



California State University
SAN MARCOS

COLLEGE OF EDUCATION,
HEALTH & HUMAN SERVICES

MASTER OF PUBLIC HEALTH PROGRAM

STUDENT HANDBOOK 2020-2021

WELCOME

The faculty and staff welcome you to the Master of Public Health (MPH) Program in the College of Education, Health and Human Services (CEHHS) at California State University San Marcos (CSUSM). The field of Public Health is a science based and service-oriented profession with a myriad of career opportunities leading to conditions that allow all people to live healthy lives. We are pleased you have chosen to join our Public Health community of professional scientists and educators dedicated to improving the health and quality of life of Californians, our nation, and the world in general.

This Handbook has been prepared to be a guide to current and prospective students and to provide an overview of the MPH degree program requirements, curriculum, and policies. Its contents complement the CSUSM's policies as described in the Graduate Studies Handbook (available at <https://www.csusm.edu/gsr/graduatestudies/currentstudents/index.html>) and CSUSM's Catalog (available at <http://catalog.csusm.edu/>). We encourage students to become familiar with all three sources as they have pertinent information regarding deadlines, dates and events relevant to all CSUSM graduate students.

The MPH Student Handbook is all encompassing and contains academic policies, procedures, and curricular information that are useful to all students in the MPH program. The degree requirements contained in this handbook are applicable to all students who have been admitted and matriculated into the MPH program through CSUSM's Extended Learning. It is important to note that this handbook is designed to be used in conjunction with the Graduate Studies Handbook.

Students are strongly encouraged to refer to this handbook whenever they have questions about the MPH program requirements, policies or the availability of other resources that are integral to their time at CSUSM. Additionally, students will be held under the policies outlined in this handbook and are responsible for adhering to all policies and regulations.

Like all institutions, the University has many formal policies and procedures of which students need to be aware. We hope this Handbook will make it easier for you during your time here at CSUSM. Your graduate school experience will be a considerably smoother path if you follow these guidelines and meet regularly with your faculty advisor.

Finally, you will find our MPH Program has very dedicated and professional faculty and staff to help guide you through all aspects of the program!

Disclaimer: The information contained in the MPH Student Handbook is for informational purposes only and is subject to change without notice.

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MISSION STATEMENT

University

California State University San Marcos focuses on the student as an active participant in the learning process. As a Carnegie classified "community engaged" university, CSUSM students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

College

The mission of the College of Education, Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health care, human services, and movement specialists to transform their work and community environments. The students, staff, and faculty of CEHHS demonstrate commitment to diversity and equity through curriculum and program development, instructional and assessment strategies, and recruitment and retention practices. We promote student-centered learning, support innovative research/scholarship, and engage in service to improve the quality of life, inclusive of physical, emotional, intellectual, social, and spiritual health. The CEHHS is committed to and supports teaching and learning environments that are accessible and technologically progressive.

Program

The mission of the Master of Public Health Program (MPH) at California State University San Marcos (CSUSM) is to enhance wellness and reduce health disparities through community-based interventions and practice by preparing culturally responsive professionals engaged locally and abroad.

PROGRAM VISION STATEMENT

The California State University of San Marcos Master of Public Health Program will contribute to the attainment of health equity through our public health efforts in California, our nation and our world.

PROGRAM VALUE STATEMENT

The MPH Program's core values include:

Accountability. Answers to the community in conducting evidence-based practice and research while training prepared and active public health practitioners.

Community. Dedicated to the service, teamwork, and partnership that strengthens our community as it struggles with modern health problems.

Diversity. Embraces and promotes the diversity of our students, faculty and staff.

Excellence. Committed to excellence in teaching, research, and service.

Integrity. Follows the principles of ethics in research, practice, instructional, and administrative activities.

Inclusivity. Values the input, participation, and perspectives of our community stakeholders.

Relevance. Active participant in projects supporting the mission of the CSUSM and improving the

welfare of our community.

PROGRAM GOALS

The MPH Program is committed to the following specific goals for all students:

1. Engage faculty and students in public health research and practice opportunities to enhance health equity and reduce health disparities in communities.
2. Develop a diverse body of culturally responsive public health professionals.
3. Develop public health professionals with knowledge and skills relevant to planning, implementing, and evaluating community-engaged programs.

ACADEMIC CALENDAR

Students enrolled in Public Health Program, will follow the accelerated 8-week course system during the Fall and Spring semesters and either the two 5-week sections or one 10-week section (full-time) schedule for the Summer semester.

For the current schedule for your academic year, please visit:

http://www.csusm.edu/academic_programs/calendars.html

FACULTY

CHRISTINA K. HOLUB, PhD, MPH – INTERIM PROGRAM DIRECTOR

Dr. Holub is an Assistant Professor in Public Health at CSUSM. Her research focuses on developing health promotion interventions to reduce health disparities through academic-community partnerships. In 2012, she was identified as a Pacific American Emerging Leader and was invited to be a fellow of the National Pacific American Leadership Institute (NAPALI). She is also a recipient of the NIH LRP Program in the area of Health Disparities Research. She has a strong background in behavioral sciences, with publications in the area of cultural adaptation of self-report instruments and in obesity prevention in minority communities. During her postdoctoral years at San Diego State University (SDSU), Dr. Holub led the evaluation team in a church-based randomized controlled trial funded by the National Cancer Institute, which aimed to assess the impact of a multi-level intervention on physical activity among church-going Latinas. Dr. Holub also managed a CDC-funded Special Interest Project in collaboration with Mexico's National Institute of Public Health aimed at developing culturally appropriate, evidence-based recommendations for obesity prevention programs.

Currently, Dr. Holub leads a community-based participatory research project, which is a pilot exercise study for Pacific Islanders in San Diego, funded by UCSD's CTRI. The pilot study was informed by her previous work, the Pacific Islander Community Health Study (PIC Health), which was funded by the American Cancer Society, Health Disparities Program, 2013-2015. She is also affiliated with SDSU's Institute for Behavioral and Community Health (IBACH) and Zahn Innovation Platform. Dr. Holub received her MPH from Yale University (Chronic Disease Epidemiology, Social and Behavioral Sciences focus) and PhD in Health Behavior from the University of North Carolina at Chapel Hill.

EMMANUEL A. IYIEGBUNIWE, PhD, MSPH, MBA

Dr. Emmanuel Iyiegbuniwe is an Associate Professor. He was previously a faculty member and Director of Environmental Health Science in the Department of Public Health at Western Kentucky University. He received both MS and PhD degrees in Environmental & Occupational Health Sciences from the School of Public Health, University of Illinois at Chicago and earned MS and MBA degrees from the University of Lagos (Nigeria) and Western Kentucky University, respectively. He has over twenty-five years of academic administration, teaching, research, service, and consulting experiences. His expertise lies in developing and delivering comprehensive public health programs and in fostering interdisciplinary collaborations related to service learning and research. Dr. Iyiegbuniwe strongly believes that research should inform practice and that research, service delivery, and public health policy should develop in a mutually reinforcing fashion.

Dr. Iyiegbuniwe has served on several boards including the National Institute for Occupational Safety and Health's Pilot Research Project. He is a member of the editorial board and/or a reviewer for major scientific and public health journals, including the Journal Epidemiology and Public Health, Journal of Public Health Nursing, International Journal of Nanoparticles, and International Journal of Nanomaterials. He is the recipient of the 2014 Kentucky Public Health Association's William 'Bill' Patton Environmental Service Award, Western Kentucky University's Outstanding Faculty for Research and Creativity Award in the College of Health and Human Services. Dr. Iyiegbuniwe is a Thomas Jefferson scholar, a fellow of the American Industrial Hygiene Association's Future Leaders Institute, a fellow of the Centers for Disease Control & Prevention's Environmental Public Health Leadership Institute, and a fellow of the American Association of State Colleges and Universities' Nippon Foundation/Japan Studies Institute.

DEBORAH J. MORTON, PhD, MA

Dr. Deborah J. Morton is an Assistant Professor in the MPH program at CSUSM. She is associate professor emeritus from the Department of Family and Preventive Medicine, Division of Epidemiology at University of California, San Diego. As an epidemiologist, Dr. Morton has a long history of varied research experience in many areas of Public Health/Medicine such as diabetes, osteoporosis, arthritis, cardiovascular disease; obesity and tobacco use primarily in ethnic and sexual minority populations, and has authored or co-authored over 70 publications in scientific journals. In 2005, she was awarded the UCSD Chancellor's Diversity Award for her work in the LGBT community. Dr. Morton has been a reviewer for major scientific and public health journals, including the American Journal of Public Health, Pediatrics, Diabetes Care, and American Journal of Epidemiology.

Dr. Morton is also currently affiliated faculty with the Department of American Indian Studies and the California Indian Culture and Sovereignty Center (CICSC) at CSUSM. In the tribal/reservation community in San Diego County, Dr. Morton has a long collaboration with Indian Health Council, Inc., an American Indian health clinic owned and operated by nine tribes. Dr. Morton is Founder and current Chair of the clinic's own tribally based Institutional Review Board (IRB) created in 2004. This tribal IRB has reviewed and supported many research projects whose results have had direct benefits for the Indian clinic and their tribal community patient population. This tribally based IRB has established a positive bridge between tribal people and academic researchers, not an easy task due to many historical abuses in Indian Country by unethical scientists and health researchers.

