

CSUN

**HEALTH
SCIENCES**

College of Health and Human
Development
Department of Health Sciences
Master of Public Health (MPH)
Student Handbook
2019-2020*

***This Handbook and all program policies within apply only to those entering the MPH program in Fall 2019.**

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INTRODUCTION AND PURPOSE OF THE MPH STUDENT HANDBOOK

Welcome to California State University, Northridge, Master of Public Health (MPH) program.

The objective of this handbook is to provide guidance to CSUN MPH students on how to navigate through the MPH academic program. This handbook is electronically available at all time to students on the MPH Advising website. It is recommended that each student read this handbook prior to the start of the semester. Students should refer to the handbook often. While students are held to the academic and program requirements of the academic catalog under which they were admitted, operational processes and policies do change. Much effort goes into communicating changes to students, but it is the student's responsibility to be aware of these policies and to adhere to them. Additionally, faculty should refer to this handbook when advising students. In this way, the handbook works to promote shared expectations by students and faculty.

If you have questions or concerns about specific issues, do not hesitate to contact the Department of Health Sciences or your MPH Graduate Coordinator. Although the College of Health and Human Development, the Department of Health Sciences, and the faculty and staff are here to support student progression through the MPH program, keep in mind that **completion of all degree requirements and paperwork is ultimately the responsibility of the student seeking the degree.**

For general information about graduate studies at CSUN, please refer to the Graduate Student Information Booklet via the Graduate Studies, Research, and International Programs.

Again, we welcome you and look forward to working with you during your time at CSUN and the MPH program!

MPH PROGRAM OVERVIEW

About Us

Accredited since 1972, the MPH Program is one of many accredited programs at California State University, Northridge (CSUN). Located in the Department of Health Sciences, the MPH Program combines the study of the biological, physical, psychological, economic, and social forces affecting the human condition, with the professional education necessary to change it. The blend of these components in an atmosphere emphasizing both theoretical and experimental knowledge serves as a dynamic crucible for student, faculty, and community collaboration.

Central to the MPH program are trained, experienced, and culturally diverse field training coordinators, alumni, and graduates. Together, they continually provide the environment in which program faculty can emphasize public health values, ethics, and concepts to its students.

Accreditation

CSUN is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation and the U.S. Department of Education. Information about CSUN's accreditation can be found at, <http://www.csun.edu/~instrsch/wasc/index.html>.

The MPH program in the Department of Health Sciences is accredited by the Council on Education for Public Health. The last accreditation was in 2019.

Mission

The Mission of the CSUN Public Health Program is to prepare professionals to:

- Identify and assess needs and assets of diverse communities
- Plan, implement, and evaluate programs
- Apply analytic and research methodologies to public health practice
- Serve as leaders and advocates in their community and profession
- Provide solutions for current and future public health challenges
- Collaborate across interdisciplinary and community sectors

The MPH Program at CSUN believes that through public health practice and scholarship, the graduate student will develop multidisciplinary skills to identify and assess the needs of the communities; plan, implement and evaluate programs to address these needs; apply quantitative skills of biostatistics and epidemiology; and achieve good health and quality of life in the multicultural communities they serve.

To fulfill this mission, the MPH program designs courses and activities to help students develop the designated student learning objectives and academic competencies. As a program we also seek to

foster a rigorous and contemporary learning environment with the following characteristics: a diverse core set of courses, health disparities, social justice, and multiple perspectives of health issues.

Values

To achieve its mission, the MPH Program adheres to the following values:

- Respect: of individuals, groups, cultures, and communities.
- Collaboration: within the classroom through group projects, with the communities we serve, and in the professional work environment with multidiscipline health professionals.
- Communication: written and oral communication skills, the necessity of listening to others, and communication technologies.
- Professionalism and Ethics: in learning, community interactions, and fieldwork experience.

Public Health Program Goals

1. Students learn and apply knowledge and skills related to the practice of public health.
2. Students and faculty contribute to service activities at the local level through engagement in public health practice.
3. Faculty conduct collaborative research that advances the field of public health and provides opportunities for student involvement.
4. Students prepare to work with diverse populations through coursework projects.

MPH CURRICULUM and CORE REQUIREMENTS

The 42-unit instructional program prepares graduate students to assume professional health education roles with responsibilities for:

- Assessment and educational diagnosis
- Biostatistics
- Program planning
- Program implementation
- Administration
- Community organization
- Communication and media
- Research and evaluation
- Epidemiology
- Curriculum development
- Multi-cultural issues in health education

The curriculum is designed to prepare public health professionals to successfully complete the requirements of the Masters degree in Public Health (MPH) with a concentration in Community Health Education or Applied Epidemiology, and to serve in a variety of professional leadership opportunities.

The following courses comprise the compulsory courses for the MPH program:

- HSCI 531^a Health Education Program Planning and Evaluation, 3 units
 - In-depth study of the conceptual/theoretical and practice-based methodologies of community health education program planning and evaluation. Offered in the fall semester.
- HSCI 533 Advanced Concepts in Health Behavior, 3 units
 - Critical analysis of theoretical issues and current methodologies related to influencing health behavior. Special emphasis will be given to the selection and application of principles to the field setting. Offered in the spring semester.
- HSCI 535^a Curriculum Development in Health Education, 3 units
 - Critical analysis of curriculum theory and its application in the development of education programs in the health sciences. Offered both fall & spring semester.
- HSCI 538 Seminar: Community Health Action, 3 units
 - Comprehensive analysis of methods and techniques appropriate to community health action.
- HSCI 541 Administration, Supervision & Consultation, 3 units
 - In-depth exploration of the organization, administration and legal aspects of health education programs, and the principles of supervision and consultation as applied to health education. Offered both fall & spring semester.
- EOH 554 MPH Seminar: Environmental & Occupational Health, 3 units
 - Critical analysis of the literature related to environmental and occupational health problems. Offered both fall & spring semester.
- HSCI 587 Seminar: Epidemiology, 3 units
 - Critical analysis of literature related to the newer concepts of epidemiology as applied to preventative medicine, health care management and public health. Offered both fall & spring semester.
- HSCI 592 Advanced Biostatistics: 3 units
 - Principles, theory, and practice of statistical analysis in health as they apply to health planning, epidemiological research, and experimental research. Lecture and applied statistical methods conducted in computer lab. Offered both fall & spring semester.
- HSCI 592A^b Advanced Biostatistics II, 3 units
 - Advanced techniques in statistical analysis used in epidemiologic research, including complex sampling strategies, secondary data analysis and topics in applied regression utilizing multiple statistical software packages (SAS and SPSS). Offered once per year.
- HSCI 693A & 693C Supervised Field Training (Internship), 3 units
 - Supervised training in selected agencies or organizations. Offered both fall & spring semester. (Credit/No Credit Only)
- HSCI 694 Research Design in the Health Sciences, 3 units
 - Critical consideration of research methodology as applied to the health sciences. Offered both fall & spring semester.
- HSCI 695^b Public Health Program Evaluation, 3 units
 - Critical exploration of concepts, principles, and practices for the evaluation of public health programs. Offered once per year.
- HSCI 696^b Advanced Epidemiologic Research Methods, 3 units

- Critical analysis of epidemiologic study design, data analysis, and causal inference in epidemiologic research. Offered once per year.

^a Required only for completion of the degree in MPH Community Health Education.

^b Required only for completion of the degree in MPH Applied Epidemiology.

Depending on the degree concentration, nine (9) or six (6) elective units are required. The following is a list of approved electives. However, any graduate level course related to public health may also be considered an elective. The selection of electives should be discussed and must be approved by the MPH Graduate Coordinator. Note that the following list may not be comprehensive and changes yearly. Students are encouraged to explore electives via the course catalog to learn more.

