DEPARTMENT OF PUBLIC HEALTH

Master of Public Health
Health Promotion and Disease Prevention
Gerontological Health
Environmental and Occupational Health

Graduate Handbook
2019- 2020

Division Office–KHS 121
(657) 278-3316
http://hhd.fullerton.edu/pubh/

Michele Wood, PhD, MS
Department Chair

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

**PURPOSE**

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

**MISSION**

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

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

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

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

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

On behalf of the faculty of the Department of Public Health, we wish you an enjoyable graduate experience here at California State University, Fullerton.

Michele Wood, PhD, MS
Chair, Health Science

Joshua Yang, PhD, MPH
MPH Advisor
<table>
<thead>
<tr>
<th>HEALTH PROMOTION/DISEASE PREVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Name</strong></td>
</tr>
<tr>
<td>Joshua Yang* - Lead Advisor</td>
</tr>
<tr>
<td>Laura Chandler*</td>
</tr>
<tr>
<td>Shana Charles*</td>
</tr>
<tr>
<td>Anthony DiStefano*</td>
</tr>
<tr>
<td>Lilia Espinoza*</td>
</tr>
<tr>
<td>Jasmeet Gill*</td>
</tr>
<tr>
<td>Portia Jackson Preston*</td>
</tr>
<tr>
<td>Maria Koleilat*</td>
</tr>
<tr>
<td>Gail Love</td>
</tr>
<tr>
<td>Archana McEligot*</td>
</tr>
<tr>
<td>Tabashir Nobari*</td>
</tr>
<tr>
<td>Daniela Rubin</td>
</tr>
<tr>
<td>Pimbucha Rusmevichientong*</td>
</tr>
<tr>
<td>Mojgan Sami*</td>
</tr>
<tr>
<td>Stephanie Vaughn</td>
</tr>
<tr>
<td>Penny Weismuller</td>
</tr>
<tr>
<td>Jie Weiss*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENVIRONMENTAL AND OCCUPATIONAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Name</strong></td>
</tr>
<tr>
<td>Danny Kim* - Lead Advisor</td>
</tr>
<tr>
<td>John Bock</td>
</tr>
<tr>
<td>Phillip Gedalanga*</td>
</tr>
<tr>
<td>Alice Lee*</td>
</tr>
<tr>
<td>Bo Park*</td>
</tr>
<tr>
<td>Robert Voeks</td>
</tr>
<tr>
<td>Michele Wood*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GERONTOLOGICAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Name</strong></td>
</tr>
<tr>
<td>Jennifer Piazza*- Lead Advisor</td>
</tr>
<tr>
<td>Diana Tisnado*</td>
</tr>
<tr>
<td>Laura Zettel-Watson*</td>
</tr>
<tr>
<td>Barbara Cherry</td>
</tr>
<tr>
<td>Melanie Horn-Mallers*</td>
</tr>
<tr>
<td>Carl Renold</td>
</tr>
<tr>
<td>Debbie Rose</td>
</tr>
</tbody>
</table>
*Public Health Faculty* – Faculty from Public Health must Chair Projects/Theses
# University Contact List/ Telephone Directory

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

*Why should I pursue a Master of Public Health?*

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

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

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

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

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

In addition to the challenging but rewarding academic program offered within the Department of Public Health, you will reside in one of the most environmentally desirable and diverse communities in the country. The University is rich in its cultural diversity and has been honored for the large number of degrees awarded to minority students. U.S. News & World Report (Sept. 2017) ranks CSUF among the nation’s top 25 “Most Innovative Schools”. Hispanic Outlook in Higher Education (Aug. 2017) ranks CSUF No. 1 in California and No. 2 in the nation among top colleges and universities awarding degrees to Hispanics, based on data from the U.S. Department of Education. The University is located in Orange County, which was rated the
number one place to live by Places Rated Almanac, out of 351 cities or metropolitan areas of its size across the United States. With 42 miles of coastline and 125 miles of bikeways and beaches, coupled with an average annual temperature of 75 degrees – the climate of Orange County affords its residents year-round recreation and sporting opportunities.

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

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

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

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

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

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

1. Copy of official transcript(s) from all college work sent directly to the MPH Admissions Analyst;
2. Graduate Record Examination (GRE) score;
3. Two letters of recommendation;
4. A narrative statement (300-500 words describing how the program relates to professional goals);
5. A current resume;
6. Completion of 3 units of statistics and/or research methods (appropriate courses include:
7. Appropriate educational background for the public health program.
8. A cumulative GPA of 2.7.
9. Paid or volunteer experience in public health, health education or related health area.
10. Interview upon request.

**What are the requirements to complete the degree?**

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

**Required Core Competency Courses (24 units)**
- PUBH 500 Issues in Public Health (3 units)
- PUBH 501 Advanced Methods in Epidemiology (3 units)
- PUBH 508 Statistical Methods in Health Science (3 units)
- PUBH 510 Research Methods in Health Science (3 units)
- PUBH 515 Advanced Environmental Health (3 units)
- PUBH 524 Public Health Administration (3 units)
- PUBH 535 Program Planning and Evaluation (3 units)
- PUBH 540 Advanced Study in Health Promotion and Disease Prevention (3 units)

**Internship (6 units)**
- PUBH 595 Graduate Internship
  
  Our accreditation with the Council on Education for Public Health (CEPH) requires 240 hours of internship. Students may begin collecting internship hours in the summer after their first year of classes. More details can be found under the Requirements section.

