"Sustainable Futures: Diversity and Green Initiatives in Graduate Education" is the focus of a one-day forum to be held on Thursday, February 18, 2010, in the Pollak Library, from 8:00 a.m. to 5:00 p.m. Funded by a FIPSE grant from the U.S. Dept. of Education awarded to the Center for Sustainability, and co-organized by the Center for Sustainability and the Associate Vice President of Graduate Programs and Research, the forum will explore sustainability in all its guises—not only environmental but also social, cultural, educational and economic. Identifying the requirements for the future workforce and the implications for the future of graduate education is the Forum’s aim. Keynote speaker will be Dr. Orlando L. Taylor, a leading voice on issues relating to access and equity in graduate education. Former chair of the Board of Directors for the Council of Graduate Schools, Dr. Taylor was Dean and Professor Emeritus at the Graduate School at Howard University, and has just assumed the presidency of the new Washington D.C. campus of The Chicago School of Professional Psychology, the nation’s oldest and largest non-profit graduate university exclusively for psychology and related behavioral sciences. The forum will feature presentations and panel discussions highlighting faculty research, community engagement and efforts on sustainability issues. In addition, graduate student research will be highlighted in an exhibit of projects and posters.

GRADUATE STUDIES MATTERS

INSIDE THIS ISSUE:

- Grad Forum Program
- Grad Student Blogs
- Environmental Studies
- Program Receives Grant

GRADUATE EQUITY FELLOWSHIP WINNERS

The Office of Graduate Studies recently announced the winners of the 2009-2010 Graduate Equity Fellowship. The Fellowship, funded by the CSU, provides up to $2500 for economically disadvantaged students. The winners are:

Bahareh Ajdari (M.S. Physics)
Helena Aryafar (M.S. Biology)
Bita Bakhtjou (M.A. Marketing)
S. Kate Bayhan (M.A. Nursing Leadership)
Andrew Fredell (M.S. Biological Science)
Daniel Grijalva (M.A. Anthropology)
Heather Gruber (M.S. Environmental Studies)
Letitia Dongmei Hu (M.S. Taxation)
Jomar Isip (M.A. English)
Amy Kwon (M.A. Communicative Disorders)
Melissa Lamoureux (M.S. Counseling)
Megan Ozima (M.A. English)
Adriana Ruvalcaba (M.A. American Studies)
Joy Shannon (M.A. American Studies)
Brent Stoffer (M.S. Biological Science)
Sophia Tsin-Ting Yu (M.A. Music)

FALL 2010 GRADUATE DEGREE PROGRAMS STILL ACCEPTING APPLICATIONS

Applications for graduate degree programs at CSUF are still being accepted for Fall 2010. Though the application period for undergraduate degree programs closed on November 30, the application window for graduate degree programs is still open. Potential students are encouraged to apply early. The number of applicants to date is twice what it was at this time a year ago, likely due the closure of Spring 2010 applications in most graduate degrees, as well as a sense of urgency resulting from an uncertainty of when the application window will close. If you have any questions: contact the graduate program adviser in the department whose program you are interested.

Dr. Orlando L. Taylor, keynote speaker at the Graduate Forum
CSUF’s Environmental Studies Program and its Center for Sustainability have been awarded a grant for $300,000 ($150,000 a year, for two years) from the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education. This year, the FIPSE program’s competition targeted Hispanic-Serving Institutions across the U.S., offering support to promote recruitment and persistence among Hispanic Americans in graduate programs. CSUF will use the FIPSE grant to increase opportunities for Hispanic students, specifically to promote participation in the Environmental Studies graduate program, hence harnessing the potential of the green economy. Upon graduation, these students will be able to leverage their education into decision-making technical and managerial positions.

Through the grant a trans-disciplinary, sustainability-centered “community of practice” will be developed at CSUF, with in-person and virtual (online) components. This community of practice will serve as a source for professional networking, for best-practice ideas and for research and expertise in the area of sustainability. “This grant will expand opportunities for Hispanic American and other students, and bring our environmental studies program into a regional, national and global community,” said John Bock, director of the Center for Sustainability, principal investigator for the grant, and faculty member in Anthropology.

An interdisciplinary program, the CSUF Environmental Studies Program, one of three graduate programs in environmental studies in California, is the largest in the Cal State system, with 30 faculty members from 13 departments across five colleges at CSUF. It is the largest source of trained professionals in Southern California, with over 800 graduates.