ASHERLEV SANTOS, PhD, MPIA

Dr. AsherLev (Asher) Santos' academic training has always been global. His undergraduate degrees from Seattle University are in International Studies, Foreign Language and Humanities. After living and working in Japan, he completed a Master of Pacific International Affairs from the University of California San Diego (UCSD); and recently completed his Doctor of Philosophy in Public Health, Global Health awarded by the Joint-Doctoral Program in Public Health between UCSD and San Diego State University (SDSU). His overall interest is in health diplomacy or how relationships between nations impact health outcomes. Of particular interest to him is the relationship between developing nations. He has focused on Brazil and its relationship with other Lusophone or Portuguese speaking countries, and is interested in Brazil's role as a regional and international leader in health.

His applied experiences range in geographic location and in organization perspective. Dr. Santos has

spent time studying in France, doing research in Brazil, and leading a study project in Jamaica. Additionally, he has worked for Japanese educational agencies and with the World Health Organization in Switzerland. He has experience conducting educational programs abroad, taking groups of students through Central Europe, Australia and Argentina. Both his international academic and practical training have grown his skills in several languages, and comfort at navigating different professional and cultural settings.

Locally Dr Santos was a program director at UPAC (Union of Pan Asian Communities), and worked for the San Diego LGBT Community Center on youth and API youth targeted projects. He has worked as an HIV Prevention Health Planner for and still works with, the County of San Diego HIV, STD and Hepatitis Branch of Public Health Services (HSHB).

LISA BANDONG, MPH

Lisa G. Bandong is the Internship Coordinator for the Master of Public Health program at CSUSM. She earned a Master's Degree in Public Health with an emphasis in Health Promotion and Disease Prevention from CSU Fullerton. She earned her Bachelor of Arts Degree in Drama with an emphasis in Stage Management from UC Irvine. She is a Registered Prenatal Yoga Teacher, and she is the founder of a successful North County prenatal yoga program through the City of San Marcos. Lisa's teaching philosophy is that learning is an active endeavor that builds upon what the student already knows. Her research interests include maternal child health, lactation supportive environments, and polycystic ovarian syndrome, the most common endocrine disorder in women. In her free time, Lisa enjoys spending time with her young family in her hometown of San Marcos.

STAFF

JESSICA WILSON

Jessica Wilson serves as the program coordinator for the Master of Public Health Program. She will provide assistance with your classes (including registration/enrollment), scheduling appointments, consultation about the program, and any miscellaneous help during your educational tenure with CSUSM. She graduated Magna Cum Laude with a B.A. of Liberal Studies from CSUSM (2005).

STUDENT ORGANIZATION - Graduate Organization of Public Health (GoPH)

Public Health students are encouraged to join and collaborate with the MPH Student Organization – the Graduate Organization of Public Health (GoPH). To join and become a member or if you have any questions about GoPH, please email csusmgoph@gmail.com. The purpose of this organization is to provide professional and educational development opportunities for students in Public Health or similar fields. Additionally, GoPH aims to promote health and wellness throughout the California State University of San Marcos student population and surrounding communities.

ADMISSION REQUIREMENTS

Admission to the MPH Program minimally requires a baccalaureate degree in a field related to Public Health from an accredited university/college with a GPA of 2.5 (last 60 units), two letters of recommendation, and an introduction to statistical methods course.

Students should have computing skills sufficient to complete graduate work, including skills in word processing and statistical software programs. Admission decisions will be influenced by the strength of the undergraduate program, academic achievement, community service, and the educational goals of individual applicants.

CLASSIFIED STANDING CRITERIA: UNIVERSITY

Graduate Classified - Students who meet all admission requirements to enroll in a graduate degree program may be accepted as Graduate Classified. Classified graduate students will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe.

Graduate Conditionally Classified - The MPH Admissions Committee may recommend an applicant, under special circumstances, for admission on a conditional basis (e.g., completion of preparatory course work or meeting a deficiency). In that case, the conditions under which a student is admitted to the program will be stipulated in writing to Extended Learning by the Director of the MPH Program. All conditionally admitted students must satisfy such conditions within their first year (or earlier if so specified).

GRADUATE WRITING ASSESSMENT REQUIREMENT (GWAR)

All students must meet the University's graduate writing proficiency requirement prior to being advanced to candidacy for the master's degree. Students will have the opportunity to fulfill the writing requirement by passing the writing component of PH 503 Social and Behavioral Determinants of Health.

The Graduation Writing Assessment Requirement (GWAR) applies to all CSUSM graduate students enrolled in master's programs. The writing requirement must be completed before a graduate student advances to candidacy. The MPH Program will assess graduate writing through a paper that meets the GWAR criteria as described below. To pass this test through submission of a paper, the student's writing should demonstrate graduate level skills in style and format, mechanics, content and organization, and integration and critical analysis.

Scoring will be standardized using a rubric (1 - 4) in each of the four areas listed above: a) style and format, b) mechanics, c) content and organization and d) integration and critical analysis. The minimal acceptable combined score from all four sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. **Students who do not pass the Graduate Writing Assessment Requirement must meet with a consultant in the University Writing Center to discuss deficiencies identified by the instructor and receive recommendations of activities to correct these deficiencies.** Based on the recommendations from the writing center consultant, students may resubmit their paper or enroll in an upper division writing proficiency course. Student can submit a paper for the GWAR a maximum of two (2) times, after their initial submission in PH 503. Students who do not pass the GWAR, after two (2) attempts will need to consult with MPH Director.

The full CSUSM Writing Assessment requirement policy can be found at:

https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

MPH CENTRAL – *Your Go-To Site for the MPH Program*

MPH Central can be found on Cougar Courses using the link below. Enrolled students will have access to MPH Central throughout their entire MPH Program education. MPH Central will have current information regarding many areas of interest to students including: thesis/capstone guides, policy documents, forms required for advancement through the MPH Program, internship information, upcoming events, job postings, and other announcements. Please consult MPH Central often for most inquiries. <http://community.csusm.edu/course/view.php?id=2783>

INTEGRATIVE LEARNING EXPERIENCE: MASTER’S THESIS AND CAPSTONE

The integrative learning experience focuses on theoretical and practical application of public health foundational and concentration competencies in a project-based format (thesis or capstone). Emphasis is placed on targeting a specific audience or stakeholder, e.g. non-profit or government organization, and to demonstrate critical thinking skills meeting students’ educational and professional objectives. Considerable emphasis is placed on the integrative learning experience including faculty mentoring, assessments, and student presentations.

There are two options for the Integrative Learning Experience, thesis or capstone:

1. Thesis papers should follow MPH Program and Graduate Studies guidelines. Students must work with a faculty mentor for approval of topic/project and committee development. Each student must complete a presentation (thesis defense) of their work to a committee of faculty members that is also open to the school, stakeholders (where applicable), and the public.
2. Students may complete a capstone project, inclusive of, but not limited to, options such as a grant proposal, community risk assessment, curriculum development, policy analysis, or an agency-based project. Capstone projects can be complete in a group format, of no more than 5 students. Students who complete a project must also be supervised by a project advisor, and successfully complete an oral defense of their project. If a student has a modified plan that does not follow their cohort’s course schedule, they may not complete a group capstone project.

During the PH 507 Course (Research Methods and Proposal Writing), students prepare their thesis or capstone proposal, which is included in a Proposal Portfolio. The entire Proposal Portfolio also includes a 1-2 page narrative reflection on the student’s MPH experience, example artifacts from core courses (e.g., paper, group project, final products), and the MPH Thesis/Capstone Competency Form. The MPH Program Portfolio is intended to be reflective in nature and should articulate the student’s professional and intellectual growth. It should also demonstrate how MPH core courses have prepared the student to undertake the culminating activity (thesis or capstone). The Portfolio also enables students to meet CEPH-specific requirements of having self-identified MPH foundational and concentration-specific competencies that are connected to, and inform, the culminating activity.

Once students have completed their thesis or capstone and are prepared to give the final defense, students work with their primary faculty member (committee chair) to schedule an appropriate time and date for the defense presentation. The defense consists of three parts: (1) student(s) presentation

of thesis or capstone project, (2) committee questions to the student(s), primarily to assess knowledge, understanding, and interpretation of the results as it aligns with foundational and concentration-specific competencies (using the MPH Thesis/Capstone Competency Form; ERF reference below), and (3) committee members have a closed-door discussion to assess the student’s ability to appropriately integrate and synthesize public health competencies/knowledge in their thesis or capstone project defense. After discussion and based on an assessment using the MPH Thesis/Capstone Competency Form, a decision is reached as to whether the student(s) pass with minor/no revisions, major revisions (conditional), or do not pass.

