow below Quick Links. A drop down menu will appear. Select Class Search, then press enter.

3. 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.

4. 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.

5. 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 2014), try another term (e.g., Fall 2014). If the subsequent term is not available on this search, try the same term in a previous year (e.g., Fall 2013 instead of Fall 2014). Most classes are offered at the same dates and times.

ADDITIONAL ELECTIVES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 401</td>
<td>Ethnographic Field Methods</td>
<td>Anthropological field research by students on various problems using participant observation techniques.</td>
</tr>
<tr>
<td>ANTH 409</td>
<td>Applied Anthropology</td>
<td>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.</td>
</tr>
<tr>
<td>ANTH 441</td>
<td>Human Variation</td>
<td>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</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ANTH 442</td>
<td>Medical Anthropology</td>
<td>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.</td>
</tr>
<tr>
<td>CHIC 450</td>
<td>The Chicano and Contemporary Issues</td>
<td>Socioeconomic and political problems confronting the Chicano, including proposed solutions. Effect that social institutions have had on the Chicano community.</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Principles of Communication Research</td>
<td>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.</td>
</tr>
<tr>
<td>COMM 464</td>
<td>Public Relations Management</td>
<td>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.</td>
</tr>
<tr>
<td>COMM 466</td>
<td>Health Public Relations Campaigns</td>
<td>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.</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Persuasive Communications</td>
<td>Persuasive communications applied to mass communication. The communicator, audience, message content and structure, and social context in influencing attitudes, beliefs and opinions.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>COUN 500</td>
<td>The Counseling Profession</td>
<td>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.</td>
</tr>
<tr>
<td>COUN 511</td>
<td>Pre-Practicum (Counseling Skills)</td>
<td>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.</td>
</tr>
<tr>
<td>COUN 518</td>
<td>Human Development and Functioning</td>
<td>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.</td>
</tr>
<tr>
<td>HUSR 400</td>
<td>Ethical and Professional Issues in Human Services</td>
<td>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)</td>
</tr>
<tr>
<td>HUSR 411</td>
<td>Human Services Delivery to Communities</td>
<td>Provides a framework for identifying the human service needs of varied community groups and focuses on the utilization of this knowledge about those groups in order to develop effective service delivery strategies.</td>
</tr>
<tr>
<td>HUSR 415</td>
<td>Treatment Issues in Drug Addiction</td>
<td>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; codependency and enabling.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HUSR 420</td>
<td>Human Services Management</td>
<td>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.</td>
</tr>
<tr>
<td>HUSR 465</td>
<td>Human Services Delivery to Latinos</td>
<td>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.</td>
</tr>
<tr>
<td>KNES 406</td>
<td>Principles of Sport and Exercise Management</td>
<td>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.</td>
</tr>
<tr>
<td>KNES 414</td>
<td>Legal Issues in Sport and Exercise</td>
<td>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.</td>
</tr>
<tr>
<td>KNES 432</td>
<td>Applied Exercise Psychology</td>
<td>Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.</td>
</tr>
<tr>
<td>KNES 470</td>
<td>Nutrition for Exercise and Sport Performance</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LIBST 485</td>
<td>Senior Seminar in Cultural Diversity</td>
<td>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.</td>
</tr>
<tr>
<td>MGMT 441</td>
<td>Labor-Management Relations</td>
<td>Impact of labor-management relations upon labor, management and the public. Proper grievance procedure, collective bargaining and settlement of disputes.</td>
</tr>
<tr>
<td>MGMT 525</td>
<td>Seminar in Team Leadership Skills</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 474</td>
<td>Health Psychology</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 475</td>
<td>Psychopharmacology</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 568</td>
<td>Substance Abuse</td>
<td>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.</td>
</tr>
<tr>
<td>SOC 416</td>
<td>Sociology of Alcoholism</td>
<td>Sociological analysis of alcoholism. Socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)</td>
</tr>
<tr>
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</tr>
<tr>
<td>SOC 455</td>
<td>Sociology of Health and Illness</td>
<td>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.</td>
</tr>
</tbody>
</table>
MPH EOHS Track Study Plan Guide  
(All Classes are 3 Units)

**CORE REQUIREMENTS (30 UNITS)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 500₁</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>T 4:00-6:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 501₁</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>W 7:00-9:45pm for Spring 2015</td>
</tr>
<tr>
<td>HESC 508₁</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>T 7:00-9:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 510₂</td>
<td>Research Methods</td>
<td>Fall</td>
<td>M 4:00-6:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 515₂</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>M 7:00-9:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 524₂</td>
<td>Public Health Administration</td>
<td>Summer</td>
<td>T/TR 5:00-9:10pm for Summer 2014. 5 weeks, starting June 2&lt;sup&gt;nd&lt;/sup&gt;.</td>
</tr>
<tr>
<td>HESC 535₂</td>
<td>Program Planning and Evaluation</td>
<td>Summer</td>
<td>M/W 6:00-8:45pm for Summer 2014. 5 weeks, starting July 7&lt;sup&gt;th&lt;/sup&gt;.</td>
</tr>
<tr>
<td>HESC 540₁</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>W 4:00-6:45pm for Spring 2015</td>
</tr>
<tr>
<td>HESC 550₂</td>
<td>Graduate Internship</td>
<td>Fall/Spring</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

₁ If taken in the prescribed sequence, these courses are taken by 1<sup>st</sup> year MPH students.  
₂ If taken in the prescribed sequence, these courses are taken by 2<sup>nd</sup> 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 405</td>
<td>Worksite Injury prevention and rehabilitation</td>
<td>Spring</td>
</tr>
<tr>
<td>HESC 421</td>
<td>Infectious Disease Epidemiology</td>
<td>Fall</td>
</tr>
<tr>
<td>*HESC 461</td>
<td>Occupational Health and Safety</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>*HESC 462</td>
<td>Environmental Toxicology</td>
<td>Spring</td>
</tr>
<tr>
<td>or ENST 595T</td>
<td>Selected Topics in Environmental Problems –</td>
<td></td>
</tr>
</tbody>
</table>
### Course Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 463 or ENST 595T</td>
<td>Environmental Toxicology</td>
</tr>
<tr>
<td></td>
<td>Selected Topics in Environmental Problems – Atmospheric Pollution</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
</tbody>
</table>

Additional ENST 595T seminar courses:
- Environmental Regulations
- Environmental Risk
- Environmental Inequity
- Environmental Law
- Environmental Planning
- Environmental Education
- Hazardous Waste Management
- Migratory Bird Conservation
- Wetland
- Endangered Habitats

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 450</td>
<td>Human Response to Environmental Hazards</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>GEOG 478</td>
<td>Urban Planning Principles</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td>GEOG 481</td>
<td>Geographic Information Systems (GIS): Introduction</td>
</tr>
<tr>
<td></td>
<td>Methods and applications of computer-assisted mapping and geographic information systems. (2 hours discussion, 3 hours lab)</td>
</tr>
<tr>
<td>GEOG 482</td>
<td>Environmental Impact Assessment</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>GEOG 485</td>
<td>Geographic Information Systems (GIS): Principles and Applications</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: GEOG 481 or equivalent. Integrated computer-assisted methods for handling spatial data, including database design, data conversion and updating,</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>GEOL 470</td>
<td>Environmental Geology and Planning</td>
</tr>
<tr>
<td>EGCE 481</td>
<td>Solid Waste Technology and Management</td>
</tr>
<tr>
<td>EGCE 482</td>
<td>Liquid Waste Technology and Management</td>
</tr>
<tr>
<td>CHEM 435</td>
<td>Chemistry of Hazardous Materials</td>
</tr>
<tr>
<td>CHEM 437</td>
<td>Environmental Water Chemistry</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE**

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4. **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**.

