GRAD STUDENTS have a FRIEND in a HIGH PLACE!

President García Speaks to Grad Students...

California State University, Fullerton has a new President—Dr. Mildred García! Dr. García comes to us with years of experience in the field of higher education, most recently serving as President of California State University, Dominguez Hills. She has also been on Hispanic Business Magazine’s 100 Most Influential Hispanics in 2007 and currently serves on President Obama’s Commission on Educational Excellence for Hispanics. See page 6 for Dr. García’s interview with CSUF Graduate Students....
Graduate Students Win Pre-Doctoral Fellowship

Seven Cal State Fullerton graduate students were recently selected as Sally Casanova Scholars for the 2012 - 2013 California Pre-Doctoral Program. The Pre-Doctoral Program, funded by the CSU Chancellor’s Office, is designed to increase the pool of potential faculty for the California State University System by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. The Pre-Doctoral Program helps prepare students to be successful in their search of doctoral programs by providing funds for travel to attend conferences and visit doctorate-granting institutions, and for conducting research under the guidance of a faculty sponsor.

Grad Research Fund

Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) is a program that seeks to help Latina/o and low-income students complete a graduate degree at Cal State Fullerton (CSUF). One way this program serves this community of students is through the Graduate Research Fund. The Graduate Research Fund is a program dedicated to providing monetary support for graduate students attending, or presenting at, academic conferences. As one graduate student stated “[without this grant] my chances for such [an] experience would have been limited.” This program has served over 80 students with nearly $30,000 in funding. For more information please visit the Office of Graduate Studies website at: www.fullerton.edu/graduate

Grad Pre-Doctoral Fellowship

Grad Research Fund Award Winners (Spring 2012)

The seven Cal State Fullerton graduate student awardees and their faculty sponsors are:

**Student name—Department (Faculty Sponsor)**
- **Jordan Aquino**—Health Science (Jessie Jones)
- **Corrigan Edmondson**—American Studies (Adam Golub)
- **Laura Elsberry**—Biological Science (Jennifer Burnaforf)
- **Michelle Gevedon**—Geological Science (Diane Clemens-Knott)
- **Robert Keller**—Kinesiology (Debra Rose)
- **Leaa Short**—Geography (Mark Drayse)
- **Qing Xie**—Computer Science (Bin Cong)

This year one undergraduate student in the English department, Lauren Bailey, was also designated a Scholar, making for eight CSUF awardees—a record number for the campus. These eight recipients are amongst a total of 72 awardees selected from 247 applicants this year.
On May 24, 2012, a day-long “Graduate Program Advisers Conference” took place in Pollak Library, sponsored by EPOCHS (Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students), hosted by the Center for Oral and Public History, and moderated by Katherine Powers (Director of Graduate Studies) and Jochen Burgtorf (Coordinator, EPOCHS Faculty/Student Mentoring Program; Professor and Chair, Department of History). The conference was attended by 27 graduate program advisers representing all eight CSUF colleges.

The six main workshops featured at the conference were: Understanding the Context of Academically Successful Latinas/os [presented by Maria Oropeza Fujimoto, Lecturer, Department of Educational Leadership/Ed.D. Program]; Undocumented Students at Cal State Fullerton: Policy, Services, and Mentoring [presented by Kandy Mink-Salas, Associate Vice President, Student Affairs]; Academic Skills Resources and Support for Students and Faculty [presented by Helen Alexander, Graduate Learning Specialist/Writing Tutor]; Counseling Strategies for the Graduate Student [presented by Catherine Ward, Graduate Student Support Specialist]; EPOCHS graduate student database [presented by Louise Adler, Ed.D. Director and Professor, Department of Educational Leadership]; and Experiences of Latinas/os in Graduate Education: Problems of Retention and Professional Socialization [presented by Jose Cervantes, Professor, Department of Counseling].