**Electives (9 to 12 units)**
- Selected from approved electives list provided to students.

**Culminating Experience (0 to 3 units)**
- PUBH 597 Project (3 units),
- PUBH 598 Thesis (3 units), or
- Comprehensive Examination (0 units, must take additional 3 unit elective)

**What advisory tracks can I focus in?**

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

**Health Promotion and Disease Prevention Track**
- This practitioner-oriented program addresses behavioral theory, communication and motivation processes, community intervention strategies, strategies for dealing with multicultural
populations, and evaluation procedures for community health promotion and primary prevention. Graduates are prepared to:

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

**Environmental and Occupational Health and Safety Track**

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

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

**Gerontological Health Track**

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

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

*What types of career opportunities are available?*

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

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

**How can I obtain more information?**

Many of your questions can be answered by visiting the MPH home page within the department’s website at [http://hhd.fullerton.edu/hesc/Programs/MPH/index.htm](http://hhd.fullerton.edu/hesc/Programs/MPH/index.htm). We also welcome you to visit the campus, speak to graduate faculty in your area of interest and tour our facilities. You can also make an appointment to meet with the Admissions Analyst of the MPH program by calling 657-278-3317.
# MPH Health Promotion Track Study Plan Guide  
*(ALL CLASSES ARE 3 UNITS)*

## CORE REQUIREMENTS (30 UNITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time (projected times/days BASED ON 2019 times/dates and subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 500₁</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>Tue. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 508₁</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>Tue. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 501₁</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>Tue. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 540₂</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>Mon. 4:00-7:00pm</td>
</tr>
<tr>
<td>PUBH 515₂</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>Mon. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 524₂</td>
<td>Public Health Administration</td>
<td>Summer session B</td>
<td>T/TR 5:00-9:10pm. 5 weeks</td>
</tr>
<tr>
<td>PUBH 535₁</td>
<td>Program Planning and Evaluation</td>
<td>Spring</td>
<td>Tue. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 510₂</td>
<td>Research Methods</td>
<td>Fall</td>
<td>M 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 595₂</td>
<td>Graduate Internship (used to be PUBH 550)</td>
<td>Usually begins in summer</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

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

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

## TERMINAL REQUIREMENT (0-3 UNITS)

Choose one: PUBH 597 (Project, 3 units) OR PUBH 598 (Thesis, 3 units) OR Comprehensive Exam (0 units). Students must take 3 additional units of electives if they take the Comprehensive Exam.
**ELECTIVES (9-12 UNITS)**

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

* = Strongly recommended for the HP track

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

**ADDITIONAL ELECTIVES**

Please refer to the course catalog for a more detailed description of additional electives. Please use the instructions on the next page to determine the general semesters and times that these courses are available.
INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

1. Go to www.fullerton.edu

2. Along the top right of the page, you will see SEARCH. Click on the word SEARCH and another bar will appear above it.

3. To the left of SEARCH, you will see Quick Links. Click on the arrow below Quick Links. A drop down menu will appear. Select Class Search, then press enter.

4. You will then be directed to the Class Search page. Here, select the Term you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at Search for Classes, and then Go.

5. Make your selections. “Health Science” for Course Subject (if the course begins with HESC), and type in the exact 3-digit Course Number (e.g., 508 for PUBH508). For Course Career, select “Undergraduate” for courses in the 400s (e.g., PUBH411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). Deselect the option “Show Open Classes Only.” Then select Search.

6. The course sections with dates and times should appear. A helpful hint is the following:

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

ADDITIONAL ELECTIVES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 401</td>
<td>Ethnographic Field Methods</td>
<td>Anthropological field research by students on various problems using participant observation techniques.</td>
</tr>
<tr>
<td>ANTH 409</td>
<td>Applied Anthropology</td>
<td>Uses of anthropological skills and sensitivities in approaching contemporary human problems. Cultural change, organizational development, program planning and evaluation, the consultant’s role and professional ethics.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ANTH 441</td>
<td>Human Variation</td>
<td>Processes underlying and the theories for the existence of the present variation between and within human populations. Genetics of human populations and the significance of racial classifications. (2 hours lecture, 3 hours laboratory)</td>
</tr>
<tr>
<td>ANTH 442</td>
<td>Medical Anthropology</td>
<td>Human health and disease and their relationship to cultural practices, beliefs and environmental factors; histories of various diseases as factors of cultural change; health care delivery systems. One or more sections offered online.</td>
</tr>
<tr>
<td>CHIC 450</td>
<td>The Chicano an Contemporary Issues</td>
<td>Socioeconomic and political problems confronting the Chicano, including proposed solutions. Effect that social institutions have had on the Chicano community.</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Principles of Communication Research</td>
<td>Research methods used to assess the effects of print, broadcast and film communications on audience attitudes, opinions, knowledge and behavior. Research design and data analysis in communications research.</td>
</tr>
<tr>
<td>COMM 464</td>
<td>Public Relations Management</td>
<td>Analyze systems and strategies for planning public relations campaigns and solving/preventing problems. Individual, team case studies, in corporate development of proposals; actual use of tools in addition to role playing presentations to management.</td>
</tr>
<tr>
<td>COMM 466</td>
<td>Health Public Relations Campaigns</td>
<td>Best practice public relations and communication strategies for various sectors engaged in all aspects of health, including: providers, public health agencies, educators, nonprofits, policy makers, researchers, insurance providers and members, pharmaceutical and biotech companies, national specialty care providers, patients and their families and public relations/advertising agencies.</td>
</tr>
<tr>
<td>COMM 480</td>
<td>Persuasive Communications</td>
<td>Persuasive communications applied to mass communication. The communicator, audience, message content and structure, and social context in influencing attitudes, beliefs and opinions.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>COUN 500</strong></td>
<td>The Counseling Profession</td>
<td>Counseling as a mental health professional, including its history, current functions and future directions. The counselor as a professional, including educational goals, personal values and cultural understandings. Opportunity to observe master counselors at work.</td>
</tr>
<tr>
<td><strong>COUN 511</strong></td>
<td>Pre-Practicum (Counseling Skills)</td>
<td>Pre- or corequisite: COUN 500; or admission to the Concentration in School Nursing. Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one's values influence the counseling process. Crisis intervention also will be addressed. Extensive role play practice.</td>
</tr>
<tr>
<td><strong>COUN 518</strong></td>
<td>Human Development and Functioning</td>
<td>Pre- or corequisites: COUN 500, 511. Human development from infancy to old age, and its effect on individuals, couples and family relationships. Implications for counseling; role of cultural/social contexts and social stressors; role of human sexuality in development.</td>
</tr>
<tr>
<td><strong>HUSR 400</strong></td>
<td>Ethical and Professional Issues in Human Services</td>
<td>Ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Offered online only. (Same as PHIL 400)</td>
</tr>
<tr>
<td><strong>HUSR 415</strong></td>
<td>Treatment Issues in Drug Addiction</td>
<td>Treatment issues and theoretical models involved in the treatment of drug dependencies. Emphasizes specific effects of different drug classifications; understanding drug cultures; women, children and elderly addiction; co-dependency and enabling.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HUSR 420</td>
<td>Human Services Management</td>
<td>Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability and improving program management.</td>
</tr>
<tr>
<td>HUSR 465</td>
<td>Human Services Delivery to Latinos</td>
<td>Theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers in working with Latino populations. Cultural competence when serving Latinos in mental health, social welfare, and educational agencies.</td>
</tr>
<tr>
<td>KNES 406</td>
<td>Principles of Sport and Exercise Management</td>
<td>Sport/ exercise management enterprise, including school, facility, professional, commercial, industrial, corporate management and specialists in marketing, print/electronic media. Job descriptions, professional preparation and placement opportunities are detailed. Portfolio development.</td>
</tr>
<tr>
<td>KNES 414</td>
<td>Legal Issues in Sport and Exercise</td>
<td>Introduction to the legal system and the law as applied to sport and exercise settings, which includes the areas of sports, fitness and healthcare, and recreational activities, with an emphasis on understanding the concepts of ethics, negligence and risk management.</td>
</tr>
<tr>
<td>KNES 432</td>
<td>Applied Exercise Psychology</td>
<td>Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.</td>
</tr>
<tr>
<td>KNES 470</td>
<td>Nutrition for Exercise and Sport Performance</td>
<td>Role of different nutrients (macro and micro) to provide energy during exercise, enhance performance and support recovery after exercise. Fluid replenishment, ergogenic aids, nutritional supplements, nutritional immunology and the female athlete.</td>
</tr>
</tbody>
</table>

