



## SF State Health Education Department MPH Program in Community Health Education Policies, Procedures, and Student Resource Manual

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Note: For any questions remaining after perusing this manual and its links or to suggest resource information to add to the manual, email MPH Program Faculty Liaison Sally Geisse at [sgeisse@sfsu.edu](mailto:sgeisse@sfsu.edu)



## **A. WELCOME**

Welcome! We are delighted to have you join us in the SF State MPH Program in Community Health Education, and look forward to working with you. This student policy and resource manual has gathered in one place curricular, program, and university information/links useful to you as you work toward completing your MPH degree.

## **B. MISSION OF THE SF STATE MPH PROGRAM IN COMMUNITY HEALTH EDUCATION**

The Mission of the Master of Public Health Program in Community Health Education at San Francisco State University is to promote individual and community health, health equity and social justice in urban communities through community-based research, advocacy, and the preparation of public health leaders. We provide a participatory learning environment that integrates theory and practice, honors diversity, and fosters leadership, collaboration, critical thinking, and communication skills.

## **C. YOUR SFSU EMAIL ACCOUNT**

**CHECK IT DAILY OR FORWARD IT TO YOUR PREFERRED EMAIL ACCOUNT.**

We will regularly send you critical and time sensitive information to your sfsu email address. Please plan on checking your sfsu email account inbox daily, or if you prefer, forward your sfsu email to your preferred email address. For instructions how to forward your sfsu email to your preferred personal or work email account, visit the [Information Technology Help Desk](#).

## **D. THE MPH ILEARN SITE**

The [Division of Graduate Studies](#), the [SF State Bulletin](#), the [HED website](#), and the [MPH iLearn Site](#) are your four primary resources for locating the university, program, and curricular information you will need to successfully progress through the MPH program and graduate.

Here is a partial listing of the invaluable information available to you on the MPH iLearn Site: contact/bio info for faculty, staff, and students; advisor-advisee chart; curriculum chart; the GradGuide; a copy of this MPH student manual; course syllabi; career resources and job listings; Team Practice info/resources/project examples; Culminating Experience manual/info/examples; ePortfolio handbook/info/links to example student portfolios; announcements of program news and activities.



Visit the MPH iLearn Site frequently, along with the other three primary resources mentioned above, to find the SF State graduate student and MPH program/curricular information you need and to keep up to date on university, graduate division, and MPH program news and information.

## E. LINKS TO USEFUL INFORMATION

### **Primary Sites for Information, Policies, Procedures, Resources**

[Division of Graduate Studies](#) (including forms for continuing students, deadlines, information, resources)

[GradGuide](#)

[HED website](#)

[MPH iLearn Site](#)

[Registrar's Office](#) (including forms related to registration, grades, and student records)

[SF State Bulletin](#)

[SFSU Resources/Useful Webpages](#)

### **Campus Career/Advising Resources**

[CHHS Student Resource Center \(SRC\)](#)

[Counseling and Psychological Services Center](#)

[Disability Programs and Resource Center](#)

[Graduate Studies Advising](#)

[MPH iLearn Career Resources](#) (career resources/jobs/internships/job boards)

[SF State Career Center](#)

### **Campus Academic Resources**

[Academic Calendar](#)

[Academic Resources for Writing](#)

[Computer Labs](#)

[Information Technology Help Desk](#)

[Library](#)

[mysfsu](#) (individual student records/registration)

[Online Course Schedule](#)

[Office for the Protection of Human & Animal Subjects](#)

[Tutoring Services and Academic Support](#)

### **Other Campus Offices/Resources**

[Bookstore](#)

[Bursar's Office](#)

[Campus Map](#)



[Financial Aid Office](#)

[Office of International Programs](#)

[Parking and Transportation](#)

[Police](#)

[SF State OneCard](#)

[Student Health Center and Services](#)

### **Scholarship Information**

[Financial Aid Scholarship Info](#) (follow Scholarships links on left menu bar)

[Grad Division Scholarship Info](#) (follow Scholarships links on left menu bar)

[SF State Bulletin Financial Aid Information](#)

### **Professional Organizations**

[APHA](#)

[CPHA-N](#)

[SOPHE](#)

[Northern California SOPHE](#)

[ASPH](#)

[CEPH](#)

## **F. LOCATING INFORMATION ABOUT ALL UNIVERSITY POLICIES AND PROCEDURES APPLICABLE TO GRADUATE STUDENTS**

The information provided in this student manual regarding SF State University policies and procedures is not exhaustive, but instead highlights the areas in which the Health Education Department has extensive departmental policies and procedures working in conjunction with the university-wide policies that apply to all SF State graduate students.

It is the student's responsibility to become intimately familiar with all of the university's policies and procedures in all areas applicable to graduate students, including, but not limited to the **GAP (Graduate Approved Program), Transfer Unit Policy, Grading, Incompletes, Withdrawals, Probation, Grade Changes, Grade Appeals, Grievances, Continuous Enrollment Requirements, 7-Year Time Limit to Degree Completion, Application for Graduation, Administrative/Academic Disqualification, and Program Declassification.**

Extensive information on the above and additional topics is available for graduate students on the [Graduate Division's website](#), including in the [GradGuide](#), and in the [SF State Bulletin](#). An effective way to search the SF State Bulletin for the specific information you are seeking is



through its [Table of Contents](#), or by a Google search that includes the words “SF State Bulletin” and then the topic you are researching.

Students are responsible for being fully aware of and accurately following all of the university’s and the department’s policies and procedures applicable to graduate students.



## G. THE GRADUATE APPROVED PROGRAM (GAP), APPLICATION TO GRADUATE, THE DEPARTMENTAL RECOGNITION CEREMONY, AND THE UNIVERSITY-WIDE COMMENCEMENT CEREMONY

Candidates for degrees must file an [application to graduate](#) in accordance with the University calendar. Degree candidates must have an approved [Graduate Approved Program \(GAP\)/Advancement to Candidacy \(ATC\) form](#) on file. GAP status can be checked through [mysfsu](#). The GAP, which details the 44-unit MPH degree coursework and its sequencing the student has already or will complete, is typically completed and filed with the Graduate Division during the student's second semester in the program.

The [Application for Graduate Degree](#) must be completed online and downloaded for signature by the department chair, graduate coordinator, or the advisor. Two copies of the signed document must be submitted to Graduate Studies (ADM 250) with the graduation fee. Handwritten copies will not be accepted. Applications will not be approved for a specified term unless all the requirements for the degree, including for the culminating experience, have been met by the [posted deadline](#) for that semester. If a candidate does not complete the requirements as planned in a particular semester, s/he must submit a new application for graduate degree and pay an additional fee to be considered in a subsequent semester.

Each May the Health Education Department holds a recognition ceremony for both undergraduate and graduate students who are graduating, planned by the undergraduate health education student association, HESA, and PHOGS, the health education graduate student association. Students can graduate from the MPH program at the end of fall semester as well, and choose to return the following May for the recognition ceremony.