In addition, the graduate program advisers discussed a wide range of issues pertaining to their day-to-day interaction with students and shared their best practices. The enthusiastic feedback provided by the graduate program advisers after the conference indicated the importance of gatherings such as this. According to their comments, the conference successfully publicized the support services available to graduate students and their professors, as well as UPS (University Policy Statement) documents pertaining to Graduate Studies; it addressed the issues faced by, and assistance available to, undocumented students; it spoke to the challenges and opportunities inherent in the cultural diversity of our students; and, last but not least, it fostered the interdepartmental and interdisciplinary dialogue between graduate program advisers from all across the campus. We hope that graduate program adviser conferences such as this one will become a regular feature of Graduate Education here at CSUF.
I Chun (Irene) Lin presented her project *Form Meets Data* on May 2012, with the collaboration of Carlos Reynosa-Nuñez, who assisted her in developing the web application design.

**Briefly Summarize your project**

My project is an interactive map-making application for the users to plan a one-day multiple galleries visit of the best galleries, restaurants, and bars located in Downtown LA. The users are able to filter the artworks in each gallery by price, style, and medium, and generate their personalized maps to invite friends by sharing the maps through social media.

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**When did you find the need to collaborate with Carlos (M.S. Computer Science) and what was his role in your project?**

When I came up with the idea of creating a web-based application, I knew I had to work with a computer programmer to assist me with the coding. Carlos, a computer science grad student, helped me translate my vision and design it into a live and working prototype. Not only did he assist me with technical support, but also, his logical and practical perspectives as a professional programmer benefited me. This partnership combined our strength in programming and design, with that combination we were able to cover all the bases and complete the project.

**Carlos, what was the importance of your role in Irene’s project?**

My role in Irene’s project was to assist her in developing a prototype or working example of her web application design. Irene developed the application’s user interface design, vision, and functional specifications. I took those specifications and engineered a web application using standards like JavaScript, CSS, and HTML 5.

**What was your experience working with Irene who comes from a different major?**

Working with an artist like Irene was one of the most rewarding experiences I have had as a graduate student at Cal State Fullerton. The combination of my programming skills and her eye for artistic visual design, allowed us to develop a well-rounded application that encompasses both skill philosophies which are necessary for an application’s success. I would be open to more project collaboration with students of other disciplines. Within software engineering there exists limitless possibilities for interdisciplinary research and project collaboration. I hope that other graduate students consider interdisciplinary projects like Irene’s as a method for achieving professional and academic growth within their graduate careers at Cal State Fullerton.

By Shirin Isadvastar

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**Calling All Grad Students!**

It has been only a year since the Graduate Council of La Semilla became an officially recognized organization of CSUF. Founding Graduate Council members and faculty advisors sought to create an on-campus support system for Latina/o and underrepresented students enrolled in graduate and professional programs. The plan since the organization’s founding has been to accomplish this by offering a space that would facilitate graduate student networking and socializing while providing opportunities to pursue and share research interests, professional development, and community involvement. So far the Graduate Council has held multiple events during the Fall 2011 and Spring 2012 semesters in order to achieve such goals. The first, took place September 2011, was a film screening of *Granito de arena*—a documentary about a grassroots movement in response to the continued dismantling of Mexico’s public education.

In addition La Semilla led the first GCLS Colloquium “A Discussion about Anthropology” in which recent anthropological research was presented by Dr. Robey Callahan and recent CSUF graduate school alumni Maria Carrillo. Tentative plans for hosting similar events during the upcoming semester include a spoken word event, more film screenings, and colloquia.

For more information on La Semilla meetings and events contact Steven Estrada, President of La Semilla, at: gcls.csuf@gmail.com

By Steven Estrada
Colaboración estudiantil

I Chun (Irene) Lin presentó su proyecto Form Meets Data en Mayo de 2012, con la colaboración de Carlos Reynosa-Nuñez, quien asistió en desarrollar el diseño de la aplicación web.

**Nos podría dar un breve resumen de su proyecto.**

Mi proyecto es un mapa interactivo que toma forma de aplicación para los usuarios que planifican visitar múltiples galerías con las mejores exposiciones, restaurantes y bares; ubicados en el centro de Los Ángeles. Los usuarios pueden clasificar las obras de arte en cada galería por precio, estilo y tamaño, y pueden generar sus propios mapas personalizados para invitar a amigos y para compartir los mapas a través de las redes sociales.