- HHD 501 Interdisciplinary Perspectives on Aging, 3 units
- HHD 504 Current Issues in Aging, 3 units
- HSCI 510 Systems for Health Delivery in the U.S., 3 units
- HSCI 511 Health Services Administration Theory and Practice, 3 units
- HSCI 513 Leadership in Health Administration Practice, 3 units
- HSCI 515 Seminar: Healthcare Information Management, 3 units
- HSCI 517 Health Economics and National Health Policy, 3 units
- HSCI 518 Managed Care, 3 units
- HSCI 521 Health Care Ethics, 3 units
- HSCI 523 Seminar: Health Care Organization, 3 units
- HSCI 526 Global Women's Health, 3 units
- HSCI 534 Lactation Education for the Health Care Professional, 3 units
- HSCI 536 Cultural Issues in Health Care, 3 units
- HSCI 537 Communications in Health Education, 3 units
- HSCI 540 Grantsmanship for Health and Human Development, 3 units
- HSCI 569 Public Health Strategies in HIV and STI Prevention, 3 units
- HSCI 588^c Epidemiology of Infectious Diseases, 3 units
- HSCI 589^c Epidemiology of Chronic Diseases, 3 units
- HSCI 591^c Quantitative Epidemiology, 3 units
- HSCI 595 A/B/C Experimental Topics Course, 3 units
- HSCI 699 A/B/C (1-6 units)
- Other courses as approved by the graduate advisor

^c Required only for MPH in Applied Epidemiology: students must take either 588 or 589; all students must take 591.

Integrative Learning Graduate Project: Either HSCI 698E or HSCI 698C

- HSCI 698E Integrative Learning Graduate Project, 3 units (Credit/No Credit Only)
- HSCI 698C Thesis/Graduate Project, 3 units
 - See additional information in this Handbook regarding proper procedure for completing a Thesis. (Credit/No Credit Only)

SAMPLE COURSE PLANS

The following sample course plans are intended to be a guide for students. Each student, in direct consultation with the Graduate Coordinator, will create a course plan that addresses the individual scheduling needs of the student. **Note that course offerings are subject to change and students are encouraged to have a Plan B!**

Community Health Education

Community Health Education, Plan #1: Full-time schedule, assuming a 2-year plan; 9-12 units per semester

**Note that courses may not be offered every semester. The below course plan is subject to change at the discretion of the faculty and program.*

Year 1	
<p><i>Fall Semester 1:</i></p> <p>HSCI 533 - Health Behavior (3 units) EOH 554MPH - Environmental Health Problems (3 units) Elective Course (3 units)</p>	<p><i>Spring Semester 1:</i></p> <p>HSCI 531 - Program Planning and Evaluation² (3 units) HSCI 538 - Community Health Action² (3 units) HSCI 587 - Epidemiology (3 units) Elective Course (3 units)</p>
Year 2	
<p><i>Fall Semester 2:</i></p> <p>HSCI 535 - Curriculum Development¹ (3 units) HSCI 693A/C - Supervised Field Training (2/1 units) HSCI 694 - Research Design (3 units) Elective Course (3 units)</p>	<p><i>Spring Semester 2:</i></p> <p>HSCI 541 - Administration (3 units) HSCI 592 - Biostatistics (3 units) HSCI 698E/HSCI 698C - Integrative Learning Experience/Thesis* (3 units)</p>
<p><i>* Please see the MPH Handbook on specific timeline for Thesis completion.</i></p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Applied Epidemiology Course substitutions:

- HSCI 531 and HSCI 587 are required of all students in the MPH program. No courses may be used to substitute for HSCI 587 or HSCI 531.
- Other courses may be substituted on a case-by-case basis.

Community Health Education, Plan #2: Part-time, assuming a 3-year plan; 6 units per semester

**Note that courses may not be offered every semester. The below course plan is subject to change at the discretion of the faculty and program.*

Year 1	
<p><i>Fall Semester 1:</i></p> <p>HSCI 533 - Health Behavior¹ (3 units) EOH 554MPH - Environmental Health Problems (3 units)</p>	<p><i>Spring Semester 1:</i></p> <p>HSCI 531² - Program Planning and Evaluation (3 units) HSCI 587 - Epidemiology (3 units)</p>
Year 2	
<p><i>Fall Semester 2:</i></p> <p>HSCI 535 - Curriculum Development¹ (3 units) Elective Course (3 units)</p>	<p><i>Spring Semester 2:</i></p> <p>HSCI 538 - Community Health Action² (3 units) Elective Course (3 units)</p>
Year 3	
<p><i>Fall Semester 3:</i></p> <p>HSCI 693A/C - Supervised Field Training (2/1 units) HSCI 694 - Research Design (3 units) Elective Course (3 units)</p>	<p><i>Spring Semester 3:</i></p> <p>HSCI 541 - Administration (3 units) HSCI 592 - Biostatistics (3 units) HSCI 698E/HSCI 698C - Integrative Learning Experience/Thesis* (3 units)</p>
<p><i>* Please see the MPH Handbook on specific timeline for Thesis completion.</i></p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Community Health Education Course Substitutions:

- HSCI 531 and HSCI 587 are required of all students in the MPH program. No courses may be used to substitute for HSCI 587 or HSCI 531.
- Other courses may be substituted on a case-by-case basis.

Applied Epidemiology

Applied Epidemiology, Plan #1: Full-time schedule, assuming a 2-year plan; 9-12 units per semester

**Note that courses may not be offered every semester. The below course plan is subject to change at the discretion of the faculty and program.*

Year 1	
<p><i>Fall Semester 1:</i></p> <p>HSCI 592 - Advanced Biostatistics (3 units) HSCI 587 - Epidemiology (3 units) HSCI 694 - Research Design (3 units)</p>	<p><i>Spring Semester 1:</i></p> <p>HSCI 592A- Advanced Biostatistics² II (3 units) HSCI 533- Health Behavior (3 units) HSCI 696- Advanced Epidemiologic Research² Methods (3 units)</p>
<ul style="list-style-type: none"> • Select 1 Public Health elective either Fall/Spring/Summer 	
Year 2	
<p><i>Fall Semester 2:</i></p> <p>HSCI 695- Program Evaluation¹ (3 units) HSCI 591- Quantitative Demography¹ (3 units) HSCI 693A/C- Supervised Field Training (2/1 units)</p>	<p><i>Spring Semester 2:</i></p> <p>HSCI 541- Administration (3 units) EOH 554MPH- Environmental Health Problems (3 units) HSCI 698E/HSCI 698C - Integrative Learning Experience/Thesis* (3 units)</p>
<ul style="list-style-type: none"> • Select 1 elective (HSCI 588 or 589) either Fall/Spring semester • Students completing a thesis enroll in HSCI 698C in Fall Year 2 in place of 698E in Spring Y2 	
<p><i>* Please see the MPH Handbook on specific timeline for Thesis completion.</i></p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Applied Epidemiology Course substitutions:

- HSCI 531 and HSCI 587 are required of all students in the MPH program. No courses may be used to substitute for HSCI 587 or HSCI 531.
- Other courses may be substituted on a case-by-case basis.

