California State University
SAN MARCOS

COLLEGE OF EDUCATION,
HEALTH & HUMAN SERVIC

DEPARTMENT OF PUBLIC HEALTH

STUDENT HANDBOOK 2026-2027

This catalog is subject to change at the discretion of the MPH Program. Policy and Procedure updates will be announced as developed.

WELCOME!

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

This Handbook has been prepared to be a guide to current and prospective students and to provide an overview of the BS Public Health and MPH degree program requirements, curriculum, and policies. Its contents complement CSUSM's policies as described in the Graduate Studies Handbook (available at https://www.csusm.edu/gradstudies/current/graduatestudieshandbook/index.html and CSUSM's Catalog (available at https://catalog.csusm.edu/).

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

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

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

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

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

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B.S Public Health
Program Overview & Information

OVERVIEW

The field of Public Health protects and improves the health of people and their communities. The Public Health degree prepares bachelor-level public health professionals through curriculum that addresses health disparities and reinforces the practice of cultural competence. Students will gain community-engaged public health experience through research, service learning and internships. Our program will prepare students to be practitioners of public health in public and private agencies and organizations.

Students will be able to develop their own tailored public health expertise by taking a variety of courses across campus to satisfy the major elective requirements.

LEARNING OUTCOMES

Students who graduate with a Bachelor of Science in Public Health will be able to:

- Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
- Demonstrate Knowledge of the cultural, socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Articulate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
- Apply the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

COURSE REQUIREMENTS

General Education (48 Units)

Please see this webpage for CSUSM's General Education Requirements.

Preparation for the Major (16 Units)

Course Title	Catalog Number	Units
Introduction to Public Health	PH 101	3
Introduction to Health Systems and Policies	PH 202	3
Introduction to Sociology	SOC 101	4
Introduction to Psychology	PSYC 100	3
Statistics in Human Development	HD 220	3

Major Requirements (45 Units)

Course Title	Catalog Number	Units
Social, Behavioral, and Community Health	PH 303	3
Applied Health Data Analysis and Data Visualization	PH 304	3
Environmental Health, Policy, and Advocacy	PH 306	3
Public Health Communication and Interventions	PH 333	3
Epidemiology	PH / KINE 404	3
Research Methods	PH 407	3
Public Health Promotion and Education	PH 431	3
Public Health Program Implementation and Evaluation	PH 432	3
Community-Based Participatory Research and Leadership (Capstone)	PH 495	3
Field Experience **OR** Research	PH 439 **OR** 499	3

Electives (15 Units)

Select 15 units from the following courses. Twelve (12) of the 15 units must be upper-division level courses (numbered 300- or 400-level)

Course Title	Catalog Number	Units
Decolonizing Your Diet: Intro to Native Foods, Systems, and Plants	AIS 120	3
Contemporary American Indian Health and Wellness	AIS 400	3
Cultural Anthropology	ANTH 200	3
Introduction to Medical Anthropology	ANTH 205	3
Action Research in Human Development	HD 231	3

Administration in Human Services Setting	HD 305	3
Multiculturalism, Diversity, and Social Justice	HD 382	3
Health and Human Development	HD 350	3
Health Disparities in Human Development	HD 351	3
Youth Violence	HD 381	3
Perspectives on Children, Youth, and Families	HD 383	3
Human Development in Global Contexts	HD 386	3
Nutrition for Health and Exercise Performance	KINE 336	3
Social and Emotional Health	KINE 310	3
Health and Drug Education	KINE 405	3
Physical Education for Diverse Populations	KINE 408	3
Nutrition and Disordered Eating Behavior	KINE 415	3
Exercise Physiology and Special Populations	KINE 426	3
Assessment and Programming for Healthy Aging	KINE 427	3
Sustainable Development Goals and Global Health Cooperation	PH 464	3

MISSION STATEMENT

The mission of the Master of Public Health Program (MPH) at California State University San Marcos (CSUSM) is to contribute to the building of a diverse professional workforce well prepared to meet the health needs of our 21st Century communities in our global environments. Trained with a focus on community engagement, service learning and research opportunities, our graduates will possess the knowledge and critical thinking skills to address and solve public health issues facing California, our nation and our world.

VISION STATEMENT

The California State University of San Marcos Master of Public Health Program will strive to be a thriving public health program known for its academic excellence, innovative and scholarly research, community-based experiential and service learning to communities, and collaborative efforts to promote diversity, wellness, and health information dissemination.

VALUE STATEMENT

The MPH Program's core values include:

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

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

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

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

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

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

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

PROGRAM GOALS

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

1. To train public health professionals in the core competencies of public health and in areas of concentration.
2. To engage students and faculty in public health research, scholarship and creative activities that contribute to the prevention, management, and resolution of public health challenges.
3. To provide opportunities for students and faculty to engage in professional and community-based services for public health leadership and workforce development.

ACADEMIC CALENDAR

Students enrolled in the Master of Public Health Program will follow the accelerated 8-week course system during the Fall and Spring semesters and the two 5-week sections (full-time) schedule for the Summer semester. Below is the 2026-2027 Academic Calendar.

For an updated version relevant to your academic year, please use:
http://www.csusm.edu/academic_programs/calendars.html

FALL 2026

August 25-28 (Tue-Fri) - Faculty pre-instruction activities
TBD – Convocation for faculty and staff
August 31 (Mon) - First day of classes
September 7 (Mon) - Labor Day holiday (campus closed)
October 1 (Thur) - Initial period for filing applications for Fall 2027 begins
October 23 (Fri) - Last day of class for first 8 week session of Fall semester
October 24 (Sat) - First day of class for second 8 week session of Fall semester
November 11 (Wed) - Veterans Day (campus closed)
November 26-27 (Thur-Fri) - Thanksgiving holiday (campus closed)
December 12 (Sat) - Last day of class
December 14-19 (Mon-Sat) - Final Exams
December 20 (Sun) - Fall Commencement
December 23 (Wed) - Grades due from instructors; last day of Fall semester
TBD – Staff accumulated holidays – campus closed

