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CALIFORNIA STATE UNIVERSITY  
FULLERTON™

Issue no. 4 Fall 2011

## OFFICE OF GRADUATE STUDIES GRADUATE STUDIES MATTERS

### PRE-DOCTORAL SCHOLARS

BY PAMELA MCLAREN, PUBLIC AFFAIRS

#### STATEWIDE PROGRAM DESIGNED TO ENCOURAGE CAREERS IN HIGHER EDUCATION



Sally Casanova California Pre-Doctoral Scholars from Cal State Fullerton are, from left, Keith Kottenbach, Jonathan Lee, Cha Moua, Joel Johnson, Alfonso Esparza and Stephanie Santiago-Fuentes. Photo By Karen Tapia.

Six graduate students from Cal State Fullerton have been selected as Sally Casanova California Pre-Doctoral Scholars by the California State University. They are among 67 such scholars named statewide. Now in its 21st year, the pre-doctoral program is designed to increase the pool of university faculty members by supporting the doctoral aspiration of individuals who are current upper-division or graduate students in the California State University. The awards are named for the late Sally Casanova, who worked with colleagues in the CSU Chancellor's Office and on various campuses to create the program in 1989.

Scholars are exposed to opportunities to explore and prepare to succeed in doctoral programs by working with CSU and University of California faculty members as part of the program. Each scholar receives \$3,000 to underwrite such activities as visits to doctoral-granting institutions to explore opportunities for doctoral study, travel to national symposiums or professional meetings in their field, and other related activities, such as doctoral applications and entrance examinations, purchase of reference books and software.

In addition, each scholar will take part in a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field.

For more information about the California Pre-Doctoral Scholars program, log on to [www.fullerton.edu/graduate](http://www.fullerton.edu/graduate).

#### IN THIS ISSUE:

- \* THE GRAD STUDENT RESEARCH FUND
- \* GRADUATE SUPPORT SERVICES!
- \* THE FACULTY/STUDENT MENTOR PROGRAM
- \* LATINO/A GRADUATE STUDENT NEWS

# GRADUATE STUDENT RESEARCH FUND

Graduate students—is this your situation?

You would like to present your research at a conference or purchase some research supplies. Unfortunately, traveling to conferences strains your already limited budget.

Here's a solution:

**Apply for Graduate Student Research Funds!** Thanks to the Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students, the Graduate Studies Office has grants ranging from \$100-\$400 available for student research and for travel opportunities associated with CSUF graduate program degree studies. Awardees are chosen based on the merit of their proposed project and their financial need.

Evan Senn, an M.A. student in Art History, was awarded the Graduate Student Research Fund in January 2011. Evan used the funds to help pay for a trip to the Southern Colleges Communication Conference in Little Rock, Arkansas where she presented her research in a student panel on the Aesthetics of Food Traditions. In her research, she examined different representations of food throughout art history with an emphasis on contemporary performance and community-involved art works. She says, "The Graduate Student Research Fund helped ease the burden of my travel costs."

In addition to travel for conferences, the Graduate Student Research Fund can be used to help pay for travel to conduct research and research supplies. Research supplies can be laboratory equipment, art supplies, software—anything necessary for student research.

The next deadline to apply for Graduate Student Research Funds is November 28, 2011. To learn more about the Graduate Student Research Fund and to apply, visit [fullerton.edu/graduate](http://fullerton.edu/graduate).

## AWARDED STUDENTS

### March

Emily Allen  
Erin Hilary Arruda  
Gavin S. Fort  
Maureen Fox  
Thomas Fujii  
Tara Leederman  
Treonisha L. Martin  
Bonnie Joy Massey  
Kyle Newton  
Anthony Rodriguez  
Alisa Spieckerman  
Allison Town  
Phillip Matthew Trad  
Jonathon Wiener

### April

Andres Carrillo  
Leticia Chacon-Arias  
Marilyn Cruz  
Karla Flores  
Brianna Levine  
Samantha Marin  
Rebecca Medina  
Catalina Olvera  
Michael Perez  
Manely Rashedan  
Burrell Vann Jr.  
Melissa Warstadt

### September

Marissa Banuelos  
Catalina Olvera  
Burrell Vann Jr.

