Helping graduate students to succeed, the EPOCHS program has had a strong impact at Cal State Fullerton over the past two years: thousands of CSUF graduate students have benefitted from tutoring, workshops, grant money for conference travel, counseling, a graduate student handbook, orientation meetings, and faculty mentors. EPOCHS is funded by a five-year, $2.5 million grant from the U.S. Department of Education. The EPOCHS grand was awarded in September 2010 and immediately implemented through the Office of Graduate Studies.

A ayudando a los estudiantes de posgrado a tener éxito en la escuela de posgrado en CSUF, el programa de EPOCHS ha tenido un logro increíble en los últimos dos años: miles de estudiantes de posgrado de CSUF se han beneficiado de los servicios de tutoría académica, talleres académicos, becas para viajes para conferencias, el manual para estudiante posgrado, orientaciones, y guía académicas (con la colaboración de la facultad). El programa de EPOCHS se le otorgó una subvención de $2.5 millones por el Departamento de educación. Esta subvención fue otorgada en septiembre de 2010 y fue implementada en la Oficina de estudios graduados.

For more information on how EPOCHS can benefit you, visit: [www.fullerton.edu/graduate/EPOCHS](http://www.fullerton.edu/graduate/EPOCHS)
EPOCHS: ENHANCING POSTBACCALAUREATE OPPORTUNITIES AT CAL STATE FULLERTON FOR HISPANIC STUDENTS

For more information visit our website: www.fullerton.edu/graduate and click on EPOCHS.

EPOCHS’ overriding goal is to increase the number of Hispanic students and low-income students who complete their graduate degree. In 2009, Hispanic student enrollment in graduate programs at CSUF was low: whereas undergraduate Hispanic students occupied 33% of the total undergraduate population, the Hispanic graduate students were only 15.5%. The grant has already accomplished much on this point: Hispanic enrollment, for example, has increased by 24% since fall 2010, with 19.4% of the total current graduate student enrollment.

However, the benefits and services under EPOCHS are for all CSUF graduate students. EPOCHS targets four areas: student academics, campus student enrichment, community engagement, and faculty/staff development.

Specific Services offered to all students include:

- Workshops on research, scholarly article reading, critical thinking, term paper writing, etc.
- Thesis writing support
- Workshops on stress management, time management, balancing life/studies, etc.
- Counseling, including drop-in evenings at Office of Graduate Studies
- New graduate student orientation
- Faculty/Student Mentor Program
- “Graduate Student Guide” handbook
- Graduate assistantships
- Grants for research materials and travel to conferences, etc.
- Quarterly newsletter “Graduate Studies Matters” with updates and deadlines for graduate student opportunities.

In a recent survey, graduate students praised EPOCHS. One woman wrote, “As a first-generation Latina student, pursuing a graduate degree was an intimidating thought. The EPOCHS program is granting me confidence to succeed in this environment.”

Based on the results of that survey, there are plans to add workshops on oral presentations, grant writing, and APA. EPOCHS will also offer more workshops and other services in the evening and on Saturdays, as the survey showed that these times were best for graduate students. EPOCHS also strengthens infrastructure for graduate education at CSUF—enhancing the “culture” on campus for them.

Specific services targeting infrastructure include:

- Online advising tool for students and faculty advisers
- New curriculum: MA concentration in Chicano Studies
- Faculty development and staff development workshops
- Graduate Adviser workshops
- Graduate Student Admissions Coordinator
- Graduate education section of the annual Welcome to Fullerton Day event

Along with providing services on campus, EPOCHS is reaching out to the community by providing outreach workshops and informing the community of the importance and benefits of a graduate education.

October 1, 2012 marked the beginning of the third year of EPOCHS. Catalina Olvera, who recently assumed the Project Director role, looks ahead to the future. “I want to make sure graduate students feel supported. I take to heart President Garcia’s statement regarding students: ‘If we accept them, we must help them graduate.’” Catalina continues, “Graduate students should know they are part of a community. After all, undertaking a graduate degree program tends to be an isolating experience for many, and more so for underrepresented and disadvantaged groups, because they often do not have the support systems at home needed to excel in graduate school.”

The next phase of EPOCHS will include increased effort to institutionalize some of the grant’s services. The online advising tool, developed by the IT Division with the Office of Graduate Studies to feature each student’s Study Plan, will be introduced in spring 2013. Also, a new course, CHIC 500 “Chicana/Chicano Studies Paradigms and Traditions,” makes its debut in Spring 2013; it will be taught by Dr. Alexandro Gradilla on Monday evenings from 4:00pm to 6:45pm.
**EPOCHS:**
MEJORANDO LAS OPORTUNIDADES DE UN POSGRADO PARA LOS ESTUDIANTES HISPANOS

Para más información visite: www.fullerton.edu/graduate y haga clic en EPOCHS.