Updated 8/2019
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBST 485</td>
<td>Senior Seminar in Cultural Diversity</td>
<td>Intensive interdisciplinary study of selected topics in the humanities and arts. Integrates and builds upon previous classes in Liberal Studies and emphasizes student-led discussions.</td>
</tr>
<tr>
<td>MGMT 441</td>
<td>Labor-Management Relations</td>
<td>Impact of labor-management relations upon labor, management and the public. Proper grievance procedure, collective bargaining and settlement of disputes.</td>
</tr>
<tr>
<td>MGMT 525</td>
<td>Seminar in Team Leadership Skills</td>
<td>Graduate seminar and workshop to develop hands-on leadership skills to manage high-performance work teams. Topics include methods for self-awareness, making oral presentations, interviewing, stress management, supportive communication, problem solving, influencing and motivating others, managing conflict, empowering, delegating and team building.</td>
</tr>
<tr>
<td>PSYCH 474</td>
<td>Health Psychology</td>
<td>Role of psychology in prediction, prevention and treatment of medical disorders, including stress and illness, psycho-neuro-immunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.</td>
</tr>
<tr>
<td>PSYCH 475</td>
<td>Psychopharmacology</td>
<td>Basic neurophysiological principles of pharmacokinetics and pharmacodynamics that underlie the effects of drugs on experience and behavior. Recreational drugs and abused drugs that can contribute to psychological disorders. Psychological, medical and social implications of pharmacotherapy.</td>
</tr>
<tr>
<td>PSYCH 568</td>
<td>Substance Abuse</td>
<td>Impact of alcoholism and drug abuse on the individual, family and community; clinical skills in the diagnosis and treatment of substance abuse; and research on diagnosis and outcome.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SOC 416</td>
<td>Sociology of Alcoholism</td>
<td>Sociological analysis of alcoholism. Socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)</td>
</tr>
<tr>
<td>SOC 455</td>
<td>Sociology of Health and Illness</td>
<td>Comprehensive sociological perspective for interpreting medicine and medical behavior. Multifaceted approach to disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions, and the cost and service of health services.</td>
</tr>
</tbody>
</table>
# MPH EOHS Track Study Plan Guide

*(All Classes are 3 Units)*

## CORE REQUIREMENTS (30 UNITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 500&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>Tue. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 508&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>Tue. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 501&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>Tue. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 540&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>Mon. 4:00-7:00pm</td>
</tr>
<tr>
<td>PUBH 515&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>Mon. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 524&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Public Health Administration</td>
<td>Summer session B</td>
<td>T/TR 5:00-9:10pm. 5 weeks</td>
</tr>
<tr>
<td>PUBH 535&lt;sub&gt;1&lt;/sub&gt;</td>
<td>Program Planning and Evaluation</td>
<td>Spring</td>
<td>Tue. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 510&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Research Methods</td>
<td>Fall</td>
<td>Mon. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 595&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Graduate Internship</td>
<td>Usually begins in summer</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

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

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

## TERMINAL REQUIREMENT (0-3 UNITS)

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

Updated 8/2018
**ELECTIVES (9-12 UNITS)**
To be selected with Advisor Approval. Please check online for dates and times.
*= Strongly recommended for the EOHS track

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PUB H405</td>
<td>Worksite Injury Prevention and Rehabilitation</td>
<td>Spring</td>
</tr>
<tr>
<td>PUB H420</td>
<td>Chronic Disease Epidemiology</td>
<td>Spring</td>
</tr>
<tr>
<td>*PUBH 421</td>
<td>Infectious Disease Epidemiology</td>
<td>Fall</td>
</tr>
<tr>
<td>*PUBH 461</td>
<td>Occupational Health and Safety</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*PUBH 462</td>
<td>Environmental Toxicology and Health</td>
<td>Fall</td>
</tr>
<tr>
<td>*PUBH 463</td>
<td>Air Pollution and Health</td>
<td>Fall or Spring</td>
</tr>
</tbody>
</table>

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

Updated 8/2018
ADDITIONAL ELECTIVES

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

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

INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

1. Go to www.fullerton.edu

2. Along the top right of the page, you will see SEARCH. Click on the word SEARCH and another bar will appear above it.

3. To the left of SEARCH, you will see Quick Links. Click on the arrow below Quick Links. A drop down menu will appear. Select Class Search, then press enter.

4. You will then be directed to the Class Search page. Here, select the Term you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at Search for Classes, and then Go.

5. Make your selections. “Health Science” for Course Subject (if the course begins with HESC), and type in the exact 3-digit Course Number (e.g., 508 for PUBH508). For Course Career, select “Undergraduate” for courses in the 400s (e.g., PUBH411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). Deselect the option “Show Open Classes Only.” Then select Search.