## UPCOMING DEADLINES

**NOVEMBER 28, 2011**

**JANUARY 2012**

### Eligibility Requirements:

1. Applicants must be currently enrolled in a graduate degree program at CSUF, and must be in good academic standing.
2. Applicants must have filed a FAFSA and have a demonstrated financial need.
3. Must submit a completed application to Office of Graduate Studies, along with a letter of recommendation from a faculty member.

# GUIDE TO GRADUATE SCHOOL APPLICATIONS

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**Question:** When Should I Start the Graduate School Application Process?

**Answer:** Now

Are you thinking of applying to a doctoral program? The task of applying to a graduate education program can be daunting. It is best to start early to allow yourself plenty of time to complete the process. The following is a checklist of steps in the graduate school process. This information and more can be found on the Career Center website [fullerton.edu/career](http://fullerton.edu/career).

**Choose a Degree Program.** Not all doctoral programs are the same. Dr. Louise Adler of the Educational Leadership department explains that doctoral programs are split into two categories: academic and professional. Academic programs lead to Ph.D degrees and are appropriate for those wanting to teach at the university and conduct research. Professional programs lead to degrees such as Ed.D and M.D. These degrees are suited for those pursuing careers outside of the university setting. For example, the CSUF Ed.D program prepares students for careers in educational leadership and administration in pre K-12 environment and in community colleges. CSUF is seeking to add another professional degree, the Doctor of Nursing Practice. The purpose of the D.N.P. is to prepare nurses for advanced practice roles and for teaching positions in nursing programs. Other terminal degrees besides the doctorate include the M.F.A., which prepares students for professional careers as well as for university teaching in the creative arts. CSUF offers M.F.A. degrees in art, screenwriting, and theater arts.

**Choose Potential Schools.** It is a great idea to familiarize yourself with a graduate program before you apply to it. Check out the school's website and speak with professors and other students. Hopefully, you will leave a positive impression on professors that will work in your favor when you apply.

**The Application.** Every graduate school you apply to will most likely have an online application form to gain entrance to the University and a separate form for entrance into a specific pro-

gram. Make sure that you thoroughly complete every form the school requires and submit them by the due date. Many schools also require that you pay a fee of \$50-\$150 as part of the application process.

**Personal Statement.** Your personal statement is where you prove yourself to be an educated, eloquent speaker capable of meeting the writing demands of graduate school. Have another person edit it for correct spelling, punctuation, and grammar. The Career Center offers one-on-one personal statement review and also personal statement examples to help you craft your best essay.

**Tests.** From GMAT to PCAT, most schools require that you take some sort of standardized test before they will admit you.

**Transcripts.** Graduate schools want to see what kinds of classes you have taken. Allow plenty of time for your undergraduate institutions to mail transcripts.

**Letters of Recommendation.** Many programs require that you obtain a letter of recommendation from former professors, employers, and advisors. Make sure you pick people who are able to say positive things about you. It is also helpful to be very clear with them about when you need the letters completed and to follow up with them several times. Remember that by writing this letter, they are doing you a favor and it would be considerate to show them gratitude. The Career Center offers some great examples and step-by-step instruction on asking a professor to write you a letter of recommendation.

**Graduate School Interview.** Some schools require a personal interview before admitting you into their programs. If you want some practice before meeting your new program's entrance committee, the Career Center offers mock interviews.

If you need help or guidance with any of these steps, be sure to utilize the Career Center, located in LH 208 or [www.fullerton.edu/career](http://www.fullerton.edu/career).

BY JED KUHN

# WELCOME TO THE CAMPUS COMMUNITY: GRADUATE STUDENT ORIENTATION

Over 100 people attended the Graduate Student Orientation held September 17th. This event, hosted by the Office of Graduate Studies with help from funding by the EPOCHS grant, was aimed at helping new graduate students adjust to the rigors of graduate life by providing information about the academic and wellness resources available to them. Attendees chose from eight unique workshops designed to maximize graduate success.

One such workshop, titled “Graduate Student Voices,” presented attendees with a panel of current graduate students. The panel discussed topics such as funding and career goals. The morning sessions were staffed by students in Mathematics and Natural Sciences while the afternoon sessions featured a panel of students from Humanities, Social Sciences, and Arts.