**¿Cuándo vio la necesidad de colaborar con Carlos (M.S. Estudiante de informática)? ¿Cuál fue el papel que Carlos desempeñó en su proyecto o que parte de su proyecto la ayuda más?**

Cuando se me ocurrió la idea de crear una aplicación basada en la web, sabía que tenía que trabajar con un programador de sistemas, para que me ayudara con la codificación. Carlos, un estudiante de ingeniería informática, tradujo mi visión y diseño el prototipo. No solo me ayudó con el apoyo técnico, sino también sus perspectivas lógicas y práctica como programador profesional que fueron de gran beneficio. Esta colaboración, combinó nuestros conocimientos en las áreas de informática y de diseño, por lo que pudimos desarrollar la aplicación y completar el proyecto.

**¿Cuál fue su papel principal que desempeñó en el proyecto de Irene?**

Yo colabore en el desarrollo de un prototipo o un ejemplo de su trabajo de diseño en las aplicaciones de la web. Irene desarrolló el diseño de la aplicación de interfaz de usuario, la visión y las especificaciones funcionales y tomé esas especificaciones y desarrollé una aplicación web utilizando modelos como JavaScript, CSS y HTML 5.

**¿Carlos, cuál fue su experiencia en trabajar con Irene que proviene de otra área de estudio?**

Trabajar con una artista como Irene, fue una de las experiencias más gratificantes que he tenido como estudiante de pos graduado de Cal State Fullerton. La combinación de mis conocimientos de informática y su diseño visual artística, nos permitió desarrollar una aplicación completa que abarca tanto las filosofías de habilidades para que la aplicación fuese un éxito. Estoy dispuesto colaborar en otros proyectos con estudiantes de otras disciplinas. Dentro de la ingeniería informática existen limitaciones para la investigación y colaboración en proyectos. Espero que otros estudiantes de posgrado tomen en cuenta que proyectos como el de Irene, son métodos de crecimiento profesional y académico dentro de sus carreras de posgrado en Cal State Fullerton.

Traducido por María Salazar

Graduate Council of La Semilla

¡Llamando a todos los posgrados!

Ha sido solo un año desde que el Concilio de La Semilla compuesto de estudiantes posgraduados se convirtió en una organización oficialmente reconocida de CSUF. Los fundadores del concilio de estudiantes posgraduados y la facultad, tratan de crear un sistema de apoyo dentro de la universidad para los estudiantes Latinos/as y estudiantes no representados en los programas de posgrados y profesionales. El plan de la organización ha sido de lograr un espacio que facilite a los estudiantes posgraduados para que establezcan contactos y obtengan oportunidades en seguir y compartir intereses de investigación, desarrollo profesional, y participación comunitaria.

Hasta ahora, el Concilio de posgraduados ha llevado a cabo varios eventos durante el semestre de otoño de 2011 y de primavera de 2012. El primer evento se llevó a cabo en septiembre de 2011, y fue una proyección de la película: Granito de arena. Este documental es acerca de un movimiento, que fue en respuesta al desmantelamiento de la educación pública continua en México. También se llevó a cabo la coloquio, “Una discusión sobre antropología” en donde se presentó investigaciones antropológicas presentadas por Dr. Robey Callahan y María Carrillo, una estudiante recientemente graduada de CSUF con su maestría. Los planes tentativos para este año, van a ser eventos similares; presentaciones, proyecciones de películas y coloquio.

Para obtener más información sobre reuniones y eventos, contactar a Steve Estrada, presidente de La Semilla: gcts.csuf@gmail.com

Traducido por María Salazar
On August 23, graduate assistants from the EPOCHS program—Mary Frances Martinez, Maria Salazar, Irene Lin, and myself—met with President Mildred García to discuss graduate education and graduate student life at California State University, Fullerton. We were elated to have this opportunity to hear what our President had to say!