Thesis or capstone projects may require University Institutional Review Board (IRB) approval. To determine if your project requires IRB approval go to: <http://www.csusm.edu/gsr/irb/index.html>

Thesis versus Capstone Comparison

	Option A: Thesis	Option B: Capstone
Committee Structure	2-3 Members Total <ul style="list-style-type: none"> • Committee Chair: TT Public Health Faculty • 2nd and 3rd Committee Member: CSUSM faculty or other outside (approved) member 	2-3 Members Total <ul style="list-style-type: none"> • Committee Chair: TT Public Health Faculty • 2nd and 3rd Committee Member (Reader): CSUSM faculty or other outside (approved) member
Presentation Type	Defense	Group Presentation
Committee Form/ Advancement to Candidacy	Thesis Committee Form/Advancement: Must be completed and signed by all committee members once you have successfully completed your thesis presentation <u>and before enrollment of PH 698.</u> University Forms: See ETD Submission Guide	Capstone Committee Form/Advancement: Must be completed and signed by all committee members once you have successfully completed your capstone presentation <u>and before enrollment of PH 695.</u> University Forms: See ETD Submission Guide
Course for Credit	PH 698*	PH 695*
Final Submission to Committee	Two weeks before defense or as arranged between you and your committee.	
University Deadline	Final submission deadlines to the library for publication/graduation are always at 12:00pm on the last Thursday that classes are scheduled.	

* Completion of Thesis or Capstone must be conducted during the final semester of the program.

In the event a student would like to change their committee chair, it is the responsibility of the student to discuss the request with their current committee chair and procure a new TT Public Health Faculty member. All parties must agree and then notify the MPH Director and CEHHS Student Services before the change can take effect. This should be done no later than 5 weeks after taking PH 507.

The Kellogg Library has created a Master’s Thesis, Project or Dissertation Submission Guide, which can be found on their website. This document provides step-by-step guidance on how to submit a thesis or project. Additional information about capstone projects/theses may be found at <http://www.csusm.edu/gsr/graduatestudies/completion.html>, University’s Graduate Student

Handbook. For more specific guidelines, examples, and templates, please visit **MPH Central** and the ETD Submission Guide Link: <https://biblio.csusm.edu/thesis-submission>

PETITION FOR ADVANCEMENT TO CANDIDACY

A thesis or capstone proposal portfolio will be completed as part of the requirement for the graduate level research course PH 507. The students will form a thesis or capstone project committee during the course. Committee members will review and approve thesis or capstone proposals. Students will advance to candidacy once they have successfully passed an oral presentation of their thesis or capstone proposal. The thesis or capstone committee will assist with refinement of the proposal and will serve as the committee for the final oral defense, once the thesis or capstone is completed.

The Petition for Advancement to Candidacy may be found in MPH Central. Once completed, forms must be submitted to CEHHS-Student Services found at UH 221 or emailed to Nam Nguyen at pnguyen@csusm.edu.

To advance to candidacy, a student must:

- Be in good standing with an overall GPA of at least 3.0
- Have completed 15 units of the core courses toward the graduate degree
- Successfully completed the GVAR
- Have successfully proposed thesis or capstone to the faculty

Students cannot enroll in the thesis or capstone course (PH 698 or PH 695) until they have successfully advanced to candidacy. Enrollment in PH 698 or PH 695 must occur in the final semester of the program.

CURRICULUM & COURSE DESCRIPTIONS

Core Courses

PH 501-Foundations of Public Health (3)

Introduces the five core public health disciplines: Health Services, Epidemiology, Social and Behavioral Sciences, Environmental Health, and Biostatistics. Summarizes the biomedical basis of public health, historical developments, health ethics in research, and the future challenges to public health. Also presents the fundamentals of social and behavioral science emphasizing theoretical foundations (i.e. behavior change theories) as well as an introduction to advocacy, informatics, diversity and culture, leadership, and public health biology.

Enrollment restricted to students admitted to the MPH program.

PH 502-Foundations of Health Systems Organization, Delivery and Policy (3)

Introduces concepts and practices of health care and public health, with an emphasis on the structure and functions of the health system as well as planning, implementation, management, and evaluation of health-related programs. Includes the mission/vision, history, core functions, infrastructure, processes, and outcomes of the health system. Theoretical and practical perspectives are presented to illustrate how the health system works. Introduces current trends in health care delivery, including medical and legal issues, health policy, labor relations, managed care, group practice management, and long-term care.

Enrollment restricted to students admitted to the MPH Program.

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

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

Enrollment restricted to students admitted to the MPH Program.

PH 504-Biostatistics for Public Health (3)

Covers biostatistical methods needed in the design and analysis of biomedical and public health investigations. Includes descriptive statistics and plots, types of data, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. Introduces correlation, univariate linear regression, and the use of statistical software.

Enrollment restricted to students admitted to the MPH Program.

PH 505-Epidemiology (3)

General principles, methods, and applications of epidemiology for public health, research, clinical practice, and evaluation of public policy. Includes methods of outbreak investigations, measures of disease frequency, standardization of disease rates, research methods and study design, measures of risk, causal inference, disease screening, surveillance, and evaluation of health services and screening programs. Emphasizes the critical analysis of current studies in the public health literature and the identification of epidemiologic resources, databases, and problems.

Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 504.

PH 506-Environmental Determinants of Health (3)

Provides an introduction to environmental factors affecting the health of communities. Addresses current and emerging environmental health topics and challenges. Primary focus is on biological, physical, and chemical determinants and exposures associated with human health. Also covers environmental health-associated effects of global warming, occupational hazards, and environmental problems. Provides opportunities for students to explore real-world environmental health issues through a combination of in-class course work, field trips, and service learning projects. Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 501

PH 507-Research Methods and Proposal Writing (3)

Emphasizes research design, data collection, statistical analysis, computer application, and writing of research reports. Unique problems associated with data collection in public health settings such as public health departments, neighborhood health centers, and community-based organizations will be addressed. Quantitative, qualitative, and mixed research designs will be explored. Considerable emphasis is placed on evaluation of public health research published in scholarly publications. A research proposal is written as one of the course requirements. Enrollment restricted to students admitted to the MPH Program.

Health Promotion Concentration Courses

PH 530-Health Disparities, Diversity, and Culture (3)

Examines the importance of ethnic and cultural factors for community health practice, as well as the essential theories, models, and culturally-appropriate practices for working with ethnicity, gender, and social issues. Explores the health implications of community demographics, disparities, multicultural populations, communication, aging, sexual orientation, children, and future challenges. Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.

PH 531-Community Engagement and Health Education (3)

Focuses on the assessment and analysis of community-based health needs, the application of a wide range of theories, health education methods, and program implementation. The development of partnerships through advocacy, coalitions, and community engagement, and community-based participatory research will be explored. Emphasizes the need for health communication, health literacy, theoretical frameworks, and social media in community-based settings. Introduces professional and ethical standards for community-based practice and research methods. Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.

PH 532-Health Program Planning, Implementation, and Evaluation (3)

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

Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 501, 502, 503, 504

PH 533-Health Communication (3)

Provides foundational information, tools, and teaching methodologies for health promotion, disease prevention, and health education. Explores theoretical and practical perspectives to illustrate how healthcare professionals can positively influence the ability of patients, families, and diverse communities to prevent and manage their health and wellness through health communication practices.

Enrollment restricted to students admitted to the MPH Program.

Global Health Concentration Courses

PH 560-Principles of Global Humanitarian Emergencies (3)

Introduces the comprehensive nature of global public health preparedness and humanitarian response efforts for natural or human-made disasters. Includes the preparedness elements necessary for adequate responses to population shifts caused by natural and human-made disasters. Theoretical, ethical, and legal issues associated with all phases of humanitarian emergencies, including resettlement, will be presented. Methods to evaluate infectious disease and cultural epidemiologic data will be explored as resources for key decision-making.

Enrollment restricted to students admitted to the MPH Program.

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

Provides an overview of current knowledge on mechanisms of major chronic and infectious diseases causing death and disability globally. Unique epidemiologic features, risk factors, relevant technical challenges, resource limitations, and cultural barriers that have shaped current approaches will be discussed. Successful evidence-based strategies designed to prevent and control these diseases will be reviewed. Introduces the Millennium Development Goals for reducing childhood mortality, improving maternal health, and combating diseases such as HIV/AIDS and malaria.

Enrollment restricted to students admitted to the MPH Program.

PH 562-Global Health Policy and Practice (3)

Integrates key concepts, theories, and methods related to socio-cultural, political, and economic determinants of health and health status from a global perspective. Includes global health inequalities, social determinants of health, links between development and health, international health systems, global health diplomacy, human rights, health system reforms, and global health governance. Explores the methodological challenges of developing policy responses to global health issues, the implementation of health policy, and best practices in the delivery of effective, ethical, and culturally-appropriate health interventions for various settings.

Enrollment restricted to students admitted to the MPH Program.

PH 563-Community-Based Participatory Research (3)

Introduces a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each partner brings. Addresses the theories, principles, and strategies of community-based participatory research, the advantages and limitations to using this approach, and some of the skills necessary for participating effectively in community-based participatory research.

Enrollment restricted to students admitted to the MPH Program.

Other Courses

PH 690-Special Topics in Public Health (1-3)

Various topics in public health and public health research. Students should check the Class Schedule for listing of actual topics.

Enrollment restricted to students admitted to the MPH Program.

PH 693-Internship (3)

Practical application of principles related to Public Health in a supervised 180-hour internship experience approved by the Public Health Internship Coordinator.