The Departmental Recognition Ceremony is completely separate from the annual university-wide Commencement Ceremony. Each graduating MPH student decides individually whether to participate in the university-wide Commencement Ceremony in addition to the HED Recognition Ceremony. Information on renting a cap and gown from the [SF State bookstore](#) is available on the bookstore's website, and additional university-wide commencement information is available on the [university's Commencement website](#).



## H. THE SF STATE MPH CURRICULUM

### VIII. Curriculum of the San Francisco State University Master of Public Health in Community Health Education

*NOTE: Advisors can discuss time to completion options other than those listed below. Seven year Rule: No more than 7 years may elapse between the start of the term of the earliest dated course on the graduate approved program (GAP) and the date the last course is completed.*

#### Five Semester Option (Highly-Accelerated pace) or Five Semester Plus Option (Accelerated pace)

*NOTE: No additional university fees required for the Plus option; CE<sup>1</sup> project can be completed without paying fall semester year three university registration fees.*

- Student follows the curriculum progression chart below for both the Five Semester Option and the Five Semester Plus Option and pays the same total university fees.
- However, while for the Five Semester Option, the student finishes the CE project the spring semester of year two, for the Five Semester Plus Option the student finishes the CE project by the end of the fall semester of year three. *NOTE: Faculty advisors are not available during the summer months.*

*NOTE: Five Semester Option (Highly-Accelerated pace) might not be suitable for those with extensive outside commitments.*

#### Six Semester Option (Moderate to Accelerated pace) or Six Semester Plus Option (Moderate pace)

*NOTE: No additional university fees required for the Plus option; CE project can be completed without paying spring semester year three university registration fees.*

Student follows the curriculum progression chart below, but with the following differences:

- Student files with the Graduate Division the 895 Proposal for CE form in spring semester year two instead of fall semester year two.
- Student registers for HED 895 in fall semester year three instead of spring semester year two.  
*NOTE: Student still takes HED 811 in spring semester year two as shown in the curriculum chart below.*
- In addition, any of the following courses<sup>2</sup> can be taken during fall semester year three instead of during the first five semesters to allow for a more moderate pacing: HED 835 Public Health Policy, HED 855 Environmental Health (online), Elective<sup>3</sup>
- Student completes the CE project fall semester year three (Six Semester Option) or spring semester year three (Six Semester Plus Option) for same total university fees.

Semester	MPH Coursework	44 Units Total	Typical Units per Semester <sup>4</sup>
Non-sequenced courses: taken when convenient	Elective <sup>3</sup> HED 855 Environmental Health (available fall online or spring in-class)	3 3	6 (Non-sequenced units)
Fall Year One	HED 810 Public Health and Principles of Community Organizing HED 815 Theories of Social Behavioral Change in Community Health Education HED 828 Biostatistics and Public Health Lab HED 829 Biostatistics and Public Health	3 3 1 3	10
Spring Year One	HED 820 Community Health Assessment HED 821 Community Health Assessment Practice HED 825 Epidemiology Non-sequenced courses available: Elective <sup>3</sup>	3 2 3	8 or 11
Summer Year One	HED 822 Advanced Community Health Assessment Practice HED 884 Seminar in Applied CHE <sup>5</sup> Research (CE Proposal Development) Non-sequenced courses available: Elective <sup>3</sup>	3 1	4 or 7
Fall Year Two	HED 830 Program Planning for Community Change HED 831 Program Planning Practice HED 835 Public Health Policy HED 885 Adv. Seminar in Applied CHE Research (Submission of 895 CE Proposal form)	3 2 3 1	9 or 12



	Non-sequenced courses available: Elective <sup>3</sup> , HED 855 (online)		
Spring Year Two	HED 811 Community Health Education Skills ePortfolio HED 840 Program Evaluation Design and Research HED 895 Applied Research Project in Health Education ( <i>CE Project Completion</i> ) Non-sequenced courses available: Elective <sup>3</sup> , HED 855 <sup>2</sup> (in-class)	1 3 3	7 or 10

<sup>1</sup>CE = Culminating Experience. <sup>2</sup>If the student's CE project focuses primarily on health policy and/or environmental health, the student should take HED 835 and/or HED 855 prior to the semester the student enrolls in HED 895. <sup>3</sup>Any relevant *advisor-approved* 300 numbered or above in-class or online 3 unit course in any department that may be taken in any term. Potential elective choices HED 650 Training and Educational Process for Public Health and HED 665 Community Based Participatory Research are offered spring semester only. <sup>4</sup>Student should consult with the financial aid office regarding the minimum number of registered units per semester to qualify for the student's financial aid package. <sup>5</sup>CHE = Community Health Education



## I. GUIDELINES FOR CHOOSING YOUR ELECTIVE COURSE

### Your 3 unit MPH Elective Course:

- Can be any 300 or above numbered course from *any* department that your advisor approves as relevant to *your* individual professional preparation.
- Can be taken any semester that you wish.
- **The SF State Bulletin:** Spend time perusing the SF State Bulletin in order to find the best choice for you, given your specific professional objectives.
- **Your Rationale:** You must email your advisor with a rationale for how, in consideration of your specific educational and career objectives, your elective choice will further your individual professional preparation.
- **Advisor Approval Required:** Before you register for your elective course, your choice must be approved by your advisor (copy the MPH Program Manager on the approval email) as appropriate for your individual professional preparation. (*Exceptions: HED 650 and HED 665 are automatically approved for all MPH students.*)
- Is the *only* MPH course, besides HED 895 (895 is mandatory CR/NC), that can be taken CR/NC rather than for a letter grade. Note: keep in mind that while some universities omit CR grades when calculating GPA, other universities may convert a CR grade to a C letter grade and a NC grade to an F when calculating GPA for admission purposes.

**A small sampling of the courses that previous MPH students have taken—to serve only as a springboard for your personalized search for the elective course that is perfect for you:**

#### Notes:

- *Just because a course is approved as appropriate to one student's professional preparation does not automatically mean it will be approved as appropriate to another student's professional preparation. (Exceptions: HED 650 and HED 665 are pre-approved for all MPH students.)*
- *Keep in mind that you can choose any appropriate course from the SF State Bulletin, so utilize the following examples only as a springboard for your extensive search through the Bulletin to find the course that is perfect for your individual professional preparation.*

AAS 875 Asian American Community Health Issues  
GRN 600 Age and Long-Term Care  
HED 417 AIDS: Contemporary Health Crisis  
HED 650 Training and Education Processes in Public Health (approved for all students)  
HED 660 Developing Healthy Youth  
HED 665 Community Based Participatory Research in Public Health (approved for all students)  
PA 715 Policy-Making and Implementation  
PA 720 Managing Organizational Behavior  
PA 725 Managing Human Resources  
PA 730 Managing Budgets in the Public Sector  
PA 740 Public Sector Management  
PA 742 Strategic Public and Non-Profit Management



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PA 858 Seminar in Environmental and Land Use Planning  
SOC 410 or ETHS 410 Grassroots Organizing



## J. GRADING, TRANSFER CREDIT & PROGRESSION THROUGH THE MPH PROGRAM

For complete current information covering the specific areas of SF State academic policies and procedures information, please consult closely and frequently the following:

- (1) the [Graduate Division](#) website, especially the [GradGuide](#) available both on their website and on the [MPH iLearn site](#)
- (2) the [SF State Bulletin](#), especially these sections:  
[Graduate Academic Policies and Procedures](#)  
[Grading Policy and Systems](#)  
[Registration Policies](#) (scroll down from Financial Aid)

The [SF State Bulletin Table of Contents](#) can also assist you in locating the specific information you are seeking.