One of seven children born to Puerto Rican parents, García has often credited her success to the hard work ethic and values of her parents. As a first generation college student, her personal experiences lend to her sensitivity of such challenges faced by students. García attributes these experiences as having provided insight into the promise of educational opportunity which she so firmly supports. Reflecting on the difficulty of attending graduate school and working full time she said, "My dad died when I was twelve, and my mom worked in a factory." García expressed the difficulty of growing up in a single parent household, yet she acknowledged the sacrifice and support given to her by her mother when stated, "My mother was very supportive, in her own way—for example my dinner was always ready for me at whatever time..."
I came home. She provided support for me while I was in school in her own loving way.”

In 2010, CSUF received funds from a federal grant to promote graduate school to Hispanic and disadvantaged students by providing community outreach, graduate assistantships, faculty mentors, and research grants to those pursuing graduate degrees. The EPOCHS program also provides academic support through the Graduate Learning Specialists who assist in areas of research and writing, and the counseling for graduate students through the Student Support Specialist. García voiced her support for such programs, “We need programs like EPOCHS and other student organizations that provide a welcoming and supportive environment where students can talk to other graduate students and share stories, and where faculty members and administrators provide support and give advice as students move forward in their graduate programs!”

Aside from personal support, she also recognizes financial support is needed. She stressed working collaboratively to cultivate a strong learning environment, while making best use of funds during a tough budget time. “To be able to have graduate assistantships, internships, and other opportunities to work on campus, despite the limited resources we have, is of great importance, so that graduate students can help us by being mentors to the undergraduate population,” she stated. When expressing her strong belief in peer advisement, what had the most impact was her advice to us. She was extremely encouraging and motivating. She began the interview by stating how proud she was of the work we—and all graduate students—are doing and how we are an inspiration to her! “We need you,” she said, expressing a strong belief in peer advisement. “You are role models, and you should know that, so wear that with pride and know that that comes with responsibility. You now should encourage others to continue with their educational aspirations. In other words, as you finish your Master’s degree program; help other students so that they, too, can continue.” She also emphasized the importance of engaging in research, especially in understudied areas.

As the interview continued she began to talk about the importance of giving back, “It’s important that you understand what’s going on in your community. We need you to help in whatever small way you can. I always say, if every one of us helps one person our communities would be positively impacted. This not only helps families, it also helps their family’s families and succeeding generations. This, too, helps communities because we then come back as leaders. We come back to pay taxes. We come back to vote. We come back to change the communities in which we live.”

When asked of her role as the first Latina president in the CSU system, García’s position that CSUF serves all students was clear: “First of all, I am President for all students who happens to be Latina.” This speaks to García’s philosophy of putting students first: To reach students, she says, you must relate to them by sharing a bit about yourself. “Become vulnerable,” she continued, “so that people will understand the lenses you use to distinguish what the world is really like.” As student-centered as she is, García abides firmly by the philosophy that all members of the campus community work together to move Cal State Fullerton forward. Wanting to listen to the voices (and silences), she is excited to hear the strengths and weaknesses of the university to continue to promote its success.

*EPOCHS is a federally funded grant awarded to CSUF by the U.S. Department of Education that seeks to improve the achievement and retention of Hispanic students in graduate programs at CSUF.

“You are role models, and you should know that, so wear that with pride and know that that comes with responsibility. You now should encourage others to continue with their educational aspirations. In other words, as you finish your Master’s degree program; help other students so that they, too, can continue.”

by Marissa Bahuelos
After walking out of the interview, a sense of inspiration came over me. I am currently working on my Master’s in History (Public History) and plan to pursue a doctorate degree. As a scholar and a student, struggling with life’s stresses, I felt Dr. García’s encouragement as a beacon of hope. Asking her for advice regarding my plan to continue my PhD was a great opportunity and her encouragement will stay with me for a lifetime.