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

#### CORE REQUIREMENTS (30 UNITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESC 500₁</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>T 4:00-6:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 501₁</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>W 7:00-9:45pm for Spring 2015</td>
</tr>
<tr>
<td>HESC 508₁</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>T 7:00-9:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 510₂</td>
<td>Research Methods</td>
<td>Fall</td>
<td>M 4:00-6:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 515₂</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>M 7:00-9:45pm for Fall 2014</td>
</tr>
<tr>
<td>HESC 524₂</td>
<td>Public Health Administration</td>
<td>Summer</td>
<td>T/TR 5:00-9:10pm for Summer 2014. 5 weeks, starting June 2nd.</td>
</tr>
<tr>
<td>HESC 535₂</td>
<td>Program Planning and Evaluation</td>
<td>Summer</td>
<td>M/W 6:00-8:45pm for Summer 2014. 5 weeks, starting July 7th.</td>
</tr>
<tr>
<td>HESC 540₁</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>W 4:00-6:45pm for Spring 2015</td>
</tr>
<tr>
<td>HESC 550₂</td>
<td>Graduate Internship</td>
<td>Fall Spring</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

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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

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

**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.
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Master of Public Health
Cohort Study Plan for the Fall 2014 Cohort

Fall '14
HESC500 (Tanjasiri)
HESC508 (Mouttapa)
Electives:
Health Promotion:  HESC 410, HESC 411, HESC 421, HESC 425, HESC 455, HESC 460, HESC 465
Environmental Health:  HESC 421, HESC 461, HESC 463, ENST 595T
Gerontological Health: HESC 450, GER0 425, GER0 500, GER0 507, GER0 526, KNES 454, SOC 443

Spring '15
HESC501 (Gill)
HESC540 (Yang)
Electives:
Health Promotion:  HESC525, HESC 410, HESC411, HESC 420, HESC 455, HESC460, HESC545, HESC 465, HESC 481
Environmental Health:  HESC461, HESC 462, ENST595T
Gerontological Health: HESC450, GER0503, GER0507, KNES455

Summer '15
HESC 524 (Fleming)
HESC 535 (Weiss)
Electives:  HESC 450, HESC455, SOCI443, ENST595T, GER0 500, HESC 461

Fall '15
HESC 510 (Wood)
HESC 515 (Kim)
Electives:
Health Promotion:  HESC 520, HESC 410, HESC 411, HESC 421, HESC 425, HESC 455, HESC 460, HESC 465, HESC 520
Environmental Health:  HESC 421, HESC 461, HESC 463, ENST 595T
Gerontological Health: HESC 450, GER0 425, GER0 500, GER0 507, GER0 526, KNES 454, SOC 443
Recommended Project Timeline for Completion

1st Semester in MPH
- Submit Study Plan in HESC 500.
- Begin to scope out ideas for project in 500. Develop Background and Significance in HESC 500.
- Keep eyes open for potential Project Chair.

2nd & 3rd Semesters in MPH
- Continue to scope out ideas for project in 540.
- Develop Lit Review in HESC 540.
- Start talking with faculty to find a Project Chair.

Penultimate Semester (e.g., 3rd semester in MPH)
- Develop Methods in HESC 510.
- Submit Graduation Check to Admissions & Records.
- Complete project proposal and submit HESC 597 Project Form to HS department office (KHS 121) in order to obtain permit to register for final semester.
  - Need Signature from Project Chair.

Ultimate Semester (e.g., 4th semester in MPH)
- Submit Study Plan in HESC 500.
- Begin to scope out ideas for project in 500. Develop Background and Significance in HESC 500.
- Keep eyes open for potential Project Chair.

Beginning of Ultimate Semester
- Establish a schedule of meetings and deadlines with Project Chair.

About One Month Prior to Project Deadline
- Final draft should be completed and submitted to Project Chair for review.
- Complete Project Poster for Spring MPH Awards Ceremony (poster format only).

Due in HS Office by Final Day of Exam Period
- Submit Project Binder with approved and signed title page to the department office, KHS-121. Please note that this is separate from giving your project chair a copy.
- Chair must submit Grade Change Form (if applicable).

Updated 8/2014
MPH PROJECT OPTIONS AND GUIDELINES

There are two project options available for MPH Students: 1) Poster with Binder Format and 2) Journal Manuscript with Binder Format.

I. The General Procedures for completing both types of project format are the following:

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. The student writes a draft of the literature review during HESC 540. If the student’s proposed project has changed between the completion of HESC 540 and enrollment in HESC 597, the student should first revise the literature review accordingly.

3. **MPH Program 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 advisor will sign the Enrollment Form when he/she is satisfied with the content and quality of the proposal and literature review. This may require the student to revise both documents multiple times. Take signed HESC 597 enrollment form to KHS 121. Once the permit is issued, students can enroll in HESC 597.

B. The student, with guidance from his/her advisor, will complete the work necessary to carry out the project (i.e., health education product or other intervention development/pilot testing, or data collection/analyses), during the time that the student is enrolled in HESC 597.

The procedures specific to each project format are as follows:

II. **Poster with Binder Format**

A. The “poster with binder format” is encouraged for any student who is interested in conducting original research; developing/pilot testing a health education product or other intervention; or conducting secondary analyses, BUT does not intend to write a journal-ready manuscript during the time he/she is enrolled in the MPH program. The student, in agreement with the
faculty advisor, will develop a conference-style poster that summarizes the work completed. The poster will be presented at the Health Science Department’s Spring MPH Awards Ceremony, which is held in late April or early May. Please refer to the “Instructions for Poster Presentation” document for further details about formatting requirements of the poster. Additionally, the student will prepare a binder that contains a write-up of the project and several other components. The contents of the binder are explained below (Section II, D).

B. The student prepares a poster that contains the following items:

1. Title, Student’s Name, Advisor’s Name, and Affiliation(s)
2. Abstract (150 word limit)
3. Background and Significance
4. Purpose of the Project/Hypotheses (if applicable)
5. Methods (if applicable, contains a description of how the health education product or other intervention was developed)
6. Product/intervention itself (example provided or photo/illustration of product/intervention)
7. Findings/Results (of data analyses, formative evaluation, or pilot testing), which should include at least one summary table
8. Discussion (for data analysis projects); or Lessons Learned and Future Directions (for health education product or other intervention development/pilot testing projects)
9. Acknowledgements (if applicable)
10. References (5 maximum)

C. After the faculty advisor approves the poster, the student will print the poster. See link titled: “Instructions for Poster Presentations.”

1. The student will set up his/her poster at the Spring MPH Awards Ceremony, and, at specified times, will stand in front of his/her poster to answer questions.

D. **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: [http://fullerton.edu/graduate/currentstudents/thesis.asp](http://fullerton.edu/graduate/currentstudents/thesis.asp)

1. Title and Approval Page. Standardized according to the CSUF Graduate Thesis Regulations Student Handbook.
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, development of health education product or other intervention, pilot testing, data analysis.

7. Chapter 3:
   a. Results. Attach health education product or other intervention (e.g., manual, DVD, program). Include summary of statistical or qualitative results of data analysis, formative evaluation, or pilot test.

8. Chapter 4:
   a. Discussion (for data analysis projects)/Lessons Learned and Future Directions (for health education product or other intervention development/pilot testing projects): 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 (5-10 for entire project binder).
   d. Appendix. Include 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.).
   e. A CD that contains the poster, the project write-up, and literature review.

III. Journal Manuscript with Binder Format

A. The “journal manuscript with binder format” is encouraged for any student who, once the study has been completed, desires to submit the resulting paper for publication. The student, in agreement with the advisor, will choose to complete the project conforming to a specific journal that is an appropriate fit to the project 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. 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:
http://fullerton.edu/graduate/currentstudents/thesis.asp

1. Title and Approval Page. Standardized according to the CSUF Graduate Thesis Regulations Student Handbook.
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 Poster Presentations

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).
- Under the Page Setup section, select under “Slides Sized For”: Custom.
- One limitation is that PPT will only let you construct a poster up to a certain dimension: 36” x 24”; however, you can take the poster and have the printing company print to any size desired. Ask the printer to review/preview the poster before printing it to the size you requested. Poster should be printed as a 36” x48”.
- In PPT, under Page Set-Up and under the Orientation section, select “landscape” for slides and select “portrait” for notes, handouts and outline.
- Once you complete a final draft of your poster, you can preview it by printing it on an 8.5 x 11 sheet of paper, by selecting the Print option in PPT. When printing select “Scale to Fit Paper”.
- When selecting the colors for the poster, make sure not to select too many colors that may distract from your findings, or colors or backgrounds that make reading difficult.
General Poster Layout:

Your poster should generally follow the layout below; however, you can modify the layout as needed.