Satisfactory academic progress demonstrates that a student has met the professional, personal, scholastic and other standards prescribed by the program. Along with self-assessment, student performance in coursework and practice will be measured by grading standards and practices set by the University. It is the responsibility of the instructor to describe and define expectations and requirements for each course. When the course syllabus is distributed to the class, students are encouraged to ask for explanation of any grading practices. An instructor will evaluate and measure student performance for a final grade on the basis of a variety of factors. Variables may include, but are not limited to, class attendance, written assignments, in-class participation, meeting deadlines, etc. Each syllabus will define a measurable percentage of course requirements and a final grade will be issued on the basis of student performance.

### **Moving from Conditional to Classified Status**

All MPH students are admitted with conditional status. To be moved to classified status in the second semester of the program, students must complete both of the following requirements:

1. Earn a 3.0 GPA during their first semester of program coursework.
2. Demonstrate graduate-level proficiency in written English by receiving a satisfactory evaluation of their writing skills at the midpoint of the first semester from the instructors of HED 810 and HED 815. If the first semester midpoint evaluation identifies writing deficiencies, remedial work will be required before the student can be moved to classified status.

### **Grade Point Average (GPA)**

To remain a classified graduate student in good standing, a student must maintain a grade point average of 3.0 or better. If a student experiences difficulty in completing coursework successfully with a letter grade of B or better, consultation with the instructor and the program advisor is important to resolve difficulties and avoid academic probation. Only grades of A, A-, B+, B, B-, C+, C and CR are acceptable in courses reflected on the Graduate Approved Program. Classified students whose performance, academic progress, or conduct in a graduate program is judged to be unsatisfactory may be required to withdraw from the program.



**Good standing:** maintain a cumulative grade point average of 3.0 (B) or better in each term.

**Probation:** subject when cumulative grade point average falls below 3.0 (B) in any term.

**Disqualification:** subject to discontinuance in the graduate degree program and from further enrollment in the University, if during the semester of probation, the student fails to achieve the minimum cumulative grade point average of 3.0 (B).

### **Transfer Unit Policy**

Please read and follow closely the full transfer unit guidelines and procedures (including completing the Transfer Unit Evaluation Form) listed in the SF State Bulletin; scroll down to the section entitled [Transfer Credit from Other Institutions](#).

Important information to keep in mind includes:

- No more than 8 units of non-SF State coursework units can be applied toward the 44-unit degree.
- Transfer credit completed more than seven years before the date of actual MPH program graduation may not be used to meet degree requirements.
- Despite the language on the Transfer Unit Evaluation Form, the student must complete this form and seek approval of any desired transfer units as soon as the student is admitted to the MPH program, and can and should do so before filing the Graduate Approved Program (the GAP).
- As stated in the form's instructions, the student must supply a course syllabus for each desired course to be transferred to the MPH coordinator (and faculty advisor if one has already been assigned), and the Graduate Division must have on file official transcripts that include the desired transfer course(s).
- Transfer units cannot be applied to replace any of the practice conjoined courses (HED 820/821, 822, 830/831).

### **Course Waivers or Substitutions**

The MPH program requires students to follow a prescribed sequence of coursework throughout the program. Consequently, waivers or substitutions are rarely granted. Practice conjoined courses (HED 820/821, 822, 830/831) foster a team collaborative approach to professional development. Waivers or substitutions are not considered in these courses. Very infrequently, waivers or substitutions may be considered for other coursework, and must be approved by the advisor and department chair. Consideration for a course waiver requires extensively documented proof of experience covering all content areas of the MPH program course the student is attempting to waive, or for a course substitution, a detailed course syllabus with a transcript must be provided for the course that the student is attempting to substitute for a required MPH program course.

### **Grade Reports**

Available through [mysfsu](#).

### **Interruption of Coursework**



Ordinarily, graduate students who interrupt their coursework for one semester may continue in their graduate program without reapplying to the University. However, because of the cohorted nature of the SF State MPH program, students who have withdrawn before or in the middle of the sequenced coursework can only reenter the program in the fall semester of the next academic year with a new cohort of students, meaning they might have to sit out two semesters before returning, depending on when they originally withdrew. All students who interrupt their coursework for two consecutive semesters must reapply to the University and to the MPH program in order to continue in the MPH program. For more complete information, refer to the section below on Course Enrollment Requirements, as well as to the [SF State Bulletin](#).

### **Continuous Enrollment Requirements**

#### **Prior to Enrolling in the Culminating Experience:**

Students who leave the University for two or more consecutive semesters (not including winter or summer sessions), or who have attended another college or university during their absence, must reapply for admission to the University through CSU Mentor, pay the application fee and reapply to the program in which they were enrolled. Any student who loses continuing enrollment status in the University must meet curriculum requirements in effect at the time of reentering classified status or the semester in which a new GAP/Advancement to Candidacy (ATC) form is filed. Readmission to the degree program is not guaranteed.

#### **Following Enrollment in the Culminating Experience:**

Students who have registered for the Culminating Experience course through the regular university will not be required to enroll in the University during the following semester in which they are completing their Culminating Experience. After the semester of enrollment in the Culminating Experience and the subsequent semester, all graduate students are required to maintain continuous enrollment through the [College of Extended Learning \(CEL\)](#) until the degree is earned. Students in the CEL course will have access to library and discipline specific laboratories. [The seven year “time to degree”](#) is in force. Students in the Culminating Experience continuous enrollment program should maintain frequent contact each semester with their faculty member and meet all timelines set forth in the Culminating Experience proposal document (see policy on [Graduate Studies website](#)).

#### **Class Attendance**

Students are expected to attend classes and all required activities weekly throughout the semester. Attendance is necessary and important to learning and attaining the educational objectives of the program. Failure to attend classes and required activities will impact grading. For absence due to valid reasons such as illness, accidents, or participation in officially approved program activities, students are responsible for communicating with the instructor to arrange for make-up of assignments and class work.