6. The course sections with dates and times should appear. A helpful hint is the following:

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

Updated 8/2018
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title and Description</th>
</tr>
</thead>
</table>
| GEOG 450      | Human Response to Environmental Hazards  
Issues involved as humans endeavor to minimize the impact of hazards in the environment. Importance of cognition, perception, communication, mitigation and preparedness as societies cope with hazards posed by the natural world and human action. |
| GEOG 478      | Urban Planning Principles  
Seminar/discussion on conceptual themes and legal foundations of American urban planning. Policy areas associated with urbanization and suburbanization processes: land use, economic development, redevelopment, housing systems, neighborhood dynamics and growth management. (Same as Political Science 478) |
| GEOG 481      | Geographic Information Systems (GIS): Introduction  
Methods and applications of computer-assisted mapping and geographic information systems. (2 hours discussion, 3 hours lab) |
| GEOG 482      | Environmental Impact Assessment  
Techniques relevant to environmental impact assessment in accord with CEQA (state) and NEPA (federal) regulations. Systematic evaluation of major environmental impact topics. Individual and small team activities |
| GEOG 485      | Geographic Information Systems (GIS): Principles and Applications  
Prerequisite: GEOG 481 or equivalent. Integrated computer-assisted methods for handling spatial data, including database design, data conversion and updating, information retrieval, analysis, modeling and mapping. Instructional fee |
| GEOG 486      | Environmental Remote Sensing  
Fundamentals of remote sensing science and digital image processing. Remote sensing principles and the processing and interpretation of remotely sensed data using image processing techniques and software. |
| GEOL 470      | Environmental Geology and Planning  
Geologic processes, hazards, mineral and energy resources and their interaction with planning and environmental regulations. (3 hours lecture, 3 hours lab, field trips) |
| EGCE 481      | Solid Waste Technology and Management  
Prerequisite: EGCE 441 or equivalent. Process dynamics and kinetics; thermal, physical, chemical and biological treatment operations; immobilization process; residual management and treatment process train selection. |
| EGCE 482      | Liquid Waste Technology and Management  
Prerequisite: EGCE 441 or equivalent. Process dynamics; reactions and kinetics; reactor engineering and process design; pretreatment operations and physical, chemical and biological treatment operations; residual management and treatment process train selection. |

Updated 8/2018
<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 435</td>
<td>Chemistry of Hazardous Materials</td>
<td>CHEM 301B. Hazardous chemicals; organic and inorganic air- and moisture-sensitive compounds, reactive metals; chemical reactivity patterns; chemical compatibilities; storage and handling; methods of disposal and waste containment; Federal and local regulations; case histories.</td>
</tr>
<tr>
<td>CHEM 437</td>
<td>Environmental Water Chemistry</td>
<td>CHEM 315. Chemical characteristics of fresh and oceanic water; major water pollutant classes, origins, environmental chemical transformations, effects, abatement, and fates; chemical methods for determining water quality, large scale processes for water treatment.</td>
</tr>
</tbody>
</table>
# MPH Gerontology Track Study Plan Guide

## (ALL CLASSES ARE 3 UNITS)

### CORE REQUIREMENTS (30 UNITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Semester Offered</th>
<th>Day and Time (projected times/days BASED ON 2019 times/dates and subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 500₁</td>
<td>Issues in Public Health</td>
<td>Fall</td>
<td>Tues. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 508₁</td>
<td>Statistical Methods in Health Science</td>
<td>Fall</td>
<td>Tue. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 501₁</td>
<td>Principles of Epidemiology</td>
<td>Spring</td>
<td>Tues. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 540₂</td>
<td>Health Promotion and Disease Prevention</td>
<td>Spring</td>
<td>Mon. 4:00-7:00pm</td>
</tr>
<tr>
<td>PUBH 515₂</td>
<td>Advanced Environmental Health</td>
<td>Fall</td>
<td>Mon. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 524₂</td>
<td>Public Health Administration</td>
<td>Summer session B</td>
<td>T/TR 5:00-9:10pm. 5 weeks</td>
</tr>
<tr>
<td>PUBH 535₁</td>
<td>Program Planning and Evaluation</td>
<td>Spring</td>
<td>Tue. 7:00-9:45pm</td>
</tr>
<tr>
<td>PUBH 510₂</td>
<td>Research Methods</td>
<td>Fall</td>
<td>Mon. 4:00-6:45pm</td>
</tr>
<tr>
<td>PUBH 595₂</td>
<td>Graduate Internship (used to be PUBH 550)</td>
<td>Usually begins in summer</td>
<td>Determined with Internship Supervisor &amp; Internship Coordinator</td>
</tr>
</tbody>
</table>

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

### TERMINAL REQUIREMENT (0-3 UNITS)

Choose one: PUBH597 (Project, 3 units) OR PUBH598 (Thesis, 3 units) OR Comprehensive Exam (0 units). Students must take 3 additional units of electives if they take the Comprehensive Exam.

Updated 8/2018
**ELECTIVES (9-12 UNITS)**

To be selected with Advisor Approval. Please check online for days and times.

*= Strongly recommended for the GERO track

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

**ADDITIONAL ELECTIVES**

Please refer to the course catalog for a more detailed description of additional electives. Please use the instructions on the next page to determine the general semesters and times that these courses are available.
INSTRUCTIONS TO SEARCH FOR CLASS DATES/TIMES ONLINE

1. Go to www.fullerton.edu

2. Along the top right of the page, you will see SEARCH. Click on the word SEARCH and another bar will appear above it.

3. To the left of SEARCH, you will see Quick Links. Click on the arrow below Quick Links. A drop down menu will appear. Select Class Search, then press enter.

4. You will then be directed to the Class Search page. Here, select the Term you are interested in looking into, using the arrow (e.g., Spring 2014). Leave the default button at Search for Classes, and then Go.

5. Make your selections. “Health Science” for Course Subject (if the course begins with HESC), and type in the exact 3-digit Course Number (e.g., 508 for PUBH508). For Course Career, select “Undergraduate” for courses in the 400s (e.g., PUBH411), and “Postbaccalaureate” for courses in the 500s (e.g., HESC 508). Deselect the option “Show Open Classes Only.” Then select Search.