SPRING 2027

January 18 (Mon) - Martin Luther King, Jr. Day – campus closed
January 20-22 (Wed-Fri) - Faculty pre-instruction activities
January 25 (Mon) - First day of classes
March 19 (Fri) - Last day of class for first 8-week session of Spring semester
March 20 (Sat) - First day of class for second 8-week session of Spring semester
March 22– 26 (Mon-Sat) - Spring Break
March 31 (Wed) - Farmworkers (Cesar Chavez) Day – campus closed
May 14 (Fri) - Last Day of Classes
May 15-20 (Fri-Sat) - Final Exams
May 22-22 (Fri-Sat) Commencement
May 27th (Thurs) - Grades due from instructors; last day of Spring semester

SUMMER 2027

June 7 (Mon) - First day of class
June 18 (Fri) - Juneteenth holiday observed – campus closed
July 5 (Mon) - Independence Day holiday observed – campus closed
July 10 (Sat) - Last day of classes for first 5-week session of Summer term
July 12 (Mon) - First day of class for second 5-week session of Summer term
August 14 (Sat) - Last day of class for Sumemr term
August 19 (Thur) - Grades due from instructors; last day of Summer term

CHAIR

RACHAEL DOMBROWSKI, PhD, MPH

Dr. Dombrowski designs, implements and evaluates multilevel interventions to advance social justice and improve community health. She serves as an evaluator for the Best Food Forward school-based nutrition supports intervention and recently conducted an assessment of over 200 grocery stores for the Detroit Great Grocer Project. Prior to joining Wayne State, Dr. Dombrowski had over 10 years of experience directing and evaluating several multilevel interventions focused on policy, systems and environmental change within schools, communities, hospitals and corner stores in suburban Cook County and Chicago, Illinois. She is a graduate of the University of Illinois at Chicago (PhD) and the University of Michigan (MPH). She has worked in the public health field for over 15 years.

GRADUATE COORDINATOR

ASHERLEV T. SANTOS, PhD, MPH, MPIA

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

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

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

TENURE-TRACK FACULTY

CHRISTINA K. HOLUB, PHD, MPH

Dr. Holub's research focuses on developing health promotion interventions to reduce health disparities through academic-community partnerships. In 2012, she was identified as a Pacific

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

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

THERESA ANDRASFAY, PhD, MPH

Theresa Andrasfay is a demographer and gerontologist interested in the health and mortality of older adults in the US. She received a Ph.D. in Demography from Princeton University and then completed a postdoctoral fellowship at the Leonard Davis School of Gerontology at the University of Southern California. Her current research examines work as a contributor to inequality in health at older ages and she is particularly interested in understanding the biological pathways underlying these relationships. She is also interested in the unequal burden of COVID-19 and its social and behavioral determinants of health.

Her research has appeared in Proceedings of the National Academy of Sciences, Social Science & Medicine, The Journals of Gerontology: Social Sciences, and American Journal of Public Health, among other outlets.

ALHELI CALDERON-VILLARREAL, MD, PhD, MPH

Dr. Alhelí Calderón Villarreal is a Mexican physician, researcher, and Assistant Professor in the Department of Public Health at California State University San Marcos (CSUSM). Dr. Calderón Villarreal is a Medical Doctor who graduated from the Universidad Autónoma de Coahuila (UA de C), a Master on Public Health focused on social and behavioral science graduated from the Instituto Nacional de Salud Pública (INSP) in Mexico, and a PhD graduated from the Joint Doctoral Program of Public Health - Global Health track at the University of California San Diego (UCSD) and the San Diego State University (SDSU). She has special training on global health and psychological first aids among migrant populations. She has experience leading and conducting bi-national research and collaborating with community organizations. Dr. Calderón Villarreal has lectured and guest lectured in graduate and undergraduate courses at universities in both Mexico and the US, particularly in the fields of global health, public health, and environmental health and justice. Dr. Calderón Villarreal founded and currently directs the bi-national Socio-Environmental Tijuana River Project, a US-Mexico trans-disciplinary mixed-methods research initiative that combines research and advocacy to address environmental structural violence. This project has received bi-national funding from the Consejo

Nacional de Ciencia y Tecnologia (CONACYT) and UC Berkeley. Dr. Calderón Villarreal was awarded a Diversity Supplement grant from the National Institute on Drug Abuse (NIDA) and the Mexican Government through CONACYT to support her doctoral training. In addition to her academic and research pursuits, Dr. Villarreal has significant leadership experience in non-governmental organizations. She served as the Director of the Americas Region for the International Federation of Medical Students Associations (IFMSA), the largest student organization globally. She was also a co-Director and founder of Women in Global Health (WGH) – Mexico and the Mexico Correspondent for the Pandemic Period Collective. With over a decade of experience practicing medicine among marginalized populations in Mexico, particularly in border states and among groups affected by US-Mexico dynamics such as deportees, refugees, and other migrants, Dr. Calderón Villarreal's work is dedicated to engaging marginalized populations and improving access to basic services, fostering conditions of human dignity both bi-nationally and globally.

MICHAEL HUYNH, PhD, MPH

Michael Huynh, PhD, MPH received his PhD in Public Health at UC Irvine, and his primary research seeks to understand interpersonal-level factors as a determinant of health, focusing on Asian American communities and unmet mental health needs. His doctoral work includes the impact of COVID-19 pandemic stressors and stress-buffering mechanisms on metal health for Asian American adults and the implications of friend support on mental health for Asian American adolescents. Furthermore, Michael has been involved with several research projects that broadly encompass social determinants of health in racial/ethnic, immigrant, and socioeconomically disadvantaged populations. These projects include how structural racism influences adverse birth outcomes over time, emergency room utilization among undocumented immigrant and Medi-Cal patients during the COVID-19 pandemic, and determinants of cancer and metabolic outcomes in a safety-net health system.

STAFF

ANASTASIA STEELE

Anastasia is the administrative support coordinator for the Department of Public Health. She will provide assistance with your classes (including registration/enrollment), scheduling appointments, consultation about the program, and any miscellaneous help during your educational tenure with CSUSM. She received a BA in English from San Diego State University and is currently working on her MA in Literature and Writing Studies at CSUSM.

OLIVIA LEE

Olive Lee serves as Public Health's Internship and Community Partnership coordinator. She has been with CSUSM since 2022 in the role of Administrative Support Coordinator working with the departments of Economics, Philosophy, Environmental Studies, American Indian Studies, and the Center for Contemplative Practices. She has a BA in Human Development and has worked with students of all ages (K-12). She enjoys cooking, spending time with family, and traveling.