Applied Epidemiology, Plan #2: Part-time, assuming a 3-year plan; 6-9 units per semester

**Note that courses may not be offered every semester. The below course plan is subject to change at the discretion of the faculty and program.*

Year 1	
<i>Fall Semester 1:</i> HSCI 592- Advanced Biostatistics (3 units) HSCI 694- Research Design (3 units)	<i>Spring Semester 1:</i> HSCI 587- Epidemiology (3 units) HSCI 592A- Advanced Biostatistics ² II (3 units)
Year 2	
<i>Fall Semester 2:</i> HSCI 533- Health Behavior (3 units) HSCI 695- Program Evaluation ¹ (3 units)	<i>Spring Semester 2:</i> EOH 554- Environmental Health Problems (3 units) HSCI 696- Advanced Epidemiologic Research ² Methods (3 units)
<ul style="list-style-type: none"> • Select 1 elective (HSCI 588 or 589) either Fall/Spring semester 	
Year 3	
<i>Fall Semester 2:</i> HSCI 693A/C- Supervised Field Training (2/1 units) HSCI 591- Quantitative Demography ¹ (3 units)	<i>Spring Semester 2:</i> HSCI 541- Administration (3 units) HSCI 698E- Integrative Learning Experience (3 units)
<ul style="list-style-type: none"> • Select 1 Public Health elective either Fall/Spring/Summer • Students completing a thesis enroll in HSCI 698C in Fall Year 3 in place of 698E in Spring Y3 	
<p><i>* Please see the MPH Handbook on specific timeline for Thesis completion.</i></p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Applied Epidemiology Course substitutions:

- HSCI 531 and HSCI 587 are required of all students in the MPH program. No courses may be used to substitute for HSCI 587 or HSCI 531.
- Other courses may be substituted on a case-by-case basis.

DEPARTMENT POLICIES

Academic Advising

Each Fall semester there will be a “hold” on registration for the Spring semester. Each semester the Graduate Coordinators will instruct students via CANVAS how to request permission to enroll in select courses. If a student wishes to meet with the Grad Coordinator in person, the student must bring a copy of their DPR. Students must submit a “Permission Number Request Form” to her/his Graduate Coordinator via the Learning Management System (i.e. Canvas) for permission to register and to have your hold removed.

It is in each student’s best interest to develop a familiarity with the Graduate Coordinator by attending office hours for support and guidance as needed and occasionally during the semester.

Grade and GPA Requirements

MPH students must maintain a minimum 3.0 (“B”) GPA in the program and in the cumulative grade point average. No grade below a “B-” (B minus) can be counted towards the degree requirements. Any MPH course where a grade below a “B-” was obtained must be repeated after an approved course repeat form has been filed. If the student does not receive a “B-” or better on the second attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript.

If a student receives a grade below a “B-” in any course, they cannot enroll in the next sequence courses the following semester. For example, if a student receives a “C” in HSCI 592, they will not be allowed to enroll in HSCI 592A or any sequence courses where HSCI 592 is listed as either a pre-requisite or preparatory.

In order to concentrate on the repeated course and maximize success, students who are enrolled in a repeat course cannot take more than 6 units of MPH core courses that semester. That is, the student will only be allowed to take the repeat course plus one additional core (non-elective) course.

Academic Grievances and Grade Appeals

The University provides procedures for the orderly processing of grievances by students against members of the faculty, and for the appeal of assigned grades. Established by the Faculty Senate, these procedures are contained in the Academic Grievance and Grade Appeals Board Bylaws. The Board is empowered to act upon grievances and appeals which are properly filed.

Academic grievances may be filed when a student feels aggrieved in (non-grade) matters concerning an academic decision, action or judgment by a faculty member. A grade appeal may be filed when a student believes a grade is based on error, violation of University rule or policy, refusal by the instructor to report a grade, discrimination or other improper conduct towards the student. Grade appeals based wholly or in part on a subjective or qualitative judgment of an instructor will not be considered by the Board.

Students should attempt to resolve matters informally with the faculty member prior to filing an academic grievance or grade appeal. Students should also seek the review of the appropriate Department Chair and College Dean or designee. If the matter cannot be resolved in this manner, the student may file a formal grievance or grade appeal. The grievance or appeal must be presented in writing before the end of the semester following the semester in which the matter occurred or the grade was assigned.

Information and forms for filing an academic grievance or grade appeal may be obtained from the Office of the Vice President for Student Affairs or by calling (818) 677-2391.

Email Accounts

CSUN requires that all students open email accounts through the university. University and College messages are sent to students via this account. It is imperative that all students monitor their university email accounts. Failure to read their university email account is not an acceptable excuse for not knowing important information.

Writing Policies

All students in the MPH program are expected to follow APA format on all papers, unless otherwise instructed in a course syllabus. The rules of APA Style are detailed in the Publication Manual of the American Psychological Association. There are numerous websites to assist you in your writing as well as the Learning Resource Center in Bayramian Hall 408. Please see the link to the Learning Resource Center: <http://www.csun.edu/lrc/>

Graduate Status (Classified/Conditional)

Classified graduate students are those who have met all criteria for classification in their respective programs. A student who does not meet these criteria is considered **Conditional**. The criteria for classification may be more stringent in some departments, but are never less than the minimum criteria listed below:

- Maintain a 3.0 grade point average or higher in all work taken after completion of a bachelor's degree.
- Possess a bachelor's degree from an accredited institution.
- Score at or above the 50th percentile on one of the three subject areas of the Graduate Record Examination (GRE). This is waived if the student's undergraduate cumulative grade point average is 3.0 or higher.
- Students must pass the Writing Proficiency Examination (WPE). Students having met the WPE at another CSU campus automatically waive out of the WPE. A student may also qualify to waive out of the WPE if they scored above 50% on the Analytic section of the GRE, and may request to waive by submitting proof to the office of admissions and records.

If you are uncertain of your classification status, please review your degree progress report, or contact the MPH Graduate Coordinator for more information.

A graduate student with **Conditional** status has been accepted into a degree program, but has not yet met all classification criteria as listed above. The University mandates all specified requirements for classification must be satisfactorily met prior to the completion of 12 units of graduate course work (or within the first year for full-time graduate students). Students may not enroll in program courses beyond the 12th unit if they still maintain a **Conditional** status. Further, the MPH program stipulates that each student must meet and work with the MPH Graduate Coordinator to finalize and submit paperwork for classification. You must request classification with the 'Request for Classification' form available from the Graduate Coordinator.

Change of Concentration

Students who would like to change their MPH concentration (from Community Health Education to Applied Epidemiology or vice versa) must submit a "Change of Concentration Application" found on the Canvas website. This application is required and does not guarantee permission to change. Change of Concentration applications are due mid-October and mid-March each year (see Canvas for exact dates). Applications submitted after the due dates will be reviewed the following semester. To be eligible to change, a student must have completed at least 6 graduate units of MPH core coursework, but no more than 21 units at the time the application is submitted; and have an overall graduate GPA of 3.0 or above. All applications will be reviewed and weighed with numerous factors (i.e., number of students enrolled, course offerings, etc.). If approved for change, the student will be notified via email and asked to submit a "Change of Objective for Graduate Students" form to the CSUN Office of Admissions & Records.

MASTER OF PUBLIC HEALTH PROGRAM FIELD TRAINING INTERNSHIP (HEALTH SCIENCES 693A & 693C)

The Field Training (Internship) experience should be scheduled the semester before the student culminates their MPH studies. It should provide the student with an opportunity to apply theories, principles and skills learned in the course of the academic program, and it should provide the Preceptor and the MPH Internship Coordinator with an opportunity to assess the professional strengths and weaknesses of the student. The student should complete the field training experience with a sense of accomplishment and professional competence.

Students generally enroll in the Internship course for two semesters. Note that students who receive an **incomplete** in internship must be enrolled as student at CSUN in order to complete the degree requirements. This means that if a student has passed their Integrative Learning Graduate Project, but has not completed internship hours, registration fees and/or tuition will be required for completion of internship. Therefore, it is advised students complete the internship the same semester they plan to take the Integrative Learning Graduate Project or complete the thesis, and graduate. All students must submit the "Site Secure Form" to the Internship Coordinator prior to registering for 693A & 693C (see Canvas for access to the Site Secure Form).

For more information regarding the MPH field training internship, please see the Internship Handbook and Internship FAQs located on the MPH website: Note that additional information regarding Internship can be found on the MPH Advising Canvas site.