6. The course sections with dates and times should appear. A helpful hint is the following:

If the course you are interested in does not appear in a given term (e.g., Spring 2018), try another term (e.g., Fall 2018). If the subsequent term is not available on this search, try the same term in a previous year (e.g., Fall 2017 instead of Fall 2018). Most classes are offered at the same dates and times.
Master of Public Health
Suggested Cohort Study Plan
for the Fall 2019 Cohort

Fall ’19 enroll in 9 units
PUBH 500 (Yang)
PUBH 508 (Rusmevichientong)
One 3 unit elective – based on chosen track

Spring ’20 enroll in 9 units
PUBH 501 (Gill)
PUBH 535 (Weiss)
PUBH 595 (Ross) (1 unit)
One 3 unit elective – based on chosen track

Summer ’20 enroll in 3 units
PUBH 524 (Ross)
PUBH 595 (Weiss) [Internship fieldwork]

Fall ’20 enroll in 14 units
PUBH 510 (Espinoza)
PUBH 515 (Kim)
PUBH 595 (Weiss, if needed)
PUBH 595 (Ross) (1 unit)
One 3 unit elective – based on chosen track

Spring ’21 enroll in 6 units
PUBH 540 (Yang)
PUBH 597 or PUBH 598 or elective (if taking Comprehensive Exam)
GRADUATION May 2021
Important Sources of Information

There are two essential sources of information which you will refer to many times: (1) the MPH Program Titanium Page and (2) the CSUF Graduate Studies webpage. It is critically important that you become familiar with both of these resources.

MPH Program Titanium Page

Titanium is the name of the University’s learning management system which manages classes and hosts online communities. The MPH Program has its own Titanium Community page where you will find information on numerous elements of the MPH Program. You should pay particular attention to the following:

(1) News Forum. Information about Internships, job opportunities, conferences, and other co-curricular activities are posted here. Posts go directly to your @csu.fullerton.edu email address.

(2) Frequently used forms. You will need to fill out a form for nearly every administrative transaction during the program. These forms include:

   A. Change in Study Plan form
   B. Independent Study (PUBH 599) enrollment form
   C. Thesis (PUBH 598) enrollment form
   D. Project (PUBH 597) enrollment form
   E. Advisor Declaration/Change form

(3) MPH Internship Guidelines. Here you will find all you need to know and the necessary forms and templates for your internship experience. These include:

   A. Flow chart
   B. MPH Internship Manual
   C. Past placement sites
   D. Internship Eligibility form
   E. Student Evaluation of Internship Site form

CSUF Graduate Studies Webpage

The CSUF Office of Graduate Studies webpage (https://www.fullerton.edu/graduate/) provides information on all of the policies and procedures governing graduate students (https://www.fullerton.edu/graduate/current_students/policies.php) including GPA requirements (3.0), repeated courses, probation, disqualification, enrollment, leave of absence, study plan, and other requirements. There is also information on graduation preparation (https://www.fullerton.edu/graduate/current_students/graduation.php), university forms and documents (https://www.fullerton.edu/graduate/current_students/forms.php), and other resources.
MPH PROJECT OPTIONS AND GUIDELINES

There are two project options available for MPH Students; students can complete either a Project or a Journal Manuscript. An electronic “Binder” must accompany either type of project.

I. The general procedures for completing all project formats are the following:

The semester before you intend on enrolling in PUBH597:

A. The student submits concurrently to his/her advisor (1) a written project proposal, (2) a complete literature review, and (3) the MPH Program Project (PUBH597) Enrollment Form.

1. Project Proposal: The proposal will have two chapters: (1) Background and Significance; and (2) Methods. The Background and Significance chapter will include a purpose statement; relevant background information on the health issue(s) and population to be addressed; a statement naming any variables to be examined (if applicable); and a hypothesis (if applicable). Note: the background information in this chapter should be focused, succinct, supported by cited evidence, and informed by the complete literature review (submitted separately); however, it should not be confused with the literature review. Rather, the goal is to provide a brief and very pointed narrative that defines the problem you seek to address and explains why your project has the potential to be significant. More details are described below in the explanation of required binder contents.

2. Complete Literature Review: The student will submit separately a thorough literature review on his/her topic. The format of the literature review will be determined by the student and his/her advisor.

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

3. MPH Project (PUBH597) Enrollment Form: The student completes the form in advance and submits it along with the proposal and literature review to his/her advisor. The signed PUBH597 enrollment form must be submitted to the front desk in KHS 121. They will issue a permit. Once the permit is issued, students can enroll in PUBH597.
The semester you enroll in PUBH597:

B. The student, with guidance from his/her advisor, will complete the work necessary to carry out the project (i.e., health education product or other intervention development/pilot testing, or data collection/analyses), during the time that the student is enrolled in PUBH597.

The procedures specific to each project format are as follows:

II. **Poster with Binder Format**

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

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

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

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

1. The student will set up his/her poster at the Spring MPH Awards Ceremony, and, at specified times, will stand in front of his/her poster to answer questions.
D. **Binder:** The student will prepare a binder that contains the items below. For *formatting details only*, click on the “**MS Word Formatting Techniques**” electronic file, located in the CSUF Graduate Studies website: https://www.fullerton.edu/graduate/currentstudents/thesis.php

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

III. **Journal Manuscript with Binder Format**

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

B. Journal-ready manuscript: The student will produce a manuscript that is complete and ready to submit to a peer-reviewed journal that is agreed upon by the advisor and student. The journal’s instructions to potential authors will govern the format of the overall manuscript, including page/word limits; citations and references; and the format of any tables or figures. Journals have multiple types of submissions that they accept; however, the student must prepare the manuscript according to the instructions for a full-length article. Brief reports, letters, or other short-form submissions will not be acceptable for project requirements. Along with the manuscript, a copy of the journal’s instructions to authors must be attached in the Appendix.