<table>
<thead>
<tr>
<th>ABSTRACT</th>
<th>OBJECTIVES OF THE PROJECT /HYPOTHESES</th>
<th>FINDINGS/RESULTS (CONT’D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>METHODS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACKGROUND AND SIGNIFICANCE</td>
<td>DESCRIPTION OF PRODUCT OR INTERVENTION / PRODUCT OR INTERVENTION ITSELF</td>
<td>DISCUSSION/LESSONS LEARNED AND FUTURE DIRECTIONS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACKNOWLEDGEMENTS REFERENCES</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Emblem/logo of the University can appear in the bottom right or top right or left.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Project
Presented to the
Faculty of
California State University, Fullerton

In Partial Fulfillment
of the Requirements for the Degree
Master of (Arts or Science)
in
Proper Degree Name

By
Student Name
Approved by:

Name, Committee Chair
date
Department of

Name, Member
date
Department of
ABSTRACT (2” from top)

Type or paste your Abstract here. All titles in your project should be two inches from the top of the page, and double-spaced, with the beginning of each paragraph indented. Observe that the text begins three single-spaced lines under the title—the same for each section and chapter title page. If you use this downloadable template, all formatting and pagination will align correctly.

The page numbers are set at one inch at the center bottom of the page, in lowercase Roman numerals. If you add or delete some pages, the computer will repaginate the file automatically. As you set up your Table of Contents, click on each word or page number in the TOC and replace it with the proper text from your project. The page numbers are aligned by a tab stop so that they will be correct on the right.

An abstract is required for all manuscripts, with a recommended length of about 150 words, or no more than one page. 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.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BACKGROUND AND SIGNIFICANCE</td>
<td>1</td>
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<td>2.</td>
<td>METHODS (DO NOT ALLOW EXTENDED TITLES TO ENTER THE PAGE NUMBER COLUMN)</td>
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<td>Primary Heading</td>
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<td>Secondary Heading</td>
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<td>Secondary Heading (you should have at least two subheadings at any level)</td>
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<td>Primary Heading</td>
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<tr>
<td>4.</td>
<td>DISCUSSION</td>
<td>x</td>
</tr>
</tbody>
</table>
Note that subsequent pages of a Table of Contents begin at the one-inch margin—the same as the body of your project.

If you have only one appendix, then type in APPENDIX rather than as shown above.

A single appendix is not identified with a letter.

For more than one appendix, the pagination for the first appendix is the same as listed for APPENDICES.

References and Bibliography are not the same. References list items actually cited in the project. In a Bibliography, you list all of the material consulted in preparing your essay, whether or not you have actually cited the work.

Delete these bulleted points before submission!
LIST OF TABLES (2” from top)

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>x</td>
</tr>
<tr>
<td>4.</td>
<td>x</td>
</tr>
</tbody>
</table>

* ✓ Titles listed here should be the same as within the text.
* ✓ Give every title a brief but clear and explanatory title.
* ✓ If titles must exceed the length of the dot leaders, do not allow them to enter the page number column.
* ✓ Additional pages begin at the top one-inch margin.
<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>x</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

✅ Captions listed here should be the same as within the text.

✅ If captions exceed the length of the dot leaders, do not allow them to enter the page number column.

✅ Additional pages begin at the top one-inch margin.
ACKNOWLEDGMENTS (2” from top)

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
BACKGROUND AND SIGNIFICANCE

This is a Primary Heading

This is how the first page of your project will look, using a chapter name and Turabian-style headings. You can save this file for each chapter, delete this text and type in your own or use Insert, File and choose the file you want to insert. If you are using footnotes or endnotes this template will format them properly—note that the MS Word default settings are incorrect. 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.

After each chapter title or section title (i.e., Abstract or Chapter Title) text begins three single spaces from the title, so begin typing on line 3. 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

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. Note that none of the

---

headings is in bold type. Bold type is neither required nor preferred by the Graduate Studies Office for your project.

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.

APA users may use the heading style shown in their project. If the APA heading style is preferred, observe all guidelines in the APA manual.

***PLEASE NOTE*** The Background and Significance section must include the following:

- A purpose statement
- Definition of the health condition/problem and population
- At least 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.

---

2 Ibid., 7.
CHAPTER 2

METHODS

Paste your text here. This is how the first page of your second chapter may look.

You can save this file for each chapter, delete this text and type in your own or use Insert, 

This is a Primary Heading

The first primary heading may begin anywhere in your chapter. Primary headings are always centered and fit within the double spacing requirements—there is no extra spacing above it.

***PLEASE NOTE**** The Methods section most likely will include the following. Please check with your project advisor to confirm:

- Study Design
- Description of the Intervention (if applicable)- includes development of health education product/intervention and pilot testing
- Participants and Recruitment
- Measures (Instrumentation)
- Procedures (Data collection)
- Analyses
CHAPTER 3

RESULTS

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 this document 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. 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. (APA tables are placed differently.)

Table 1. Repayment Schedule

<table>
<thead>
<tr>
<th>Amount Borrowed</th>
<th>Monthly Payment</th>
<th>Total Principal and Interest Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>$29,437.20</td>
<td>$245.31</td>
</tr>
<tr>
<td>$40,000</td>
<td>$58,873.20</td>
<td>$490.61</td>
</tr>
<tr>
<td>$60,000</td>
<td>$117,746.40</td>
<td>$981.22</td>
</tr>
</tbody>
</table>

Regardless of table style, the general requirements are the same. 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 run
over lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals), 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 8, the response time among firefighters and police were substantially different.”

Figure 1. Project writing is hard work.

Table titles are placed one space above the table, and figure titles 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.
CHAPTER 4
DISCUSSION

Copy and paste in your own text here. You will have the following items included in your Discussion:

- Brief description of project findings
- At least two summary statements that tie the project findings with previous literature
- Lessons you learned from completing the project
- At least two limitations of your project
- At least two implications coming from the project findings (e.g., what could your project findings mean in the larger population of interest?)
- At least two future directions (e.g., for future projects, expanded pilot testing, or policy change).
Here, please copy and paste the FINAL VERSION of your literature review that was approved by your project advisor prior to enrolling in HESC 597.
REFERENCES

Begin you references here. You may title this section as your committee chooses (Bibliography, Works Cited, etc.) All sources must begin flush left, and indented at .5 inches, or as your discipline uses.

Double space between entries, and single space within each one. Be sure to proofread your work thoroughly, and follow your designated documentation style guide.
MPH PROGRAM
PROJECT (HESC 597)
ENROLLMENT FORM

Semester  _____ Fall  _____ Spring  Date:_______  Schedule #_______

(Please Print)
Name:_________________________  E-mail ___________________________  Student ID No._____
Address:_______________________  Phone: Work ___________________________
City:_________________________  Zip:____________  Home ___________________________

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

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

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

________________________________________________________________________

Program Coordinator Signature  Date

Updated 4/19/2011
Recommended Timeline for Thesis Completion

1st Semester in MPH
- Submit Study Plan in HESC 500.
- Begin to scope out ideas for thesis in 500. Develop Background and Significance in HESC 500.
- Keep eyes open for potential Thesis Chair.

2nd & 3rd Semesters in MPH
- Begin to scope out ideas for thesis in 540.
- Develop Introduction and Literature Review in HESC 540.
- Start talking with faculty to find a Thesis Chair and Thesis Committee Members.

Penultimate Semester (e.g., 3rd semester in MPH)
- Develop Methods in HESC 510.
- Submit Graduation Check to Admissions & Records.
- Complete thesis proposal and oral presentation and submit HESC 598 Thesis Form to HS department office (KHS 121) in order to obtain permit to register for final semester.

Ultimate Semester (e.g., 4th semester in MPH)
- Conduct thesis research with Thesis Committee.

Beginning of Ultimate Semester

About One Month Prior to End of Semester
- Check schedule of classes for last day to turn in thesis to Graduate Studies Office.
- Final draft should be completed and submitted to Thesis Chair and Committee for review.
- Complete thesis and perform oral defense. Obtain committee signatures on title page.