Enrollment restricted to students admitted to the MPH Program. Prerequisites are completion of all core courses: PH 501, 502, 503, 504, 505, 506, and 507)

PH 695-Capstone Project in Public Health (3)

Focuses on practical application of public health foundational and concentration competencies in a project-based format. Emphasis is placed on targeting a specific audience or stakeholder, e.g., non-profit or government organization, and to demonstrate critical thinking skills. Includes, but not limited to, options such as grant proposal writing, community needs and risk assessment, curriculum development, policy analysis, and/or agency based project. Grading Basis: Credit / No Credit
Enrollment

Enrollment restricted to students admitted to the MPH Program. Enrollment requirement: completion of all prior required courses in the MPH program and Advancement to Candidacy.

PH 697-Independent Study in Public Health (1-3)

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

Enrollment restricted to students admitted to the MPH Program. Enrollment restricted to students who have obtained consent of instructor required. May be repeated for credit for a total of six (6) units.

PH 698-Thesis (1-3)

Independent research thesis or graduate project related to an approved public health area. Must work with a faculty advisor for approval of topic and committee development. Graded Credit/No Credit or Report in Progress (RP).

Prerequisite: advancement to candidacy and consent of department. Enrollment restricted to students admitted to the MPH Program. May be repeated for credit for a total of three (3) units. Enrollment requirement: Advancement to candidacy.

Master of Public Health Program: Plan of Study Health Promotion

COURSE SEQUENCING: Fall Matriculation

The MPH degree requires a total of 42 units. Students must complete the following courses.

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Fall (1 st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Fall (2 nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Spring (1 st 8 weeks)	PH 505	Epidemiology (10 weeks)	3	
	PH 506	Environmental Determinants of Health	3	
Spring (2 nd 8 weeks)	PH 507	Research Methods and Proposal Writing	3	
	PH 532	Health Program Planning, Implementation, and Evaluation	3	
Year 2: Advanced Courses				
Summer (1 st 5 weeks)	PH 533	Health Communication	3	
	PH 693	Internship (10 weeks)	3	
Summer (2 nd 5 weeks)	PH 563	Community-Based Participatory Research (elective)	3	
Fall (1 st 8 weeks)	PH 530	Health Disparities, Diversity, and Cultural Competence	3	
	PH 531	Methods of Community Health Education	3	
Fall (2 nd 8 weeks)	PH 695 or 698	Capstone or Thesis	3**	

* Course sequence or term offered subject to change.

** Thesis units (only) are variable, 1-3 per term.

Health Promotion

COURSE SEQUENCING: Spring Matriculation

The MPH degree requires a total of 42 units. Students must complete the following courses.

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Spring (1 st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Spring (2 nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Summer	PH 505	Epidemiology (10 weeks)	3	
	PH 507	Research Methods and Proposal Writing (10 weeks)	3	
Year 2: Advanced Courses				
Fall (1 st 8 weeks)	PH 506	Environmental Determinants of Health	3	
	PH 532	Health Program Planning, Implementation, and Evaluation	3	
Fall (2 nd 8 weeks)	PH 533	Health Communication	3	
	PH 563	Community-Based Participatory Research (elective)	3	
Spring (1 st 8 weeks)	PH 530	Health Disparities, Diversity, and Cultural Competence	3	
	PH 531	Methods of Community Health Education	3	
	PH 693	Internship (full 16 weeks)	3	
Spring (2 nd 8 weeks)	PH 695 or 698	Capstone or Thesis	3**	

* Course sequence or term offered subject to change.

** Thesis units (only) are variable, 1-3 per term.

Master of Public Health Program: Plan of Study Global Health

COURSE SEQUENCING: Fall Matriculation

The MPH degree requires a total of 42 units. Students must complete the following courses.

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Fall (1 st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Fall (2 nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Spring (1 st 8 weeks)	PH 505	Epidemiology	3	
	PH 506	Environmental Determinants of Health		
Spring (2 nd 8 weeks)	PH 507	Research Methods and Proposal Writing	3	
	PH 561	Global Health: Chronic & Infectious Diseases	3	
Year 2: Advanced Courses				
Summer (1 st 5 weeks)	PH 533	Health Communication (elective)	3	
	PH 693	Internship (10 weeks)	3	
Summer (2 nd 5 weeks)	PH 563	Community-Based Participatory Research	3	
Fall (1 st 8 weeks)	PH 560	Global Health: Chronic & Infectious Diseases	3	
	PH 562	Global Health Policy and Practice	3	
Fall (2 nd 8 weeks)	PH 695 or 698	Capstone or Thesis	3**	

*Course sequence or term offered subject to change.

**Thesis units (only) are variable, 1-3 per term.

GLOBAL HEALTH

COURSE SEQUENCING: Spring Matriculation

The MPH degree requires a total of 42 units. Students must complete the following courses.

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Spring (1 st 8 weeks)	PH 501	Foundations of Public Health & Policy	3	
	PH 502	Foundations of Health Systems Organization and Delivery	3	
Spring (2 nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Summer	PH 505	Epidemiology (10 weeks)	3	
	PH 507	Research Methods and Proposal Writing (10 weeks)	3	
Year 2: Advanced Courses				
Fall (1st 8 weeks)	PH 506	Environmental Determinants of Health	3	
	PH 561	Global Health: Chronic & Infectious Diseases	3	
Fall (2nd 8 weeks)	PH 533	Health Communication (elective)		
	PH 563	Community-Based Participatory Research		
Spring (1st 8 weeks)	PH 560	Global Health: Chronic & Infectious Diseases	3	
	PH 562	Global Health Policy and Practice	3	
	PH 693	Internship (full 16 weeks)	3	
Spring (2nd 8 weeks)	PH 695 or 698	Capstone or Thesis	3**	

*Course sequence or term offered subject to change.

**Thesis units (only) are variable, 1-3 per term.

COURSE FORMAT AND TECHNOLOGY

Courses are taught in a hybrid format (a mixture of classroom and online learning) or online only format. Students are required to have access to a computer with Microsoft Office 2007 (or higher) or the updated Apple equivalent, flash and media players, Adobe reader and PDF viewing capability, in addition to sound capability and internet access.

Students are required to use their CSUSM account for all correspondence. It is critical that students activate their account immediately as many correspondences among faculty and candidates occur via e-mail. It is also required that students check their email on a regular basis during the school week (Monday-Friday) to remain current on all updates. Any email correspondence from faculty or staff that requires acknowledgement or action must be responded to within 48 hours of its arrival time.

For technical questions and software support, please contact the CSUSM Help Desk.

INTERNSHIP

Please refer to the **MPH Internship Manual** for additional information on requirements, policies and procedures. The manual and additional guidance materials can be downloaded at **MPH Central**.

For questions on Internship requirements, the enrollment process and site placement, please contact the MPH Internship Coordinator.

EVALUATION OF ACADEMIC PERFORMANCE

Academic Requirements Report (ARR)

Students have access to all their academic information and progress through the Academic Requirements Report (AAR) found in the Student Center of their on-line MyCSUSM account. The ARR should be monitored frequently throughout the program to ensure successful progression. In addition to the successful completion of the required coursework, three (3) Milestones must be met for degree conferral and will be noted on the ARR. They are the Graduate Writing Assessment Requirement (GWAR), Advancement to Candidacy Status and Culminating Experience Status.

Academic Evaluation

Grading in each course is based on evaluation by the instructor of a student's academic performance. A student has the right to know all course requirements, including grading criteria and procedures, at the beginning of the course as specified in the course syllabus. The grading system and policy regulations governing grading and examinations in the MPH Program in Public Health conform to those included in the University Catalog.

GPA Standards

Grading Standards for Students in the MPH Program

1. A student must maintain an overall grade point average of 3.0(B).
2. A student who falls below an overall 3.0(B) grade point average in any given semester will be placed on academic probation.
3. A student on academic probation cannot Advance to Candidacy and are required to meet with their faculty advisor regarding their academic status.
4. If the student does not achieve a 3.0 by the end of the academic probation period, the student may be dismissed from the program. Please see the University's policies on Graduate Probation, Disqualification and Reinstatement here:

<https://www.csusm.edu/gsr/graduatestudies/currentstudents/policiesandforms.html>

5. Any course with a grade of 'C-' or lower must be repeated. Since MPH courses are offered on a cohort basis (i.e., some courses may be offered only once each year), a student who must repeat a course may need to take a leave of absence for up to one year. Students may only repeat the class ONE time. Failure to pass the course on the second attempt with a C or better will provide justification for dismissal from the program.
6. When a course is repeated, both the original grade and the grade earned in the repetition will appear on the transcript, however, the original grade earned will be omitted from the GPA calculation.
7. A maximum of two (2) different courses may be repeated in order to meet graduation requirements.
8. No more than 9 credit hours of incomplete grades may be accumulated.
9. The Credit/No Credit system of grading applies to the thesis/capstone project only. These courses require a C level proficiency to merit award of the Credit grade.
10. Under no circumstances will a student be allowed to receive academic credit for prior life or work experience.
11. Students who start the program late, for any reason, are subject to the same grading criteria and policies both in the classroom and in internship. Under no circumstances will students who start classes late in the semester be given preferential treatment. It is the student's responsibility to get caught up on coursework and field practicum hours by the end of the semester.