ADMISSION REQUIREMENTS

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

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

CLASSIFIED STANDING CRITERIA: UNIVERSITY

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

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

GRADUATE WRITING ASSESSMENT REQUIREMENT (GWAR)

All students must meet the University's graduate writing proficiency requirement prior to being advanced to candidacy for the master's degree. Students will have the opportunity to fulfill the writing requirement by passing the writing component of PH 501 Foundations of Public Health.

The Graduation Writing Assessment Requirement (GWAR) applies to all CSUSM graduate students enrolled in master's programs. The writing requirement must be completed before a graduate student advances to candidacy. The MPH Program will assess graduate writing through a paper that receives a passing score in PH 501 as described below. To pass this test through submission of a paper, the student's writing should demonstrate graduate level skills in style and format, mechanics, content and organization, and integration and critical analysis.

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

The full CSUSM Writing Assessment requirement policy can be found at: http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.

INTEGRATIVE LEARNING EXPERIENCE: MASTER'S THESIS, CAPSTONE, AND COMPREHENSIVE EXAM

The integrative learning experience focuses on theoretical and practical application of public health foundational and concentration competencies in a project-based format (thesis or capstone) or a comprehensive exam. Thesis and capstone projects emphasize targeting a specific audience or stakeholder, e.g. non-profit or government organization, and to demonstrate critical thinking skills meeting students' educational and professional objectives. Considerable emphasis is placed on the integrative learning experience including faculty mentoring, assessments, and student presentations. There are two options for the Integrative Learning Experience, capstone or thesis.

Thesis papers should follow MPH Program and Graduate Studies guidelines. Students must work with a faculty mentor for approval of topic/project and committee development. Each student must complete a presentation of their work to a committee of faculty members that is also open to the school, stakeholders (where applicable), and the public.

Students may complete a capstone project, inclusive of, but not limited to, options such as a grant proposal, community risk assessment, curriculum development, policy analysis, or agency based project. Students who complete a project must also be supervised by a project advisor, and successfully complete an oral defense of their project.

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

Thesis and Capstone Comparisons

Committee Structure	2-3 Members Total • Committee Chair: TT Public Health Faculty • 2nd Committee Member: TT PH Faculty • 3rd Committee Member: CSUSM faculty or other outside (approved) member	2-3 Members Total • Committee Chair: TT Public Health Faculty • 2nd and 3rd Committee Member (Reader): CSUSM faculty or other outside (approved) member
Presentation Type	Defense	Group Presentation
Committee Form	**Thesis Committee Form:** Must be completed and signed by all committee members once you have formed your committee. **University Forms:** See ETD Submission Guide	**Capstone Committee Form:** Must be completed and signed by all committee members once you have formed your committee. **University Forms:** See ETD Submission Guide
Course for Credit	PH 698	PH 695
Final Submission to Committee	Two weeks before defense or as arranged between you and your committee.	

University Deadline	Final submission deadlines to the library for publication/graduation are always at 12:00pm on the last Thursday that classes are scheduled.

All students working on a capstone or thesis project must work with their academic advisor to identify faculty committee members. ETD Submission Guide Link: https://biblio.csusm.edu/thesis-submission

The Kellogg Library has created a Master's Thesis, Project or Dissertation Submission Guide, which can be found on their website. This document provides step-by-step guidance on how to submit a thesis or project.

Additional information about capstone projects/theses may be found at http://www.csusm.edu/gsr/graduatestudies/completion.html, University's Graduate Student Handbook. For more specific guidelines please visit **MPH Central**.

PETITION FOR ADVANCEMENT TO CANDIDACY – THESIS / CAPSTONE

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

The Petition for Advancement to Candidacy may be found in Graduate Student Central or MPH Central. Once completed, forms must be submitted to CEHHS-Student Services found at UH 221.

To advance to candidacy, a student must:

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

CURRICULUM & COURSE DESCRIPTIONS

CORE COURSES:

PH 501-Foundations of Public Health & Policy (3)
Introduces the major domains of public health related to the five public health disciplines, including Health Services, Epidemiology, Social and Behavioral Sciences, Environmental Health, and Biostatistics. Includes the biomedical basis of public health, historical developments, the role of health ethics in research, and the future challenges to public health. Also presents the fundamentals of social and behavioral science with an emphasis on theoretical foundations as well as an introduction to advocacy, informatics, diversity and culture, leadership, and public health biology.
Enrollment restricted to students admitted to the MPH program.

PH 502-Foundations of Health Systems Organization and Delivery (3)
Introduces concepts and practices of health care and public health, with an emphasis on the structure and functions of the health system as well as planning, implementation, management, and evaluation of health-related programs. Includes the mission/vision, history, core functions, infrastructure, processes, and outcomes of the health system. Theoretical and practical perspectives are presented to illustrate how the health system works. Introduces current trends in health care delivery, including medical and legal issues, health policy, labor relations, managed care, group practice management, and long term care.
Enrollment restricted to students admitted to the MPH Program.

PH 503-Social and Behavioral Determinants of Health (3)
Examines current issues in health from a social science and behavioral perspective. Determinants of health are explored using an ecological approach to identify multilevel influences, risk factors, and health prevention and promotion strategies. A foundation for understanding of public health concepts, tools and approaches, and a critical examination of health and disease within populations is provided.
Enrollment restricted to students admitted to the MPH Program.

PH 504-Biostatistics for Public Health (3)
Covers bio statistical methods needed in the design and analysis of biomedical and public health investigations. Includes descriptive statistics and plots, types of data, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. Introduces correlation, univariate linear regression, and the use of statistical software.
Enrollment restricted to students admitted to the MPH Program.

PH 505-Epidemiology (3)
General principles, methods, and applications of epidemiology for public health, research, clinical practice, and evaluation of public policy. Includes methods of outbreak investigations, measures of disease frequency, standardization of disease rates, research methods and study design, measures of risk, causal inference, disease screening, surveillance, and evaluation of health services and screening programs. Emphasizes the critical analysis of current studies in the public health literature and the identification of epidemiologic resources, databases, and problems.
Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 504.

PH 506-Environmental Determinants of Health (3)
Provides an introduction to the environmental factors which affect the health of a community. Primary focus is on biological, physical, and chemical exposures associated with human health. Also covers the health-associated effects of global warming, occupational hazards, and other environmental problems.
Enrollment restricted to students admitted to the MPH Program.