#### **Progression through the MPH Curriculum**

As discussed previously, up to 8 units of non-SF State graduate level coursework deemed equivalent to program requirements can be applied to the program requirements with approval of the advisor, MPH coordinator, and the Graduate Division. Except for any approved transfer units



and the rare granting of a course waiver or substitution, it is generally expected that all required coursework, as outlined in the MPH Curriculum Chart (available on the MPH iLearn Site) will be taken at SF State within the Health Education Department, except the 3 unit elective course which can be taken in any SF State department with advisor approval.

Students must achieve a B or better in sequenced courses, as specified below, in order to move to the next course in the sequence. Otherwise, the student must repeat that course to earn a B or better before being able to enroll in the next course in the sequence. For non-sequenced courses (the Elective, HED 835, HED 855) or the last course in a sequence (HED 825, HED 840), students can still move forward, even if earning a grade lower than B. However, if the grade earned is lower than a C, the student must repeat the course for it to appear on the GAP. In addition, the student must maintain an overall GPA of 3.0, so if the student earns less than a B in numerous courses, the student will have to repeat at least some of those courses to raise the overall GPA to 3.0.

<b>Progression of Sequenced Courses</b>		
<b>Semester</b>	<b>Course</b>	<b>Student Requirement</b>
<b>Fall First Year</b>	<b>Biostatistics (HED 828 and HED 829)</b>	Must receive at least a B to move to HED 825: Epidemiology. If less than a B is earned, must repeat HED 828 and HED 829 and earn a B or better before being allowed to enroll in HED 825: Epidemiology.
<b>Spring First Year</b>	<b>Community Health Assessment (HED 820)</b>	Must receive at least a B (and at least a B in HED 821) to move to HED 822; there are no incompletes offered.
<b>Spring First Year</b>	<b>Community Health Assessment Practice (HED 821)</b>	Must receive at least a B (and at least a B in HED 820) to move to HED 822; there are no incompletes offered.
<b>Summer after First Year</b>	<b>Adv. Community Health Assessment Practice (HED 822)</b>	Must receive at least a B to move to HED 830 and HED 831.
<b>Fall Second Year</b>	<b>Program Planning for Community Change (HED 830)</b>	Must receive at least a B to move to HED 840: Evaluation; there are no incompletes offered. If student earns less than a B, must repeat HED 830 the next year. [Student will enter practice team of the next year's cohort after HED 822 (the community assessment work) to just develop program plan.]
<b>Fall Second Year</b>	<b>Program Planning Practice (HED 831)</b>	Must receive at least a B to move to HED 840: Evaluation; there are no incompletes offered. If student earns less than a B, must repeat HED 831 the next year. [Student will enter practice team of the next year's cohort after HED 822 (the community assessment work) to just develop program plan.]
<b>Final Semester in</b>	<b>Applied Research Project in Health Education (CE Project)</b>	In order to enroll in this class, must have a 3.0 overall GPA, and have completed or be enrolled concurrently to complete all other required coursework of the 44-unit



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<b>Program</b>	<i>Completion)</i> <b>(HED 895)</b>	degree.
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## K. & L. CULMINATING EXPERIENCE (The Culminating Experience Project and the ePortfolio)

**The Culminating Experience Project and the ePortfolio together compose the Culminating Experience (CE).**

**Notes:** A step-by-step manual to completing the Culminating Experience (CE) project and CE timeline information are available on the [MPH iLearn site](#) under the Culminating Experience section. Also available on iLearn are examples of past MPH student CE projects. The CE Faculty Coordinator is Mickey Eliason ([meliason@sfsu.edu](mailto:meliason@sfsu.edu)).

**Note:** A step-by-step handbook to completing the ePortfolio is available on the [MPH iLearn site](#) under the ePortfolio section. MPH graduate ePortfolios for the past several years can be accessed through the HED department website. The ePortfolio Faculty Coordinator is Ruth Cox ([ruthcox@sfsu.edu](mailto:ruthcox@sfsu.edu)).

**Culminating Experience Overview:** The MPH Culminating Experience (CE) requires that a student synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that mirrors expected professional practice. The CE project and the ePortfolio are the two components of the CE experience and together are the primary assessment tools by which the MPH program determines whether a student has mastered the body of knowledge and can demonstrate proficiency in the required competencies.

**CE Proposal Development:** The CE proposal must be approved by both the HED departmental CE committee and the university Graduate Division prior to the student enrolling in HED 895, the CE course. Only a student with a CE proposal formally approved by both the HED department and the university Graduate Division will be allowed to enroll in HED 895. *CE project topic selection and related literature review can begin as early as the first semester in the program.* If the student desires, assigned literature reviews in first and second semester coursework can be focused in the specific public health area from which the student intends to choose the CE topic. This can assist the student in refining the CE topic and commencing the necessary background literature review of the topic area during the first year of the program. During this first year, the student is encouraged to discuss CE topic ideas with the student's assigned MPH program faculty advisor and with the CE faculty coordinator (HED 884/885 instructor). The finalization of the CE topic and initial CE proposal development occur in the summer semester after the first year in the context of the 1-unit course HED 884: Seminar in Applied CHE Research. The CE proposal is further developed and finalized in the 1-unit fall semester year two course HED 885: Adv. Seminar in Applied CHE Research. Throughout the CE proposal development process, the HED 884/885 instructor will provide hands on guidance and regular feedback to the student. Beginning early in the fall semester of the second year, the CE chair (the student's MPH program faculty advisor serves as the student's CE chair) and



assigned CE second reader will provide extensive feedback on the CE proposal development and must approve the student's final CE proposal before student submission by early October of the required Graduate Division form: [Proposal for Culminating Experience 895: Field Study or Applied Research](#). The Graduate Division will review the submitted 895 CE proposal form and will either approve or request revisions to the student's CE proposal. If human (or animal) subjects are involved in a student's CE project, a formal IRB protocol must also be submitted to the Graduate Division and approved by the [Office for the Protection of Human and Animal Subjects](#) before the CE proposal can be approved by the Graduate Division..

**CE Project Completion:** Once the CE proposal has been formally approved and the student is cleared to enroll in HED 895, usually by early November of the second year, the CE chair and second reader are responsible for providing guidance and feedback, including specific recommendations for project and paper improvement, as the student implements the approved CE proposal, then eventually writes the final CE paper and prepares and delivers a final professional presentation on the completed CE project. Typically, spring semester of year two, students with an approved CE proposal enroll in the 3-unit HED 895 course: Applied Research Project in Health Education, and either complete the CE project that spring semester year two or fall semester year three. (Longer time-to-completion options are also available. For example, a student might choose to submit the 895 CE proposal form to the Graduate Division spring semester year two, then enroll in HED 895 fall semester year three and complete the CE project fall semester year three or spring semester year three.) The CE chair and second reader are responsible for determining whether the student's final CE project and paper have earned a Pass (Credit) grade. The HED 895 grading system is mandatory Credit/No Credit. If the final project and paper have not earned a Pass grade by the project due date near the end of the semester, then instead of receiving a No Credit grade, the student may elect to continue working the following semester to improve the CE project and paper by implementing specific recommendations for improvement from the CE committee. In this case, instead of an HED 895 final grade on the transcript, the student will receive an RP (Report in Progress) until the CE project and paper are sufficiently refined to earn a grade of Pass. For students continuing work on the CE project and paper beyond one additional semester following enrollment in HED 895, the University/Graduate Division policies of [Continuous Enrollment Requirements](#) and the [Seven Year Rule](#) apply. In addition to the SF Bulletin information provided in the given links, further information on both of these policies can also be found in the [GradGuide](#).