Following is a breakdown of the grading system:

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

Any grade lower than a C is a failing grade

Definitions of Letter Grades:

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance of the student has been such that minimum course requirements have not been met.

ADVISING POLICY

At the beginning of the school year, all students will be assigned a faculty advisor. MPH Program faculty serve as academic and professional advisors, helping students to understand program policies and procedures, assisting students in exploring their interests, and helping students determine which electives and Internship settings best fit with their career goals. Faculty advisors are subject matter experts in their fields and can guide MPH candidates through program curriculum.

The College of Education, Health and Human Services (CEHHS) Student Services department located in University Hall 221 & 222 provides additional advising services for MPH candidates. They support students by assisting them navigate through university administrative policies and initiate the recommendation for candidacy and degree conferral. CEHHS Student Services can also assist with questions on class enrollment and program requirements.

Students should meet with their faculty advisor at the beginning of each semester and may meet as needed throughout the program to discuss progress and/or concerns related to coursework or field practicum.

If a student is placed on academic probation (due to falling below the minimum 3.0 GPA), the University's Office of Graduate Studies contacts the MPH Program Director, who immediately notifies the student's advisor. The advisor and the MPH Program Director will then notify, and work with, the student to develop a remediation plan.

If a student wishes to change advisors, s/he may do so by making a formal request in writing to the MPH Program Director, who makes the final decision about changing academic advisors.

COURSE SYLLABI

Course Syllabi will be available for all courses both on Cougar Courses during the semester when the course is offered as well as on the **MPH Central** found on Cougar Courses.

STUDENT LEARNING OBJECTIVES

Competencies for all MPH students upon graduation

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health

and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of a health educator. These Responsibilities serve as the basis of the Certified Health Education Specialist (CHES) exam.

Seven Areas of Responsibility of a Health Education Specialist include:

- Assessing individual and community needs for health education

- Planning effective health education strategies, interventions, and programs
- Implementing health education strategies, interventions, and programs
- Conducting evaluation and research related to health education
- Administering health education strategies, interventions, and programs
- Serving as a health education resource person
- Communicating and advocating for health and health education

Health Education Specialist (CHES) Exam

The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application, and interpretation of knowledge related to the Seven Areas of Responsibilities, which are a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health educator. Students are encouraged to take the national CHES exam for three reasons:

1. Some health-education job announcements now state that CHES certification is preferred or, in some cases, required of job applicants.
2. Holding a professional certification can foster positive perceptions about your skill and ability in the workplace, particularly when your coworkers hold certifications or licensers in other fields.
3. To maintain your CHES certification on an annual basis, you will be required to obtain continuing education credits from a wide range of qualified providers.

Association of Schools and Programs of Public Health

The Association of Schools and Programs of Public Health have outlined common Global Health Concentration Competencies

- Analyze the roles, relationships, and resources of the entities influencing global health
- Apply ethical approaches in global health research and practice
- Apply monitoring and evaluation techniques to global health programs, policies, and outcomes
- Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
- Design sustainable workforce development strategies for resource-limited settings
- Display critical self-reflection, cultural humility, and ongoing learning in global health

UNIVERSITY POLICIES FOR GRADUATE STUDENTS¹²

A full listing of University Policies for Graduate Students can found on the Office of Graduate Studies and Research website: <https://www.csusm.edu/gsr/graduatestudies/currentstudents/policiesandforms.html>

¹ Continuous Enrollment Policy, Leave of Absence (LOA) Policy, and Time Limit for Completion Policy are all retrieved from CSUSM's Office of Graduate Studies and Research 2019-2020 Graduate Student Handbook: <https://www.csusm.edu/gsr/documents/2019studenthandbookv2.pdf>

² All Graduate Student Policies and forms can be found at: <https://www.csusm.edu/gsr/graduatestudies/admissions/policies.html>

Continuous Enrollment Policy

- A) Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply to the university and the graduate program to be considered for reinstatement.
- B) Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not extend the time limit for completion of the master's degree.

Leave of Absence (LOA) Policy

- A) Graduate degree students may take an authorized leave of absence for up to two (2) semesters.¹ Leaves of absence can be authorized for conditionally classified or classified graduate students providing the student is: (1) in good academic standing (as defined by the program's requirements), (2) has completed at least six credit hours of CSUSM coursework toward the graduate degree in the program, and (3) has filed a completed Request for Graduate Student Leave of Absence form. The completed form, including signatures of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the Office of Registration and Records before the end of the add/drop period of the term for which the leave has been requested. A leave of absence will not be authorized if the student has completed all requirements except the culminating experience. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program. In such cases, the student must reapply to the university and the graduate program to be considered for reinstatement.
- B) An authorized leave of absence preserves curriculum rights regarding catalog requirements. A student on a leave of absence may not have access to or use of university resources. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Studies; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.
- C) Authorized leaves of absence do not extend the time limit for completion of the master's degree.
- D) Students with exceptional circumstances that fall outside this policy may petition the Dean of Graduate Studies for special consideration. A petition must include the recommendation of the graduate program coordinator.

LOA Request Form

The Leave of Absence (LOA) Request Form can be found at the Office of Graduate Studies and Research Policies and Forms url:

<https://www.csusm.edu/gsr/graduatestudies/admissions/policies.html>. MPH students must consult with their advisor before starting the LOA process.

Time Limit for Completion Policy

Requirements for the master's degree are to be finished within five (5) years following admission as a Conditionally Classified or Classified graduate student at CSUSM. Authorized leaves of absence do not

extend the time limit for completion of the master's degree.

Maintain 3.0 GPA

Graduate students must maintain a cumulative grade point average of at least 3.0 in all units attempted subsequent to admission to the program. A student is placed on academic probation when the minimum GPA is not met. When a student is placed on academic or administrative-academic probation, they must work with the program director to develop a plan for remediation, including a timeline for completion. A student cannot advance to candidacy if they are on either academic or administrative probation. For the full policy:

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

Application to Graduate and Commencement

All students are required to Apply to Graduate in order to have their file reviewed for degree conferral. MPH students are required to apply for graduation in the term in which they expect to complete their degree requirements (summer graduates apply in the prior spring term) through the Student Center in MyCSUSM. Applying to graduate is separate from signing up for the Commencement ceremony.

Process

1. Log-in to the Student Center on MyCSUSM and locate the Apply for Graduation field.
2. Follow the prompts and select the appropriate term for graduation.
3. For reference, print the confirmation page.

Canceling/Rescheduling

1. The original application must be cancelled in order to reschedule. To cancel the Application to Graduate, send an email to registrar@csusm.edu with the subject line - GRADUATION CANCELLATION.
2. The body of the email should include student name, student ID, and the graduation term which is being cancelled.
3. After the cancellation is complete, then the student can reschedule following the Application to Graduate Process above.

Deadlines

Students should refer to the following site for deadlines to apply:

<https://www.csusm.edu/commencement/prep/index.html>

Commencement

Commencement is the walking and masters hooding ceremony that occurs once a calendar year in May. Both MPH hybrid and online students are welcomed to participate in the Commencement ceremony at the conclusion of their program. Additional information regarding Commencement can be found at:

<https://www.csusm.edu/commencement>

STUDENT CONDUCT

University Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

Student behavior that is not consistent with the Student Conduct Code (Subsection 41301 et seq. of Title 5, California Code of Regulations) is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. Please refer to the University Catalog at <http://www.csusm.edu/catalog/> for additional information about the Student Conduct Code and Student Conduct Procedures.

Academic Honesty and Cheating Policy

Instructors have the responsibility of planning and supervising all academic work, encouraging honest individual effort, and taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The University considers cheating and plagiarism to be voluntary acts for which there may be reasons, but no acceptable excuse.

The University Academic Honesty Policy (See University Catalog) defines cheating and plagiarism as follows: Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Plagiarism is the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

Students who cheat or commit plagiarism may be subject to both academic and administrative sanctions. Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating or plagiarism. The range of academic sanctions is broad and may include repeating an assignment/test, completing additional assignments, receiving a lower grade, zero or "F" on an individual assignment or receiving a lower grade or "F" in the course. Cheating and plagiarism also violates the Student Conduct Code and are subject to administrative sanctions including, but not limited to disciplinary probation, suspension, or expulsion as stipulated in Section 41302 of Title 5, California Code of Regulations, found in the University Catalog: <http://www.csusm.edu/catalog/>

Students accused of cheating or plagiarism will be given an opportunity to discuss the allegations with the professor prior to being issued an academic sanction. If a student agrees to the academic sanction suggested by the professor, he or she must acknowledge this agreement by signing an Academic Dishonesty Resolution Form. However, if the student does not agree with the allegations, he or she may request that the professor forward the matter to the University officer assigned to independently investigate the allegations. If the University Officer determines that there is sufficient evidence that cheating or plagiarism have occurred, the student will be formally charged with a violation of the Student Conduct Code (Section 41301, of Title 5, California Code of Regulations).

A record of all disciplinary charges, including cheating and plagiarism, will be maintained in the Dean of Students Office. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

Copies of the Academic Honesty Policy are available in the CSUSM University Catalog: <http://www.csusm.edu/catalog/>

Writing and Plagiarism Policy

Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing someone else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source, or the use of a paper made up of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism.