Another workshop, “Surviving Graduate School as a Family,” was designed to provide information to both students and their family members. This workshop, available in English and Spanish, focused on practical ways to be a devoted graduate student while balancing the responsibilities of being a spouse, parent, and family member. Presenters included Esiquio Uballe, Janita Razo, Patty Hymes, Elizabeth Muñoz, and Araceli Torres.

In “Self-Direction in Graduate-Level Research,” Helen Alexander, a Graduate Learning Specialist from the University Learning Center, enthusiastically presented on the process of writing a graduate level research paper. One helpful piece of advice she offered is to have a good idea of what your thesis is going to be before you begin your research. This will help you sort out irrelevant information and focus on your topic. It will also help your research to reflect your unique point of view.

In the workshop “Maintaining Your Health and Wellness,” Mary Becerra encouraged attendees to manage their graduate school and life obligations in a healthful way. For example, taking a thirty minute break for yourself every day can be a wonderful way to de-stress. She also added that students can get exercise by doing many small



Students at the Graduate Student Orientation Summer 2011. Photo by Evan Senn

things during the day, such as taking the stairs instead of the elevator or purposely parking at the far end of campus.

Other workshops included “From Faculty to Students” with faculty panelists Drs. Fatima Alali, Jose Cervantes, Barbara Gonzales, Shawn Wang, Michael Steiner, Louise Adler, Reyes Fidalgo, Andi Stein, and Rob Watson; “Requirements and Resources: An Overview” with Diane Mazzezy; and “10 Research Tips Every Grad Student Should Know” with William Breitbach. Students were entered into an opportunity drawing and had the chance to win gift cards to the Titan Bookstore, El Torito, Sprouts, Juice It Up, Aloha Java, Fresh and Easy, and Yogurtland. Students were also able to participate in a resource fair featuring organizations offering services to our graduate student population. The organizations included the Women’s Center, the Veteran’s Office, Adult Re-Entry, the Graduate Studies Office/EPOCHS, Study Abroad Center, Chicana/o Resource Center, Office of Financial Aid, the Graduate Council of La Semilla, Career Center, Student Health and Counseling Center, Student Recreation Center, Grand Central Art Center, Student Leadership Institute, Center for Sustainability, Orange County Dream Team, Schools First, MBA Association, and the Titan Student Union.

Did you miss your chance to participate in the Graduate Student Orientation? We will be offering another orientation tentatively scheduled for January 21st, 2012. Please join us!

# HELP WHEN YOU NEED IT

## GRADUATE STUDENT SUPPORT SERVICES AND CAPS

Graduate school is tough. When it is added to the pressures of personal relationships, work, and family life, it can sometimes be overwhelming. If you ever feel the need to talk to about what you're going through, Cal State Fullerton offers a variety of resources.

The Counseling and Psychological Services Office (CAPS) offers an array of counseling services to both graduate and undergraduate students. These services include individual, couples, and group counseling. Graduate students will often be seen by Chandinie Francis, a therapist who has earned her M.S.W. and is currently pursuing her doctorate. Because of her educational experiences, she is attuned to some of the specific struggles and needs of graduate students. Services offered through CAPS stand as formal mental health services.

In addition to mental health services at the CAPS office, the Graduate Studies Office offers support services to graduate students. The Graduate Studies Office offers workshops on

stress management, relaxation, and test anxiety. A number of support groups are also currently in development. One such group, the Latina/o Graduate Student Empowerment group, meets on Wednesday evenings and offers Latina/o graduate students the opportunity to connect and share their experiences about some of the cultural challenges they may face. Services offered at the Graduate Studies Office are more informal support services and are more holistic in nature.

Students interested in counseling services through the CAPS office should visit the office during walk-in hours to complete an assessment. Future appointments will be made after that initial walk-in meeting. More information about CAPS can be found at [www.fullerton.edu/shcc](http://www.fullerton.edu/shcc).

Students interested in support services through the Graduate Studies Office may contact Norma Ramirez at [noramirez@fullerton.edu](mailto:noramirez@fullerton.edu) (657) 278-4614.