CULMINATING EXPERIENCE

Integrative Learning Graduate Project (HSCI 698E)

Most graduate students in the MPH program will demonstrate synthesis of both foundational and concentration competencies through an Integrative Learning Graduate Project. Students opting for the Integrative Learning Graduate Project must enroll in a 3-unit course, HSCI 698E, that will be facilitated by a full-time faculty member. The purpose of this course is to assist students in producing a written product that will be useful for stakeholders and demonstrate proficiency in both foundational and concentration competencies. The course focuses on a review of concentration-specific competences, as well as an opportunity to apply and demonstrate proficiency in the principles that public health graduate students are expected to have acquired through their coursework and field training experiences. Students are expected to independently review notes, texts, and materials from their previous coursework, including supplemental materials to successfully complete the written product. The final written product will be blinded and graded by multiple MPH faculty members.

- The Integrative Learning Graduate Project for the Community Health Education track is a comprehensive project called Application of Concepts (AC) paper. The AC paper builds on the core curriculum requirements of the MPH program, requiring synthesis and integration of knowledge acquired through coursework and internship. Utilizing students' internship site as the focal organization, the AC paper consist of six sections: 1) program planning; 2) epidemiology; 3) health behavior theory; 4) goals and objectives; 5) intervention development; and 6) and evaluation.
- The Integrative Learning Graduate Project for the Applied Epidemiology track is an empirical project that will incorporate and demonstrate mastery of core epidemiological concepts, research methods, and statistical and analytic methods. Students can either conduct an evaluation or a small-scale research project using secondary data analytic methods. The final product will be submitted in the form of a standard scientific paper submitted for peer-review and include six sections: 1) Abstract; 2) Background and review of relevant theory and literature; 3) Methods and analyses; 4) Results; 5) Limitations; and 6) Conclusion.

Thesis/Graduate Project (HSCI 698C)

Graduate students in the MPH program can elect to complete the master's thesis or the Integrative Learning Graduate Project. On average it takes between 1.5 and 2 years to complete the total thesis process (from selecting the committee to submitting the thesis). Very few students are able to complete their thesis in 1 year. Therefore, students should start the process as soon as possible (at the latest the Spring semester of the academic year prior to their anticipated graduation date) in order to avoid delay and added costs in completing the degree requirements.

Note that once a student is officially identified by the University as enrolled in “Thesis units” (HSCI 698C) they are NO longer able to select the Integrative Learning Graduate Project as their culminating project. Since students MUST either complete the thesis or drop out of the program, students should be certain that they will and can complete the thesis!

Prior to reading the Public Health MPH Thesis Policies below, please read the most recent CSUN graduate studies Thesis Guidelines: <http://www.csun.edu/research-graduate-studies/thesisdissertation-and-graduate-project-deadlines>

The following policies pertain to the master’s thesis in public health. All criteria must be met for the thesis option. See the sample thesis timeline at the bottom of this section for guidelines on setting dates.

1. The student must select a full-time faculty committee thesis Chair and 2 approved committee members ({insert date here})
 - a. The committee will consist of 3 members:
 - i. Thesis Chair from HSCI department
 - ii. Two other faculty
 1. One must be from HSCI department
 2. Other can be any expert in your field of interest who has at least a master’s degree (i.e., faculty from other universities, departments, etc.)
 - b. HSCI faculty may sit on a maximum of 3 theses committees at any one time.
 - c. If a thesis committee cannot be formed, the student must forgo the thesis option and complete the Integrative Learning Graduate Project.
 - d. Once you have formed your thesis committee you will need to register and complete the Planning Form on the Electronic Thesis Dissertation system (ETD). Curriculum vitae must be uploaded on the ETD system for all off campus committee members.
2. The student must submit to their committee a preliminary proposal (White paper) of no more than 1 page (single spaced), that includes an abstract of what they propose to do for their thesis, as well as their research questions and methodology. Please ensure that your committee Chair has reviewed this prelim proposal (_____date).
3. After review of the preliminary proposal, the thesis committee will determine whether the proposed project meets the department’s thesis requirements (_____date):
 - a. Accept: the student will proceed to write the full proposal of the master’s thesis
 - b. Reject: the student will NOT proceed to the full proposal but will complete an Integrative Learning Graduate Project instead.
4. If the preliminary proposal is approved, the student will work on their full thesis proposal during Fall semester (or summer if enrolled) under the advisement of the committee Chair. The proposal consists of 9-12 pages (see Thesis Proposal Outline) and must be submitted to the thesis Chair (_____ date).

5. During the editing of the proposal, the student must submit an application to the Institutional Review Board (IRB) for approval of protection of human subjects; this occurs after the abstract has been approved and the Chair has “agreed” that a student’s project can proceed to the IRB application phase. Note that typical IRB review takes 2-3 months for approval (_____date).
6. After receiving comments and edits from the Chair, the final draft of the proposal must be sent to the committee 2 weeks prior to a pre-set date as determined by the Committee Chair (must be prior to finals) for approval (_____date).
7. After submission of the approved Thesis proposal, students must enroll in HSCI 698C. University policy requires that students enrolled in HSCI 698C and complete the thesis in no more than 2 years from the semester they first enrolled in HSCI 698C.
8. All data collection or permission to use secondary data should be completed by _____ date. Analysis of data and the writing of the thesis should begin as soon as possible, given IRB approval (if applicable).
9. The completed thesis must be submitted to your Thesis Committee in plenty of time for them to read and suggest revisions prior to their final approval. A date as determined by the Committee will be set to allow ample time to read the completed thesis (_____date).
10. Once approved, the Thesis must be submitted through the Electronic Thesis Dissertation system (ETD) on or before the published deadline. For the exact Thesis deadlines, please visit <http://www.csun.edu/research-graduate-studies/thesisdissertation-and-graduate-project-deadlines>

Sample Thesis Completion Timeline

Below is a sample timeline to complete the MPH program in 3 years (with a thesis that takes 1.5 years).

- Academic Year (AY) 1 in MPH program
 - Fall: MPH coursework
 - Spring: MPH coursework
 - Summer: MPH internship
- AY 2
 - Fall: MPH coursework
 - Spring: MPH coursework
 - Form thesis committee
 - Submit preliminary proposal (White paper)
 - Thesis committee decision on preliminary proposal
- AY 3

- Fall:
 - Work on formal proposal and submit to committee
 - Being to prepare IRB application
 - Begin acquiring data (secondary data or primary collection)
- Winter break: Begin data management and analysis
- Spring:
 - Completion of writing and submission of thesis to the committee for approval
 - Theses must be submitted to the ETD system no later than the date specified on the CSUN graduate studies website

DEPARTMENT INFORMATION

About the Department of Health Sciences

The Department of Health Sciences at California State University, Northridge provides a nationally renowned, comprehensive education. Whether the student's focus is on public or private health, graduates enter the professional world with confidence and expertise.

The study of Health Sciences is multidisciplinary. Our students learn the ways that various factors affect the health of individuals and entire populations. Our professional programs are founded on the liberal arts as well as the physical and behavioral sciences. Studies in Health Sciences prepare students for more specific program disciplines as their coursework progresses.