Plagiarism is a violation of the student conduct code and is subject to administrative sanctions such as, disciplinary probation, suspension, or expulsion. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds of a failing grade, probation, suspension, or expulsion.

One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Faculty members assign written work for the purpose of helping students achieve that mark. Each professor will outline specific criteria for writing assignments, but all expect students to present work that represents the student's understanding of the subject in the student's own words.

It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, incorporating the concepts of others may be appropriate with proper acknowledgment of sources, and quoting others directly by using quotation marks and acknowledgments is proper. However, papers that consist entirely of quotations and citations should be rewritten to show that student's own understanding and expressive ability. This purpose of a written assignment is the development of communication and analytic skills, and every student should be able to distinguish their own ideas from the ideas of another. Properly indicating those distinctions on a written assignment will aid every student in avoiding plagiarizing the work of another.

A complete listing of the university's plagiarism expectations can be found in the University Catalog under Academic Honesty Policy: <http://www.csusm.edu/catalog/>

Sexual Harassment Policy and Procedures

As part of the California State University system, the MPH Program at CSUSM is mandated to carry out its activities and programs in compliance with University policies and procedures. The MPH Program ensures that new employees and students receive information on the University's nondiscrimination policy and affirmative action efforts. The University's policy includes activities outside of the classroom including at an offsite internship experience. The University has clearly defined procedures which are published in the University Catalog: <http://www.csusm.edu/catalog/>

University Policies Regarding Sexual Harassment

CSUSM will take action to prevent and eliminate sexual harassment, as mandated by Executive Order

No. 1096. Sexual harassment is conduct subject to disciplinary action, including termination. Individuals with supervisory authority are responsible for reporting a formal complaint about sexual harassment to the Office of Diversity, Educational Equity, Inclusion and Ombud Services. Failure to do so may lead to appropriate administrative action. Specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available in the following locations: Office for Human Resources Management; Office of Diversity, Educational Equity, Inclusion and Ombud Services; Office of the Vice President for Student Affairs; University Counseling Center; and Women's Resource Center. Students who believe that they have been sexually harassed should contact the office of Dr. Bridget Blanshan, CSUSM's Title IX coordinator, located in Craven 3600, at (760) 750-4056, or bblansha@csusm.edu.

Following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the University's Associate Vice President for Diversity, Educational Equity, Inclusion and Ombud Services at (760) 750-4039.

Consensual Relationships

Per the University Catalog, Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the University community may begin as consensual, they may evolve into situations that lead to discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence, or stalking.

- A University employee shall not enter into a consensual relationship with a student or employee over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each campus shall develop a procedure to reassign such authority to avoid violations of this policy.
- This prohibition does not limit the right of an employee to make a recommendation on the personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or MPP/confidential personnel plan.

Academic Consequences Policy

Faculty members have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation, or collusion. These consequences may include, but are not limited to, assigning a lowered grade, zero, or "F" on an individual assignment; or lowering the student's grade or assigning an "F" in the course. A faculty member may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments.

Administrative Sanctions Policy

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage also violate the Student Conduct Code (Subsection 41301 of Title 5, California Code of Regulations). To that end, violations of the Academic Honesty Policy should also be reported to the

Dean of Students. The University can impose administrative sanctions in addition to academic consequences. As stipulated in Executive Order 1098, Student Conduct Procedures (among other places), cheating, plagiarism, misrepresentation, or collusion in connection with an academic program or campus may warrant, but is not necessarily limited to, Disciplinary Probation, Suspension, or Expulsion. Repeat offenders will receive particular consideration for administrative sanctions. Please note that a record of all disciplinary charges, including cheating and plagiarism, will be maintained in the Office of the Dean of Students. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

Reporting Procedures for Violations of Student Conduct Policy

When satisfied that a reasonable evidentiary standard has been met, and as soon as possible after discovering the alleged violation, the faculty member should arrange an office conference in order to inform the student of the allegations and of the due process rights. At the conference, the student should be informed of the supporting evidence and the consequences and procedures regarding academic dishonesty. A student may appeal an accusation of academic dishonesty and any academic consequences of such an accusation under the conditions set forth in the Academic Grievance/Grade Appeals Policy. Copies of the Academic Honesty Policy and the Academic Grievance/Grade Appeal Policy are available in the University Catalog at <http://www.csusm.edu/catalog/>

Requirements for Professionalism

Throughout the program, students will be assessed in academic and internship coursework as these are aligned with our mission, goals and program student learning objectives. All requirements for professionalism are mandatory and if not followed, may result in a Statement of Concern or discontinuation from the program.

Course Attendance

Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Classroom attendance is required for every student and is recorded depending on the course and the professor. Petitioning for an excused absence is subject to the professor's discretion, with excused absences limited to family emergencies and documented illness.

Classroom Participation/Attentiveness

Graduate students are expected to be active participants in class meetings. Lack of contribution to class discussions (and/or role-play exercises) will adversely affect the student's attendance and participation grade. Conversely, attempts to dominate class discussions (and/or role-play exercises) will also result in lower grades.

Students often engage in multiple activities during class under the false assumption they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention where limited engagement is the result. Students are expected to contribute to and not detract from an atmosphere of learning during class. Attentiveness reflects on social skills, a sense of professionalism and the potential to be successful when employed.

Reoccurring Absence/Tardy

Reoccurring absence and tardiness will result in a lowering of course grade. **Recurring absences and tardiness are deemed excessive if a student is absent and/or tardy from a class more than twice in one course.** If situations result in a tardy arrival, students should enter the classroom quietly and note their arrival time with the instructor (and/or the attendance sheet) at the completion of the class meeting.

Professional Behaviors

Once you start your graduate studies in the Master of Public Health program you are on the pathway to becoming a professional, therefore, you are to maintain professional behaviors in all of your academic and internship coursework and settings. Professionalism is defined by Encarta Encyclopedia as the skill, competence or character expected of a member of a highly trained profession. The faculty, along with input from your internship site supervisor(s), will monitor the following behaviors: time management, dependability, professionalism, interpersonal communication skills, commitment to advancing knowledge, and response to feedback.

Cell Phones

Use of cell phones is not permitted in the classroom. Most graduate students are very conscientious and respectful about cell phone use in class. Cell phones should be turned off before class and left off.

Academic and Administrative Probation

CSUSM graduate students may be placed on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average (less than 3.0), or other failure to make adequate academic progress. For the university policy on Graduate Probation and Disqualification Reinstatement:

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

Statement of Concern

The College of Education, Health and Human Services Statement of Center (SOC) Policy and Procedures is a communication used by departments and programs to alert students to any needed areas of performance improvement (i.e. academic, professional behaviors, academic dishonesty, etc.) that would prevent progress towards the completion of the credential and/or degree and to provide mentoring and guidance to students in an effort to address such issues.

Faculty and the MPH Director are responsible for attempting to address performance concerns informally (mentoring, advising, coaching, etc.) prior to issuance of a Statement of Concern. Informal attempts to resolve performance concerns should be clearly documented and communicated to the student via email. If the Faculty or MPH Director have attempted informal measures and the student fails to correct the behavior, a Statement of Concern and Performance Improvement Contract may be issued. Some performance concerns will necessitate the issuance of a Statement of Concern and Performance Improvement Contract without informal intervention. These performance concerns include, but are not limited to:

1. Endangerment of client/student/patient/other in clinical practice;

2. Violation of a recognized code of conduct (e.g. professional codes of conduct, CSUSM Student Code of Conduct, etc.); and/or
3. Dismissal from a clinical site/placement

Students may be issued up to two Statements of Concern and Performance Improvement Contracts. If a student fails to resolve the issues described in the second Statement of Concern and Performance Improvement Contract as indicated in the second Performance Improvement Contract Review meeting, the student may be disqualified from the program by the CEHHS Dean (or designee). Only the Program/School Director shall have the authority to recommend disqualification of a student to the Dean (or designee). In situations involving serious violations of ethical and professional standards, a student may be dismissed after the first Statement of Concern. Only the Dean, or designee, has the authority to dismiss a student from a program.

The full policy and accompanying forms are available at the CEHHS Student Services website: <https://www.csusm.edu/cehhs/facultyandstaff/statementofconcern.html>

Dismissal from the Program

Students will be held to the highest personal and professional standards and must stay in compliance with the MPH program requirements in addition to internship sites onboarding requirements. This includes but is not limited to federal requirements regarding breach of ethical treatment of confidential and anonymous data in compliance with OHRP and HIPAA regulations. Failure to follow professional and ethical standards can lead to internship termination and are grounds for dismissal from the Master's in Public Health Program. A student dismissed for academic deficiencies and/or ethical violations of standard data management of confidentiality is ineligible to apply for re-enrollment to the MPH program.

Students Rights and Responsibilities

All CSUSM students have the right to: academic advisement, freedom of expression, academic evaluation, access official educational records and information, make a complaint, seek to have records amended, have some control over the disclosure of personally identifiable information, and be free from discrimination, harassment, and sexual violence. Additional information about student rights may be found throughout the University Catalog: <http://www.csusm.edu/catalog/>.