BY JED KUHN

## GRADUATE STUDENT ORIENTATION SNAPSHOTS



From left to right: Students check-in for event in the Mihaylo lobby, Drs. Fatima Alali, Jose Cervantes, Barbara Gonzalez, and Shawn Wang share graduate school insight. Photo by Evan Senn.

# MASTERS OF GIVING BACK

## A LATINA/O PROFESSIONAL PANEL OFFERS INSIGHT DURING GRAD SCHOOL PREP WEEK



Dr. Alexandro Gradilla discusses a book with Chicana/Chicano Studies students.

A Master's degree is a way to better yourself—to gain new job skills and expand your knowledge. For some, however, it is just the first step on a journey to bettering their community. One event during grad school prep week titled “Help Your Community: Earn a Master's Degree,” hosted a panel of Latina/o professionals, moderated by Dr. Ray Rast, who are endeavoring to improve their communities.

One member of the panel, Dr. Jose Mayorga, settled in Orange County to become a family practitioner after earning his M.D. He serves his community by keeping them healthy and operating a clinic. In addition, he sees his mission as taking care of his community while encouraging others to do the same. He mentors multiple students—from high schoolers to medical school applicants—and offers support and guidance while giving them a glimpse of what being a doctor entails.

Another member of the panel, Dr. Alexandro Gradilla, the chair of the CSUF Chicana/Chicano Studies department, recalls as an undergraduate seeing a need for Chicana and Chicano scholars to promote cultural understanding among university students. Consequently, he felt moved to step up to the challenge by becoming a professor and teaching ethnic studies courses. He wanted to confront ignorance by guiding and teaching students to become community leaders.

Professor Marcella Mendez, first in her family to pursue a graduate education, earned her Master's in Social Work and uses it to help the underserved and underrepresented populations within her community. She has been a social worker for several years and recently transitioned back to the university where she teaches in the CSUF Social Work program. Her goal is to encourage students, especially those who can speak another language, to pursue careers in social work in order to better reach underserved communities.

Detective Dave Casarez, also first in his family to pursue a graduate education, has a long professional history. He worked towards his education little by little while working full-time—and often overtime—in law enforcement. It took him 20 years from the time he graduated high school to earn his Master's degree in Public Administration. Casarez now serves his community by working for the Costa Mesa Police department investigating unsolved homicides. This position is a special assignment that became available to him because of his advanced education. Casarez encourages others to pursue higher education while emphasizing the importance of making decisions that will promote your career advancement.

While it is important and rewarding to serve your community, the panel also stressed the importance of taking care of yourself. Gradilla says that your personal choices bring balance to your life. Gradilla admits he and his wife, who is also a scholar, made a pact that they would come first in order to maintain a healthy relationship. Even if it meant that they would not attend the most prestigious schools or take the most prestigious jobs, the health of their marriage was their priority. It is up to each individual to decide what path in life will make them happy and what they want to achieve. As Gradilla says, “None of us know what to do. There is a journey. There is a path.”

# EDUCADORES QUE AYUDAN A SU COMUNIDAD

## PROFESIONALES LATINOS OFRECEN CONSEJOS DURANTE LA SEMANA DE ESTUDIO POSGRADO

Una carrera de posgrado es una forma de mejorarse—de obtener nuevas habilidades y ampliar su conocimiento. Para algunos, es el primer paso para mejorar a su comunidad. El taller titulado, “Ayuda a tu comunidad: Obtienes un certificado posgrado,” fue moderado por el Dr. Ray Rast y el panel fue compuesto de profesionales Latinos que se esfuerzan en mejorar a su comunidad.

Un miembro del panel, el Dr. Jose Mayorga, se estableció en el Condado de Orange para trabajar como médico familiar después de obtener su licenciatura en medicina. El Dr. Mayorga sirve a su comunidad ofreciendo ayuda médica y operando una clínica. En adición, él cree que su misión es cuidar a su comunidad y fomentar a otros que hagan lo mismo. Él motiva a varios estudiantes—desde estudiantes de high school a estudiantes de escuela de medicina—y ofrece ayuda y dirección sobre la vida de un médico.