Grad Forum is funded by a FIPSE grant from the U.S. Department of Education and is presented by Graduate Programs and Research, Office of Graduate Studies, Environmental Studies Program and Center for Sustainability
Is in the second semester of her Master of Arts degree in Anthropology. She began working on a collaborative, interdisciplinary research project with two graduate students in the Master of Public Health program, Ryan Alano and Tiffany Price. The project is supervised by faculty Sara Johnson (Anthropology) and Archana McEligot (Health Science) and intends to investigate cultural factors influencing eating habits among undergraduate students. Therefore, the study targets students in Health 101, asking questions regarding fitness, sleep patterns and understanding of proper food portions and nutritional intake. Jennifer writes, “When Dr. Johnson first approached me about being involved in this study I was a bit hesitant since I had only been a graduate student for a few weeks, but I decided to jump right into it and I am so glad I did! I had no previous experience in this type of data collection or data entry prior to this study.... Data collection was definitely a learning experience. We collected data from eight classes of Health 101 students, entailing five visits to each of the eight classes. In the first visit to each class, Tiffany gave a 15-minute power point presentation that showed the students the correct portions of food that should be eaten—interesting because a lot of students were unaware of proper portion sizes. A lot of people think that portions they are given in a restaurant are a single portion size, when in actuality it can be two or even three portions! During the first visit in each class we also passed out consent forms, demographic surveys, sociocultural surveys and sleep quality surveys. The next three visits to each class were much less time consuming as we only had to distribute and collect two surveys from each student; a short sleep survey on sleep from the night before and a food recall of everything eaten and drank the day before....”

Luis Fernandez
Is a student in the Master of Arts in History, nearing the end of his program. In fall 2009, he finished his coursework and now has only his thesis to complete. His interests are in Latina/o history, particularly in Southern California. Besides his thesis research, Luis has also been working as an assistant curator with Professor Raymond Rast (History) in a museum exhibition entitled “A Class Action: Mendez v. Westminster and the Ongoing Struggle for School Desegregation” produced by The Museum of Teaching and Learning (MOTAL) in collaboration with the Center for Oral and Public History (COPH). Luis writes, “The exhibition focuses on Orange County’s segregated schools in the early to mid 1900s, and the Mexican-American community’s efforts to end school segregation. These organizing efforts eventually led to the 1945 court case Mendez v. Westminster in which the presiding judge, Judge McCormick, ruled that it was a violation of Mexican-American children’s 14th Amendment to be segregated in public schools. Studying digitized versions of the case’s court documents blends my personal with my professional interest in this story, because most of the accounts are what I like to call, ‘backyard history.’ I am familiar with most of the local schools mentioned in the court records. Fitz and Lincoln schools are blocks from my home. Fremont school is close to Santa Ana College, where I received my associate degree, and Bolsa School is my old high school. In the 1920-30s, my great-grandfather lived in Orange County for a period of around ten to 15 years, and as my research interest revolves around Mexican-Americans, I also seek to find more information about his life in Orange County....”

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Graduates and Faculty Blog About Their Studies

Adriana Ruvalcaba
Is a student in the Master of Arts in American Studies program. A painter since childhood, Adriana draws on her visual instincts in her graduate studies. Adriana is a winner of a Sally Casanova Pre-Doctoral Fellowship from the CSU system, providing support for her application and preparation for study for a doctorate. She plans to investigate memory and representation, as part of the cultural question; in particular, she will study controversies surrounding artists’ intentionality in, and audience interpretations of, visual representations of cultural trauma. Adriana writes of her trip to Washington D.C. (funded by the Pre-Doctoral Fellowship) to attend the American Studies Association annual national conference and to tour George Washington University (where she might study for the doctorate), meeting with faculty there. Of her trip, she writes: “I’m off to the nation’s capitol! ...we went to visit George Washington University campus. I took the Metro (subway system) to Foggy Bottom, about a 15 minute ride, right into the perimeter of the campus. The campus itself was very beautiful. Architecturally speaking, it is composed of a mixture of historic turn of the century buildings as well as new developments. It was also good to see that the student body appeared to be ethnically diverse. Another key aspect about the university and the city in general is that it is pedestrian friendly. One could easily walk and/or take public transportation as a means of commuting.” During her few days in Washington D.C. last fall she networked with fellow graduate students from Purdue, University of Minnesota and China. She also writes, “I met with one of the conference presenters. We had coffee and discussed her work. She highlighted the diversity of academic approaches one can take with the program at George Washington...”