Student Grievance and Appeal Process Policies

The purpose of the Student Grievance Policy is to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant, also referred to as the grievant. Additional information about the Student Grievance Policies can be found at https://www.csusm.edu/policies/active/documents/student_grievance_policy.html

MPH Program Informal Grievance Resolution Policy

Students are expected to use informal channels to resolve grievances, beginning with a faculty-student or faculty advisor-student meeting. If no resolution is achieved, the student then meets with the Program Director and the concerned party. After all informal channels have been exhausted

without successful resolution, the student will be directed to the College's Director of Student Services, who either works with the student, or directs the student to the Associate Dean of the College of Education, Health and Human Services.

University Policy

Should the grievant or respondent require a reasonable accommodation as mandated by Title II of the Americans with Disabilities Act, or have any other special needs, it must be brought to the attention of the administrator of the informal process and the Dean of Students Office in writing no less than seven instructional days prior to the date the accommodation is requested to be implemented.

Student Course Grade Appeals Policy

The purpose of the Student Course Grade Appeals Policy and Procedures shall be to enable students to seek redress of complaints about a course grade. A grade appeal arises when circumstances prevent assignment of an earned course grade or cause an assigned course grade to be questioned by a student. This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of California State University San Marcos. The burden of proof shall rest on the student.

The grade appeal process has two parts: the required Informal Resolution Process and the Formal Grade Appeal Process. In cases where the informal process does not result in a resolution of the dispute, a series of documents need to be filed for the formal grade appeal. Before filing a formal grade appeal, students must complete all three steps of the informal resolution process. For the full policy and appeal process, refer to https://www.csusm.edu/policies/active/documents/student_grade_appeals.html

STUDENT SUPPORT SERVICES

Bookstore (University Store and CSUSM Bookstore)

Cal State San Marcos University Store and CSUSM Bookstore provide a range of products and services, including textbooks for classes, special class orders, reference books, class related office supplies, imprinted Cal State San Marcos clothing, and gifts. (760) 750-4730; (760) 750-4737; www.csusmbookstore.com

Career Center

The Career Center offers graduate students a variety of services to help you throughout your education, and as you transition and advance in the workforce. Whether you need help with career management, writing a resume, finding a job and/or negotiating your salary, they are here to help. Craven Hall, 1400; (760) 750 -4900; www.csusm.edu/careers

The Center for Children and Families (CCF)

The Center for Children and Families (CCF) opened its doors in 2007. As the on- campus childcare center at CSUSM, it provides convenient, quality childcare to the students, faculty, and staff of CSUSM, as well as families in the larger community. (760) 750-8750; <http://www.csusm.edu/ccf/index.html>

Dean of Students Office

The Dean of Students Office serves as an advocate and a centralized resource for connecting students with appropriate services across campus and in the community. The Office provides general information concerning campus policies, procedures, and regulations. Their mission is to advance the commitment to student learning and development of the whole student through care, advocacy, support and accountability. Students needing assistance with any University matter are encouraged to initiate resolution through this office. Specific policies regarding grade appeals, student grievances, and/or student conduct are administered by this office. Craven Hall 3600; Tel (760) 750 -4935; <http://www.csusm.edu/dos/>

Disability Support Services (DSS)

The Office of Disability Support Services (DSS) determines reasonable accommodations for students with disabilities. All students with disabilities who request reasonable accommodations are required to provide appropriate and recent documentation to DSS before support services can be approved. Support services are available through DSS for those students who qualify, noting that the appropriate accommodations for each student will be approved based on the documented disability. Craven Hall 4300; (760) 750 -4905; (TDD 750-4909); www.csusm.edu/dss/

Financial Aid and Scholarships

The Financial Aid and Scholarships Office administers several programs which are designed to assist students whose financial resources are insufficient to meet their educational costs, including fees, books, transportation, and living expenses. Financial assistance programs consist of gift aid (grants and scholarships), loans, and employment opportunities. The funds for these programs come from the State of California, the federal government, and private sources. To be eligible for any form of financial aid, students must complete and submit the FASFA every year by the stated deadline.

Scholarships are available to students attending Cal State San Marcos. Some scholarships do not require financial need. Cal State San Marcos has a general scholarship application which is available from the Financial Aid and Scholarships Office. This application must be completed and submitted by the deadline each year in order to be eligible to receive any scholarships. Students are also urged to regularly check with the Financial Aid and Scholarships Office at Cougar Center and check their scholarship notebook. Additionally, a free scholarship search service is available in the financial aid section of the Cal State San Marcos Web site. The site is free of charge and contains information on national scholarships.

Financial Aid: <http://www.csusm.edu/finaid/index.html>

Scholarship: http://www.csusm.edu/finaid/scholarship_all/index.html

Graduate Research

Cal State San Marcos recognizes student research as an integral part of student learning. CSUSM is continually exploring new ways to provide opportunities to students and faculty to expand research opportunities, and to provide resources for presenting, distributing, and disseminating student research. Craven Hall 5210; (760) 750 -4029;
<http://www.csusm.edu/gsr/student/index.html>

M. Gordon Clark Field House

The M. Gordon Clarke Field House (affectionately known as "The Clarke") is dedicated to promoting holistic wellness and enriching the CSUSM experience by providing inclusive recreational services, facilities, and opportunities. (760) 750 -7400;
www.csusm.edu/theclarke/

News and Calendars

<http://www.csusm.edu/news/index.html> <http://www.csusm.edu/calendar/>

Off-Campus Housing

Student Life & Leadership offers a limited number of off-campus housing services to Cal State San Marcos students, faculty, and staff. You can place an ad or search their web site for a variety of living arrangements, including roommate finders, apartment listings, and rooms in private residences. www.csusm.och101.com

Parking and Commuter Services

CSUSM paid parking session is required at all times while parked on campus. Parking is enforced 24 hours daily and there is no grace period. **Parking and Commuter Services no longer issues physical permits.** New and continuing students must enter the License Plate numbers for their vehicles when purchasing your Parking Session as this will become your Virtual Permit.

The SPRINTER commuter train stops on campus at the corner of Barham Drive and La Moree Street as it travels to and from Escondido and Oceanside.

The BREEZE bus stops on campus at Craven Circle, and at the SPRINTER commuter train station (on the same time schedule as the SPRINTER). A limited number of discounted passes are available through Parking and Commuter Services. Public Safety Building 63;

(760)750-7500

www.csusm.edu/parking

Sustainability at CSUSM

Here at CSUSM, we are striving to integrate sustainability themes and concepts into the curriculum and into our decision-making processes. We are conserving our resources (energy, water, waste) and we are working to develop a culture of sustainability for all students, staff and faculty. Sustainability at CSUSM means the following: *The collective actions and efforts that: create a vibrant economy and a high quality of life, socially just communities and environmentally sound practices to ultimately meet the needs of current and future generations.* Through our [Sustainability Master Plan](#), we have identified goals within four main areas: Inclusive Excellence, Community and Culture, Operations, Sustainability Leadership and Administration and Teaching, Research and Service. Some of our most well-known goals include Zero Waste by 2025 and Increasing Alternative Transportation Usage by 2020. In addition, there are a variety of ways students can get involved, including: Service Learning and Internship opportunities, Apply for a Sustainability Projects Fund Grant, Join the Environmental Stewards Association Club or Volunteer. For more information go to: www.csusm.edu/sustainability or follow us on Instagram/Facebook @sustaincsusm

Zero Waste at CSUSM

Cal State San Marcos was an early adopter in the recycling effort receiving grant funding in 1993 to implement the campus standard of side by side trash and recycle bins. In compliance with State mandate AB 341, our recycling program diverts items normally sent to the landfill to a local sorting facility to ultimately be remade into many useful products. The campus

additionally reduces landfill material by operating a small pre-consumer composting program and continues to research viable options for post-consumer organic waste to comply with State mandate AB 1826. With a strong foundational culture to protect and improve our environment, the recycling program progressively evolved into a zero waste program in 2017. To reach the zero waste by 2025 goal we continuously seek to identify opportunities and implement innovative programs that educate our community to make more sustainable choices, creatively reuse materials, properly recycle material to increase waste diversion, and to ensure materials at the end of their life cycle are properly disposed. Additional information is located on the Journey to Zero Waste webpage - <https://www.csusm.edu/energy/recycling/index.html> or contact zerowaste@csusm.edu.

Student Affairs

The mission of the Division of Student Affairs is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community. Craven Hall 3600 Tel: (760) 750-4056; <http://www.csusm.edu/studentaffairs/>

Student Health and Counseling Services

Student Health and Counseling Services provides basic primary health care, health education, and psychological counseling to enrolled Cal State San Marcos students. Students can purchase medical health services for \$95 per semester and behavioral health services for \$65 per semester (6 counseling sessions included in this fee). The Student Health and Counseling Services staff includes medical, psychological, and administrative professionals who are trained to assist students who have medical, mental, and/or health related problems. Visits with a doctor, nurse practitioner, health educator, nurse, or psychologist are available with an appointment. Visits may include routine preventive health screenings, such as PAP exams and physicals, or treatment for colds, respiratory infections, and other general health issues. A psychiatrist is available for low cost visits.

Also available are laboratory, radiology, and immunization services. Students have access to pharmacy services for low cost prescription and over the counter medications. Students may seek visits with a health educator at the HOPE & Wellness Center for nutritional, family planning discussion, weight management, or STD counseling. Free anonymous HIV testing is available through North County Health Services once a month in the clinic.