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

   1. Title and Approval Page. See [TEMPLATE TO BE USED FOR PROJECT BINDER](#) in following pages.
   2. Journal-ready manuscript.
   3. Appendix. Include the instructions for authors for the chosen journal, the complete literature review, and a copy of the assessment(s)/instrument(s) used to collect data for the data analysis or pilot test (i.e., scripts, questionnaires, interview guides, etc.).
Instructions for Poster Presentations

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

Posters must include the following categories:

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

Constructing the Poster

◆ One tool to use to construct your poster is PowerPoint (PPT).
◆ Under the Page Setup section, select under “Slides Sized For”: Custom.
◆ One limitation is that PPT will only let you construct a poster up to a certain dimension: 36” x 24”; however, you can take the poster and have the printing company print to any size desired. Ask the printer to review/preview the poster before printing it to the size you requested. Poster should be printed as a 36” x 48”.
◆ In PPT, under Page Set-Up and under the Orientation section, select “landscape” for slides and select “portrait” for notes, handouts and outline.
◆ Once you complete a final draft of your poster, you can preview it by printing it on an 8.5 x 11 sheet of paper, by selecting the Print option in PPT. When printing select “Scale to Fit Paper”.
◆ When selecting the colors for the poster, make sure not to select too many colors that may distract from your findings, or colors or backgrounds that make reading difficult
**General Poster Layout:**

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

<table>
<thead>
<tr>
<th>Title of Poster</th>
<th>Name and affiliation (your name and faculty member’s name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>OBJECTIVES OF THE PROJECT /HYPOTHESES</td>
</tr>
<tr>
<td></td>
<td>FINDINGS/RESULTS (CONT’D)</td>
</tr>
<tr>
<td></td>
<td>METHODS</td>
</tr>
<tr>
<td>BACKGROUND AND</td>
<td>DESCRIPTION OF PRODUCT OR INTERVENTION /PRODUCT OR</td>
</tr>
<tr>
<td>SIGNIFICANCE</td>
<td>INTERVENTION ITSELF</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION/LESSONS LEARNED AND FUTURE DIRECTIONS</td>
</tr>
<tr>
<td></td>
<td>ACKNOWLEDGEMENTS</td>
</tr>
<tr>
<td></td>
<td>REFERENCES</td>
</tr>
</tbody>
</table>

Emblem/logo of the University can appear in the bottom right or top right or left.
A Project

Presented to the

Faculty of

California State University, Fullerton

In Partial Fulfillment

of the Requirements for the Degree

Master

in

Public Health

By

(type in student name here)

(faculty signature here)

(Type in faculty advisor name here)

Department of Health Science

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

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

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

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

Orange and blue text should be deleted from your final version.
TABLE OF CONTENTS (5 blank single-spaced lines above, 2 blank lines below)

ABSTRACT ................................................................................................................... i
LIST OF TABLES ......................................................................................................... i
LIST OF FIGURES ....................................................................................................... i
ACKNOWLEDGMENTS ............................................................................................. i

Chapter
1. BACKGROUND AND SIGNIFICANCE ........................................................... #

Primary Heading (All Headings in Title Case; Capitalize All Major Words)...... #
Primary Heading ................................................................................................... #
Secondary Heading ........................................................................................ #
Secondary Heading ........................................................................................ #

2. METHODS (do not allow extended titles to enter the page number column; if titles run on to a second line do NOT indent them)....................................................... #

Primary Heading ................................................................................................... #
Secondary Heading ........................................................................................ #
Secondary Heading (you must have at least two subheadings at any level; runover lines should be indented three spaces)......................................................... #
Primary Heading ................................................................................................... #
Secondary Heading ........................................................................................ #
Secondary Heading ........................................................................................ #

3. RESULTS ............................................................................................................. #

Primary Heading ................................................................................................... #
Secondary Heading ........................................................................................ #
Secondary Heading ........................................................................................ #
Primary Heading ................................................................................................... #
Secondary Heading ........................................................................................ #
Secondary Heading ........................................................................................ #
4. DISCUSSION ............................................................................................................... #

Primary Heading ......................................................................................................... #
Primary Heading ......................................................................................................... #

APPENDICES (if you have more than 1)................................................................. #

A. TITLE OF APPENDIX A (APPENDICES TITLES IN ALL CAPS) ............. #
B. TITLE OF APPENDIX B ...................................................................................... #

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

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

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

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

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>x</td>
</tr>
<tr>
<td>2.</td>
<td>x</td>
</tr>
<tr>
<td>3.</td>
<td>x</td>
</tr>
<tr>
<td>4.</td>
<td>x</td>
</tr>
<tr>
<td>5.</td>
<td>x</td>
</tr>
</tbody>
</table>

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

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

Observe the same formatting guidelines for this section, including margins and double-spacing. It must match the main text.
CHAPTER 1 (5 blank single-spaced lines above, 1 below)

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

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

This is a Primary or Level 1 Heading

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

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

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

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

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

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the Turabian Manual for Writers or the Chicago Manual of Style for further heading levels and appropriate usage. This heading uses sentence case, not headline case.
CHAPTER 2 (5 blank single-spaced lines above, 1 below)

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

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

This is a Primary Heading

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

This is a Secondary Heading or a Sub-Heading

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

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the Turabian Manual for Writers or the Chicago Manual of Style for further heading levels and appropriate usage. This heading uses sentence case, not headline case.
CHAPTER 3 (5 blank single-spaced lines above, 1 below)

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

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

Tables and Figures

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

Table 1. Repayment Schedule

<table>
<thead>
<tr>
<th>Amount of Loan</th>
<th>Interest Paid</th>
<th>Total Principal and Interest Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>$29,437.20</td>
<td>$245.31</td>
</tr>
<tr>
<td>$40,000</td>
<td>$58,873.20</td>
<td>$490.61</td>
</tr>
<tr>
<td>$60,000</td>
<td>$117,746.40</td>
<td>$981.22</td>
</tr>
</tbody>
</table>
Regardless of table style, the general requirements are the same. No italics are used with table titles. No period is used after the table title. Stub entries are always aligned flush left, with column heads centered above their corresponding data. All decimals must align. There are also rules for notes, explanations, capitalization, and runover lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals [0-9]), and placed as close as possible to the original text reference. Refer to tables and figures by their number; for example, as shown in Table 2, the response time among firefighters and police were substantially different (see Table 3). By informing the reader that a table or figure will be following, often referred to as a “callout,” the reader knows to look for one. Be sure to include all descriptions found in the table or figure in your text. Do not use relative terms such as below or above to callout your table or figure. Placing tables and figures is hard work (see Figure 1). Figure captions use italics for the figure number. Captions include a period at the end.

Figure 1. Thesis writing is hard work. If the caption for this thesis was to run onto two lines, we would want to make sure that it is single-spaced with two blank lines afterwards.
Table titles are placed one space above the table, and figure captions are placed one space beneath the figure. Fonts for titles and data may be no smaller than 10-pt. Tables and figures larger than a half a page may stand alone; otherwise, add text to fill the page.