Contact Information

The Department of Health Sciences office is located in Jacaranda Hall (JD), room 2500. The mailing address is:

Department of Health Sciences
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8285

Phone: 818-677-3101
Fax: 818-677-2045
Email: hsci@csun.edu

Department Chair:

Louis Rubino, Ph.D., FACHE
 Office JD2500 - Mail Drop 8285
 (818) 677-7257

Program Director:

Bethany Rainisch, PhD, MPH
 Office JD 2542
 (818) 677-2341

MPH Graduate Coordinators:

Community Health Education
 Bobbie Emetu, PhD, MPH, MLS
 Office: JD 3533
 Phone: (818) 677-7607

Applied Epidemiology
 Myriam Forster, PhD, MPH
 Office: JD 3348
 Phone: (818) 677-7039

MPH Faculty Directory

Name	Office	Phone	Email
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Kacie Blackman, PhD	Lilac Hall, Room 110	818-677-4918	Kacie.blackman@csun.edu
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Suzanne Spear, PhD	JD 2544	818-677-6991	Suzanne.spear@csun.edu
Jenny Yi, PhD, MPH	JD 3527	818-677-7930	Jenny.yi@csun.edu
Kathleen Young, MPH, PhD, MS	JD 2536	818-677-4723	Kathleen.young@csun.edu

MPH Student Association (MPHSA)

The MPH Student Association is a CSUN Associated Students sanctioned organization. To qualify for membership an applicant must be a CSUN MPH student. The Association provides an invaluable service to students and faculty alike. Some of the services provided by the Association include:

- Administering yearly surveys assessing the degree to which student needs are being met
- Helping to organize new student orientations and banquets honoring graduate students
- Providing communication links via e-mail, the Web-based bulletin board, and telephone to fellow students
- Publishing a periodic student newsletter
- Identifying ways of helping fellow students bring health education resources to the campus
- Increasing the student's sense of being an important constituency in the accreditation self-study and site visit process

For membership and activity information, please contact the MPHSA: <http://www.csun.edu/health-human-development/health-sciences/student-associations>

UNIVERSITY POLICIES

Graduate Studies

Students in the MPH program are encouraged to read the university graduate student information booklet for information on policies related to the graduate programs, the upper division writing proficiency examination, steps to completing your degree and so forth. The Graduate Student Handbook can be found at the following link: <http://www.csun.edu/research-graduate-studies/current-students>

Academic Dishonesty

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
 - Students completing any examination should assume that external assistance (e.g., books, notes, calculators, pagers, cell phones/cameras, PDAs, other electronic devices, conversation with others) is prohibited unless specifically authorized by the instructor.

- Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
 - Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization. This is known as self-plagiarism.
- Fabrication
Intentional falsification or invention of any information or citation in an academic exercise.
 - “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. For example, it would be improper to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
 - One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
 - Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.
- Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.
 - Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.
 - Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K. L. Turabian’s A Manual for Writers of Term Papers, Theses and Dissertations. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.
 - Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment . . .” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
 - Borrowed Facts or Information: Information obtained in one’s reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Students with Disabilities

As stated in the CSUN catalogue, “The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the Center on Disabilities (818) 677- 2578 or Disability Resources and Educational Services at (818) 677- 2684 at 110 Bayramian Hall, or email dres@csun.edu. Website: www.csun.edu/dres. This information will be treated as confidential.

Standards of Student Conduct

Campus Community Values: 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 should 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 contribute positively to student and university life.

Grounds for Student Discipline: Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

- Dishonesty, including:
 - Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - Furnishing false information to a University official, faculty member, or campus office.
 - Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- Unauthorized entry into, presence in, use of, or misuse of University property.
- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm,

personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- Theft of property or services from the University community, or misappropriation of University resources.
- Unauthorized destruction, or damage to University property or other property in the University community.
- Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- Misuse of computer facilities or resources, including:
 - Unauthorized entry into a file, for any purpose.
 - Unauthorized transfer of a file.
 - Use of another's identification or password.
 - Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - Use of computing facilities and resources to interfere with normal University operations.
 - Use of computing facilities and resources in violation of copyright laws.
 - Violation of a campus computer use policy.
- Violation of any published University policy, rule, regulation or presidential order.
- Failure to comply with directions, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- Violation of the Student Conduct Procedures, including:
 - Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - Disruption or interference with the orderly progress of a student discipline proceeding.

- Initiation of a student discipline proceeding in bad faith.
- Attempting to discourage another from participating in the student discipline matter.
- Attempting to influence the impartiality of any participant in a student discipline matter.
- Verbal or physical harassment or intimidation of any participant in a student discipline matter.
- Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Procedures for Enforcing This Code: The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

Application of This Code: Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Classroom Misconduct: Instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the Student Conduct Code. Students who display disruptive, threatening or abusive behavior in class are subject to student discipline. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported to the appropriate campus officials.

Reporting Misconduct: Behavior believed to be in violation of the Student Conduct Code should be reported, in writing, to the Student Conduct Coordinator. For assistance, call (818) 677-2391.

EXPECTATIONS OF STUDENTS

Memorandum of Understanding

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students share complementary responsibilities in the maintenance of academic standards and the development of high-quality graduate programs. As a student in the MPH program at CSUN, you have entered a relationship with the faculty and staff that is intended to be constructive, supportive, professional, and positive. This relationship requires a mutual respect. Further, it is imperative for you, the student, to understand the expectations that your instructors have for you and for your conduct in the classroom, during advisement, during your field training, and in every aspect of

your interaction with the faculty and staff. Equally, the faculty is committed to your success and in being a mentor for you as you journey toward the completion of your degree.

To maintain our high academic standards, students are compelled to adhere to the following:

- A high level of professionalism is expected at all times.
Your time in the MPH program is designed to prepare you for a career as a public health professional. Therefore, you should approach your courses, and field training with a high level of professionalism and civility. Your actions, communication, appearance, interactions between faculty, staff, students, and preceptors, should reflect your commitment to the program and demonstrate the best practices of professional conduct and ethics.
- Consistent attendance and meaningful participation is crucial for your success in your coursework. A high volume of work is expected during each class session, missing class meetings will limit your scope of knowledge on the subject matter, and will prevent your active involvement in class discussions and collaborations.
- In the event of a conflict, it is expected that students will address the issue with discretion and in a timely manner. Should the conflict be with an instructor, students should attend office hours, call to make an appointment, or send an email to that individual professor to address the matter. If a conflict arises with a fellow student, an effort should be made to solve the problem prior to involving the faculty.
- Students are required to formally meet with the Graduate Coordinator at least once per the fall semester for academic advising. Academic advising sessions are required to confirm that students are progressing toward graduation and satisfactorily completing fieldwork. It is also an opportunity for faculty to seek feedback about your experience in the program.
- Students will observe the university's policy on academic integrity. Per the policy set by the university, students are to exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in working cooperatively in student teams.
- Students will take primary responsibility to inform themselves about the specific requirements and policies of the MPH program.
- Students are expected to check campus email regularly for communication from instructors and information and updates regarding the MPH program.

To support students in their academic pursuit, the faculty commit to the following:

- Impartial evaluation of student performance regardless of the student's religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Respect the academic freedom for students to express opinions that may differ from those of faculty.
- Provide opportunities within the graduate program for students to seek assistance for their grievances without threat of retaliation.
- Create a classroom environment that encourages students to participate and learn in a safe, supportive, and professional setting.
- Prevent personal or professional conflicts with colleagues from interfering with duties as instructor, graduate advisor, and committee member.

- Confidentiality in communication with students; discussing academic issues with faculty and staff on an as needed basis and refraining from discussions about student performance, academic standing, and behavior with other students.
- Provide regular office hours and the ability to make an appointment should an alternate time be needed.

(Some content adapted from the University of Washington-Guidelines for Good Practice in Graduate Education)

Professionalism

As previously mentioned, students in the MPH program are expected to conduct themselves with a high level of professionalism when communicating and interacting with the following people:

- The faculty and staff of the Health Sciences Department
- Fellow students
- Members of the community
- Preceptor, staff and clients of the field training agency
- Any other persons that a student may encounter when representing the MPH program

The following are intended to be a sample of behaviors that are expected:

- Cell phone usage: As a professional courtesy, please silence your cell phones, ipods, etc. when entering class, starting your day with at an internship, and when participating in program meetings and advising sessions. Further, please refrain from texting during class.
- Submission of work: All papers, research, homework, projects, etc. are expected on the due date and all work should be typed.
- Cancellation of appointments: Should a student find themselves unable to keep an appointment to meet with a professor, it is expected that they will contact the advisor/professor in a timely manner, ideally prior to missing the appointment.
- Arriving late or cancelling an appointment or work day with an internship: A “no show” is never acceptable. Should a student find themselves unable to arrive promptly for an internship it is imperative that they contact their preceptor to give advanced notice. If a student needs to cancel a regularly scheduled date at an internship, it is expected that the student will request the day off in advance and make arrangements with the preceptor to make up work.
- Attendance: Regular and punctual attendance in class and at the internship is critical. Further, it is essential that students arrive prepared for class or internship, having completed the assigned reading, homework, projects, etc.