La meta principal de EPOCHS es de incrementar el número de estudiantes hispanos y de estudiantes de bajos recursos a que terminen su carrera académica con un bachillerato posgrado. En el 2009, las inscripciones de los estudiantes hispanos fueron bajas. Mientras que los estudiantes subgraduados ocupaban un 33% en la población estudiantil de subgraduados; la población de estudiantes de posgrado solamente era 15,5%. Esto era una diferencia problemática. La subvención comenzó a cumplir con las metas en incrementar las inscripciones de estudiantes hispanos, de un 24%, o 166 estudiantes, desde el otoño de 2010 con un total de un 19,4% en las inscripciones de los estudiantes de posgrado.

Sin embargo, los beneficios y los servicios de EPOCHS son solamente para los estudiantes de posgrado de CSUF. EPOCHS se enfoca en cuatro objetivos importantes: apoyo académico, enriquecimiento educativo, compromiso con la comunidad, y desarrollo con la facultad y el personal de la universidad.

**LOS SERVICIOS ESPECIFICADOS PARA LOS ESTUDIANTES INCLUYEN:**

- Talleres de investigación y lectura de artículos académicos.
- Talleres de escritura, etc.
- Tutoría de escritura para la tesis, etc.
- Talleres de cómo controlar el estrés, como utilizar el tiempo, equilibrar vida social y los estudios.
- Consejería, con visitas en la tarde disponible en la oficina de estudios graduados.
- Orientaciones para nuevos estudiantes de posgrado.
- Programa de mentor: facultad/estudiante.
- Trabajos para los estudiantes de posgrado.
- Fondos para materiales de investigación y viajes para conferencias.
- Publicación trimestral de boletines informativos “Graduate Studies Matter” con actualizaciones y fechas importantes.

En recientes encuestas, los estudiantes de posgrado felicitaron a EPOCHS por sus logros. Una persona comento, “Siendo la primera en mi familia para regresar a la escuela por un posgrado yo pensaba que persuadir un título universitario era algo intimidante. El programa de EPOCHS me ha dado la confidencia en este ambiente.”

Basado en los resultados de las encuestas, hay planes de agregar más talleres en presentaciones orales, escritura, y de APA. También, se mostró en las encuestas, que los talleres ofrecidos en las tardes y por los sábados en las mañanas, se acomodan con los horarios de los estudiantes.

EPOCHS ha fortalecido la infraestructura de la educación de los estudiantes de posgrado de CSUF en mejorar la “cultura” del campus para los estudiantes de posgrado.

**ESTAS ACTIVIDADES INCLUYEN:**

- Ayuda en la red para los estudiantes y consejeros.
- Nuevo currículo: una concentración de maestría en estudios Chicanos.
- Talleres para consejeros de los estudiantes
- Coordinador de admisiones para estudiantes de posgrado
- El evento anual, “Bienvenido a Fullerton”

Junto con la prestación de servicios en el campus, EPOCHS está llegando a la comunidad proveyendo talleres de difusión e información sobre la importancia y los beneficios de una educación de posgrado. El primero de octubre de 2012, se marcó el inicio del tercer año de EPOCHS. Catalina Olvera, quien recientemente asumió el papel de directora de proyecto de EPOCHS, mira hacia el futuro: “Quiero asegurarme de que los estudiantes de posgrado se sientan apoyados. Aprovecho la declaración que la Presidenta García dijo con respecto a los estudiantes: ‘Si los aceptamos, tenemos que ayudarlos graduarse.’”

Catalina continua: “Los estudiantes de posgrado deben saber que son parte de una comunidad. Después de todo, la realización de un programa de posgrado tiende ser una experiencia muy solitaria para muchos, y más aún para los grupos en desventaja, ya que a menudo no disponen de los sistemas de apoyo en el hogar necesarios para sobresalir en la universidad.”