Otro panelista, el Dr. Alexandro Gradilla, el director del departamento de Estudios Chicanos en CSUF, recuerda que fue como estudiante de bachillerato cuando realizó que había una necesidad de crear espacios que promueven la comprensión cultural entre estudiantes de la universidad. Por lo tanto, se sintió motivado de enfrentarse al desafío y convertirse en un profesor de estudios étnicos. El Dr. Gradilla quería enfrentarse a la ignorancia mediante la enseñanza y motivación a los estudiantes para que se conviertan en líderes comunitarios.

La Profesora Marcella Mendez, es la primera en su familia en completar estudios de posgrado, obtuvo su certificado en estudios de trabajo social y ayuda a poblaciones o grupos subrepresentados en su comunidad. Ha sido una trabajadora social por varios años, y recientemente hizo la transición para trabajar en la universidad enseñando en el programa de estudios social en CSUF. Su meta es motivar a los estudiantes, especialmente a los que saben varios idiomas, para que obtengan una carrera de trabajo social y poder servir mejor a las comunidades marginadas. El

Detective Dave Casarez, también el primero de su familia en lograr estudios de posgrado, tiene una larga carrera profesional. Trabajó en sus estudios poco a poco mientras trabajaba más de cuarenta horas a la semana como oficial de policía. Le tomó veinte años desde el momento en que se graduó de la escuela secundaria para obtener su maestría en Administración Pública. Casarez ayuda a su comunidad investigando homicidios sin resolver con el departamento de policía en Costa Mesa. Pudo obtener esta asignación especial por su educación avanzada. Casarez motiva a otros a que obtengan un estudio de posgrado para que les ayude a avanzar su carrera.

Aunque es importante y gratificante ayudar a su comunidad, los participantes del panel también destacan la importancia en cuidarse a sí mismo. Gradilla dice que nuestras decisiones personales traen balance a nuestras vidas. Gradilla admite que hizo un pacto con su esposa, también una profesora, que su relación sería su prioridad. Aunque no trabajan en escuelas prestigiosas, la salud de su matrimonio es más importante. Cada individuo decide lo que lo hace feliz y lo que quiere lograr. Como dice Gradilla, “Nadie sabe qué hacer. Hay un viaje. Hay un camino.”



Professor Marcella Mendez advises a student about M.S.W. opportunities.

# ROOM TO IMPROVE

## HOW GRADUATE WRITING WORKSHOPS CAN MAKE ANYONE A BETTER STUDENT



Some students struggle. Some students excel. Although students write at many different levels, each has something to gain from attending the Graduate Writing Workshops. Each student has room to improve.

Thanks to funding from the EPOCHS grant, Cal State Fullerton has two Graduate Learning Specialists available to help graduate students: Helen Alexander and Dr. Gerardo Arellano. Both Specialists offer graduate students a wealth of experience and expertise in the area of academic writing through one-on-one tutoring and paper reviews and through Graduate Writing Workshops.

There are multiple Graduate Writing Workshops offered every week that cover everything from grammar and usage to critical thinking and proper citation techniques. These workshops should not be mistaken for refresher courses in freshman English; they are much more. Helen Alexander says that American academia is based on the Socratic seminar method of questions and answers, and each workshop helps students build strategies to participate in this system. Alexander says she wants to help students figure out that meaning is encoded in language—that the exact strategies and methods each student will use will vary with

their academic fields. It her mission to help students connect with their fields, to help them write in ways that will earn them “A’s” on their papers and get accepted to present at conferences.

Alexander tailors her workshops to the individual students in attendance, often pulling examples from their fields of study. This does not mean, however, that she thinks students should be limited in what they read. “Graduate students should be able to read anything,” she said. “Everything that’s been written is just ideas put together in a certain way. Once you learn to recognize the patterns in writing, you can read anything. You can write anything.”

The Graduate Writing Workshops are not flowery, generic exercises in writing theory. They focus on engaging you with your field of study, building your own writing style within the framework of the accepted conventions of your discipline. After all, the point of graduate school is to become a fully functioning member of your field. The Graduate Learning Specialists are here to help you do just that.