Meeting President García gave me the opportunity not only to be introduced to a President of CSUF but also to get to know her on a personal level. During the interview, she told us some of the challenges she faced during grad school as a Latina and how she overcame those challenges. She encouraged us to encourage other students to get a Master’s degree because there is a need for more educated Latinos to represent our communities. It was a great experience meeting with President García, as inspiring of a Latina as she is.

President García’s approachable nature and candor made meeting her a true pleasure. I was most impacted by her personal and academic journey. Despite the obstacles she faced, such as coming from a working class background and growing up in a single parent home, she persevered and is now the president of a university. Her words of wisdom inspired me to continue pushing forward, far beyond the completion of my graduate degree. An encouraging role model, President García reminds me of the resilience and strength an individual can have despite potential challenges. Thank you Dr. García for inspiring me to continue with my education.

Encouraging Graduate Students

Facts, Tips, and Advice from President García

Interview on Thursday August 23-2012

➢ Get to know your faculty; good faculty can make a BIG difference!
➢ Even though you may have challenges, you can overcome them! “I went to graduate school part-time and worked full-time.” This was the only way she could put herself through graduateschool. “So, understand there will be obstacles but you will prevail with dedication and hard work.”
➢ CSUF will do its best to help all students graduate: “I always believe that if we admit students it is our responsibility to help them graduate”. Being a graduate student may be a challenge, but know your university’s charge is to help you accomplish your goal of completing your program.
➢ “Find a Network of people.” These people will be able to provide a support system, when students need help overcoming the obstacles they face in graduate school.
➢ Graduate students are role models, and they have a responsibility to mentor others. In addition, they have an obligation to come back, help other students as well as help their community.”
➢ Network with people in your profession! Making connections with others in your field as a graduate student will help you in your career.
➢ For students pursuing a PhD: “Go to the best university that offers you a scholarship. Do not just stay in California because it is convenient. There are many schools that pay, if you go full-time. Start looking for that now!”
NEW GRAD STUDENT ORIENTATION
AUGUST 25-2012

“As a new graduate student at CSUF trying to navigate all the ins and outs of college life, I really appreciated the information I received today at the graduate orientation event. Thank you very much for coordinating the day and presenting all the details so clearly. I thought the printed materials were excellent and easy to understand. The maps were quite helpful and made workshop attendance very straightforward. I will be following up with several of you on some of the programs that the college is offering to graduate students as far as research funding and writing workshops are concerned. I look forward to a stimulating and exciting first year of graduate studies at CSUF. Please know that you have done a lot to relieve some of the stress of being a newcomer through your efforts and hard work. I can certainly imagine that such a large gathering must have required a great deal of coordination and planning ahead of time.”

by Jayne Dutra

On August 25th, the Office of Graduate Studies held its 3rd Annual New Graduate Student Orientation. Hosting workshops and campus tours, orientation provides an opportunity for ALL graduate students to better familiarize themselves with graduate school support and resources at CSU Fullerton. Aimed at preparing students to handle academic rigors, this year’s workshops focused on funding, policies, and procedures. Regarding funding, many graduate students were surprised to learn of the various funding sources offered throughout campus in the form of fellowships, grants, and graduate assistantships as well as grant opportunities through various foundations. Other resources that provide support to graduate students include academic assistance in writing, writing workshops, and counseling services specifically tailored to graduate student needs. More importantly, the orientation workshops also provided information on understanding university policies and procedures for a timely completion of one’s graduate program.

Another component of this event involved capturing student experience though the faculty panel workshop which gave incoming students a chance to hear firsthand accounts of what graduate school life is like, from the professors’ perspective. Other workshops covered strategies for balancing multiple responsibilities such as work and family while attending graduate school and others covered time management to help students keep their focus.