La siguiente fase de EPOCHS incluirá un incremento de esfuerzo en institucionalizar algunos de los servicios de la subvención. La herramienta en línea de asesoramiento, desarrollado de IT por la división de la Oficina de estudios posgraduados para presentar el Plan de estudios de cada estudiante, será presentado en la primavera de 2013. Además, un nuevo curso, CHIC 500 “Estudios Chicanos: paradigmas y tradiciones,” hace su debut en la primavera de 2013. Esta clase será impartida por el Dr. Alexandro Gradilla los lunes por la tarde de 4:00pm a 6:45pm.
Grad School Prep Week gave students the opportunity to learn about Postbacc opportunities and ask questions, which allowed them to walk away knowing that graduate school is an attainable possibility. Students learned about the process of applying to graduate school, which requires a lot of time, research, and organization. Students also learned tips on how to decide on the university that is a best fit for them. Undergraduates received tips on how to go about researching programs and what kinds of questions to ask when preparing their application packages. Students were also advised to apply to at least six programs of their choice in order to have a range of offers to choose from when making their final decisions. Beyond encouraging students to apply to graduate school, these workshops were designed to help students make the most informed decisions by knowing the challenges, difficulties, and rewards that come with pursuing a graduate degree.

Another component of the week—long event was the Graduate School Expo held in the Quad on September 26th. There were 127 different programs represented. Over 850 students took the opportunity to meet with representatives from various schools to ask questions, and collect specific program information. This face-to-face interaction is important because it allows students to ask detailed questions that may not be answered on the university’s website.

**SERVING AS A MENTOR**

Encouraging undergraduate students to apply for graduate school is a collaborative effort and graduate students have a role to play. Take the time to befriend undergraduate students, “be a role model,” serve as a mentor. Graduate school is very demanding of your time but taking a moment to encourage other students in your discipline to pursue a graduate degree will contribute to your personal growth and will be rewarding. An example of this is to help answer basic questions about the application process, the GRE, the statement of purpose, and the process of researching programs. There are many opportunities to share with undergraduate students about the benefits of attending graduate school. Many students are now applying so they can meet fall 2013 deadlines. Make yourself accessible and lend a hand.
Q: As a graduate student, I sometimes experience feelings of inadequacy and begin to severely doubt my abilities, despite the praise I receive from fellow colleagues, professors, family, and friends. I oftentimes feel undeserving of my accomplishments, reducing them to mere coincidence or being at the right place at the right time. I worry that others will discover how undeserving I am of my achievements.

A: These feelings of inadequacy, referred to by Clanes and Imes (1987) as Imposter Syndrome can apply to many graduate students. It is common to have self-destructive thoughts when exposed to pressures associated with academic responsibility, high expectations, and approaching deadlines. However, there are a number of steps you can take to address these self-sabotaging thoughts.

1. Break the silence. You’d be surprised how common this feeling is when you begin to share your fears and anxiety with others. Finding support in connecting with others who also experience this can aid in better coping strategies. Sharing with one another will ultimately lead to your success.

2. Give yourself a break. You are where you are for a reason. Work on recognizing and validating your successes, whether small or large. Take a realistic look at your contributions. Give credit where credit is due, instead of constantly beating yourself up. Making mistakes is allowed and a normal part of life. Pick up the pieces and move forward.

3. Fake it. While graduate school may be a completely new experience and you feel you have no idea how to navigate the system, pretend like you do. Acting like you belong will assist you in learning the ropes and eventually lead to belonging.

4. Seek help. Don’t hesitate to reach out to those who can and are willing to help. Tap into resources available on campus. Graduate school can be a very challenging time. Good luck to you and remember we also offer one on one counseling if these feelings persist.

To submit questions, contact Catherine Ward, Graduate Student Support Specialist at cward@fullerton.edu.
Applications are strongly encouraged and can be accessed at fullerton.edu/graduate

POCHS, Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students, is a federal grant awarded to the Office of Graduate Studies by the U.S. Department of Education, whose purpose is to support achievement among disadvantaged postbaccalaureate students. As part of EPOCHS, the graduate research fund assists graduate students to pay for research related travel, conference participation (i.e. presenter, panelist, performer, poster submittal, assistant, and/or volunteer), research supplies, and data collection. Eligibility is limited to travel within the Continental U.S. Past travel submissions are accepted within 60 days of travel. Grant awards are disbursed as reimbursements; receipts must be submitted for reimbursement after expenditures have been completed.

Fund by the CSU, the Graduate Equity Program seeks to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs, and promote consideration of university faculty careers. It provides fellowships to economically disadvantaged CSUF students who have overcome educational disadvantages or hardships. The fellowships are intended to minimize student debt burden, allowing them to complete their program more quickly and commence doctoral study.