Alexander stresses that the workshops are appropriate for all kinds of students from all of disciplines. Students doing well in graduate school can always learn to do better by improving their writing and their interaction with their field, increasing their ability to go to conferences and get published. Struggling students will benefit as well. Alexander points out that struggling students—especially ESL students—have a variety of resources available to them at all levels. The Graduate Learning Specialists can help them find the help they need to succeed.

Alexander is also quick to point out that students do not always need to rely on the Specialists to help them. One of their greatest resources may be sitting next to them in class. She says, “I often ask students, ‘Have you had one of your classmates look over your paper?’ ... You students are so smart. Why not help each other through a little peer editing?” Alexander hopes that the student-to-student interaction at her workshops

will help usher in a new culture on campus where graduate students will help each other.

The Graduate Writing Specialists, Helen Alexander and Dr. Gerardo Arellano, have offices on the second floor of the Pollak Library in the University Learning Center. Contact the University Learning Center at (657) 278-2738 to schedule an appointment. The Graduate Writing Workshops are held at various times in different buildings throughout the week. For more details see [www.fullerton.edu/graduate/epochs/ulc\\_schedule.html](http://www.fullerton.edu/graduate/epochs/ulc_schedule.html) or see the green Graduate Writing Workshop brochure available in various offices throughout campus.

See below for an abbreviated schedule.

| Day   | Time        | Place   | Topic                          |
|-------|-------------|---------|--------------------------------|
| Tues  | 6:30-7:30pm | UH 239  | Writing & Study Skills         |
| Wed   | 6:30-7:30pm | LH 315A | Critical Thinking Crash Course |
| Thurs | 6:30-7:30pm | E 22    | Specialty Workshops            |
| Fri   | 6:30-7:30pm | UH 204  | Writing & Study Skills         |

BY JED KUHN

## CONGRATULATIONS TO THE GRADUATE EQUITY PROGRAM FELLOWSHIP RECIPIENTS



The Graduate Equity Program, funded by the CSU, aims at increasing the diversity of students completing graduate programs, encouraging further study in doctoral programs, and promoting consideration of university faculty careers by offering fellowships of up to \$2500. The deadline for next year's recipients is coming in the spring and students are enthusiastically encouraged to apply. More information can be found at [fullerton.edu/graduate](http://fullerton.edu/graduate).

|                               |                  |
|-------------------------------|------------------|
| Jessica Coronel               | Sociology        |
| Seven Estrada                 | American Studies |
| O'Shonda Renee James-McDowell | Sociology        |
| Mary Frances Martinez         | History          |
| Chelsea McCallister           | Biology          |
| Rebecca Medina                | Biology          |
| Cha Moua                      | Anthropology     |
| Yolanda L. Polequaptewa       | History          |
| Anthony Rodriguez             | Psychology       |
| Walter Santizo                | American Studies |
| Patrick Vallee,               | English          |
| Burrel Vann, Jr.              | Sociology        |
| Lea C. Walden-Hurtgen         | Anthropology     |
| Kali Woodland-Lamber          | Social Work      |

# THE FACULTY/ STUDENT MENTORING PROGRAM



Dr. Burgtorf at Grad Forum 2011. Picture taken by Karen Tapia

Earlier this year, Cal State Fullerton implemented a Faculty/Student Mentoring Program aimed at helping graduate students grow academically, professionally, and personally. Dr. Jochen Burgtorf, chair of the History department and coordinator of the Faculty/Student Mentoring Program recently discussed why students should be interested in the program and how it works.

According to Burgtorf, a mentoring relationship can help students in three main ways. First, a mentor can provide orientation in an academic program. This goes beyond a traditional advisory role because the mentor takes a personal interest in the student. The mentor can introduce the student to various publications and associations that will help the student make connections and succeed in their program.

Second, the mentor serves as a coach and counselor to the mentee. Burgtorf says the mentor “provides a wide range of support of a different kind. This support functions beyond the mere academic.” Mentors are available to help their students stay on track through difficult times. They offer support and friendship. Mentors serve as “fatherly [or motherly] friends” to mentees. Burgtorf underscores the importance of the friendship aspect of mentorship, though it maybe is a little difficult for students to think of their professors as friends. A mentor is someone with a little more experience, education, and knowledge that can help guide students and open professional doors.