(760) 750-4915 Appointments; (760) 750 -4924 TDD; (760) 750 -3181 Fax
www.csusm.edu/shcs; shcs@csusm.edu

Student Life and Leadership

Student Life & Leadership develops students' capacity to lead and initiate positive social change. We provide inclusive spaces, programming, and co-curricular learning opportunities that cultivate the student experience.

The Office of Student Life & Leadership supports you in your quest to **LEARN** about your interests and strengths, **DEVELOP** leadership skills, and eventually **LEAD** your peers, the campus, and our community. Students can choose from over 100 recognized student organizations to get involved with - or start their own! As a result of getting involved, Student Organization leaders develop a campus support network, grow their leadership skills and plan fun activities for their group and the campus at large. Student Organizations offer a wide variety of opportunities for students to enhance their academic and social life on campus. (760) 750-4970; University Student Union 3600; www.csusm.edu/sll

Student Writing Center

The Writing Center offers students from all disciplines an opportunity to get feedback on their writing from trained peer consultants. Consultants work with students at any stage of the writing process, offering strategies, advice, and resources to help students improve their writing skills. One of the central goals of the Writing Center is to help create better writers, not just better writing. The Writing Center does this by focusing on the writing process, not just the paper at hand. In addition to one-on-one tutoring sessions, the Writing Center also offers on-line tutoring services, small group sessions, and writing and grammar workshops. Kellogg Library, 1103 (760) 750 -4168 www.csusm.edu/writingcenter

University Student Union (USU)

Opened in April 2014 and built on a foundation of community, the University Student Union (USU) is the heartbeat of the CSUSM student experience, committed to diversity, innovation, and learning. The USU serves as the center of campus life by providing welcoming and innovative spaces that can be utilized for eating, meeting, activities, gaming or just relaxing.

<http://www.csusm.edu/usu/>

The Epstein Family Veterans Center

The new Epstein Family Veterans Center, located adjacent to Markstein Hall, is a great facility for veterans, active-duty military, and all other military-connected students. We provide office spaces, conference room, kitchen, lounge and event space for our students. This is a place where military-connected students can receive support in achieving their academic and career goals with services tailored to their unique needs. Veterans to Energy Careers (VTEC) offices provide career counseling and preparation for our students to be able to connect with internships and secure a career prior to graduation.

Veterans Services

Veterans Services is located at Cougar Central (3rd floor, Craven Hall) where we provide a one-stop shop for information regarding our military-connected students on Federal VA benefits as well as their California state benefits. We can provide assistance in signing up for, upgrading and utilizing their benefits to provide a pain-free certification process.

Library and Technology Services

The 200,000 square foot Kellogg Library has over 300 computers, nearly 30 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level.

Web Access

<https://biblio.csusm.edu> The web site provides access to the library catalog and over 100 research databases. It also provides information on the library's services, hours, and people. You may make requests directly online for things such as Interlibrary Loan materials or research appointments. <https://biblio.csusm.edu>

Photo ID Card

Student identification cards are issued by the Media Library in the Kellogg Library building. The identification cards, which include the student's photo and ID number, are required to check out library and IITS materials, to receive health services, write checks on campus, gain access to secure areas, and for identification purposes if requested by a University representative acting in an official capacity. A computer-based photo ID system is used to take individual photographs and print the cards. To obtain a Cougar ID card, students must be prepared to present a valid picture ID and payment of \$5.00. Photo IDs can be obtained in the Media Library during their open hours, which can be found on the library's web site. (760) 750-4370 <https://biblio.csusm.edu/content/cougar-cards>

Instructional and Information Technology – <https://www.csusm.edu/iits>

Instructional and Information Technology Services (IITS) partners with the campus to support CSUSM's enterprise computing infrastructure and services. These services range from student and administrative systems to network operations and cloud services to security and customer support. IITS is responsible for all aspects of innovation, implementation and maintenance of information technology across the CSUSM. View our [IITS Facts and Stats](#) page showing service metrics for the major campus services and processes. Our comprehensive [IT Service Catalog](#) describes the services available that are designed to meet the expectations of students as they look to CSUSM for services uniquely suited to their academic needs.

Technology Support Services – <https://www.csusm.edu/tss>

Technology Support Services (TSS) provides technical support to all students, faculty, and staff related to technology needs in the following areas: office-use, classrooms, labs, and student housing. Technology Support Services is comprised of four branches: Classroom Systems Support, Faculty & Staff Help Desk, Software Training, and Student Technology Help Desk. We have a 24x5 computer lab located in Kellogg 2000 and additional computer labs throughout the semester. Download the CSUSM campus app

Academic Technology Services – <https://www.csusm.edu/ats>

Academic Technology Services (ATS) focuses on helping Instructors adopt the high impact practices and technologies that create and support transformational teaching and learning experiences. We support students with audio, video, virtual and augmented reality, and geographic information systems (GIS) projects.

MyCSUSM

Your student center is located in MyCSUSM (<https://my.csusm.edu>), where you can perform several tasks relevant to your academic experience at CSU San Marcos! Students will be able to search for and enroll in classes; View your grades and academic history; Apply for graduation; View, accept, and decline financial aid offers; View and pay charges; View personal information; Change your address; View Holds information; and, View “to do” items.

For information on how to use the features mentioned above, peruse the self-service [quick reference guides](#).

For assistance with registration, visit Cougar Central in Craven Hall room 3900 or call the registration helpline at (760) 750-4824 during business hours. You may also send an email from your CSUSM email account to registrar@csusm.edu.

Campus Safety

Emergency Procedures

To ensure everyone’s safety in an emergency, please take the time to review the emergency evacuation plans posted throughout all University buildings. In the event of a fire, dial 9-1-1 to report the fire, activate the emergency alarm, and evacuate the building immediately. When outside of the building, move upwind and away from the building. In any emergency, elevators are not to be used as part of an emergency evacuation route plan. Pre-plan your emergency evacuation by being familiar with at least two emergency evacuation routes from wherever you are in the University. You may also obtain information about emergency procedures by contacting University Police. For more information on emergency or safety tips and procedure, visit the University Police Department’s web site at: <http://www.csusm.edu/police/> Phone: (760) 750-4567

Injury and Illness Prevention Program

Cal State San Marcos has an Injury and Illness Prevention Program (IIPP) intended to provide a carefully controlled, safe, and healthy work environment for all employees and students. The IIPP is based on the concept that safety is a grass-roots program and is required per the California Code of Regulations. The IIPP policy assures that any employee may refuse to participate in any activity that the person, in good conscience, believes could cause harm to his/her well-being. Mandatory IIPP training is offered by Safety, Risk, and Sustainability for all employees of Cal State San Marcos. A schedule of training opportunities is published each

semester. Please call, (760) 750-4502, or visit the web site at <http://www.csusm.edu/srs/> for a listing of training events or further information, (760) 750-4502.

University Police Department

(911 — Emergency)

The University Police Department, a full-service police department, is located in the Public Safety Building at 425 La Moree Road. The main telephone number is (760) 750-4567. The University Police operates 24-hours a day, 7 days a week, 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime or witness of a suspicious activity, report the incident immediately to the University Police. Since calls to 911 from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750-4567 into your cell phone for on-campus emergencies.

The University Police Department provides the following campus community services:

- Safety Escort Service from dusk to dawn.
- The University Lost and Found program.
- RAD (Rape Aggression Defense) program, a women's self-defense and empowerment course.
- PRICE (Preventing Rape by Intoxication through Community Education) Program, an educational program designed to reduce sexual assaults that are a result of victim intoxication.
- 502 Blues, an alcohol awareness and impaired driving prevention presentation.
- Cougar Watch, a community-based crime prevention coalition.
- Professional Speaker Bureau, officers provide information on a wide variety of safety and crime prevention topics.

For more information on these and other services, please see our website at www.csusm.edu/police.

Skateboarding

Riding skateboards is prohibited on all University property at all times. Roller skates, roller blades, 'scooters', and devices of a similar nature are included in this prohibition.

Weapons on Campus

It is the policy of California State University San Marcos to provide a safe environment for all students, employees, visitors, and guests by enforcing all laws pertaining to firearms, weapons, or destructive devices on campus. The state laws pertaining to these devices are:

- It is a violation of Penal Code section 626.9 for any person, except as defined in Penal Code Section 25850, to bring or possess any firearm onto any property owned, controlled, or operated by the University without the prior written permission of the President or designee.
- It is a violation of Penal Code section 626.10, with specific exceptions as noted within 626.10 of the Penal Code, for any person to bring or possess and dirk, dagger, ice pick, knife having a fixed blade longer than two and one half (2 Ω) 2 ½ inches, stun gun or “Less Lethal Weapon” on any property owned, controlled, or operated by the University without prior written permission of the President.

Emergency Notification Sign-Up

If you are a current CSUSM faculty, staff, student, or administrator, you are automatically registered in the CSUSM Emergency Notification System utilizing your CURRENT contact information within the University’s PeopleSoft system. Please confirm that your contact information is correct and up to date within PeopleSoft to make sure you will receive emergency notification(s) when necessary. <http://www.csusm.edu/em/NotRegistration.html>