This year’s Graduate Equity Fund recipients are: Derek Borges, Art; Kristina Brown, Sociology; Jennifer Coons, Psychology; Eissa English, Sociology; Georgia Halkia, Public Health; Shirin Isadvastar, Art; Richard Kamimura, Art; Jennifer Keil, History; Jacob Lecuyer, Art; Christina Lee, Art; Chelsea McCallister, Biology; Jessica Moronez, Sociology; Jaimee Munson, Psychology; Nicholas O’Dell, Psychology; Orvic Pada, Sociology; Tatiana Pedroza, American Studies; Rocio Prado, English; Martha Rocha, Art; Lorena Romero, American Studies; Natasha Sidhu, Psychology; Sarah Taylor, Biology; Aston Tsui, Psychology; Rodolfo Ugelstad, History; Emily Wieber, Biology

“The university is still a brand—something that needs to get out there,” said Mike Mahi, Social Media Engangement Specialist for the university. Since joining the university in March of this year, Mahi has helped CSUF’s social media presence skyrocket. The official university Facebook page (facebook.com/CSUFOfficial) has topped 20,000 likes and over 7,900 people follow it on Twitter (@csuf). Connecting with CSUF goes well beyond the main pages, however, as many programs and offices on campus have established their own web presence. Mahi points to campus alumni organizations, the College of Business, and Titan Athletics as being particularly adept at utilizing social media. Titan Athletics, for example, lists a stream of game day updates on its Twitter account (@FullertonTitans), allowing fans to follow games from home.

The revolutionary aspect of social media is that it invites students to actively communicate with the university. No longer mere passive message receivers, students can “like,” question, share, dispute, and endorse the university’s posts, providing an unprecedented level of feedback. At the Office of Graduate Studies, we would love to have this kind of engagement with our students.
Nestled behind the circulation desk of the Pollak Library South is CSUF’s Chicana/o Resource Center (CRC). The Center was founded in 1968 with the establishment of the Chicana/o Studies Department at CSUF. Today, many students utilize the center to socialize, network, work collaboratively on class projects, or use the computers that are available. The Center also provides tutoring services for students struggling academically. CRC Coordinator, Dr. Elizabeth A. Suárez characterizes the center as a “hub” providing resources and access for Latino, AB540 students, and any student, faculty, and staff interested in networking and researching Latinos, particularly in the OC region.

While the Center is known for its services to the undergraduate population, it also offers services designed to support graduate students. Dr. Suárez offers specific assistance to graduate students in research, writing, and career choices. Her belief is that students may not be aware of how to begin. She states, “if we don’t provide these [services], how will our students know how to approach them?” She continues, “oftentimes we think that as long as they graduate all is well, but that’s not enough! Our students need to navigate the professional world; we need to move students to have a voice and to learn how to use that voice.”

Aside from academic enrichment, the CRC is an important place to have on campus because it provides a home away from home for many students. It is a space that allows for networking and the discovery of identity and voice. Dr. Suárez holds the CRC close to her heart. “The University needs the CRC so they (campus community) can address the needs of their constituents.” She also believes in addressing the “affective” as well as the “cognitive” needs of each student. Dr. Suárez is a source of support to all the students at the CRC. “I offer them an ear, sensitivity, high expectations, and I demand the best from them. I want students to develop, grow, and learn who they are as well as who they can be in the future; I know the road they’ve gone through and can direct them and, to me, that is very personal.” Ultimately, Dr. Suárez hopes that students hold fond memories of the CRC and know there is a place that exists where they can have a voice, network and create life—long relationships and connections with others. This teaches students to, “pay it forward,” by taking responsibility in giving to others as was given to them.

“Dr. Elizabeth Suárez
Chicana/o Resource Center Coordinator

If they make a difference even with one person, they can be that difference in the world.”
AB 540 AND UNDOCUMENTED STUDENT CONFERENCE:

DISCUSSES INVOLVEMENT WITH CSUF’S 1ST ANNUAL AB 540 CONFERENCE

The topic of AB 540 and undocumented students is one that demands close attention for a variety of different reasons. In the coming months, state and federal regulations will drastically impact the lives of many AB 540 and undocumented students. It is imperative that we enhance the tools necessary to support these students.

Elizabeth Muñoz
Career Center Specialist

On September 28, Cal State Fullerton hosted, Reaching the Dream Together: Helping AB 540 and Undocumented Students, a conference that covered several issues that affect undocumented students. The target audiences for this conference were the faculty and staff of the University, as well as high school counselors, community leaders, and organizations that offer services to this population of students.

The conference was an all-day event with a main objective of highlighting the needs and struggles faced by this marginalized community. Elizabeth Muñoz, CSUF Career Center specialist, along with co-chair Leo Cota, led the event planning efforts.

“The main goal of the conference was to educate the campus community primarily on who AB540 and undocumented students are and how to identify and support this population,” Muñoz explained. Cota went on to explain that many faculty and staff may not always be aware of the laws that protect this population of students, “We wanted to make sure students were receiving correct information regarding, not only their rights, but also resources that are available to them. A good example of ‘correct’ information is having AB 540 status. Many times counselors are unaware that an undocumented student who qualifies for AB 540 status qualifies for in state tuition, which is a tremendous savings.”