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The Office of Graduate Studies provides campus-wide leadership in graduate student affairs, programs and curriculum, and policies. It administers several scholarship and fellowship programs for graduate students at CSUF including the Graduate Equity Fellowship, CSU Predoctoral Fellowship, Fleckles Fund, and Giles T. Brown Thesis Award. The Office also assists the campus community with development of graduate education, serving the Graduate Education Committee as well as individual programs.

The Office of Graduate Studies serves as an authority on state regulations and campus policies overseeing guidelines and procedures for graduate education, including enrollment (continuous enrollment, petition review, GRAD 700 registration), classification, leave of absence, academic standards (probation and disqualification), and leading the department graduate program advisers. Central to the Office of Graduate Studies' service is the evaluation of each student's graduate study plan for classification status, as well as the review of each student's record for completion of requirements (graduation check), posting the awarding of the graduate degree. All master's theses and doctoral dissertations are reviewed in the Office of Graduate Studies, an important final step before graduation.

**REMININDERS**

**Enroll Every Semester**

Graduate students must be enrolled each semester of their study. Referred to as “continuous enrollment,” the policy requires each student to be registered for classes each semester of their study until graduating. If a student has taken all classes and is just finishing a thesis or project or exams, the student still must be enrolled; in such a case, the student will enroll in GRAD 700. A student who needs to take a semester off (for medical or employment reasons for example), must have an approved Leave of Absence by the Office of Graduate Studies.

To request a Leave of Absence, visit the Office of Graduate Studies' web site: www.fullerton.edu/graduate

**Writing a Thesis?**

The Thesis Manual and other advice is available at: www.fullerton.edu/graduate/currentstudents/thesis.html

**OPPORTUNITIES**

**Sally Casanova Pre-Doctoral Fellowship:**

The award is a competitive Cal State system-wide program for students interested in continuing studies at the doctoral level and becoming university teachers. The program awards up to $3000 for travel to visit doctorate-granting institutions, options for summer research internships, and for other related activities.

For more information: www.fullerton.edu/graduate

**Graduate Equity Fellowship:**

Funded by the CSU, this program offers monetary awards (up to $2500) for economically disadvantaged students, especially from groups that are underrepresented among graduate degree recipients in their areas of study. For more information visit: www.fullerton.edu/graduate

**STAFF**

Katherine Powers: Director
Lynn Winter & Cathy Hess: Evaluators
Erinn Banks: Administrative Assistant
Pat Ducey: Thesis Reader
Dorota Huizinga: Associate Vice President, Graduate Programs & Research
Chris Laughlin, Erin McAulay, Nick Monte, Brittany Roper,
Corrine Sandhoefner: Student Assistants

Phone: 657-278-2618
Fax: 657-278-7590
E-mail: Gradstudiesrecept@fullerton.edu
Web site: www.fullerton.edu/graduate

**FREQUENTLY ASKED QUESTIONS**

Q: I applied for a grad check, because I should graduate this semester, but I have not heard anything—is something wrong?
A: Grad checks for students in graduate programs are processed the semester of graduation, in about week 9. Typically, the grad check is processed without an interview with the student, and therefore the student is not aware of the process. Chances are you have nothing to worry about—no news is good news! If you have further questions about your graduation, see your department's graduate program adviser.

Q: I am not going to finish all the requirements to graduate this semester—what should I do?
A: You will need to come into the Graduate Studies Office, MH-103, and fill out a graduation update card. Completely fill out the green card and pay the $10 fee at the cashier's and your grad date will be moved. Do not forget that graduate students must maintain continuous enrollment so you must sign up for a class the next semester.

Q: What if I need to take a semester off?
A: If you need a semester off, then you need to file a Leave of Absence form, as all graduate students need to be enrolled each semester in order to remain in the program. Visit www.fullerton.edu/graduate to download the Leave of Absence form.

Q: What if I am finished with all my classes and only have my project to complete—do I have to be enrolled?
A: You must be enrolled, to remain active in the program and graduate. You should enroll in GRAD 700 if you have no more courses to take. You might be able to enroll in GRAD 700 via Extended Education.