Two Weeks Before End of Semester
- Submit final thesis and Thesis Approval Form to Thesis Reviewer.
- Make appointment with Thesis Reviewer for final review.
- Remember to order one copy of the thesis to give to the HS department.

Updated 8/2014
ABSTRACT (2” from top)

Type or paste your Abstract here. All titles in your thesis should be two inches from the top of the page, and double-spaced, with the beginning of each paragraph indented. Observe that the text begins three single-spaced lines under the title—the same for each section and chapter title page. If you use this downloadable template, all formatting and pagination will align correctly.

The page numbers are set at one inch at the center bottom of the page, in lowercase Roman numerals. If you add or delete some pages, the computer will repaginate the file automatically. As you set up your Table of Contents, 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.

An abstract is required for all manuscripts, with a recommended length of about 250 words, or no more than one page, and will be published online and in Thesis Abstracts, a publication of University Microfilms International Publications. UMI prefers an abstract of this length for publication purposes and may shorten longer abstracts themselves. 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 thesis all about, anyway?” The abstract should not contain footnotes or references, or include the title and your name as author of the thesis.
# TABLE OF CONTENTS (2” from top)

| ABSTRACT ................................................................................................................... | ii |
| LIST OF TABLES ......................................................................................................... | x |
| LIST OF FIGURES ....................................................................................................... | x |
| ACKNOWLEDGMENTS ............................................................................................... | x |

## Chapter

1. **TITLE** ................................................................................................................... 1

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APPENDICES .............................................................................. ix
A. Title .................................................................................. x
B. Title .................................................................................. x

BIBLIOGRAPHY (or REFERENCES, etc.)  ......................................... 1

✓ Note that subsequent pages of a Table of Contents begin at the one-inch margin—the same as the body of your thesis.

✓ If you have only one appendix, then type in APPENDIX rather than as shown above.

✓ A single appendix is not identified with a letter.

✓ For more than one appendix, the pagination for the first appendix is the same as listed for APPENDICES.

✓ References and Bibliography are not the same. References list items actually cited in the thesis or dissertation. In a Bibliography, you list all of the material consulted in preparing your essay, whether or not you have actually cited the work.

✓ Delete these bulleted points before submission!
### LIST OF TABLES (2” from top)

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- Titles listed here should be the same as within the text.
- Give every title a brief but clear and explanatory title.
- If titles must exceed the length of the dot leaders, do not allow them to enter the page number column.
- Additional pages begin at the top one-inch margin.
LIST OF FIGURES (2” from top)

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<td>2. The Great Cathedral of Orange, eighth to tenth century................................. x</td>
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<td>3. The Iao Valley, site of the final battle ............................................................. x</td>
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<td>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</td>
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✓ Captions listed here should be the same as within the text.

✓ If captions exceed the length of the dot leaders, do not allow them to enter the page number column.

✓ Additional pages begin at the top one-inch margin.
ACKNOWLEDGMENTS (2” from top)

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

THIS IS THE CHAPTER TITLE

This is a Primary Heading

This is how the first page of your thesis will look, using a chapter name and Turabian-style headings. You can save this file for each chapter, delete this text and type in your own or use Insert, File and choose the file you want to insert. 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.

After each chapter title or section title (i.e., Abstract or Chapter Title) text begins three single spaces from the title, so begin typing on line 3. 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

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. Note that none of the

headings is in bold type.² (Bold type is neither required nor preferred by the Graduate Studies Office for your thesis.)

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.

APA users may use the heading style shown in their thesis. If the APA heading style is preferred, observe all guidelines in the APA manual.

² Ibid., 7.
CHAPTER 2

THIS IS THE CHAPTER TITLE

Paste your text here. This is how the first page of your second chapter may look.

You can save this file for each chapter, delete this text and type in your own or use Insert,

This is a Primary Heading

The first primary heading may begin anywhere in your chapter. Primary headings are always centered and fit within the double spacing requirements—there is no extra spacing above it.
CHAPTER 3
THIS IS THE CHAPTER TITLE

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. 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. (APA tables are placed differently.)

Table 1. Repayment Schedule

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<tr>
<th>Amount Borrowed</th>
<th>Monthly Payment</th>
<th>Total Principal and Interest Paid</th>
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<tr>
<td>$20,000</td>
<td>$29,437.20</td>
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<td>$58,873.20</td>
<td>$490.61</td>
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<td>$117,746.40</td>
<td>$981.22</td>
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Regardless of table style, the general requirements are the same. 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 run
over lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals), 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 8, the response time among firefighters and police were substantially different.”

Figure 1. Thesis writing is hard work.

Table titles are placed one space above the table, and figure titles 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.
CHAPTER 4
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CHAPTER 5

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CHAPTER 6

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APPENDIX A

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Starting typing here, or paste in your next chapter or appendix here. Notice that the same formatting restrictions apply for margins and titles.
REFERENCES

Begin your references here. You may title this section as your committee chooses (Bibliography, Works Cited, etc.) All sources must begin flush left, and indented at .5 inches, or as your discipline uses.

Double space between entries, and single space within each one. Be sure to proofread your work thoroughly, and follow your designated documentation style guide.
MPH PROGRAM
THESIS (HESC 598)
ENROLLMENT FORM

Semester ______ Fall ______ Spring ______ Date: ___________ Schedule #____
(Please Print)
Name: ___________________________ Student ID No. ____________________
Address: ________________________ Phone: Work _______________________
E-mail: __________________________
City: ______________ Zip: _______ Home: ____________________________

NOTE: You must complete this form and have it signed by your committee AND the Program Coordinator 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

Program Coordinator Signature __________________ Date

Updated 4/19/2011
PROCEDURE FOR COMPLETING 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 (KHS122) 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 analyses).
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.
8. Complete the thesis and arrange for an oral defense presentation (in the same way).
9. 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.
10. 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.
11. Complete all other graduation requirements as described by the catalog. The Committee Chair upon final completion of the thesis assigns a letter grade.
12. If you do not finish the thesis the semester you are graduating, you must update your grad check to the appropriate semester.
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.

Updated 7/29/2014
Recommended Comprehensive Exam Timeline for Completion

- Submit *Study Plan* in HESC 500
- Include 3 additional academic units (because no units given for comprehensive examination)

1st Semester in MPH

- Complete 36 units of credits of approved coursework (with GPA of 3.0 or better) to be eligible to schedule exam

2nd & 3rd Semesters in MPH

- Submit *Graduation Check* to Admissions & Records
- Notify the MPH Advisor no later than the 8th week of the semester to obtain approval to schedule exam. Earlier notification is preferred.
- **Take the comprehensive exam** during the 13th week of the semester (scheduled by the MPH advisor).
  - The content of the exam will include questions from three areas: 1) the core course in epidemiology, 2) the core courses in statistics and research methods, and 3) required courses within the student’s chosen study track
  - Comprehensive Exam format will be updated during the 2014-2015 academic year. You will be notified of the new format as soon as they are finalized.
- Student is required to pass all areas in order to pass the Comprehensive Exam.
- When student passes the exam, the MPH Advisor will submit Comprehensive Exam completion form to Admissions and Records.
- If the student does not pass one or more areas of the exam, the candidate may re-take the exam the following academic semester (Fall or Spring). If the student fails the Comprehensive Exam the second time, the MPH degree is forfeit.

Ultimate Semester (e.g., 4th semester in MPH)

- Submit *Graduation Check* to Admissions & Records
- Notify the MPH Advisor no later than the 8th week of the semester to obtain approval to schedule exam. Earlier notification is preferred.
- **Take the comprehensive exam** during the 13th week of the semester (scheduled by the MPH advisor).
  - The content of the exam will include questions from three areas: 1) the core course in epidemiology, 2) the core courses in statistics and research methods, and 3) required courses within the student’s chosen study track
  - Comprehensive Exam format will be updated during the 2014-2015 academic year. You will be notified of the new format as soon as they are finalized.
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California State University Fullerton Graduate Program in Public Health
Student MPH 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 550 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 550.
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](http://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 550 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](http://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 550.