PH 507-Research Methods and Proposal Writing (3)
Emphasizes research design, data collection, statistical analysis, computer application, and writing of research reports. Unique problems associated with data collection in public health settings such as public health departments, neighborhood health centers, and community-based organizations will be addressed. Quantitative, qualitative, and mixed research designs will be explored. Considerable emphasis is placed on evaluation of public health research published in scholarly publications. A research proposal is written as one of the course requirements.
Enrollment restricted to students admitted to the MPH Program.

PH 530-Health Disparities, Diversity, and Culture (3)
Examines the importance of ethnic and cultural factors for community health practice as well as the essential theories, models, and culturally-appropriate practices for working with ethnicity, gender, and social issues. Explores the health implications of community demographics, disparities, multicultural populations, communication, aging, sexual orientation, children, and future challenges.
Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.

PH 531-Methods of Community Health Education (3)
Focuses on the assessment and analysis of community-based health needs, the application of a wide range of health education methods, and program implementation. The development of partnerships through advocacy, coalitions, and community engagement will be explored. Emphasizes the need for health communication, theoretical frameworks, and social media in community-based settings. Introduces professional and ethical standards for community-based methods and programs.
Enrollment restricted to students admitted to the MPH Program. Prerequisites: PH 501, 503.

PH 532-Health Program Planning, Implementation, and Evaluation (3)
Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Introduces the process of public health programming, including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social community, and policy) as a foundation to explore various levels of program planning and evaluation.
Enrollment restricted to students admitted to the MPH Program.

PH 533-Health Communication (3)
Provides foundational information, tools, and teaching methodologies for health promotion, disease prevention, and health education. Explores theoretical and practical perspectives to illustrate how healthcare professionals can positively influence the ability of patients, families, and diverse communities to prevent illness and manage their health and wellness.
Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 531.

PH 560-Principles of Global Humanitarian Emergencies (3)
Introduces the comprehensive nature of global public health preparedness and humanitarian response efforts for natural or human-made disasters. Includes the preparedness elements necessary for adequate responses to population shifts caused by natural and human-made disasters. Theoretical, ethical, and legal issues associated with all phases of humanitarian emergencies, including resettlement, will be presented. Methods to evaluate infectious disease and cultural epidemiologic data will be explored as resources for key decision-making.
Enrollment restricted to students admitted to the MPH Program

PH 561-Global Health: Chronic & Infectious Diseases (3)
Provides an overview of current knowledge on mechanisms of major chronic and infectious diseases causing death and disability globally. Unique epidemiologic features, risk factors, relevant technical challenges, resource limitations, and cultural barriers that have shaped current approaches will be discussed. Successful evidence-based strategies designed to prevent and control these diseases will be reviewed. Introduces the Millennium Development Goals for reducing childhood mortality, improving maternal health, and combating diseases such as HIV/AIDS and malaria.
Enrollment restricted to students admitted to the MPH Program.

PH 562-Global Health Policy and Practice (3)
Integrates key concepts, theories, and methods related to socio-cultural, political, and economic determinants of health and health status from a global perspective. Includes global health inequalities, social determinants of health, links between development and health, international health systems, global health diplomacy, human rights, health system reforms, and global health governance. Explores the methodological challenges of developing policy responses to global health issues, the implementation of health policy, and best practices in the delivery of effective, ethical, and culturally-appropriate health interventions for various settings.
Enrollment restricted to students admitted to the MPH Program.

PH 563-Community-Based Participatory Research (3)
Introduces a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths each partner brings. Addresses the theories, principles, and strategies of community-based participatory research, the advantages and limitations to using this approach, and some of the skills necessary for participating effectively in community-based participatory research.
Enrollment restricted to students admitted to the MPH Program. Prerequisite: PH 504.

PH 690-Special Topics in Public Health (1-3)
Various topics in public health and public health research. Students should check the Class Schedule for listing of actual topics.
Enrollment restricted to students admitted to the MPH Program.

PH 693-Internship (3)
Practical application of principles related to Public Health in a supervised 180-hour internship experience approved by the Public Health Internship Coordinator.
Enrollment restricted to students admitted to the MPH Program. Prerequisites are completion of all core courses: PH 501, 502, 503, 504, 505, 506, and 507)

PH 695-Capstone Seminar in Public Health (3)

Application of all prior coursework to a "real life" case study involving many of the major health service functions within a community. Emphasis on strategic planning, developing a business plan, marketing, advertising, financial and demographic analysis, and program implementation within health care organizations serving the community. Addresses the role and function of planning and marketing, community needs, administration and the medical staff, hospital and physician relations, governance, economic and political forces, and government regulations.
Enrollment restricted to students admitted to the MPH Program. Enrollment requirement: completion of all prior required courses in the MPH program.

PH 696 – MPH Comprehensive Exam (3)
Focuses on the application of public health foundational and concentration competencies through an essay-based comprehensive exam. Emphasizes the synthesis and integration of public health competencies through the completion of a high-quality written product and demonstrated critical thinking skills. Includes, but not limited to, case study evaluation, program evaluation, training and/or intervention manual development, policy statement with supporting research, take-home essay, legislative testimony with supporting research, community needs and risk assessment, grant proposal, or similar high-quality written product.
Enrollment restricted to students admitted to the MPH program. Enrollment requirement: completion of all prior required courses in the MPH program.

PH 697-Independent Study in Public Health (1-3)
Independent study in a public health area as outlined and agreed upon by the instructor and student. May include assistance on a faculty research project or mentored study/travel abroad experience.
Enrollment restricted to students admitted to the MPH Program. Enrollment restricted to students who have obtained consent of instructor required. May be repeated for credit for a total of six (6) units.

PH 698- Thesis (1-3)
Independent research thesis or graduate project related to an approved public health area. Graded Credit/No Credit or Report in Progress (RP).
Prerequisite: advancement to candidacy and consent of department. Enrollment restricted to students admitted to the MPH Program. May be repeated for credit for a total of three (3) units. Enrollment requirement: Advancement to candidacy.

Master of Public Health Program
Plan of Study – Fall Matriculation (Hybrid & Online)
Concentration in Health Promotion & Education

The MPH degree requires 42 units. Health Promotion students must complete the following course sequence.