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

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

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

*Note: Additional format corrections are listed in the CSUF Thesis Manual ([http://www.fullerton.edu/graduate/currentstudents/thesis.php](http://www.fullerton.edu/graduate/currentstudents/thesis.php)). Statistical abbreviations and symbols and their appropriate format can be found in the APA Manual (p. 119).*
CHAPTER 4 (5 blank single-spaced lines above, 1 below)

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

Copy and paste in your own text here. Use double spacing throughout this chapter, number your pages sequentially, and observe all other formatting directions from the Thesis Manual.
APPENDIX A (5 blank single-spaced lines above, 1 below)

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

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

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

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

Appendices that contain information presented to participants in the study (for example, if you chose to include a copy of a survey given to participants) should be replicated as close as possible to what the original participants saw. Because of the limitations of trying to match two formats it does not need to be identical, but it should be as close as possible.
APPENDIX B (5 blank single-spaced lines above, 1 below)

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

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

If you have just one appendix, remove the letter A following APPENDIX. If you need assistance with landscape pages for your tables or figures, please email the CSUF Thesis Reader for Word techniques, or visit the Office of Graduate Studies thesis page for a landscape page template. http://www.fullerton.edu/graduate/currentstudents/thesis.php

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

Use this template for all subsequent appendices, or delete as necessary.
REFERENCES (5 blank single-spaced lines above, 2 below)

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

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

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

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

If you have been using a citation management program (e.g., EndNote, Mendeley, Zotero), please ensure that your references are STATIC (not changing) and not a field block within the version you submit.
MASTER OF PUBLIC HEALTH
PROJECT (PUBH 597)
ENROLLMENT FORM

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

NOTE: You must complete this form and have it signed by your project advisor and the Graduate Advisor before you can enroll in PUBH597.

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

Project Title:

__________________________________________________________

Schedule#________________________

Project Advisor (Print Name) _________________________________

Project Co-Advisor (Optional; Print Name)______________________

__________________________________________________________

Student Signature

Project Advisor Signature Date

Project Co-Advisor (Optional) Signature Date

Graduate Advisor Signature Date

Updated 8/2015
A Thesis

Presented to the

Faculty of

California State University, Fullerton

In Partial Fulfillment

of the Requirements for the Degree

Master

in

Public Health

By

(type in student name here)

(faculty signature here)  
(Type in thesis chair name here)  
Department of Public Health  

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

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

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

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

Orange and blue text should be deleted from your final version.
TABLE OF CONTENTS (5 blank single-spaced lines above, 2 blank lines below)

ABSTRACT ........................................................................................................................ i

LIST OF TABLES ............................................................................................................. i

LIST OF FIGURES ......................................................................................................... i

ACKNOWLEDGMENTS ............................................................................................. i

Chapter
1. BACKGROUND AND SIGNIFICANCE ...................................................................... i

   Primary Heading (All Headings in Title Case; Capitalize All Major Words).......... i
   Primary Heading ..................................................................................................... i
   Secondary Heading ............................................................................................. i
   Secondary Heading ............................................................................................ i

2. METHODS (do not allow extended titles to enter the page number column; if titles run on to a second line do NOT indent them)....................................................... i

   Primary Heading ................................................................................................ i
   Secondary Heading ........................................................................................... i
   Secondary Heading ........................................................................................... i
   Primary Heading ................................................................................................ i
   Secondary Heading ........................................................................................... i
   Secondary Heading ........................................................................................... i

3. RESULTS .................................................................................................................. i

   Primary Heading ................................................................................................ i
   Secondary Heading ........................................................................................... i
   Secondary Heading ........................................................................................... i
   Primary Heading ................................................................................................ i
   Secondary Heading ........................................................................................... i
   Secondary Heading ........................................................................................... i
4. DISCUSSION ......................................................................................................................... #

Primary Heading .................................................................................................................... #
Primary Heading .................................................................................................................... #

APPENDICES (if you have more than 1) ................................................................................... #

A. TITLE OF APPENDIX A (APPENDICES TITLES IN ALL CAPS) ......... #
B. TITLE OF APPENDIX B ................................................................. #

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

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

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

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

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

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

This is an optional section in which you may thank friends, mentors, colleagues, supporters, and/or institutions that supported your research or provided special assistance. If your advisors or committee members offered routine help, you may omit them entirely. Observe the same formatting guidelines for this section, including margins and double-spacing. It must match the main text.
CHAPTER 1 (5 blank single-spaced lines above, 1 below)

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

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

This is a Primary or Level 1 Heading

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

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

---

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

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

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

This is a tertiary heading. This heading is a subsection of a secondary heading. Both Secondary and Tertiary subheadings relate generally to the Primary Heading, but the Tertiary Heading does not need to be included in the TOC. Refer to the *Turabian Manual for Writers* or the *Chicago Manual of Style* for further heading levels and appropriate usage. This heading uses sentence case, not headline case.
CHAPTER 2 (5 blank single-spaced lines above, 1 below)

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

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

This is a Primary Heading

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

This is a Secondary Heading or a Sub-Heading

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

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

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

Table 1. Repayment Schedule

<table>
<thead>
<tr>
<th>Amount of Loan</th>
<th>Interest Paid</th>
<th>Total Principal and Interest Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>$29,437.20</td>
<td>$245.31</td>
</tr>
<tr>
<td>$40,000</td>
<td>$58,873.20</td>
<td>$490.61</td>
</tr>
<tr>
<td>$60,000</td>
<td>$117,746.40</td>
<td>$981.22</td>
</tr>
</tbody>
</table>
Regardless of table style, the general requirements are the same. No italics are used with table titles. No period is used after the table title. Stub entries are always aligned flush left, with column heads centered above their corresponding data. All decimals must align. There are also rules for notes, explanations, capitalization, and runover lines, to name but a few. All tables should be referred to in the text, numbered consecutively (with Arabic numerals [0-9]), and placed as close as possible to the original text reference. Refer to tables and figures by their number; for example, as shown in Table 2, the response time among firefighters and police were substantially different (see Table 3). By informing the reader that a table or figure will be following, often referred to as a “callout,” the reader knows to look for one. Be sure to include all descriptions found in the table or figure in your text. Do not use relative terms such as below or above to callout your table or figure. Placing tables and figures is hard work (see Figure 1). Figure captions use italics for the figure number. Captions include a period at the end.