Appropriate communication with faculty: Faculty are to be addressed properly as “Professor” or “Dr.” Unless your professor gives you specific instructions to call them by their first name, all faculty should be addressed in a more formal and professional manner. Additionally, please use good judgment when communicating with professors; communication should only be between parties directly

involved with the issue and emails should be drafted using appropriate language, grammar, etc. (please see “Email guidelines” in the index of this document.)

CAMPUS RESOURCES

University Counseling Services (UCS)

Your quality of life as a student is influenced by your psychological and emotional health, taking care of your personal needs may help you do better academically. University Counseling Services are available for all students. Students may seek help at UCS because they want to:

- Have someone to talk to and confide in
- Deal with stress about academics
- Discuss relationship problems
- Resolve family or relationship conflicts
- Achieve personal growth
- Substance abuse counseling
- Cope with upset feelings
- Deal with worries, anxieties
- Cope with Crisis events: Divorce, Rape, Assault
- Cope with difficult life experiences: break ups, changes, losses.
- Deal with sad, low, or suicidal feelings
- Clear up confusion/ find direction
- Restore motivation
- Improve academic performance
- Manage their emotions (anger, mood swings)
- Feel less overwhelmed
- Feel Better!

Services at UCS are free to regularly enrolled students and are confidential and convenient. For more information, visit UCS located in Bayramian Hall, room 520 or call 818-677-2366.

Klotz Student Health Center

The College Health Specialists at the Klotz Student Health Center are dedicated to providing the highest quality healthcare in an inclusive, comfortable and compassionate environment to the diverse Cal State Northridge community. Our staff consists of primary care physicians and nurse practitioners, specialists, nurses, and medical assistants. Services are designed to help students stay healthy and provide support for achieving academic goals. Services include:

- Acupuncture
- Chiropractics
- Internal medicine

- Massage therapy
- Men's health
- Nutrition counseling
- Optometry
- Orthopedics
- Pharmacy
- Physical therapy
- Podiatry
- Sports medicine
- Wellness coach

Services are provided at little or no cost to currently enrolled students. For more information or for appointments, call 818-677-3666.

Additionally, the Living Well Lounge is a place for students to gather health information from peer educators, watch a movie, visit with a Peer Nutrition Counselor, attend a presentation, or get help with a research project. The Living Well Lounge is located at the University Student Union. For more information, call 818-677-2622.

Healthy Eating on Campus

CSUN Nutritionist, Ellen Bauersfeld, developed the following guide to healthy eating on campus. Click on the link below to access a user friendly copy of this document:

<http://www.csun.edu/marilyn-magaram-center/nutrition-experts/eating-healthy>

Learning Resource Center (LRC)

The mission of the Learning Resource Center (LRC) is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, supplemental instruction classes, and interactive subject area computer programs and videos. CSUN students who use LRC learning programs will develop and strengthen their:

- critical thinking skills
- study strategies
- writing skills
- performance in subject matter courses

For more information or to make an appointment, visit the LRC at Bayramian Hall, room 408 or call, 818-677-2033 or via email at lrc@csun.edu.

Oviatt Library

The California State University, Northridge's Oviatt Library provides educational, cultural and information services and resources to the students and faculty. Its primary mission is to support and

supplement classroom and independent learning; facilitate student and faculty research; and provide students with lifelong skills in identifying, locating, evaluating and synchronizing information.

All library materials are housed in the Delmar T. Oviatt Library, a 234,712 square foot state-of-the-art facility. Of note are the Collaboratory with its 175 multipurpose computer workstations, 3 computer-equipped library instruction labs with a total of 100 computers, and 150 computer workstations, in various library locations, devoted to library information resources. There are over 1,600 seats for in house study. During Fall and Spring semesters, the building is open 85 hours a week. The Library maintains and provides access to electronic information 24 hours a day.

The Oviatt Library has a physical collection containing 1.4 million volumes, of which over 1.1 million are books, and over 250,000 bound periodical volumes. The Library subscribes to 53,000 online journals, over 2,300 print journals, over 200 online databases and nearly 275,000 ebooks. The microform collection contains 3.17 million pieces. There are over 14,200 sound recordings, 12,700 film and video recordings and nearly 60,000 pictures and other graphic materials. The archives and manuscript collection exceeds 4,200 linear feet of materials, with nearly 38,500 items housed in Special Collections.

The Health Sciences Specialist is Ahmed Alwan. Mr. Alwan can be contact via email at ahmed.alwan@csun.edu or via phone at 818-677-6966 or via the web at <http://library.csun.edu/aalwan/>

Associated Students (AS)

The Associated Students is the primary advocate for students at California State University, Northridge and provides excellent, meaningful programs and services designed to create and enhance a spirited, learning-focused campus environment. All registered students are members of the Associated Students of California State University, Northridge. This incorporated campus entity is governed by elected student leaders including a President, Vice President and a 26-member Senate. The senate sets policy, governs financial matters, provides student service programs, provides input on University policies and recommends students to serve on University advisory boards. All students are assessed a semester based fee which generates revenue to support over 200 clubs and organizations, leadership programs, Intercollegiate Athletics and Financial Aid. Associated Students provides a Ticket Office, Recreation Sports, the Children's Center, the Campus Recycling Program, student health insurance, and a wide variety of cultural programs, concerts, films, and speakers.

For more information, please visit Associated Students at University Student Union (USU) 100, or call 818-677-2477 or visit the website at <http://www.csunas.org/>

Disability Resources and Educational Services (DRES)

Disability Resources and Educational Services provides a variety of support services to empower students, foster independence, promote achievement of realistic career and educational goals and assist

students to discover, develop and demonstrate their full potential and abilities. The department provides academic support under federal and state regulations to ensure full access to programs and activities at Cal State Northridge. These services include:

- Disability management advisement and referrals to on-campus and off-campus resources
- Note taker services
- Alternative testing accommodations
- Alternative media services such as providing electronic text, Braille and large print materials not available through other sources
- Transition services and academic coaching
- On-campus access assistance
- Assistive technology training services
- Job placement services through a CA Department of Rehabilitation Workability grant

For more information, please visit DRES in Bayramian Hall 110, call 818-677-2684 or visit the website, <http://www.csun.edu/dres/index.php>

Student Recreation Center (SRC) and Other Resources for Physical Activity

The Student Recreation Center opened its doors to CSUN students, faculty, staff and alumni on January 26, 2012. Activities and features of the SRC include:

- Intramurals such as basketball, volleyball, flag football, ultimate Frisbee, soccer, and more
- Outdoor Adventures will provide off-campus trips and rentals of outdoor equipment
- Free and specialty (a small fee may apply) Group Exercise classes, including: Zumba®, cardio kickboxing, yoga, Pilates, Spinning® and TRX® and more
- Rock Climbing & Bouldering
- Fitwall® Training
- Equipment Checkout, including: basketballs, volleyballs, badminton equipment, and more
- Personal Wellness Training (for a small fee)
- Lap & Recreational Swimming
- Aquatics Programming, including aqua aerobics and more
- Fitness Assessments (for a small fee)
- Open Recreation for pick-up games of basketball, volleyball, badminton and more
- Peer Nutrition Counseling
- Drop-in Baby sitting Services (for a small fee)
- Gymnasium Courts
- Multi-Activity Court for indoor soccer, floor hockey, basketball, volleyball, etc.
- Weight and Fitness Space, including free weights, machines and cardio equipment
- Group exercise studios for aerobics, martial arts, Spinning®, yoga, dance, Pilates, and more
- Indoor Jogging Track
- Locker Rooms
- Office Space for Sport Clubs