The purpose of this orientation is to provide incoming students information of the plethora of resources and opportunities offered at CSUF and to provide a road map to survive the challenges they may face in undertaking a graduate program. Orientation will take place again next year, prior to the beginning of the Fall 2013 semester.
It’s not often that a presidential candidate visits Cal State Fullerton. In fact, the last time was apparently when Candidate Ronald Reagan stopped by during his campaign for presidency. However, on the evening of May 2, 2012, in preparation for the California Primary, Presidential Candidate Ron Paul visited CSUF and addressed 5000 attendees in the Titan Stadium—the culmination of an enormous effort by the student club the College Republicans, in particular member Derek Leininger. That a student club would sponsor a political candidate running for office is not unusual (as a publicly supported institution, a state university would not be in a position to host an event with only one political figure) and student clubs are naturally eager to hold public forums, even with political agendas. In fact, it was Ron Paul’s campaign who first contacted the College Republicans with the possibility. But, as Leininger states, “this was only the beginning. It was not easy to act as middleman between the university and the campaign,” booking rooms, developing schedules, and looking for funding to pay various costs. “The final details and approval for the event came only two days prior.” Leininger continues, “Political motivation and action has always fascinated me, and my passionate for politics brought my dedication to make our school the location where he would speak.” Turns out, Ron Paul’s campaign had also contacted UCI and CSULA but, in the end, Leininger and the College Republicans got the job done.

Q: I worry that I really don’t have what it takes to be a graduate student. Is this normal?

Feelings of worry about qualifications, competency, and even belonging are common among graduate students. The term Imposter Syndrome is often used to describe these feelings of inadequacy and the difficulty in realizing personal accomplishments. It is linked to the tendency to overestimate your weaknesses and underestimate your strengths (El-Ghoroury, N. H., Salvador, D., Manning, R., & Williamson, T., 2000). Taking a realistic inventory of your skills and capabilities, acknowledging opportunities for growth, and utilizing social support are some ways to counteract these feelings. There are several ways to get engaged with your campus community. You may want to get involved in a university campus club or organization, participate in the Graduate Student Mentor Program, introduce yourself to someone you want to be friends with, but most importantly be kind to yourself—change and transition takes time.

Q: When I look at my syllabus, I panic. How am I going to get it all done?

Time management is tricky when there does not seem to be enough time to get everything done on your “to do” list. Balancing school, work, and the demands of our daily routine often feels like walking a tight-rope and juggling at the same time. One wrong move and it will all come crashing down! The reality is: time is a limited commodity. It is limited by our commitments, necessities like eating and sleeping, even our worry about time management can become a limitation to good use of time. It is important to understand what is essential and what is not, identify distractions, and then develop a working commitment to time management execution. Frequently, our frustration is not about lack of time management skills but in implementing them. Try assessing your actual available time, part out that time to the tasks you need to accomplish (according to priority), make a personal pledge to keep to this schedule, and find supportive accountability. This is key—time management skills of making lists, time-blocking, “calendaring,” and prioritizing are only useful if you are willing to keep your commitment to yourself and your goals.
Fall 2012 Academic Workshop Schedule
From writing and studying, to sharpening analytical skills, how to begin research for a thesis/dissertation, to the final editing stage, there is a graduate student focused workshop just for you!

Writing Workshops

A. Writing and Study Skills Clinics

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<tr>
<th>Monday 6-7 pm</th>
<th>TOPIC</th>
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<tr>
<td>9/10/12</td>
<td>Lit Reviews</td>
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<td>9/17/12</td>
<td>Paraphrasing, Summarizing, Quoting</td>
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<td>9/24/12</td>
<td>Introductions</td>
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<td>10/1/12</td>
<td>Active &amp; Passive Voice</td>
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<td>10/8/12</td>
<td>Methods/Materials</td>
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<td>10/15/12</td>
<td>Adverbial Clauses and Transitioning</td>
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<td>10/22/12</td>
<td>Results/Discussion</td>
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<td>10/29/12</td>
<td>Commas, Periods, and Cohesion</td>
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<td>11/5/12</td>
<td>Abstracts</td>
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<td>11/26/12</td>
<td>Pronouns and Antecedent Referencing</td>
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<td>12/3/12</td>
<td>Noun Clauses &amp; Self-Editing</td>
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B. Analytic and Evaluative Think Tank