Third, the mentor is a networker on behalf of the mentee. The mentor helps the student make connections and serves as the student’s gateway

to the professional network. The nature of the network is both intellectual and logistical. On the intellectual side, a mentor could recommend a great conference for the student to attend. However, if the student was struggling to find the funding to attend the conference, the mentor could help the student logistically by leading them to scholarships and grant money.

Burgtorf was very interested in participating in Cal State Fullerton’s Faculty/Student Mentoring Program because of the hugely beneficial mentoring relationship he had as a student. He says that in the first semester of his freshman year as an undergraduate, he had a professor that took an interest in him. This professor eventually mentored him throughout his student career from undergraduate to Ph.D. The professor took a profound interest in everything that pertained to him without being intrusive. He was also enormously demanding. “A good mentor,” Dr. Burgtorf says, “will push you to your limits.” Burgtorf’s mentor was also an incredible networking resource and, through his influence and recommendations, he helped Burgtorf attend his first international conference and land his first and second professional jobs.

Burgtorf hopes the Faculty/Student Mentoring Program will help Cal State Fullerton move closer to his dream of an academic community. Burgtorf is hoping that the campus will develop a culture of mentoring. He foresees the campus as a place where students will use their time here as an opportunity to network and build professional connections within their academic disciplines. He is also quick to mention that the mentoring relationship should be bi-directional. The mentee will not be the only one benefitting from the relationship. The mentor will ask the mentee questions and expect honest feedback. Students will give their mentors a fresh outlook on their research and publications. Burgtorf says, “We want to pave the way for mentees to go out in the world. We want them to be better—to overcome their deficiencies. It makes my life more exciting.”

For more information on the Faculty/Student Mentoring Program and to complete the application, please go to [fullerton.edu/graduate](http://fullerton.edu/graduate).

# SEEDS OF HIGHER EDUCATION

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## THE GRADUATE COUNCIL OF LA SEMILLA SERVES THE GRADUATE LATINA/O POPULATION OF CSUF



Illustration by Shirin Isadvastar

There is a new organization on campus giving voice to the concerns of Latina/o graduate students: the Graduate Council of La Semilla. La Semilla formed earlier this summer when a group of Latina/o graduate students came together with the goal of creating a campus organization that would specifically address their needs.

La Semilla is Spanish for “seed.” According to the organization’s president, Lourdes Cruz, the name serves as a metaphor for education. “We

plant the seed of education, nurture it, and reap the harvest—an abundance of resources to help the community,” she explains.

The goal of La Semilla, advised by Dr. Gerardo Arellano, is to provide a support system for Latina/o and underrepresented students enrolled in graduate and professional programs. The group intends to do this by offering a space for Latina/o graduate students to network, socialize, and support one another.

La Semilla has already taken an active role on campus, having tabled at the New Graduate Student Welcome, Graduate Student Orientation, and hosted a documentary film screening about neo-liberalism and education in Mexico.

The Graduate Council of La Semilla meets on Thursday afternoons. To learn more, contact [lgsa.csuf@gmail.com](mailto:lgsa.csuf@gmail.com)

# SEMILLAS DE EDUCACION POSGRADO

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## EL CONSEJO POSGRADO DE LA SEMILLA SIRVE A LOS ESTUDIANTES LATINA/O EN ESTUDIOS DE POSGRADO EN CSUF

Existe una nueva organización en el campus de CSUF que da voz a las preocupaciones de estudiantes Latinas/os: El Consejo Posgrado de la Semilla. La Semilla nació este verano cuando un grupo de estudiantes Latinos se reunieron con la meta de crear una organización que atiende específicamente las necesidades de estudiantes Latinos.

Lourdes Cruz, la presidenta de la organización, indica que el nombre de La Semilla funciona como una metáfora para la educación. Ella nos dice, “Plantamos la semilla de educación y la cosechamos—una abundancia de recursos para ayudar a la comunidad.”

La meta de La Semilla, aconsejada por el Dr. Gerardo Arellano, es proporcionar un sistema

de apoyo para estudiantes Latinas/os en estudios de posgrado. El grupo se propone alcanzar esta meta ofreciendo un espacio donde los estudiantes puedan socializar y se apoyarse.