- Field complex for flag football, ultimate Frisbee, soccer, softball, and more (currently under design)

The membership fee for current CSUN students is paid through tuition. For more information on registration, schedule of classes, hours of operation, etc. please call 818-677-5434 or visit www.src.csun.edu

APPENDIX

Email Guidelines

Students are expected to implement the following email best practices in their communication with faculty, staff, preceptors and community members:

- Write from your academic account, if possible.
- Always use a greeting. Spell your professor's name correctly. Generally speaking you should use "Dear Professor Last-name".
- Briefly and politely state the reason why you are emailing. Offer only as much information as is relevant to the situation and likely to interest the professor.
- If you are emailing with a problem, suggest a solution. (See Tip below.) Be considerate of how your solution might create additional work for the professor.
- Use standard spelling, grammar, and punctuation. "You" is a 3-letter word, and "I" is capitalized. Most professors won't be offended if you write "who" when you mean "whom," nor will they expect emails to be as well-proofread as papers should be, but most will be annoyed by (or incapable of deciphering) the abbreviations and shortcuts you may use with friends.
- Sign it with your name. Use first and last name, and if you think there is any chance that your professor may not be able to place you, include your course information below your name.
- Read it over. If you do not have spell-check on your email, you might copy the message and paste it into a word processing program and run spell-check there. Consider not only the mechanics, but what you have said. Strive for a polite tone, concise language, and clear purpose. Ask if your reader would be offended by such an email if it were directed at him or her.
- Make any changes necessary then send the email.
- Allow adequate time for a reply. See tips below about how to address a professor's failure to reply. If you are only sending a piece of information ("I have the flu and will not be in class on Tuesday, but Sue will turn in my paper for me.") the professor may not consider a reply necessary. In this case, you are done.
- Once a reply has been received, acknowledge it. A simple, "Thank you," may be enough. If necessary, write a more extensive email using these same guidelines to achieve a professional effect. If the case is not being adequately resolved by email, ask for an appointment to meet in person.

Other Email Tips

- Try to contact a peer first, if the purpose of your email is to find out what you missed when absent.
- Recognize that requests that may take only a few seconds to write and send may take much longer to fulfill. If you want a grade calculated, or a full breakdown of what you missed during an absence, or anything else that may be labor intensive, offer to come to office hours if the professor prefers.
- Leave enough time for a response. Some professors do not work on campus every day, so you may need to wait a few days.
- Being polite doesn't mean being a pushover. If you have a need, make it known. While you cannot make a demand, you should make a suggestion. For example, if you have surgery scheduled on the day of the final, you should do more than state your conflict. You should offer to take the exam early, request an incomplete, offer to submit a final project in place of the exam, or whatever other idea you think would solve the problem to everyone's satisfaction. Be sure to remain open to other suggestions, as the professor may have ideas of his or her own.
- Follow up. If more than a few days have passed and you have not gotten a response, it is appropriate to politely ask if the professor received your email and had time to consider what you wrote. It may be more effective to follow up by phone or by office visit.
- If you have a complaint or have strong negative feelings that you are trying to resolve, email is probably not your best avenue. You need to dialogue with the professor, and email is only one-way (at a time). You may email to tell your professor that you feel a need to talk about the issue and ask to set up an office visit or phone conversation, but it is best not to write anything that you might regret later.
- Do not email all of your professors as a group unless the situation is dire.
- Do not ask "if" you missed anything on a day you were absent. Of course you did!
- Writing "I do not mean to be rude" does not negate rudeness elsewhere in the email.
- Be sure you have checked all the materials you've already been provided to see if you can answer your own question.

Taken From "Wiki-How", 2008

Helpful Public Health Websites

World Health Organization- www.who.int

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

Centers for Disease Control and Prevention- www.cdc.gov

For over 60 years, CDC has been dedicated to protecting health and promoting quality of life through the prevention and control of disease, injury, and disability. The CDC is committed to programs that reduce the health and economic consequences of the leading causes of death and disability, thereby ensuring a long, productive, healthy life for all people.

American Public Health Association- www.apha.org

The American Public Health Association is the oldest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans, their families and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.

Los Angeles County Department of Public Health- www.publichealth.lacounty.gov

Los Angeles County Department of Public Health protects health, prevents disease, and promotes health and well-being for all persons in Los Angeles County. The focus is on the Los Angeles County population as a whole, and we conduct our activities through a network of public health professionals throughout the community.

California Department of Public Health- www.cdph.ca.gov

The California Department of Public Health is dedicated to optimizing the health and well-being of the people in California.

National Institutes of Health- www.nih.gov

The National Institutes of Health (NIH), a part of the U.S. Department of Health and Human Services, is the nation's medical research agency—making important medical discoveries that improve health and save lives.

U.S. Department of Health and Human Services- www.hhs.gov

The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

Council on Education for Public Health- www.ceph.org

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other masters and doctoral degrees are offered as well.

National Commission for Health Education Credentialing, Inc.- www.nchec.org

The mission of NCHEC is to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. To meet this mission, NCHEC certifies health education specialists, promotes professional development, and strengthens professional preparation and practice.

Society for Public Health Education (SOPHE)- www.sophe.org

SOPHE is a 501 (c)(3) professional organization founded in 1950 to provide global leadership to the profession of health education and health promotion and to promote the health of all people by:

stimulating research on the theory and practice of health education; supporting high quality performance standards for the practice of health education and health promotion; advocating policy and legislation affecting health education and health promotion; and developing and promoting standards for professional preparation of health education professionals. SOPHE is the only independent professional organization devoted exclusively to health education and health promotion across all settings.

MPH Program Frequently Asked Questions

Please visit the MPH website for FAQs: <http://www.csun.edu/health-human-development/health-sciences/mpH-additional-information>

Writing Proficiency Exam (WPE)

The Trustees of the California State University have directed that "all students entering the CSU System ... be required to demonstrate their proficiency with regard to writing skills as a requirement for graduation." The Trustees further specified that writing proficiency must be demonstrated after a student earns 56 semester units and that a lower division course, such as freshman composition, may not be used to fulfill the requirement. Within these constraints, each CSU campus determined the means to meet the requirement.

After careful consideration, the CSUN faculty decided that on this campus students would meet the requirement by writing an acceptable test essay. The faculty rejected two other methods for meeting the requirement: passing a short-answer test of editing skills (rejected because taking such a test differs markedly from composing and writing acceptable prose) and passing a writing course (rejected because instructors inevitably reward other aspects of a student's knowledge and behavior besides writing ability). The faculty agreed that writing a test essay would be the most direct, impartial, and reliable demonstration of a student's writing skills.

While the exam process used at CSUN more than meets the recommendations of the CSU Graduate Writing Assessment Requirement Review (GWAR), the committee recommends that "each campus should review GWAR writing prompts to ensure that they will elicit the skills expected of graduating students rather than the proficiencies of entering students." The task must enable students "to demonstrate the advanced writing skills of analysis, synthesis, and summarization." The GWAR committee believes the writing tasks in the GWAR assessment should address these competencies.

Students are expected to read a short text (up to one page) about a current topic of interest. They will be asked to briefly identify the main points of the text, and then argue the extent to which they agree or disagree. They will be asked to support their position with reasons and examples from their own reading, observations, and experience.