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Fall (1st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Fall (2nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Spring (1st 8 weeks)	PH 505	Epidemiology (10 weeks)	3	
	PH 506	Environmental Determinants of Health	3	
Spring (2nd 8 weeks)	PH 507	Research Methods and Proposal Writing	3	
	PH 532	Health Program Planning, Implementation, and Evaluation	3	
Year 2: Advanced Courses				
Summer (1st 5 weeks)	PH 533	Health Communication	3	
	PH 693	Internship (10 weeks)	3	
Summer (2nd 5 weeks)	PH 563	Community-Based Participatory Research (elective)	3	
Fall (1st 8 weeks)	PH 530	Health Disparities, Diversity, and Cultural Competence	3	
	PH 531	Methods of Community Health Education	3	
Fall (2nd 8 weeks)	PH 695/698C/696	Capstone, Thesis, or Comprehensive Exam	3**	

* Course sequence or term offered subject to change.

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

Master of Public Health Program
Plan of Study – Fall Matriculation (Hybrid & Online)

Concentration in Global Health

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

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Fall (1st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Fall (2nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Spring (1st 8 weeks)	PH 505	Epidemiology	3	
	PH 506	Environmental Determinants of Health		
Spring (2nd 8 weeks)	PH 507	Research Methods and Proposal Writing	3	
	PH 561	Global Health: Chronic & Infectious Diseases	3	
Year 2: Advanced Courses				
Summer (1st 5 weeks)	PH 533	Health Communication (elective)	3	
	PH 693	Internship (10 weeks)	3	
Summer (2nd 5 weeks)	PH 563	Community-Based Participatory Research	3	
Fall (1st 8 weeks)	PH 560	Global Health: Chronic & Infectious Diseases	3	
	PH 562	Global Health Policy and Practice	3	
Fall (2nd 8 weeks)	PH 695/698C/696	Capstone, Thesis, or Comprehensive Exam	3**	

*Course sequence or term offered subject to change.

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

Master of Public Health Program

Plan of Study – Spring Matriculation (Online Only)

Concentration in Health Promotion & Education

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

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Spring (1st 8 weeks)	PH 501	Foundations of Public Health	3	
	PH 502	Foundations of Health Systems Organization, Delivery and Policy	3	
Spring (2nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Summer	PH 505	Epidemiology (10 weeks)	3	
	PH 507	Research Methods and Proposal Writing (10 weeks)	3	
Year 2: Advanced Courses				
Fall (1st 8 weeks)	PH 506	Environmental Determinants of Health	3	
	PH 532	Health Program Planning, Implementation, and Evaluation	3	
Fall (2nd 8 weeks)	PH 533	Health Communication	3	
	PH 563	Community-Based Participatory Research (elective)	3	
Spring (1st 8 weeks)	PH 530	Health Disparities, Diversity, and Cultural Competence	3	
	PH 531	Methods of Community Health Education	3	
	PH 693	Internship (full 16 weeks)	3	
Spring (2nd 8 weeks)	PH 695/698C/696	Capstone or Thesis	3**	

* Course sequence or term offered subject to change.

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

Master of Public Health Program
Plan of Study – Spring Matriculation (Online Only)
Concentration in Global Health

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

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

Term*	Course Number	Course Title	Units	Notes
Year 1: Foundation Courses				
Spring (1st 8	PH 501	Foundations of Public Health & Policy	3	

weeks)				
	PH 502	Foundations of Health Systems Organization and Delivery	3	
Spring (2nd 8 weeks)	PH 503	Social and Behavioral Determinants of Health	3	
	PH 504	Biostatistics for Public Health	3	
Summer	PH 505	Epidemiology (10 weeks)	3	
	PH 507	Research Methods and Proposal Writing (10 weeks)	3	
Year 2: Advanced Courses				
Fall (1st 8 weeks)	PH 506	Environmental Determinants of Health	3	
	PH 561	Global Health: Chronic & Infectious Diseases	3	
Fall (2nd 8 weeks)	PH 533	Health Communication (elective)		
	PH 563	Community-Based Participatory Research		
Spring (1st 8 weeks)	PH 560	Global Health: Chronic & Infectious Diseases	3	
	PH 562	Global Health Policy and Practice	3	
	PH 693	Internship (full 16 weeks)	3	
Spring (2nd 8 weeks)	PH 695/698C/696	Capstone, Thesis, or Comp Exam	3**	

*Course sequence or term offered subject to change.

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

COURSE FORMAT AND TECHNOLOGY

Courses are taught in the hybrid or online format, a mixture of classroom and online learning, but each course format is at the discretion of the professor. Students are required to have access to a computer with Microsoft Office 2007 (or higher) or the updated Apple equivalent, flash and media players, Adobe reader and PDF viewing capability, in addition to sound capability and internet access.
For technical questions and software support, please contact the CSUSM Help Desk.

PUBLIC HEALTH CENTRAL

The Public Health Central SharePoint site can be found using the link below. Enrolled students will have access to PH Central throughout their entire MPH Program education. PH Central will have current information regarding many areas of interest to students including upcoming events, announcements, policy documents and any forms required for advancement through the MPH Program. Please consult Public Health Central for program announcements, documents, and opportunities. You can find the webpage here: https://csusm.sharepoint.com/sites/phc

INTERNSHIP

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

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

EVALUATION OF ACADEMIC PERFORMANCE

Academic Requirements Report (ARR)

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

Academic Evaluation

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

GPA Standards

Grading Standards for Students in the MPH Program

1. A student must maintain an overall Grade Point Average of 3.0(B).
2. A student who falls below an overall 3.0(B) grade point average in any given semester will be
3. placed on academic probation
4. A student on academic probation must bring the overall grade point average to a 3.0 within the next two semesters or 12 units (whichever comes later), or face dismissal from the graduate program.
5. Students on probation are required to meet with their faculty advisor each semester regarding their academic status.
6. If the student does not achieve a 3.0 by the end of the academic probation period, the student is disqualified from the degree program. A letter of notification is sent to the student, department/school Chair/Director, and the Registrar. The student's options include application to another major on campus or transferring to another university. There is no appeal process.
7. Any course with a grade of 'C-' or lower must be repeated. Because MPH courses are offered on a cohort basis (i.e., some courses may be offered only once each year), a student who must repeat a course may need to take a leave of absence for up to one year. Students may only repeat the class ONE time.
8. Students may repeat no more than two courses in order to meet graduation requirements. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program.
9. No more than 9 credit hours of incomplete grades may be accumulated.
10. The Credit/No Credit system of grading applies to fieldwork/field seminar and thesis/capstone project only. These courses require a B level proficiency to merit award of the Credit grade.
11. A grade of No Credit in fieldwork means that a student will not be allowed to continue in the program. Students who receive a grade of No Credit in fieldwork must withdraw immediately from all other courses. Refer to the Graduate Fieldwork Manual for additional information.
12. Under no circumstances will a student be allowed to receive academic credit for prior life or work experience.
13. Students who start the program late, for any reason, are subject to the same grading criteria and policies both in the classroom and in field practicum. Under no circumstances will students who start classes late in the semester be given preferential treatment. It is the student's responsibility to get caught up on coursework and field practicum hours by the end of the semester.