La Semilla a tomado un papel activo en el campus, circulando información en eventos como New Graduate Student Welcome—La Bienvenida para Estudiantes de Posgrado, Graduate Student Orientación—Orientación para Estudiantes de Posgrado, y fueron anfitriones de una proyección de una película documental sobre el neoliberalismo y la educación en México.

El Consejo Posgrado de la Semilla se reúne los jueves por la tarde. Para más información, manda un mensaje al correo electrónico [lgsa.csuf@gmail.com](mailto:lgsa.csuf@gmail.com).

# OFFICE OF GRADUATE STUDIES

## WHAT WE DO

The Office of Graduate Studies provides leadership in graduate student affairs and policies, administering EPOCHS federal grant as well as several scholarship programs: Graduate Equity Fellowship, CSU Pre-doctoral Fellowship, Giles T. Brown Thesis Award, Chancellor's Office Doctoral Incentive Program, and EPOCHS Research Fund. All master's theses and doctoral dissertations are reviewed in the Office of Graduate Studies, an important final step before graduation for many students. The Office of Graduate Studies serves as a source on state regulations and campus policies overseeing procedures, including enrollment, classification, leave of absence, academic standards, and assisting department graduate program advisers. Central to the Office's service is the evaluation of each graduate student's study plan for classification status, as well as review for graduation check and posting the awarding of the graduate degree.



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

## WHO WE ARE

Dorota Huizinga, Associate Vice President  
Katherine Powers, Director  
Lynn Winter & Cathy Hess, Evaluators  
Debra Stewart, Thesis/Dissertation Reader  
Pam Migliore, Administrative Specialist  
Norma Ramirez, Administrative Support Coordinator  
Jessica Ordaz, Administrative Support Assistant  
Student Assistants: Derek Leininger, Brittany Roper, Corinne Sandhoefner, Dean Murray  
Graduate Assistants: Irene Lin (designer), Devora Orantes (designer), Shirin Isadvastar (designer), Hector Sahagun (Webmaster), Jed Kuhn (editor), Marissa Banuelos (event coordinator).

## WHERE TO FIND US

McCarthy Hall 112  
Phone: 657-278-2618  
Fax: 657-278-7590  
E-mail: [GradStudiesRecept@fullerton.edu](mailto:GradStudiesRecept@fullerton.edu)  
Website: [www.fullerton.edu/graduate](http://www.fullerton.edu/graduate)

## NEWSLETTER

Editor: Jed Kuhn  
Layout Designer: Devora Orantes

## DEADLINES & FAQs

**11/18/2011**

Last day to submit your thesis or dissertation to Thesis/Dissertation Reader for Fall 2011 graduation.

**12/16/2011**

Last day to submit your thesis or dissertation to Titan Bookstore and ETD for January 2012 graduation.

**04/22/2012**

Last day to submit your thesis or dissertation to Thesis/Dissertation Reader for May 2012 graduation.

**QUESTION:** *What if I have finished all my classes, but I am still working on my project. Do I have to be enrolled?*

**ANSWER:** Yes. During Fall and Spring semester, you must be enrolled. If you have no other classes to take, you enroll in GRAD 700. You might be able to enroll in GRAD 700 via University Extended Education. Come to the Office of Graduate Studies at the start of the semester to pick up the paperwork.

**QUESTION:** *How do I apply for a graduation check?*

**ANSWER:** In Titan Online, choose "Apply for Graduation" from the "other academic" dropdown box under the "Academics" heading. Next, pay the \$115 fee to the campus cashier. You must do this within five days of applying for graduation through Titan Online

**QUESTION:** *What if I need to take a semester off?*

**ANSWER:** To take a semester off, file a Leave of Absence form. All graduate students need to be enrolled every semester or they will be discontinued. Form is available at [www.fullerton.edu/graduate](http://www.fullerton.edu/graduate)

**QUESTION:** *I thought I would graduate in this January, but now I realize I won't be finished. What should I do?*

**ANSWER:** Come into the Office of Graduate Studies and ask to update your grad date to Spring 2012 or later.