**ePortfolio Development:** The ePortfolio is a cumulative electronic portfolio that includes evidence of a student's MPH competency mastery and other achievements and serves as a useful professional showcase for MPH students and graduates. Students are introduced to and begin to develop the ePortfolio in the first semester of the MPH program, are provided with extensive hands-on instruction for further developing the electronic portfolio as part of HED 884, and given ongoing guidance toward ePortfolio completion in HED 811 in their final semester in the program. During HED 811, in addition to the detailed feedback from the HED 811 instructor, students also undergo a peer review process to secure helpful feedback on their ePortfolio from fellow cohort members. The student's MPH program faculty advisor also provides informal feedback to the student on the ePortfolio during regular semester meetings throughout the



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program duration. The HED 811 instructor, in consultation with the MPH coordinator, formally evaluates and assigns the letter grade to the student's completed ePortfolio.



## CE Timeline Review

### 2 Year Plan:

- Fall and Spring Semesters Year One: You are encouraged to explore potential topics for your CE project as you move through your first year coursework. You will write reflective statements regarding the relationship between the core competencies and the content of each course and project evidence of competency summaries of final course projects at the end of the first semester and end of the first year, and place these reflective statements and project evidence of competency summaries into your ePortfolio either before or during the summer HED 884 course. *Your HED 884 summer work will progress more smoothly if by the end of spring semester of your first year, you have identified a topic for your CE and have commenced your literature review.* Please consider this as you select topics for written assignments in your first year coursework. If you can begin a literature review on what will eventually be your CE topic as you complete the literature review assignments required in your first year courses, this will facilitate your progress on the work required to complete your CE project. Feel free to email the CE faculty coordinator and/or your advisor to set up an appointment whenever needed to discuss your topic ideas or literature review progress.
- Summer Session: You will register for HED 884. If you haven't done so already, you will identify your topic, complete the assignments to reflect upon and integrate the knowledge from your first year in the MPH, upload them to your ePortfolio, and conduct a preliminary literature review. The summer class will meet in person only 2-3 times, and most of the work will be done independently with feedback from the instructor. The required products for the summer session will be preliminary drafts of the literature review and of your CE project idea proposal (in the IRB/human subjects review format—about 5 pages in length), due in early August.
- Fall Semester Year Two: You will register for HED 885. This class will meet briefly every week. You will further develop your proposal, receive feedback from the CE faculty coordinator and your CE committee (your advisor and second reader), and then submit a fully developed final proposal to your CE committee early in the fall semester. Your final proposal will also be in the format required by the SF State IRB, whether or not you think you will need human subjects approval. Final proposals will be due to your CE committee by early October. During this fall semester, there will be workshops on getting published, using [APA format](#), writing integrative literature reviews, and basic writing tips along with individual consultation. In addition to finalizing your proposal, you will complete both a short and long abstract of your proposal, as well as complete the 895 Proposal for CE form in the outline format preferred by the Graduate Division. You will get approval on the topic and format of your paper, your proposal, abstracts, and your completed 895 CE proposal form from your advisor and second reader before the early October submission deadline. In addition, you will continue to add reflective



statements and project evidence of competency summaries to your ePortfolio as you complete your fall semester courses.

- **Spring Semester Year Two:** You will register for HED 811 to complete the ePortfolio. This class will meet three times during the semester. You will also register for HED 895: Applied Research Project in Health Education to finish writing the CE paper. There are no formal class meetings for this course, and it is more like an independent study spent working with your CE committee. To support your work, editing workshops will be provided along with individual consultation with your CE committee. Oral presentations will be scheduled in April/May, and final CE papers will be due to your CE committee in late April. Your final task will be to upload the CE paper and presentation to your ePortfolio.
- **2.5 or 3 Year Plan:**

We encourage you to opt for the 2.5 year or 3 year completion plan if that fits better with your work and personal obligations.

In the 2.5 year program completion plan, you can either:

1. Follow the timeline above, including registering for HED 895 spring semester of your second year, finish all of your other MPH program coursework spring semester of your second year, but opt to take the following fall semester of a third year to finish your CE project without having to pay additional university fees.
2. Alternatively, in a more evenly paced 2.5 year program, you can follow the timeline above with the difference of finalizing your CE proposal, abstracts, and 895 CE proposal form in the spring of your second year, rather than the fall of your second year. You would then register for HED 895 in the fall of your third year and finish all coursework, including your CE project, by the end of fall semester of your third year.

For the 3 year completion plan, you would follow #2 directly above, but take the spring semester of your third year to complete your CE project without paying any additional university registration fees.

Note: To pursue a CE completion option other than those outlined above, please consult with your advisor or the MPH program coordinator.



## M. TEAM PRACTICE EXPERIENCE

**Note:** Detailed team practice information, including a listing of recent year team practice projects and placements, is available on the [MPH iLearn site](#) under the Team Practice Experience section. Course specific detailed information for the practice-conjoined courses (HED 820, HED 821, HED 822, HED 830, HED 831) is available on the iLearn site for those students currently enrolled in the course. The faculty coordinator for the Team Practice Experience is Jessica Wolin ([jwolin@sfsu.edu](mailto:jwolin@sfsu.edu)).

### **Team Practice in Community Assessment and Program Planning**

#### **Overview**

The SF State MPH program includes a rigorous team practice experience. Over the course of the two semesters and a summer, student teams work with a community-based organization to plan and conduct a community assessment and develop a program plan. In a third semester student teams are reconfigured, and acting as an “external” evaluation teams, develop an evaluation plan for each program.

#### **Team Practice Site Presentations—Fall Semester, First Year**

The Practice Coordinator locates a group of sites that both meet the practice criteria and reflect a wide range of public health issues and approaches. Potential practice sites are then invited to present themselves and the projects students might be involved in at their site to the students in a meeting in the fall of the first semester of the program. There are always more sites and projects presented than will be selected in a final decision. Following presentations, students give further input for site preferences by providing the practice coordinator their three preferences for team site assignment. Following the results of this selection and preference process, the practice coordinator makes a final decision on site selection and student team composition. Students are then placed in groups for the entirety of the 12 month practice experience.