Following is a breakdown of the grading system:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
Any grade lower than a C is a failing grade

Definitions of Letter Grades:
A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.
B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.
C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.
D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.
F (Failing): Performance of the student has been such that minimum course requirements have not been met.

ADVISING POLICY

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

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

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

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

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

COURSE SYLLABI

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

STUDENT LEARNING OBJECTIVES

Generic Competencies for all MPH students upon graduation

Profession and Science of Public Health Knowledge

- Use the science of epidemiology to describe and assess a population's health.
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school/program.
- Explain the use of informatics in public health
- Identify strategies for promoting health equity

Evidence-based Approaches to Public Health Competencies

- Choose data collection methods
- Interpret data analysis
- Analyze quantitative and qualitative data
- Integrate evidence, including identifying appropriate data sources and using informatics, to describe a public health issue
- Apply epidemiological methods appropriate for population-based inquiry

Public Health & Health Care Systems

- Compare the organization, structure and function of health care and public health systems across domestic and non-domestic settings

Program Planning & Evaluation

- Apply awareness of cultural values and practices to the design or implementation of public health programs
- Design a population-based project, program or intervention, including defining populations, assessing and prioritizing their needs, selecting appropriate frameworks and identifying and managing available resources
- Explain basic principles of resource management including human, fiscal and material
- Select program evaluation methods Policy in Public Health
- Assess multiple dimensions of the policy making process, including ethical considerations, the role of evidence and the impact of policies on public health and health equity
- Apply coalition-building, persuasive communications and methods of negotiating with stakeholders, etc. to influence public health outcomes
- Advocate for equity within public health programs, policies and systems for diverse populations

Leadership

- Apply principles of effective management and leadership, including fostering collaboration, guiding decision making, creating a vision and motivating others
- Apply principles of team development and roles and practices of effective teams, including methods to address inequity or power imbalances in a team, institutional, community or

other system

Communication

- Choose appropriate strategies for communicating a public health issue to various audiences, including stakeholders at all levels and sectors
- Write technical or professional papers on public health issues
- Deliver oral presentations on public health issues

Inter-professional Practice

- Perform effectively on inter-professional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Practicum Experience

- Demonstrate competency attainment through applied practice experiences in appropriate sites outside of academic and classroom settings

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

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

Seven Areas of Responsibility of a Health Education Specialist include:

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

Health Education Specialist (CHES) Exam

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

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

UNIVERSITY POLICIES FOR GRADUATE STUDENTS

Continuous Enrollment Policy

A) Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply to the university and the graduate program to be considered for reinstatement.

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

Leave of Absence Policy

A) Graduate degree students may take an authorized leave of absence for up to two (2) semesters1 Leaves of absence can be authorized for conditionally classified or classified graduate students providing the student is: (1) in good academic standing (as defined by the program's requirements), (2) has completed at least six credit hours of CSUSM coursework toward the graduate degree in the program, and (3) has filed a completed Request for Graduate Student Leave of Absence form. The completed form, including signatures of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the Office of Registration and Records before the end of the add/drop period of the term for which the leave has been requested. A leave of absence will not be authorized if the student has completed all requirements except the culminating experience. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program. In such cases, the student must reapply to the university and the graduate program to be considered for reinstatement.

B) An authorized leave of absence preserves curriculum rights regarding catalog requirements. A student on a leave of absence may not have access to or use of university resources. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the Office of Extended Studies; the completed thesis or final project will not be accepted during the term of an authorized leave of absence.

C) Authorized leaves of absence do not extend the time limit for completion of the master's degree.

D) Students with exceptional circumstances that fall outside this policy may petition the Dean of Graduate Studies for special consideration. A petition must include the recommendation of the graduate program coordinator.

LOA Forms and Process

For the most up to date version please visit: http://www.csusm.edu/gsr/graduatestudies/forms.html

Time Limit for Completion Policy

A) Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been granted by the program and filed with the Office of Registration and Records. No more than two (2) semesters can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply to the university and the graduate program to be considered for reinstatement.

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

Application to Graduate

Process

Log-in to your Student Center on MyCSUSM and locate the Apply for Graduation field. Follow the prompts and select the appropriate term for graduation. For your reference, print the confirmation page. To cancel your application to graduate, send an email to registrar@csusm.edu with the subject line - GRADUATION CANCELLATION. The body of the email should include your name, student ID, and the graduation term which you are cancelling.

An online guide to applying to graduate can be found here:

https://www.csusm.edu/commencement/graduates/checklist.html

Deadlines

Graduate Students applying for master's degree:

Degree Level	Fall 2018 Deadline	Spring 2019 Deadline	Summer 2019 Deadline
Undergraduate Student (Bachelors)	November 1, 2018	March 15, 2019	March 15, 2019
Graduate Student (Masters)	November 1, 2018	March 15, 2019	March 15, 2019

STUDENT CONDUCT

Students Rights and Responsibilities

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

Standards for Student Conduct

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

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

a. Academic Honesty and Cheating Policy

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

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

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

Students accused of cheating or plagiarism will be given an opportunity to discuss the allegations with the professor prior to being issued an academic sanction. If a student agrees to the academic sanction suggested by the professor, he or she must acknowledge this agreement by signing an Academic Dishonesty Resolution Form. However, if the student does not agree with the allegations, he or she

may request that the professor forward the matter to the University officer assigned to independently investigate the allegations. If the University Officer determines that there is sufficient evidence that cheating or plagiarism have occurred, the student will be formally charged with a violation of the Student Conduct Code (Section 41301, of Title 5, California Code of Regulations).