   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 550 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 550 Titanium site.

4. Review and grade all HESC 550 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 550 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.
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 550 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 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 550) 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 550, 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 550, 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:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Student has completed all required MPH (core) courses with a “C” or better. These courses include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>o HESC 500 (Introduction to Public Health Promotion/Disease Prevention)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 508 (Statistics)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 501 (Epidemiology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 540 (Advanced Topics in Health Promotion/Disease Prevention)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 524 (Public Health Administration)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 510 (Research Methods)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o HESC 515 (Environmental Health)</td>
</tr>
</tbody>
</table>

| Yes | No | Student will have completed at least 2 elective courses before the semester that he or she will enroll in the internship. |

Signature of MPH Advisor: ___________________________       Date: ___________________

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>1. Student has identified and confirmed an internship site supervisor. If “yes”, provide site supervisor’s name:_________________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Student has worked with internship site supervisor to develop a general <strong>Job Description</strong> for the internship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Student has completed CICE registration at <a href="http://www.fullerton.edu/cice">www.fullerton.edu/cice</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Student has developed the <strong>Internship Contract</strong> and <strong>Learning Objectives</strong> with the feedback of the MPH Site Supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Student has obtained approval of the <strong>Internship Contract</strong> and <strong>Learning Objectives</strong> from the MPH internship coordinator.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Student has requested a permit to enroll in HESC 550 from the MPH internship coordinator.</td>
</tr>
</tbody>
</table>

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 ______________

Updated 8/2014
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.

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

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Student works effectively in task-oriented groups reflecting diverse people and perspectives.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>11. Student demonstrates an ability to work effectively with a spectrum of citizens and/or consumers served by the agency.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</table>

Updated 8/2014
12. Student demonstrates an ability to present ideas in a professional manner.

13. Student demonstrates an ability to negotiate and to resolve conflict.

14. Student demonstrates the ability to coordinate the efforts of a task-oriented group.

15. Student demonstrates effective written communication skills.

16. Student demonstrates effective oral communication skills.

**Professional Character**

17. Student adheres to commitments made to the agency, colleagues and citizens (clients/consumers).

18. Student acts in accordance with high standards of professional integrity and impartiality.

19. Student is respectful, fair and courteous.

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.

Internship Experience

1. I increased my leadership skills for building partnerships in public health practice.

2. I engaged in dialogue and learning from others toward the advancement of agency or internship goals.

3. I used collaborative methods for achieving agency or community health goals.

4. I applied scientific knowledge to critically evaluate and make decisions related to public health.

Internship Site

5. The staff was well qualified and experienced.

6. The facilities for students were adequate.

7. Orientation to the agency was adequate.

8. Opportunities for discussion with the staff were adequate.

9. The assignments met my learning objectives.

10. Staff was supportive of students.

11. The agency provided agreed upon resources for meeting learning objectives.

12. I was given a manageable workload at this internship site.

13. I recommend that this internship site be considered for internship placement in the future.

Comments (attach additional page if needed):

Student Signature ___________________________________ Date ____________

Updated 8/2014
CALIFORNIA STATE UNIVERSITY FULLERTON GRADUATE PROGRAM IN PUBLIC HEALTH

MPH INTERNSHIP (HESC 550) 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 550, 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 550, 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:

<p>| | | |</p>
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|   |   | - HESC 501 (Epidemiology)  
|   |   | - HESC 540 (Advanced Topics in Health Promotion/Disease Prevention)  
|   |   | - HESC 524 (Public Health Administration)  
|   |   | - HESC 510 (Research Methods)  
|   |   | - HESC 515 (Environmental Health) |

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<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
<td><strong>Student will have completed at least 2 elective courses before the semester that he or she will enroll in the internship.</strong></td>
</tr>
</tbody>
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Signature of MPH Advisor: ___________________________ Date: ___________________

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

<p>| | | |</p>
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<tr>
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</table>
| **Yes** | **No** | **1. Student has identified and confirmed an internship site supervisor.**  
|   |   | If “yes”, provide site supervisor’s name:_________________________. |

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<td><strong>2. Student has worked with internship site supervisor to develop a general Job Description for the internship.</strong></td>
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<td><strong>No</strong></td>
<td><strong>3. Student has completed CICE registration at <a href="http://www.fullerton.edu/cice">www.fullerton.edu/cice</a></strong></td>
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<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
<td><strong>4. Student has developed the Internship Contract and Learning Objectives with the feedback of the MPH Site Supervisor.</strong></td>
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<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
<td><strong>5. Student has obtained approval of the Internship Contract and Learning Objectives from the MPH internship coordinator.</strong></td>
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</table>

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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
<td><strong>6. Student has requested a permit to enroll in HESC 550 from the MPH internship coordinator</strong></td>
</tr>
</tbody>
</table>

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: __________________

Updated 7/2013
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 ______________________

Updated 7/2013
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**

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

**Internship Site**

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

Comments (attach additional page if needed):

Updated 7/2013
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.

Leadership

1. Student demonstrates the ability to identify tasks necessary to accomplish goals or objectives.

2. Student demonstrates the ability to coordinate and implement tasks to accomplish goals or objectives.

3. Student demonstrates the ability to evaluate and to improve the effectiveness of his/her own work.

4. Student demonstrates the ability to make decisions or recommend decisions based on his/her assessment of a situation.

5. Student accepts responsibility.

6. Student is adaptable and works well in difficult situations.

7. Student demonstrates effective time management skills

8. Student understands the significant components of the field agency including the mission statement, organizational structure, job design, motivation and reward system.

9. Student demonstrates ability to use the agency’s resources (human and material), procedures and structures, effectively.

Interpersonal Skills

Updated 7/2013
10. Student works effectively in task-oriented groups reflecting diverse people and perspectives. ☐ ☐ ☐ ☐ ☐ ☐

11. Student demonstrates an ability to work effectively with a spectrum of citizens and/or consumers served by the agency. ☐ ☐ ☐ ☐ ☐ ☐

12. Student demonstrates an ability to present ideas in a professional manner. ☐ ☐ ☐ ☐ ☐ ☐

13. Student demonstrates an ability to negotiate and to resolve conflict. ☐ ☐ ☐ ☐ ☐ ☐

14. Student demonstrates the ability to coordinate the efforts of a task-oriented group. ☐ ☐ ☐ ☐ ☐ ☐

15. Student demonstrates effective written communication skills. ☐ ☐ ☐ ☐ ☐ ☐

16. Student demonstrates effective oral communication skills. ☐ ☐ ☐ ☐ ☐ ☐

**Professional Character**

17. Student adheres to commitments made to the agency, colleagues and citizens (clients/consumers). ☐ ☐ ☐ ☐ ☐ ☐

18. Student acts in accordance with high standards of professional integrity and impartiality. ☐ ☐ ☐ ☐ ☐ ☐

19. Student is respectful, fair and courteous. ☐ ☐ ☐ ☐ ☐ ☐

Comments (attach additional page if needed):

Site supervisor please review with student and provide signature.

Signatures:

Student ___________________________________ Date __________________________

Site Supervisor ______________________________ Date ________________________

Updated 7/2013
INDEPENDENT STUDY (HESC599)  
MPH PROGRAM  
ENROLLMENT FORM

Semester ______ Fall ______ Spring ______ Date: ________________  
(Please Print)

Name: ___________________________ Student ID No. _________________________  

Address: ___________________________ Phone: Work ___________________________  
E-mail: ___________________________  
City: __________________ Zip: ___________ Home: ___________________________  

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 professor.

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 instructor who will oversee your progress and grade the final work. This proposal must also be approved by the MPH program coordinator before you can enroll in HESC 599.

Course Schedule #: ___________, Independent Research, _______ units  

PROPOSAL TITLE

____________________________________________________  
Attach detailed proposal to this form be sure to address: purpose of study, goals of the project, specific activities related to goals and timeline, and basis for final evaluation.

__________________________________________________  
Student Signature

__________________________________________________  
Instructor Signature Date
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
11. Writing Requirement has been or will be met by HESC 540.