#### **Plan Community Assessment – End of January through May, First Year**

The team practice experience begins at the end of January when students begin the second semester of their first year in the program. During the spring semester students take a community assessment course in which they learn technical skills and a practice course in which they work with the community organization to develop a plan for conducting the community assessment.

#### **Conduct Community Assessment – June through beginning of August, Summer after First Year**

Over the summer, between early June and early August, students take a practice course to implement the community assessment, collecting and analyzing their data. At the end of the summer the team finalizes the assessment and develops a set of recommendations for action. The assessment is given to the community-based organization at the end of the summer session.

#### **Develop Program Plan – September through Mid-December, Second Year**



In the fall semester of the second year, students enroll in both a program planning course and a program planning practice course. Over the course of the semester, student teams work with the community-based organization to develop a program plan based on the assessment findings and recommendations and the organization's interests. By early December, the team will complete a full program plan that includes goals and objectives, program design, a work plan, and a budget.

### **Final Team Presentations – Mid-December, Second Year**

The end of the semester culminates with each team presenting their assessment and program plan at a public forum in mid-December. Each community organization receives electronic and hard copies of both the final community assessment and the final program plan.

### **Develop Evaluation Plan – End of January through May, Second Year**

In this semester, students are placed in new teams to develop an evaluation plan for each of the programs that were developed in the previous semester. This semester students do not work with the community-based organization and all of the work is based in the classroom. However, the final product of the semester is available to the organizations. During this semester students learn about evaluation and develop practical skills while completing the real-world cycle of assess, plan and evaluate.

### **Expectations of Community Adjunct Faculty (Team Practice Site Supervisor)**

#### *Supervise Students*

- Develop and adopt a formal work plan with the student team for the semester which is forwarded to the practice coordinator for final approval by the fourth week of the semester.
- Meet with students on a regular basis, as reflected in the semester work plan.

#### *Guide Assessment and Program Planning Activities*

- Lead and facilitate contact with stakeholders and other resources that are required for MPH student success at their agency and/or community.
- Provide opportunities to reflect and discuss in team meetings how the team's proposed program goal(s) and objectives will work in the "real" world of the practice setting, including issues of cultural appropriateness of the intervention and effective teamwork.
- Guide students on the involvement of the appropriate stakeholders, data collection methods, intervention goals and objectives as well as the methods proposed for evaluation.

#### *Evaluate Student Performance & Work with Practice Coordinator*

- Contact, discuss and/or meet with practice coordinator to discuss and/or mediate any team or individual negative/harmful dynamics or lack of accountability of team and/or individual members.
- Review and provide critical feedback on the drafts and the final team document as well as the PowerPoint presentation.
- Attend final presentation and provide feedback to students on their presentation.
- After the final presentation and the end of the practice experience, conduct a team debrief.



- Provide feedback to the practice coordinator at the end of the semester with regard to practice course outline and structure and provide input for student final grades.

### **Role of the Practice Coordinator**

- Teach the academic courses that provide students with the skills and knowledge to develop and implement a community assessment and develop a program plan.
- Recruit and select community sites and community adjunct faculty (CAF).
- Assure clear communication and an understanding of the roles and responsibilities of all of the major players—students, CAF, and the practice coordinator.
- Clarify the work plan and the requirements of the syllabi.
- Facilitate and problem-solve group dynamics.
- Uphold standards and expectations of student work related to the MPH competencies as identified in syllabi.
- Provide feedback and consultation with student advisors, enriching the student's personal and professional learning objectives.
- Intervene and establish a process for change if teams cannot be productive and/or CAF cannot fulfill expectations.

In addition, the practice coordinator attends a minimum of one formal team meeting each semester and many more informal discussions, and monitors the team work plan. Throughout the semester the practice coordinator meets with individual teams and/or individual students depending upon specific challenges related to communication, accountability and productivity.

### **Student Assessment Methods for Practice-Conjoined Courses**

In addition to assessment of your work in the academic courses conjoined with the practice courses (HED 820 and HED 830), your performance in all practice courses (HED 821, HED 822 and HED 831) is assessed. In these courses, each individual within the team is assessed, but the major emphasis is on the team.

#### Assessment Criteria for Practice Courses

- Participation in work in the field, meetings with team, meetings with CAF
- Completion of practice assignments including work plans, written assignments and practice activities
- Participation in development and implementation of oral presentations
- Completion and participation in Reflection exercises/Process Papers
- Feedback from CAF and team members



## N. FACULTY-STUDENT ADVISING

Upon entering the MPH program, each student is assigned an MPH faculty advisor, who will advise the student for the duration of the program, including serving as the chair of the student's Culminating Experience (CE) committee. Students are responsible for scheduling a meeting with their MPH faculty advisor at least once a semester throughout the duration of the program. It is expected that students will develop a professional relationship with their assigned advisor, and seek advice when difficulties occur. Advisors facilitate intellectual and professional development. By participating in regular advising meetings, students enhance their academic and professional development and performance.

### **Student Roles and Responsibilities Related to Advising**

- Consult early with advisor to resolve academic questions, issues, or concerns
- Meet deadlines related to registration and completion of university and department forms
- Meet deadlines and requirements related to Culminating Experience (CE)
- Initiate at least one meeting a semester with advisor

### **Advisor Roles and Responsibilities**

- Meet with each advisee at least once a semester to discuss academic progress (coursework, ePortfolio, professional development, cohort participation) and any academic issues or concerns, as well as provide career-related guidance and field career-related queries
- Between meetings, consult by phone or email, as needed, with advisees to address student questions or to resolve any issues impeding academic progress
- Report each semester on student academic progress (coursework, ePortfolio, professional development, cohort participation) by completing the *MPH Advisees Semester Progress Report Chart* and emailing the completed report to the MPH program coordinator before the end of each semester.
- Serve as chair of the Culminating Experience (CE) committee, providing guidance and feedback throughout the CE process, including the writing of the final paper.
- Evaluate, with the second reader, the final CE paper/project to assign Credit/No Credit or a Report in Progress (RP) grade.
- Approve/decline independent study (HED 899) requests and advisee's 3 unit elective course choice. Elective must be relevant to student's particular educational/professional preparation goals and not duplicate skills/knowledge already covered in their other required MPH coursework.
- Approve the CE proposal and sign the 895 CE Proposal form, along with the second reader
- Approve and sign other required forms, such as Application to Graduate, Report of Completion, GAP Substitution, etc.

### **Request to Change Advisors**

Under the following circumstances a student may request to change advisors:



- Area of expertise is a better match with another faculty member. (Change cannot be guaranteed, as workload issues must be considered.)
- Incompatibility of student and advisor and unsatisfactory advising relationship (as defined below).
- Advisor is unavailable due to leave or other circumstances.