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

Copies of the Academic Honesty Policy are available in the CSUSM Catalog.

b. Writing and Plagiarism Policy

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

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

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

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

Classroom Conduct Policy

Attendance, Timeliness, and Participation

Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content.

Classroom attendance is strongly recommended for every student and is recorded depending on the course and the Professor. Petitioning for an excused absence is subject to the Professor's discretion, with excused absences limited to family emergencies and documented illness.

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

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

Use of cell phones is not permitted in the classroom. These devices distract from student learning; any student who is observed to be using a cell phone will be asked to leave the class, and will be counted as absent for that day. Repeated use of a cell phone in class may result in a lower or failing grade in the class.

Academic Consequences Policy

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

Administrative Sanctions Policy

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage also violate the Student Conduct Code (Subsection 41301 of Title 5, California Code of Regulations). To that end, violations of the Academic Honesty Policy should also be reported to the Dean of Students. The University can impose administrative sanctions in addition to academic consequences. As stipulated in Executive Order 1098, Student Conduct Procedures (among other places), cheating, plagiarism, misrepresentation, or collusion in connection with an academic program or campus may warrant, but is not necessarily limited to, Disciplinary Probation, Suspension, or Expulsion. Repeat offenders will receive particular consideration for administrative sanctions. Please note that a record of all disciplinary charges, including cheating and plagiarism, will be maintained in the Office of the Dean of Students. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

Statement of Concern

The purpose of the CEHHS Statement of Concern policy is to alert students to any performance (i.e. academic, professional behaviors, academic dishonesty, etc.) that would prevent progress towards the completion of the credential and/or degree and to provide mentoring and guidance to students in an effort to address such issues. To review the full policy please visit the CEHHS Student Services website found here:

http://www.csusm.edu/cehhs/documents/CEHHS_StatementOfConcern_Feb2016.pdf

Reporting Procedures for Violations of Student Conduct Policy

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

Sexual Harassment Policy and Procedures

As part of the California State University system, the MPH Program at CSUSM is mandated to carry out its activities and programs in compliance with University policies and procedures. The MPH Program ensures that new employees and students receive information on the University's nondiscrimination policy and affirmative action efforts. The University has clearly defined procedures which are published in the University Catalog. To supplement the University's sexual harassment policy, the MPH Program maintains a sexual harassment policy pertaining to agencies with the program's graduate students in field placement. It is the MPH Programs' position that the dignity and self-worth of all students is to be respected; thus, sexual harassment in fieldwork is intolerable and unacceptable. A further policy of the MPH Program is that willful false accusations of sexual harassment will not be condoned.

In some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in an internship agency where s/he is not an employee of the agency. It is important for there to be guidelines pertaining to complaints regarding sexual harassment of students because of the unavoidably subordinate position students experience in internship placement settings. Sexual harassment of interns can be destructive to the learning environment, psychologically and emotionally demoralizing to the student, and adversely affect his or her performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee, or another student. Sexual harassment of any student intern will not be tolerated.

To ensure that students placed in internship are protected from sexual harassment, any agency or internship setting approved as a field placement by the MPH Program shall have a written policy regarding sexual harassment. If the agency has no such policy, the MPH Program will strongly recommend that such a policy be developed as a condition for final approval as an internship site.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her fieldwork instructor and the MPH Program Director. An investigation will follow. Based on the investigation, the MPH Program Director, in collaboration with other relevant parties, will determine if the agency's policy on sexual harassment has been followed and if the student is safe and will likely be free from sexual harassment.

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

remedies. No student intern will be subject to restraint, interference, coercion, or reprisal for: seeking information about sexual harassment, filing a sexual harassment complaint, or serving as a witness in a sexual harassment complaint reported by another student.

Consensual Relationships

Consensual sexual relationships between classroom instructor and student, fieldwork instructor and student, or between student and field agency employee, are expressly forbidden. Such relationships are considered by the MPH Program to be totally inappropriate. A professional power differential exists in these situations in terms of the influence and authority which one individual can exercise over the other. The MPH Program prohibits sexual relationships between supervisors or educators and supervisees, students, or trainees.

University Policies Regarding Sexual Harassment

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

Student Grievance and Appeal Process Policies

The purpose of the Student Grievance Policy is to enable a student to resolve a complaint arising out of any alleged unauthorized or unjustified act or decision, other than a grade appeal, by a member of the faculty, administration, or staff that in any way adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall lie with the complainant, also referred to as the grievant.

MPH Program Informal Grievance Resolution Policy

Students are expected to use informal channels to resolve grievances, beginning with a faculty-student, or faculty advisor-student, meeting. If no resolution is achieved, the student then meets with the Program Director and the concerned party. After all informal channels have been exhausted without successful resolution, the student will be directed to the College's Director of Student Services, who either works with the student, or directs the student to Dr. Deborah Kristan, Associate Dean of the College of Education, Health and Human Services.

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

STUDENT SUPPORT SERVICES

Bookstore (University Store and CSUSM Bookstore)

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

Career Center

The Career Center offers graduate students a variety of services to help you throughout your education, and as you transition and advance in the workforce. Whether you need help with career management, writing a resume, finding a job/internship and/or negotiating your salary, they are here to help.

Craven Hall, 1400(760) 750 -4900 www.csusm.edu/careers

Center for Children and Families (Child Care)

The Center for Children and Families (CCF) opened its doors in 2007. As the on- campus childcare center at CSUSM, it provides convenient, quality childcare to the students, faculty, and staff of CSUSM, as well as families in the larger community. (760) 750-8750

http://www.csusm.edu/ccf/index.html

Dean of Students Office

The Office of the Dean of Students provides general information concerning campus policies, procedures, and regulations. Students needing assistance with any University matter are invited to initiate resolution through this office. Specific policies regarding grade appeals, student grievances, and/or student conduct are administered by this office.

Craven Hall 3600(760) 750 -4935 http://www.csusm.edu/dos/

Disabled Students Services (DSS)

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

Financial Aid and Scholarships

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

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

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

Graduate Research

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

M. Gordon Clark Field House

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

www.csusm.edu/theclarke/

News and Calendars

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

Off-Campus Housing

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

www.csusm.och101.com

Parking and Commuter Services

Parking permits are required to park at CSUSM at all times. There is no grace period. New and continuing students must purchase semester parking permits online or at the Public Safety Building, located at the corner of La Moree and Campus View Drive, by the SPRINTER station.