More information about the WPE can be found here: <https://www.csun.edu/undergraduate-studies/UDWPE>

Certified Health Education Specialist (CHES/MCHES)

National certification benefits practitioners and the public in that it:

- Establishes a national standard of practice for all health education specialists
- Attests to the individual health education specialists' knowledge and skills
- Assists employers in identifying qualified health education practitioners
- Develops a sense of pride and accomplishment among certified health education specialists
- Promotes continued professional development for health education specialists

The Certified Health Education Specialist, or CHES, examination is a competency-based tool used to measure application and knowledge of trained Health Educators. The exam assesses the basic competencies necessary for health educators and consists of 165 multiple-choice questions.

Eligibility to take the CHES/MCHES examination is based exclusively on academic qualifications. An individual is eligible to take the examination if they have:

A bachelor's, master's or doctoral degree from an accredited institution of higher education; AND one of the following:

- An official transcript (including course titles) that clearly shows a major in health education, e.g., Health Education, Community Health Education, Public Health Education, School Health Education, etc. Degree/major must explicitly be in a discipline of "Health Education." OR,
- An official transcript that reflects at least 25 semester hours or 37 quarter hours of course work (with a grade "C" or better) with specific preparation addressing the *Seven Areas of Responsibility and Competency for Health Educators*

The 90-day option is offered to students scheduled to graduate within 90 days of an exam date. To qualify for this option, a student must be enrolled in an accredited institution of higher education, and must submit an official transcript showing a minimum of 25 semester hours relating to the Area of Responsibility along with written verification from their faculty advisor assuring the student will complete all degree requirements within 90 days of the exam date.

The Master Certified Health Education Specialist (MCHES) exam is based on the scientific approach to measure the existing health education advanced-level Sub-competencies related to the Seven Areas of Responsibilities.

Master Certified Health Education Specialist, MCHES, is an individual that has met academic eligibility in health education and is practicing at the advanced-level in the field, passed a written examination administered by the National Commission for Health Education Credentialing, Inc., and has an ongoing commitment to continuing education.

The MCHES exam eligibility includes both academic and experience requirements.

- For CHES: A minimum of the past five (5) continuous years in active status as a Certified Health Education Specialist.
- For Non-CHES or CHES with fewer than five years active status AND five years experience: A Master's degree or higher in Health Education, Public Health Education, School Health Education, Community Health Education, etc., OR
- a Master's degree or higher with an academic transcript reflecting at least 25 semester hours (37 quarter hours) of course work in which the Seven Areas of Responsibility of Health Educators were addressed.
- Five (5) years of documented experience as a health education specialist

To verify applicants must submit:

- Two verification forms from a current or past manager/supervisor, and/or a leader in a health education professional organization.
- A current curriculum vitae/ resume.

In the verification form it must be indicated, and in the curriculum vitae/resume it must clearly be shown, that the applicant has been engaged in the Areas of Responsibility for at least the past five years (experience may be prior to completion of graduate degree).

Benefits of being MCHES:

- It differentiates you from entry-level health education specialists.
- Becoming an MCHES provides validation that you are skilled in advanced-level Responsibilities and Competencies for a health education specialist
- The MCHES credentialing process provides advanced-level continuing education opportunities, in order for health education specialist to stay abreast of the latest research and practice in the field.

For more information, please visit The National Commission for Health Education Credentialing at: <http://www.nchec.org>.

Certified Public Health Professional (CPH)

The National Board of Public Health Examiners (NBPHE) was established in September 2005 as an independent organization, the purpose of which is to ensure that students and graduates from schools and programs of public health accredited by the Council on Education for Public Health (CEPH) have mastered the knowledge and skills relevant to contemporary public health. This purpose will be accomplished by developing, preparing, administering and evaluating a voluntary certification exam. Becoming a Certified Public Health (CPH) Professional has multiple benefits:

- Sets a standard of knowledge and skills in public health
- Encourages life-long learning
- Adds credibility to the public health profession
- Increasing public health awareness

- Fosters environment of a professional community

The exam is rooted in the five basic core competencies of public health to reflect the nature of the field and the way one area of knowledge blends into another. The certification exam is administered to graduates of CEPH-accredited schools and programs of public health. For more information, please visit <http://www.nbphe.org/>.

CSUN MPH students and alumni receive a \$70 discount off the regular exam fee (done in the form of a reimbursed check after the exam has been taken), and free access to the ASPPH CPH Study Guide (see Canvas Advising Site for username and password to access the Study Guide).

In order to be eligible to sit for the National Board of Public Health Examiners Certified in Public Health exam, all candidates must have or be earning a graduate level degree (Masters or Doctoral) from a CEPH-accredited school or program of public health. NBPHE will automatically verify every candidate's eligibility with their alma mater or academic institution.

MPH Foundational Competencies

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer- based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Perform effectively on interprofessional teams
22. Apply systems thinking tools to a public health issue

Community Health Education Concentration-specific Competencies

1. Describe evidence-based program planning models (such as PRECEDE-PROCEED, MAP-IT, MAPP, etc.) and the advantages to using such models for program planning.
2. Demonstrate the ability to write specific and measurable process, impact, and outcome objectives for health programs.
3. Discuss the differences between health behavior theories and how to apply theory constructs within a health education program.
4. Synthesize health education curriculum that is culturally competent and appropriate for learners' level of readiness, cognition and skills.
5. Design and apply tools to illustrate the relationships between resources, activities, outputs, outcomes, and impact of a program.

6. Identify and facilitate community partnerships, community involvement, community engagement, community assets, ethical and regulatory process in community building.

Applied Epidemiology Concentration-specific Competencies

1. Demonstrate proficiency in using statistical software to triangulate data from multiple sources, appropriate coding using syntax and data management.
2. Demonstrate the ability to perform multivariate analyses using generalized linear models and describe and perform tests for model assumptions and interpretation of appropriate model fit statistics.
3. Develop and generate technical and statistical reports of evaluation or research findings appropriate for providers and stakeholders.
4. Collaborate with community providers and provide expertise in evaluation methods and statistical analysis to a) build data collection infrastructure b) develop technical reports and c) disseminate findings to stakeholders.
5. Identify threats to internal and external validity in evaluating and critiquing the epidemiologic literature.
6. Utilize statistical and methodological techniques to identify and adjust for bias in epidemiologic studies.

Code of Ethics for the Health Education Profession

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within which Health Education is practice. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions. To see Article I through Article IV, including its sections refer to <https://www.nchec.org/code-of-ethics>.

The Green Circuit:

- Start at the Southwest corner of the Oviatt Library
- Head West on Matador Walk
- North on Etiwanda (West University Dr).
- East on Plummer (North University Dr).
- South on Lindley (East University Dr).
- West on Matador Walk
- End at the Southwest corner of the Oviatt Library

The Yellow Circuit:

- Start at the Oviatt Library steps.
- Head West on Matador Walk.
- South on Etiwanda (West University Dr).
- East on Orange Grove Walk.
- North on Lindley (East University Dr).
- West on Matador Walk
- End at the Oviatt Library steps,

The Blue Circuit:

- Start by heading East between Sierra Center and Sierra Hall.
- South at Sierra Quad.
- East at Sierra Walk.
- South on Lindley (East University Dr).
- East on Orange Grove Walk, through the orange groves and around the pond.
- West, through the orange groves again, and continue West on Orange Grove Walk.
- South on Lindley (East University Dr).
- West on Nordhoff St.
- North on Etiwanda (West University Dr).

- End at Sierra Center.

The Magenta Circuit:

- Start at the Southeast corner of Jacaranda Hall (on Jacaranda Walk).
- Head South on Lindley (East University Dr).
- East on Orange Grove Walk, through the orange groves & past the pond.
- North on Bertrand St (between the Klotz Student Health Center & G3 Parking)
- East on Prairie St.
- North between the University Student Union and G4 Parking.
- West on Jacaranda Walk.
- End at Southeast corner of Jacaranda Hall.

Resource from: D. Rozanski, Ph.D., Coordinator, EAP

Map on next page →