### **Definition of an Unsatisfactory Advising Relationship**

An “unsatisfactory advising relationship” results when at least one of these circumstances occurs:

- Once a semester meetings do not occur.
- Required *MPH Advisees Semester Progress Report Charts* are not submitted by advisor.
- Student regularly fails to respond to inquiries from advisor.
- Advisor regularly fails to respond to inquiries from student.

If an advising relationship is determined to be unsatisfactory by the student, the advisor, or the MPH coordinator, the following procedure will take place:

- 1) The student, the advisor, the MPH coordinator, and department chair will meet to discuss the advising relationship, the issues at hand, and a course of action.
- 2) If the issues cannot be satisfactorily resolved, the student may request to change advisors as outlined below.

The procedure for changing advisors is as follows:

- 1) The student informs MPH program coordinator of reason for desired change.
- 2) The MPH program coordinator and department chair together determine if the reason makes it appropriate for the student to change.
- 3) If the change is deemed appropriate, the student, MPH program coordinator, and the department chair determine possible candidates to be the new advisor and the student rank orders preferences.
- 4) The department chair contacts the potential new advisor to determine if faculty member is open to serving as an advisor.
- 5) Faculty open to serving as new advisor meets with student to come to agreement. Once an agreement is reached, the new advisor and student inform the MPH coordinator and the department chair. The department chair informs the former advisor of the switch.

### **Role of the MPH Program Faculty Liaison (Sally Geisse; [sgeisse@sfsu.edu](mailto:sgeisse@sfsu.edu); 338-1413)**

While the MPH faculty advisor focuses primarily on academic content and professional preparation advising, the MPH program faculty liaison is available to discuss with all MPH students course sequencing, time-to-completion options, and any personal or situational issues impacting academic progress. The faculty liaison is also available to discuss any programmatic questions, issues, or concerns a student might have. Students may email the faculty liaison at any time, or arrange a face-to-face meeting by email. The faculty liaison will also hold weekly office hours at a time convenient for students.



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**Role of the Associate Chair/Student Services Coordinator (John Elia; [jpelia@sfsu.edu](mailto:jpelia@sfsu.edu); 338-7568)**

The student services coordinator handles all student service areas for the MPH students, such as grade grievances, academic probation, withdrawals and drops, students returning after a leave of absence, petitions for extension of the seven year rule, and so forth. The student services coordinator has regular posted office hours and can also be reached by phone or email.



## O. PHOGS (PUBLIC HEALTH ORGANIZATION FOR GRADUATE STUDENTS) AND STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

### **PHOGS**

#### **Structure**

The MPH student organization, the Public Health Organization of Graduate Students (PHOGS), was organized by students in the class of 2002, and participates in many levels of MPH program functioning. All current MPH students are members of PHOGS, and as a group they appoint two or three PHOGS representatives each fall semester to serve as cohort leaders and MPH faculty/administration liaisons during that academic year.

#### **Mission**

The mission of PHOGS is to support individual academic and professional development, promote student governance of the MPH program, and to coordinate the collective activities of MPH students to advance the MPH program mission of health equity and social justice.

#### **Activities**

- PHOGS provides a forum for student leadership, activism, socializing, student-faculty-administration communications and overall engagement on a programmatic level with the department and the governance of the MPH program.
- PHOGS participates in program governance through involvement in admissions, faculty meetings, and established avenues of communication among PHOGS, faculty, and the administrators of the MPH program.
- PHOGS also participates in the planning and fundraising for the annual departmental recognition ceremony in honor of the department's graduating students, as well as in PHOGS-sponsored events during the year.
- PHOGS members stay connected through the PHOGS cohort and cross-cohort online Yahoo groups. The Yahoo groups create a space in which the MPH students can interact and support each other during the duration of the MPH program, expand their professional network and opportunities, share input regarding MPH program functioning and curriculum that the PHOGS reps then bring to the MPH faculty and administration, participate in polls to help make program-related decisions when necessary, publicize upcoming PHOGS and program events and activities, and collectively work toward our community's mission of health equity and social justice.

**Note:** PHOGS representatives must go through an annual process to register PHOGS as an officially recognized SF State campus student organization through [LEAD](#).

### **Student Participation in Program Governance**

Students assume a central role in governance of the MPH program through:



- Participating in the Public Health Organization of Graduate Students (PHOGS), as outlined above;
- Participating in periodic (two to three per semester) cross-cohort Meet and Greets, facilitated by the MPH program administrative team during which students have an opportunity to discuss issues and questions, as well as make specific recommendations regarding the administrative, programmatic, and curricular aspects of the MPH;
- Having PHOGS representatives actively participate in the monthly MPH faculty meetings, as well as disseminate student-directed faculty meeting notes to all of their fellow MPH students;
- Sharing their opinion and providing recommendations regarding issues such as curriculum, program administration, academic quality, faculty advising through email communications, surveys and periodic discussion groups facilitated by the MPH program administrative team;
- Participating annually on the admissions committee;
- Participating in search committees for faculty hiring;
- Providing input for faculty promotion and tenure;
- Assisting in the planning and execution of the annual recognition ceremony;
- Evaluating faculty teaching through systematic course evaluations.



**P. TEACHING ASSISTANTSHIPS,  
GRADUATE ASSISTANTSHIPS,  
RESEARCH ASSISTANTSHIPS, TEACHING ASSOCIATES**  
(Typically, our department has only limited availability of these types of positions.)

**Teaching Assistantships:** Some, but not all, of our HED faculty members typically engage teaching assistants (TAs) for their undergraduate and graduate courses. The faculty members tend to hire a TA from the pool of students who have already taken the course for which the student will TA. However, MPH students with an area of expertise that matches closely the content of one of our department's undergraduate courses are welcome to contact the instructor of that course to inquire about serving as a TA. TAs earn units rather than monetary compensation for their services.

**Graduate Assistantships:** Currently, we have three graduate assistants (GAs), each for a varying number of hours, in our department. The number of GAs and the areas in which they serve fluctuate. Currently, our department has GAs in the areas of the Practice Office, the ePortfolio, and Biostatistics. If an opening becomes available, the supervising faculty member will typically recruit for a new GA within our MPH student population. Graduate Assistants earn monetary compensation based on the number of weekly hours served.

**Research Assistantships:** Faculty often engage MPH students to assist in their research activities. The faculty member arranges with the student whether the student will receive units, monetary compensation as a graduate assistant, or volunteer as a professional development activity. During the first week of fall semester classes, we hold a cross-cohort meeting during which faculty come to briefly introduce themselves and their areas of current research activity.

**Teaching Associates:** The University, through its major departments, sometimes is able to provide graduate students with part-time employment as teaching associates in courses related to their area of advanced study. The Health Education Department currently does not have any teaching associate positions.