Figure 1. Thesis writing is hard work. If the caption for this thesis was to run onto two lines, we would want to make sure that it is single-spaced with two blank lines afterwards.
Table titles are placed one space above the table, and figure captions are placed one space beneath the figure. Fonts for titles and data may be no smaller than 10-pt. Tables and figures larger than a half a page may stand alone; otherwise, add text to fill the page.

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

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

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

Note: Additional format corrections are listed in the CSUF Thesis Manual (http://www.fullerton.edu/graduate/currentstudents/thesis.php). Statistical abbreviations and symbols and their appropriate format can be found in the APA Manual (p. 119).
CHAPTER 4 (5 blank single-spaced lines above, 1 below)

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

Copy and paste in your own text here. Use double spacing throughout this chapter, number your pages sequentially, and observe all other formatting directions from the Thesis Manual.
APPENDIX A (5 blank single-spaced lines above, 1 below)

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

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

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

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

Appendices that contain information presented to participants in the study (for example, if you chose to include a copy of a survey given to participants) should be replicated as close as possible to what the original participants saw. Because of the limitations of trying to match two formats it does not need to be identical, but it should be as close as possible.
APPENDIX B (5 blank single-spaced lines above, 1 below)

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

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

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

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

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

Use this template for all subsequent appendices, or delete as necessary.
REFERENCES (5 blank single-spaced lines above, 2 below)

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

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

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

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

If you have been using a citation management program (e.g., EndNote, Mendeley, Zotero), please ensure that your references are STATIC (not changing) and not a field block within the version you submit.
MASTER OF PUBLIC HEALTH
THESIS (PUBH 598)
ENROLLMENT FORM

Semester ___ Fall  _____ Spring  Date: _______ Schedule #: __________________
(Please Print)
Name: ____________________________  CWID: ____________________________
Address: __________________________ Phone: ____________________________
E-mail: ____________________________
City: __________________ Zip: __________

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

THESIS TITLE
______________________________________________________________

______________________________________________________________

Thesis Chair (print name) _________________________________________
Committee Member (print name) ___________________________________
Committee Member (print name) ___________________________________

Student Signature ___________ Date ___________
Oral Proposal Presentation Approved on: ___________ Date ___________
Thesis Chair Signature ___________ Date ___________
Committee Member Signature ___________ Date ___________
Committee Member Signature ___________ Date ___________
Committee Member Signature ___________ Date ___________
Graduate Advisor Signature ___________ Date ___________

Updated 8/2015
PROCEDURE FOR COMPLETING PUBH598

The semester before you intend on enrolling in PUBH 598:
1. Complete HESC510 or other Research Methods course and written thesis proposal.
2. Assemble a committee comprised of 3 faculty members with one faculty member as Chair. Arrange for an oral proposal presentation of thesis proposal.
3. Submit Proposal/Defense Presentation Form to KHS Office at least one week prior to the presentation.
4. Schedule a room for the presentation. The Conference Room (KHS-122) is scheduled through our main division office. Scheduling of audio-visual equipment (LCD or overhead projector, etc.) is done through the KHS Equipment Room, (657) 278-2488.
5. Complete the oral presentation of the thesis proposal. The oral presentation must include: background, introduction, purpose, objectives, and methods, (including data collection, instruments, and analysis plan).
6. After your proposal has been approved by your committee, and if your study requires the use of human subjects, complete the necessary procedures through the Institutional Review Board (IRB).
7. Take signed PUBH598 enrollment form to KHS 121. After the permit is signed, students can enroll in PUBH 598.

The semester you enroll in PUBH 598:
1. Complete the thesis and arrange for an oral defense presentation (in the same way).
2. Obtain original signatures on cover page of thesis indicating final approval. The thesis only must be submitted to the Thesis Reader by the appropriate date for approval.
3. Make final copies of the thesis. Submit one bound copy of the thesis to the KHS Graduate Program Adviser to be archived. The thesis only must be submitted to the Titan Bookstore by the appropriate date. The official bound copies of the thesis must be done at the Titan Bookstore. However, bound copies of the project, and extra bound copies of the thesis, may also be done through the Oral History Program, PLS-363, (657) 278-3580.
4. Complete all other graduation requirements as described by the catalog. The Committee Chair upon final completion of the thesis assigns a letter grade.

If you do not finish the thesis the semester you intended to graduate, you must update your grad check to the appropriate semester and enroll in GS700. Please contact the Graduate Advisor.
USE OF HUMAN SUBJECTS IN RESEARCH CONDUCTED WITHIN THE DEPARTMENT OF HEALTH SCIENCE

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

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

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

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

- Obtain a printed or electronic copy of the IRB application and UPS 420.103.
- Complete a draft of the IRB application and review it with the HS and Kines. member of the IRB (hereafter referred to as the IRB rep). Attached to the application should be the Informed Consent document and any instrument being used to collect data (survey, questionnaire, interview questions, etc.).
- Decide in consultation with the IRB rep the level of review being requested (full, expedited, exempt).
- Submit the draft of the IRB application to the IRB Coordinator. At this point, the application is reviewed in detail by the IRB Coordinator and is either accepted for further review, or is returned to the investigator for corrections (including procedural or typographical errors).
• Applications accepted for further review are forwarded on by the IRB Coordinator.
• Applications identified as requiring Full review are sent to all members of the IRB and are voted on at the next meeting of the IRB. The investigator is invited and encouraged to attend the IRB meeting. (The IRB meeting schedule may be obtained from the IRB Coordinator at the beginning of each semester.)
• Applications qualifying for an Expedited review or as being Exempt from further review are forwarded to the IRB rep. The IRB rep has the authority to approve the application, or to request a Full review should it subsequently be determined that the study involves more than “minimal risk.”

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

Department of Public Health
MPH Program
Academic Dishonesty

The Department of Public Health and the MPH Program take academic dishonesty very seriously. According to University Policy Statement (UPS) 300.021 ("Academic Dishonesty"), academic dishonesty “includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.”

Academic dishonesty will not be tolerated at any level or in any form during the MPH Program. For more information on academic dishonesty, CSUF UPS 300.021 can be found at http://www.fullerton.edu/senate/publications_policies_resolutions/ups.php