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

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<td>OR Comp Exam *</td>
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**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:
Department Program Adviser ___________________________ Date ______________
Reviewed in Graduate Office by ___________________________ Date ______________
CLASSIFIED GRADUATE STANDING GRANTED ___________________________ Date ______________
Associate Vice President, Academic ___________________________ Date ______________
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): ___________________________

__________________________ ____________________________

Department Graduate Program Adviser

Rev. 5/12
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.

**EFFECTIVEDATE: 6-30-10**

Supersedes UPS 300.021  November 6, 2006
and ASD 10-60

Source: Student Academic Life Committee, Spring 2010
# Table of Contents

**Principles of the Ethical Practice of Public Health**  
Version 2.2

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© 2002 Public Health Leadership Society
This code of ethics states key principles of the ethical practice of public health. An accompanying statement lists the key values and beliefs inherent to a public health perspective upon which the Ethical Principles are based. Public health is understood within these principles as what we, as a society, do collectively to assure the conditions for people to be healthy. We affirm the World Health Organization’s understanding of health as a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.¹

The Code is neither a new nor an exhaustive system of health ethics. Rather, it highlights the ethical principles that follow from the distinctive characteristics of public health. A key belief worth highlighting, and which underlies several of the Ethical Principles, is the interdependence of people. This interdependence is the essence of community. Public health not only seeks to assure the health of whole communities but also recognizes that the health of individuals is tied to their life in the community.

The Code is intended principally for public and other institutions in the United States that have an explicit public health mission. Institutions and individuals that are outside of traditional public health, but recognize the effects of their work on the health of the community, may also find the Code relevant and useful.

¹ From The Future of Public Health, Institute of Medicine, 1988.
The following values and beliefs are key assumptions inherent to a public health perspective. They underlie the 12 Principles of the Ethical Practice of Public Health.

Health

1. *Humans have a right to the resources necessary for health.* The Public Health Code of Ethics affirms Article 25 of the Universal Declaration of Human Rights, which states in part “Everyone has the right to a standard of living adequate for the health and well-being of himself and his family…”

Community

2. *Humans are inherently social and interdependent.* Humans look to each other for companionship in friendships, families, and community; and rely upon one another for safety and survival. Positive relationships among individuals and positive collaborations among institutions are signs of a healthy community. The rightful concern for the physical individuality of humans and one’s right to make decisions for oneself must be balanced against the fact that each person’s actions affect other people.

3. *The effectiveness of institutions depends heavily on the public’s trust.* Factors that contribute to trust in an institution include the following actions on the part of the institution: communication; truth telling; transparency (i.e., not concealing information); accountability; reliability; and reciprocity. One critical form of reciprocity and communication is listening to as well as speaking with the community.

4. *Collaboration is a key element to public health.* The public health infrastructure of a society is composed of a wide variety of agencies and professional disciplines. To be effective, they must work together well. Moreover, new collaborations will be needed to rise to new public health challenges.

5. *People and their physical environment are interdependent.* People depend upon the resources of their natural and constructed environments for life itself. A damaged or unbalanced natural environment, and a constructed environment of poor design or in poor condition, will have an adverse effect on the health of people. Conversely, people can have a profound effect on their natural environment through consumption of resources and generation of waste.

6. *Each person in a community should have an opportunity to contribute to public discourse.* Contributions to discourse may occur through a direct or a representative system of government. In the process of developing and evaluating policy, it is important to discern whether all who would like to contribute to the discussion have an opportunity to do so, even though expressing a concern does not mean that it will necessarily be addressed in the final policy.
7. Identifying and promoting the fundamental requirements for health in a community are of primary concern to public health. The way in which a society is structured is reflected in the health of a community. The primary concern of public health is with these underlying structural aspects. While some important public health programs are curative in nature, the field as a whole must never lose sight of underlying causes and prevention. Because fundamental social structures affect many aspects of health, addressing the fundamental causes rather than more proximal causes is more truly preventive.

Bases for Action

8. Knowledge is important and powerful. We are to seek to improve our understanding of health and the means of protecting it through research and the accumulation of knowledge. Once obtained, there is a moral obligation in some instances to share what is known. For example, active and informed participation in policy-making processes requires access to relevant information. In other instances, such as information provided in confidence, there is an obligation to protect information.

9. Science is the basis for much of our public health knowledge. The scientific method provides a relatively objective means of identifying the factors necessary for health in a population, and for evaluating policies and programs to protect and promote health. The full range of scientific tools, including both quantitative and qualitative methods, and collaboration among the sciences is needed.

10. People are responsible to act on the basis of what they know. Knowledge is not morally neutral and often demands action. Moreover, information is not to be gathered for idle interest. Public health should seek to translate available information into timely action. Often, the action required is research to fill in the gaps of what we don't know.

11. Action is not based on information alone. In many instances, action is required in the absence of all the information one would like. In other instances, policies are demanded by the fundamental value and dignity of each human being, even if implementing them is not calculated to be optimally efficient or cost-beneficial. In both of these situations, values inform the application of information or the action in the absence of information.
1. Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.

2. Public health should achieve community health in a way that respects the rights of individuals in the community.

3. Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.

4. Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.

5. Public health should seek the information needed to implement effective policies and programs that protect and promote health.

6. Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.

7. Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.

8. Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.

9. Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.

10. Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.

11. Public health institutions should ensure the professional competence of their employees.

12. Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public’s trust and the institution’s effectiveness.
The mandate to assure and protect the health of the public is an inherently moral one. It carries with it an obligation to care for the well-being of others and it implies the possession of an element of power in order to carry out the mandate. The need to exercise power to ensure health and at the same time to avoid the potential abuses of power are at the crux of public health ethics.

Until recently, the ethical nature of public health has been implicitly assumed rather than explicitly stated. Increasingly, however, society is demanding explicit attention to ethics. This demand arises from: technological advances that create new possibilities, and with them, new ethical dilemmas; new challenges to health such as the advent of human immunodeficiency virus; abuses of power, such as the Tuskegee study of syphilis; and an increasingly pluralistic society in which we can no longer simply adopt the values from a single culture or religion, but we must work out our common values in the midst of diversity.

Historically, medical institutions have been more explicit about the ethical elements of their practice than have public health institutions. The concerns of public health are not fully consonant with those of medicine, however, thus we cannot simply translate the principles of medical ethics to public health. For example, in contrast to medicine, public health is concerned more with populations than with individuals, and more with prevention than with cure. Thus, the purview of public health includes those who are not presently ill, and for whom the risks and benefits of medical care are not immediately relevant.

**What does a code of ethics accomplish?**

A code of ethics for public health clarifies the distinctive elements of public health and the ethical principles that follow from or respond to those distinct aspects. It makes clear to populations and communities the ideals of the public health institutions that serve them. A code of ethics thus serves as a goal to guide public health institutions and practitioners and as a standard to which they can be held accountable.

Codes of ethics are typically relatively brief; they are not designed to provide a means of untangling convoluted ethical issues. That process requires deliberation and debate over the multitude of factors relevant to a particular issue. Nor does a code typically provide a means of resolving a particular dispute. It does, however, provide those in a dispute over a public health concern with a list of issues and principles that should be considered in the dispute.
A living document

Many public health professionals, most of them associated with the Public Health Leadership Society (PHLS), came together to initiate the process of writing the Code. Represented on the PHLS Public Health Code of Ethics Committee are public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention (CDC), and the American Public Health Association (APHA). They were formally encouraged in this effort during a town hall meeting attended by representatives from a wide variety of public health organizations at the 2000 APHA annual meeting. A draft code was reviewed and critiqued in May 2001 by 25 public health professionals and ethicists in a CDC-funded meeting held in Kansas City. A revised version of the Code was presented for discussion at another town hall meeting at the 2001 APHA annual meeting. Prior to the meeting, the Code was published on the APHA Website and an e-mail address was provided for reactions and feedback. The present code reflects the input and discussion from all of these forums. It is now being presented to various organizations for adoption or endorsement. Even so, there are ongoing opportunities to provide feedback (see page 10 for details), and an updating of the Code is anticipated. Tools for teaching about the Code and ensuring its practical utility are currently in the making.
1. This Principle gives priority not only to prevention of disease or promotion of health, but also at the most fundamental levels. Yet the principle acknowledges that public health will also concern itself with some immediate causes and some curative roles. For example, the treatment of curable infections is important to the prevention of transmission of infection to others. The term “public health” is used here and elsewhere in the Code to represent the entire field of public health, including but not limited to government institutions and schools of public health.