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

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

(760) 750-7500

www.csusm.edu/parking

Recycling and Sustainability

Welcome to our world of Recycling! At Cal State San Marcos, we strive to make recycling as easy and convenient as possible for the campus community. By recycling, we can help to protect and improve our environment. Recycling allows items normally disposed in landfill sites or incineration plants to be remade into many useful products. CSUSM has met all statutory waste diversion targets as set by state mandate AB75. Since January, 2004, the campus has comfortably exceeded the compliance rate of 50%. It is our ultimate vision and strategic mission to someday achieve zero waste on campus. To reach this goal, we continuously seek to identify opportunities and implement innovative programs that will increase waste diversion, while also keeping the focus on waste reduction. The proper approach to zero waste should be reduce, reuse, and then recycle!

http://www.csusm.edu/sustainability/recycling.html

Student Affairs

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

http://www.csusm.edu/studentaffairs/

Student Health and Counseling Services

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

Also available are laboratory, radiology, and immunization services. Students have access to pharmacy services for low cost prescription and over the counter medications. Students may seek visits with a health educator at the HOPE & Wellness Center for nutritional, family planning discussion, weight management, or STD counseling. Free anonymous HIV testing is available through North County Health Services once a month in the clinic. (760) 750-4915 Appointments (760) 750 -4924 TDD (760) 750 -3181 Fax www.csusm.edu/shcsshcs@ csusm.edu

Student Life and Leadership Organizations

Students can choose to get involved with over 80 recognized formal student organizations or they can start their own! As a result of getting involved, student organization leaders develop a campus support network, grow their leadership skills, and plan fun activities for their groups and the campus at large. Student organizations offer a wide variety of opportunities for students to enhance their academic and social life on campus. They also provide a unique and supportive setting where students grow and

learn from each other.

(760) 750-4970 Craven Hall 3400 www.csusm.edu/sll

Public Health Student Organizations

Public Health students are encouraged to join and collaborate with the MPH Student Organization-GoPH. Please email csusmgoph@gmail.com with any questions and/ or to join.

Student Writing Center

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

Kellogg Library, 1103 (760) 750 -4168 www.csusm.edu/writingcenter

University Student Union (USU)

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

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

Veterans Services

The new Veterans Center, located adjacent to Markstein Hall, is a one-stop shop for veterans, active-duty military, and their dependents who are new to the CSUSM campus, or continuing students. We provide eligible individuals with information, services, and certifications regarding their federal VA educational benefits. Featuring an office, conference room, kitchen, lounge and event space, the Veterans Center is a place where military-affiliated students can receive support in achieving their academic and career goals with services tailored to their unique needs. (760) 750 – 4827 http://www.csusm.edu/veterans/

Library and Technology Services

Library Services

The 200,000 square foot Kellogg Library has over 300 computers, nearly 30 group study rooms, thousands of journals, and a quarter million books. Kellogg Library is the primary learning resource outside the classroom. You can enter the Library by either the main entrance on the 3rd level or at the 2nd level. To reach the 1st floor classrooms, use the stairwell or elevator in the Starbucks Tower.

Web Access

http://library.csusm.edu

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

Hours *Monday--Thursday 7:00 a.m. 9:00 p.m. Friday 8:00 a.m. 5:00 p.m. Saturday 10:00a.m. 5:00 p.m. Sunday 10:00a.m. 5:00 p.m.

Media Library Hours Monday--Thursday 8:00 a.m. 9:00 p.m. Friday 8:00 a.m. 5:00 p.m. Saturday & Sunday 1 p.m. 5 p.m.

*Note: Any exceptions for Library hours will be posted in advance on the Library web site: http://library.csusm.edu/about/hours.asp

Photo ID Card

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

IITS (Student Technology Support Services)

Instructional & Information Technology Services (IITS) is responsible for the management and support of technology throughout campus, including the hardware and software that defines our technology infrastructure. Our technological infrastructure includes the most current wiring, power, and back-up power available. Kellogg Library2013(760)750-6505 http://www.csusm.edu/iits/aboutus/index.html

Instructional Computing Laboratories

The University has both instructional computer labs and open access labs. All computing labs are accessible to students, staff, and faculty when the University is in session, the buildings are open, and the labs are not being used for instruction or scheduled events. Both Macintosh and PC computers are available in the labs, with software consistent with requirements for classes. Assisted access programs are also available in each lab. Most instructional labs, with a few exceptions, are available to students when the room is not scheduled for classes or special events. Use of the labs is restricted to CSUSM students, faculty, and staff. (760) 750 –6505 www.csusm.edu/iits/support

MyCSUSM

Your student center is located in MyCSUSM (https://my.csusm.edu), where you can perform several tasks relevant to your academic experience at CSU San Marcos! Students will be able to:

Search for and enroll in classes; View your grades and academic history; Apply for graduation; View, accept, and decline financial aid offers; View and pay charges; View personal information; Change

your address; View Holds information; and, View "to do" items.

For information on how to use the features mentioned above, peruse the self-service quick reference guides.

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

Safety

Campus Police

The University Police Department, a full service police department, is located in the University Services Building at 441 La Moree Road. The main telephone number is (760) 750-4567. The University Police operate 24 hours a day, 7 days a week, and 365 days a year with statewide jurisdiction. Its primary responsibilities include crime prevention, law enforcement, criminal investigation, traffic enforcement, and disaster preparedness. If you are a victim of a crime, or witness a suspicious activity, report the incident immediately to the University Police. Since calls to 911from cellular phones are received by the California Highway Patrol, we recommend that you program (760) 750- 4567 into your cell phone for on campus emergencies. www.csusm.edu/police

Crime Stoppers

This is the first partnership of its kind established with a university in San Diego County aimed at reducing crime on campus. University Crime Stoppers is a program that provides students, staff, or faculty with an avenue to anonymously report crime. Students, staff, or faculty can call the University Crime Stoppers tip line number (888) 580-TIPS toll-free, 24-hours a day, 7-days a week. Tips can also be made online at www.sdcrimestoppers.com or by text to CRIMES (274637) text "TIPS 409" at the beginning of the message. Tips reported to University Crime Stoppers are turned over to the University Police Department for investigation. Students can receive a monetary reward of up to $1,000 for a tip that leads to an arrest or disciplinary action.

Emergency Notification Sign-Up

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