## Q. STUDENT RESPONSIBILITIES AND CONSEQUENCES

### **Termination from Program**

A student may be declassified/dropped from a graduate program for a range of reasons including, but not restricted to:

### **Deficient Grade Point Average**

Once in the MPH program, a student will be placed on academic probation if the student's overall GPA falls below a 3.0 (B average). The student's name will be reported to the program advisor, the Health Education Department and to the Division of Graduate Studies indicating the student's academic probation status. The student must raise the grade point average to a 3.0 within 2 semesters of falling below this average. If, by the end of two semesters, the student continues to have a grade point average of less than 3.0 they will be asked to leave the program.

### **Failure to Progress**

If a student has failed to progress, as delineated below, the student will be asked to leave the program. The department chair, the associate chair and the student's advisor will make the determination if a student has failed to progress through the program. A student will be determined to have failed to progress in the following circumstances:

- A student has seven years total to complete the MPH degree. If a student has not completed the required coursework within seven years, the student will be deemed to have failed to progress, and will be asked to leave the program.
- If a student fails a course twice, the student will be deemed to have failed to progress, and will be asked to leave the program.

### **Unprofessional Conduct**

If it is determined that a student has engaged in unprofessional conduct, e.g. plagiarism, harassment, cheating, cohort incompatibility, etc., the student may be asked to leave the program, in accordance with university policy and the [California Code of Regulations](#) as excerpted below:

Students or applicants for admission who display inappropriate conduct, including cheating and plagiarism, may be subject to disciplinary action as provided in *Title 5, California Code of Regulations*. Any student may be expelled, suspended, placed on probation, or given a lesser sanction for discipline problems. The Student Discipline Officer, housed in the Dean of Students Office, is responsible for administering the Student Disciplinary Procedures for the California State University and should be contacted for further information.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of *Title 5, California Code of Regulations*. These sections are as follows:

**41301. Expulsion, Suspension, and Probation of Students.** Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus related:

- a. Cheating or plagiarism in connection with an academic program at a campus.
- b. Forgery, alteration, or misuse of campus documents, records, or identification or knowingly furnishing false



information to a campus.

c. Misrepresentation of oneself or of an organization to be an agent of a campus

Students should familiarize themselves with the full text of the [California Code of Regulations](#).

If an MPH student is suspected of unprofessional conduct, the Department of Health Education will follow these procedures to investigate the instance and determine appropriate consequences in accordance with university policies and the California Code of Regulations:

- 1) It is the responsibility of the instructor of record to investigate and determine the extent, nature and intent of the unprofessional conduct.
- 2) The instructor of record and the student will meet in person to investigate the extent, nature and intent of the suspected unprofessional conduct. Possible consequences will not be discussed at this meeting.
- 3) The instructor of record will determine if unprofessional conduct has occurred.

If an MPH student is determined to have engaged in unprofessional conduct:

- 1) The instructor of record will notify in writing the associate chair and MPH coordinator a) that the student has engaged in unprofessional conduct; b) the extent, nature and intent of the unprofessional conduct; c) that a meeting has taken place with the student to investigate the occurrence; d) and to request a meeting to discuss consequences to the student.
- 2) The instructor of record, the associate chair and the MPH coordinator will meet and determine the consequences to the student within the parameters of university policy and within the context of the course.
- 3) The instructor of record, the associate chair and the MPH coordinator will meet in person with the student to discuss the determined consequences.
- 4) The instructor of record will communicate in writing to the department chair indicating that a) the student has engaged in unprofessional conduct; b) the extent, nature and intent of the unprofessional conduct; c) that a meeting has taken place with the associate chair and the MPH coordinator to determine the consequences to the student; d) the consequences to the student and that a meeting has taken place to communicate these consequences to the student. The student will receive a copy of the letter and a copy of the letter will be placed in the student's file.

### **Defining and Avoiding Plagiarism**

Plagiarism is using someone else's words or ideas without clearly acknowledging the source of that information. The best way to avoid plagiarism is to learn what it is and how to avoid it. Knowing how to cite someone else's work within your own work is a very important skill and something that all graduate students should be able to do. With the growing popularity of the worldwide web as a source of information, it can be even more difficult to avoid plagiarism.

The web resource "[Plagiarism: What it is and How to Recognize and Avoid It](#)" provides a good overview of plagiarism, sharing examples of both acceptable and unacceptable paraphrases and strategies to avoid plagiarism. Other helpful online resources include:



- ✦ [Plagiarism, the Dos and Don'ts](#)
- ✦ [SF State College of Humanities Plagiarism Resources](#)
- ✦ [SF State Department of Computer Science Policy on Cheating and Plagiarism](#)
- ✦ [The Center for Teaching and Faculty Development](#)

The Department of Health Education expects students to understand what plagiarism is and how to avoid it. Acts of plagiarism are considered very serious breaches of academic honesty and integrity and will be handled in the manner outlined above for instances of unprofessional conduct.

### **Filing a Grievance**

SF State provides a formal grievance and appeal process for students (refer to the [Grievance Procedures, Student](#) section of the SF State Bulletin). Students with problems arising from disqualification may appeal first with the program advisor, and then follow with the graduate coordinator, department chairperson, and the college dean, in that order. Once all informal procedures for grievance and appeal are exhausted, the student may initiate formal grievance procedures with the University, as outlined in the [Grievance Procedures, Student](#) section of the SF State Bulletin.



## **R. ADHERENCE TO THE PROGRAM REQUIREMENTS CONTRACT**

When you entered the program, you agreed to and signed a program requirements contract. All students are expected to adhere at all times to these program requirements, including negotiating time off of work and clearing your schedule of all other outside commitments for Thursday afternoons for the duration of the program. A summary of the program requirements in your signed contract follows:

1) Classes two evenings a week; 2) Available to attend classes and required activities every Thursday afternoon from 1 pm on throughout the duration of the program, including the summer between the first and second years; 3) As a part of the Thursday afternoon required activities, a year-long supervised team practice experience on-site at a local community organization; 4) Classes and activities during the summer after the first year; 5) 2 to 2.5 year minimum time to graduation; 6) Taking most courses in sequence as a member of a cohort.

## **S. OPEN LINES OF COMMUNICATION**

Once again, we are delighted that you have chosen our MPH program in Community Health Education to meet your educational and career-development needs. To enhance your educational experience, we have designed our program as a learning community, both in having you progress through the program with a close, supportive group of cohort peers, and in maintaining numerous open lines of communication and opportunities for you to connect with the MPH faculty and administration. We encourage you to take advantage of these lines of communication not only by working closely with faculty through your academic coursework, but also by establishing a close relationship with your faculty advisor, attending our periodic Meet and Greets, ascertaining that at least one PHOGS representative attends each of the MPH faculty meetings, and coming forward to discuss immediately with the MPH administrative team any issues, concerns or questions. We wish you the best of luck as you embark on your SF State MPH program journey, and remind you that we are here to support you and facilitate that journey every step of the way.