2. This Principle identifies the common need in public health to weigh the concerns of both the individual and the community. There is no ethical principle that can provide a solution to this perennial tension in public health. We can highlight, however, that the interest of the community is part of the equation, and for public health it is the starting place in the equation; it is the primary interest of public health. Still, there remains the need to pay attention to the rights of individuals when exercising the police powers of public health.

3. A process for input can be direct or representative. In either case, it involves processes that work to establish a consensus. While democratic processes can be cumbersome, once a policy is established, public health institutions have the mandate to respond quickly to urgent situations. Input from the community should not end once a policy or program is implemented. There remains a need for the community to evaluate whether the institution is implementing the program as planned and whether it is having the intended effect. The ability for the public to provide this input and sense that it is being heard is critical in the development and maintenance of public trust in the institution.

4. This Principle speaks to two issues: ensuring that all in a community have a voice; and underscoring that public health has a particular interest in those members of a community that are underserved or marginalized. While a society cannot provide resources for health at a level enjoyed by the wealthy, it can ensure a decent minimum standard of resources. The Code cannot prescribe action when it comes to ensuring the health of those who are marginalized because of illegal behaviors. It can only underscore the principle of ensuring the resources necessary for health to all. Each institution must decide for itself what risks it will take to achieve that.

5. This Principle is a mandate to seek information to inform actions. The importance of information to evaluate programs is also implied.
6. This Principle is linked to the third one about democratic processes. Such processes depend upon an informed community. The information obtained by public health institutions is to be considered public property and made available to the public. This statement is also the community-level corollary of the individual-level ethical principle of informed consent. Particularly when a program has not been duly developed with evaluation, the community should be informed of the potential risks and benefits, and implementation of the program should be premised on the consent of the community (though this principle does not specify how that consent should be obtained).

7. Public health is active rather than passive, and information is not to be gathered for idle interest. Yet the ability to act is conditioned by available resources and opportunities, and by competing needs. Moreover, the ability to respond to urgent situations depends on having established a mandate to do so through the democratic processes of Ethical Principle number three.

8. Public health programs should have built into them a flexibility that anticipates diversity in those needs and perspectives having a significant impact on the effectiveness of the program. Types of diversity, such as culture and gender, were intentionally not mentioned. Any list would be arbitrary and inadequate.

9. This Principle stems from the assumptions of interdependence among people, and between people and their physical environment. It is like the ethical principle from medicine, “do no harm,” but it is worded in a positive way.

10. This statement begs the question of which information needs to be protected and what the criteria are for making the information public. The aims of this statement are modest: to state explicitly the responsibility inherent to the “possession” of information. It is the complement to Ethical Principles 6 and 7, about acting on and sharing information.

11. The criteria for professional competence would have to be specified by individual professions, such as epidemiology and health education.

12. This statement underscores the collaborative nature of public health while also stating in a positive way the need to avoid any conflicts of interest that would undermine the trust of the public or the effectiveness of a program.
## Correspondence of the 12 Ethical Principles with the 10 Essential Public Health Services

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<th>Essential Public Health Services</th>
<th>Ethical Principle</th>
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| 1. Monitor the health status to identify community health problems | (5) collect information  
(7) act on information |
| 2. Diagnose and investigate health problems and health hazards in the community | (5) collect information |
| 3. Inform, educate, and empower people about health issues | (4) advocacy and empowerment  
(6) provide information |
| 4. Mobilize community partnerships to identify and solve health problems | (12) collaboration |
| 5. Develop policies and plans that support individual and community health efforts | (1) protect and promote health; address fundamental causes of health risks  
(3) processes for community input  
(5) collect information |
| 6. Enforce laws and regulations that protect health and ensure safety | (2) achieve community health with respect for individual rights  
(3) feedback from the community  
(7) act upon information |
| 7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable | (4) advocate for and empower; basic resources available to all  
(8) incorporate diversity |
| 8. Assure a competent public health and personal health care workforce | (11) professional competence |
| 9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services | (3) community feedback  
(5) collect information |
| 10. Research for new insights and innovative solutions to health problems | (5) collect information |
| No corresponding essential public health service | (9) enhance physical and social environments  
(10) protect confidentiality |

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2 Developed by the Essential Public Health Services Work Group of the Public Health Functions Steering Committee, 1994.
Visit www.phls.org for:

- Ways to provide feedback to inform ongoing development of the 12 Ethical Principles
- Information on aligning your organization’s public health practice with the 12 Ethical Principles
- Permission to reprint the 12 Ethical Principles and supporting documentation
- Requests for further information about public health ethics or the Public Health Leadership Society
- Public Health Leadership Society contact information
The development and dissemination of the Principles of the Ethical Practice of Public Health is funded by a cooperative agreement between the Centers for Disease Control and Prevention and the Public Health Leadership Society (PHLS). The Center for Health Leadership & Practice, Public Health Institute is acknowledged for its role in the initial development of the Principles. PHLS also acknowledges the work of the members of the original PHLS Ethics Work Group (responsible for drafting the Code) and the current members of the PHLS standing Committee on Public Health Ethics. Specifically, PHLS acknowledges the following contributors: Elizabeth Bancroft (Centers for Disease Control and Prevention, Los Angeles County), Terry Brandenburg (West Allis Health Department), Kitty Hsu Dana (American Public Health Association), Jack Dillenberg (Arizona School of Health Sciences), Joxel Garcia (Connecticut Department of Health), Kathleen Gensheimer (Maine Department of Health), V. James Guillory (University of Health Sciences, Kansas City, MO), George Hardy (Association of State and Territorial Health Officers), Joseph Kimbrell (Louisiana Public Health Institute and National Network of Public Health Institutes), Teresa Long (Columbus, OH, Department of Health), Alan Melnick (Oregon Health and Science University, School of Medicine), Susan Myers (University of Pittsburgh), Ann Peterson (Virginia Department of Health), Michael Sage (Centers for Disease Control and Prevention), Margaret Schmelzer (Wisconsin Department of Health and Family Services), Liz Schwarte (Center for Health Leadership & Practice, Public Health Institute), James Thomas (University of North Carolina), Kathy Vincent (Alabama Health Department), and Carol Woltring (Center for Health Leadership and Practice, Public Health Institute).
Graduate Academic Standards
Fall 2014

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.

Updated 7/29/2014
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.
# Fall 2012 Important Registration Deadlines

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
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<tbody>
<tr>
<td>7/9/2012 to 8/24/2012</td>
<td>TITAN Registration - Registration and Change of Program by class level.</td>
</tr>
<tr>
<td>8/24/2012</td>
<td>Last day to register without paying $25 late fee. Last day for full refund of resident and non-resident mandatory fees.</td>
</tr>
<tr>
<td>8/25/2012</td>
<td>Instruction begins. Last registration (with $25 late fee) begins through TITAN Online.</td>
</tr>
<tr>
<td>8/25/2012 to 9/2/2012</td>
<td>No signatures required to add or drop most classes. Add/Drop is through TITAN Online. See Registration pages for details on adding and dropping classes. All permits issued in week one expire at midnight; Tuesday, September 11.</td>
</tr>
<tr>
<td>9/3/2012 to 9/11/2012</td>
<td>Department-issued registration permit to register and add all classes (except classes offered at the Irvine Campus). Registration is through TITAN Online. All permits issued in week two expire at midnight; Tuesday, September 11.</td>
</tr>
<tr>
<td>9/11/2012</td>
<td>Last day of late registration with $25 late fee. Last day to add most classes with registration permit. Last day to declare audit and grade option changes. See Registration pages for details. Last day to drop classes without a grade of 'W.' See Registration pages for details. Last day for refund if status is reduced from full-time to part-time (6 or fewer units). All permits issued during the first and second week of classes EXPIRE at midnight.</td>
</tr>
<tr>
<td>9/24/2012</td>
<td>Census date.</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>Last day to receive pro-rated refund of mandatory fees for complete withdrawal from classes.</td>
</tr>
<tr>
<td>11/16/2012</td>
<td>Final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Last day of class instruction.</td>
</tr>
</tbody>
</table>