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<tr>
<td>9/19/12</td>
<td>Recognizing and Building Deductive Arguments</td>
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<td>10/2/12</td>
<td>Recognizing and Building Inductive Arguments</td>
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<td>10/17/12</td>
<td>Evaluating Evidence Use in Sources</td>
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<td>10/31/12</td>
<td>Evaluating Perspective and Authority in Sources</td>
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<td>11/28/12</td>
<td>Evaluating Bias and Objectivity in Sources</td>
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I. Gutting the Book

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<th>Wednesday 5-6 pm</th>
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II. Critical Methodologies

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III. Graduate Critical Reading Group

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<tr>
<th>Thursdays 5:30-7pm</th>
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<tr>
<td>This group welcomes students interested in reading trans-disciplinary scholarship in the Social Sciences and Humanities.</td>
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Writing Boot Camp

Writing Boot Camps are a productive space where students can work on research, theses, and other projects under the guidance of a Graduate Learning Specialist. They are specially designed to take the isolation out of research and writing.

Saturdays: 10/6, 10/20, 11/3, 11/24, 12/1, 12/8

FOR ADDITIONAL INFORMATION, CONTACT THE GRADUATE LEARNING SPECIALISTS:
Helen Alexander............halexander@exchange.fullerton.edu
Dr. Gerardo Arellano.......garellano@fullerton.edu
**Upcoming Event:**
Grad School Prep Week
September 24-27, 2012

The Office of Graduate Studies provides leadership in graduate student affairs, programs, and policies, administering EPOCHS federal grant as well as several scholarship programs: Graduate Equity Fellowship, CSU Pre-doctoral Fellowship, Giles T. Brown Thesis Award, and EPOCHS Research Fund. All master's theses and doctoral dissertations are reviewed in the Office of Graduate Studies at the start of the semester to pick up the paperwork or download the form from www.fullerton.edu/graduate

### FAQs

**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, then you must 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 or download the form from www.fullerton.edu/graduate

**Question** I am graduating in Fall and applied for a grad check, but I haven't heard anything. Is there something wrong?

**Answer** Grad checks are processed by Graduate Studies sending a grad check and study plan to the adviser during the student's final semester, usually in about week 8. Once the grad check is returned from the adviser, Graduate Studies will send an information copy to the student.

**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

**Question** I thought I would graduate in Fall, 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 2013 or later.

### OFFICE OF GRADUATE STUDIES

The Office of Graduate Studies provides leadership in graduate student affairs, programs, and policies, administering EPOCHS federal grant as well as several scholarship programs: Graduate Equity Fellowship, CSU Pre-doctoral Fellowship, Giles T. Brown Thesis Award, 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 an authority 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.

### Who We Are

**Katherine Powers**, Director

**Catalina Olvera**, Project Director, EPOCHS

**Cathy Hess & Lynn Winter**, Evaluators

**Jessica Pehote**, Administrative Support Coordinator

**Pam Migliore**, Administrative Specialist, EPOCHS

**Debra Stewart**, Thesis/Dissertation Reader

**Catherine Ward**, Student Support Specialist

Irene C. Chun Lin, Designer / Webdesigner

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**Marissa Bafiuelos** (newsletter editor), Jimmy Feng (webmaster), Anette Hernandez (evaluation), Shirin Isadvastar [designer], Jed Kuhn [social media], Gloria Lopez [writer], Mary Frances Martinez [writer], Maria Salazar [translator].

**Newsletter:**

**Who We Are**

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Follow us on Twitter: @CSUFOfficeOfGraduateStudies

Like us on Facebook: facebook.com/CSUFOfficeOfGraduateStudies

DEADLINES

**September 24**
LAST DAY TO ENROLL IN GRAD 700 FOR FALL 2012.

**November 16**
LAST DAY TO SUBMIT YOUR THESIS OR DISSERTATION TO THESIS/DISSERTATION READER FOR JANUARY 2013 GRADUATION.

**December 21**
LAST DAY TO SUBMIT YOUR THESIS OR DISSERTATION TO BOOKSTORE FOR JANUARY 2013 GRADUATION.