Updated 7/29/2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/15/2012 to 12/21/2012</td>
<td>Semester examinations.</td>
</tr>
<tr>
<td>1/3/2013</td>
<td>Grades due in records office by noon. Effective date of graduation for those completing requirements. Fall 2012 grades available in Titan Online Student Center, as processed.</td>
</tr>
</tbody>
</table>
## 2012 Important Dates and Deadlines for Graduation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30</td>
<td>Deadline for submitting online graduation check application for Spring and Summer 2012 candidates</td>
</tr>
<tr>
<td>2/17</td>
<td>Deadline to enroll in GRAD 700 through Extended Education</td>
</tr>
<tr>
<td>2/29</td>
<td>Deadline for submitting late graduation check application for Spring and Summer 2012 candidates with $20 late fee-paper application must be filled out in the Office of Graduate Studies, MH112</td>
</tr>
<tr>
<td>3/30</td>
<td>Deadline recommended for submitting final version of THESIS or DISSERTATION to student committee for May 2012 graduation</td>
</tr>
<tr>
<td>4/13</td>
<td>Deadline recommended for oral defense of THESIS or DISSERTATION to student committee and obtaining faculty signatures for May 2012 graduation</td>
</tr>
<tr>
<td>4/20</td>
<td>Deadline for submitting THESIS or DISSERTATION to Graduate Studies Thesis/Dissertation Reader for May 2012 graduation</td>
</tr>
<tr>
<td>5/1</td>
<td>Deadline for late enrollment in GRAD 700 through Extended Education with $25 late fee</td>
</tr>
<tr>
<td>5/11</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>5/18</td>
<td>Deadline for submitting a deposit to the CSUF Bookstore</td>
</tr>
<tr>
<td>7/6</td>
<td>Deadline for submitting THESIS or DISSERTATION to Graduate Studies Thesis/Dissertation Reader for August 2012 graduation</td>
</tr>
<tr>
<td>8/3</td>
<td>Deadline for submitting a deposit to the CSUF Bookstore</td>
</tr>
<tr>
<td>9/4</td>
<td>Deadline for submitting online graduation check application for Fall 2012 candidates</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/19</td>
<td>Deadline to enroll in GRAD 700 through Extended Education</td>
</tr>
<tr>
<td>10/1</td>
<td>Deadline for submitting late graduation check application for Fall 2012 candidates with $20 late fee—paper application must be filled out in the Office of Graduate Studies, MH112</td>
</tr>
<tr>
<td>11/16</td>
<td>Deadline for submitting THESIS or DISSERTATION to Graduate Studies Thesis/Dissertation Reader for January 2012 graduation</td>
</tr>
<tr>
<td>11/30</td>
<td>Deadline for late enrollment in GRAD 700 through Extended Education with $25 late fee</td>
</tr>
<tr>
<td>12/21</td>
<td>Deadline for submitting a deposit to the CSUF Bookstore</td>
</tr>
<tr>
<td>1/3/2012</td>
<td>Grades due in records office by noon. Effective date of graduation for those completing requirements. Fall 2011 grades available in Titan Online Student Center, as processed.</td>
</tr>
</tbody>
</table>

**Thesis Deadlines**

**FOR STUDENTS GRADUATING IN MAY 2012**
Submit to Graduate Studies Office ..................................................... Friday, April 23, 2012
Deposit in CSUF Bookstore and ETD ................................................ Friday, May 21, 2012

**FOR STUDENTS GRADUATING IN AUGUST 2012**
Submit to Graduate Studies Office ....................................................... Friday, July 8, 2011*
Deposit in CSUF Bookstore and ETD ................................................. Friday, August 5, 2011*

**FOR STUDENTS GRADUATING IN JANUARY 2012**
Submit to Graduate Studies Office ....................................................... Friday, November 18, 2011
Deposit to Bookstore and ETD .............................................................. Friday, December 16, 2011

* All dates subject to change based on changes in university calendar

**Helpful Hints:**

Updated 7/29/2014
—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](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](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.

Updated 7/29/2014
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

Updated 7/29/2014
Health Science

Kay T. McCarthy Scholarship

Amount: $250 (subject to funding)

Established by: This scholarship was established by the Health Science Department in honor of benefactor Kay T. McCarthy to honor scholastic achievement and outstanding research ability.

Open to: graduate or undergraduates in the Health Science Department who are working in a research capacity.

Criteria: 3.0 GPA ♦ Scholastic achievement ♦ Community/university service ♦ Research experience ♦ Promise

Application Procedure: 1) Complete the SA application at http://www.fullerton.edu/financialaid/document/SCHOLARSHIP.pdf, answering all 7 questions, and sign the certification; 2) Attach a typed resume; and 3) Submit application materials to KHS-121, (657) 278-3316.

Application Deadline: March 3

Health Science Department Graduate Scholarship

Amount: $300 (subject to funding)

Established by: This scholarship was established by the Health Science Department to honor scholastic achievement.

Open to: This scholarship is open to graduate majors in the Health Science Department who have completed at least 6 units toward their advanced degree.

Criteria: 3.2 GPA ♦ Scholastic achievement ♦ Community/university service ♦ Professional experience ♦ Promise

Application Procedure: 1) Complete the SA application at http://www.fullerton.edu/financialaid/document/SCHOLARSHIP.pdf, answering all 7 questions, and sign the certification; 2) Attach a typed resume; and 3) Submit application materials to KHS-121, (657) 278-3316.

Application Deadline: March 3

Health Science Department Undergraduate Scholarship

Amount: $300 (subject to funding)

Established by: This scholarship was established by the Health Science Department to honor scholastic achievement.

Open to: This scholarship is open to undergraduate majors in the Health Science Department who have completed at least 15 units in Health Science coursework.

Criteria: 3.0 GPA ♦ Scholastic achievement ♦ Community/university service ♦ Professional experience ♦ Promise

Application Procedure: 1) Complete the SA application at http://www.fullerton.edu/financialaid/document/SCHOLARSHIP.pdf, answering all 7 questions, and sign the certification; 2) Attach a typed resume; and 3) Submit application materials to KHS-121, (657) 278-3316.
Application Deadline: March 3

Health Science Outstanding Graduate Student

Amount: $150 (subject to funding)

Established by: This award was established by the Health Science Department to recognize outstanding academic achievement, community/university service, and professional promise.

Open to: Nomination for this award is open to graduating graduate students in the Department of Health Science.

Criteria: Outstanding academic achievement ♦ Community/university service ♦ Professional promise ♦ Nomination by faculty

Application Procedure: By faculty nomination only

Application Deadline: N/A

Health Science Outstanding Undergraduate Student

Amount: $150 (subject to funding)

Established by: This award was established by the Health Science Department to recognize outstanding academic achievement, community/university service, and professional promise.

Open to: Nomination for this award is open to graduating undergraduate students in the Department of Health Science.

Criteria: Outstanding academic achievement ♦ Community/university service ♦ Professional promise ♦ Nomination by faculty

Application Procedure: By faculty nomination only

Application Deadline: March 3

Marie Kalmantis Health Science Memorial Scholarship

Funding provided by The Titan Shops’ Textbook Requisition Reward Program

Amount: $250 – $1,000 (subject to funding)

Established by: This scholarship was established by the Health Science Department in memory of Marie Kalmantis. This award has been established to recognize students who have demonstrated solid academic performance, as well as service to the department and to the community.

Open to: Students in the Health Science department who have completed 6 units of coursework.

Criteria: 3.0 GPA - Scholastic Achievement - Community/Department Service

Application Procedure: 1) Complete the SA application at http://www.fullerton.edu/financialaid/document/SCHOLARSHIP.pdf, answering all 7 questions, and sign the certification; 2) Attach a typed resume; and 3) Submit application materials to KHS-121, (657) 278-3316.

Application Deadline: March 3