The challenges and barriers faced daily by these students often go unnoticed. For instance, many underestimate the limitations faced by AB540 students such as being ineligible for internships or volunteering opportunities. This group of students represents 10% of the CSUF student population. Informing educators and staff of these issues so as to best serve all students is of most significance. For these students gaining experience in the field is difficult because they are unable to provide proper documentation.

The second half of the conference targeted the community by providing an information session on Deferred Action for Childhood Arrivals (DACA). The purpose was to educate the community on who qualifies for this provision, how to fill out the paperwork, and what documentation is needed to file. The Dream Team shared the history of the Dream Act, which DACA is based on, and María Elena Sahagún, an immigration lawyer, discussed what DACA means to those who qualify.

The conference was a success in terms of reaching out to the participants and community. Over 400 faculty and staff were in attendance from CSUF and surrounding academic institutions. “The number of people knowing more about their needs and wanting to learn more ways they could help undocumented students was really impactful,” said Muñoz.
Leo Cota
Director Upward Bound

El 28 de septiembre, Cal State Fullerton fue el anfitrión de, Logrando un sueño: ayudando a los estudiantes indocumentados de AB 540, en donde cubrieron varios temas importantes que afectan a estos estudiantes. El propósito de esta conferencia fue para educar a la facultad y el personal de la universidad y también, invitaron a consejeros de secundarias, líderes comunitarios, y organizaciones que proveen servicios a la comunidad estudiantil. La conferencia fue un evento que se llevó a cabo todo el día con el objetivo de enfatizar las barreras que se enfrentan esta comunidad marginalizada. Elizabeth Muñoz y Leo Cota planearon este evento.

“El propósito de esta conferencia fue para educar a la comunidad universitaria sobre los estudiantes indocumentados y sus obstáculos,” explicó Muñoz. Cota explicó que la mayoría de los profesores y el personal no están conscientes de las leyes que protegen a esta comunidad de estudiantes. “Queríamos estar seguros que los estudiantes estuvieran recibiendo la información correcta, no solamente sus derechos, pero también sobre las oportunidades que están disponibles para ellos. Un buen ejemplo de la información ‘correcta’ es el estatus AB540. Muchas veces los consejeros no saben que los estudiantes que califican para el estatus de AB 540 califican para pagar el costo de matrícula estatal, lo cual les ayuda a ahorrarse un poco de dinero.”

Los obstáculos y las barreras que enfrentan todos los días estos estudiantes, muchas veces pasan desapercibidos. Por ejemplo, muchos subestiman las limitaciones que enfrentan los estudiantes AB540, por no ser elegibles a trabajar en prácticas o prestar servicios voluntarios. Para estos estudiantes es difícil conseguir experiencia en áreas de trabajo porque no pueden proveer documentos apropiados. Este grupo de estudiantes representa un 10% de la población estudiantil de CSUF.

La segunda mitad de la conferencia fue en promover información sobre el Deferred Action for Childhood Arrivals (DACA). María Elena Sahagún, abogada de inmigración, habló sobre quienes califican para esta prevención, en cómo llenar el papeleo, y que documentos son necesarios para el programa. El equipo del sueño (Dream Team) compartió la historia sobre el Acto del sueño (Dream Act) para que la comunidad estuviera informada en como llegó este mandato del Presidente Obama.

La conferencia fue todo un éxito en términos de su mayor objetivo: educar a la facultad del campus y a la comunidad. Todos debemos apoyar a todos los estudiantes para que tengan éxito académico. Esperamos verlos en la siguiente conferencia que se llevará a cabo el próximo año en octubre del 2013.

Los temas de AB 540 y de los estudiantes indocumentados, son temas que requieren atención por diferentes razones, ya que en los próximos meses, el estado y el gobierno federal regularizarán dramáticamente las vidas de estos estudiantes. Es necesario mejorar las herramientas necesarias para apoyarlos.
Why should I go to graduate school? Is it essential to get a Master’s degree?

These are the two most commonly asked questions by students and their parents when they come to one of our workshops. For many first generation college students, the existence of graduate school is at most a complete mystery until well into their undergraduate program. Many time parents discourage their children from pursuing a postbaccalaureate degree because of the belief that a Bachelor’s is enough. Indeed, the benefits of having a graduate degree can in fact open the door to career and professional advancement opportunities. Research shows that individuals who earn a graduate degree can expect an increase in income over their lifetime, and are less likely to be unemployed.

As part of the community outreach initiative of EPOCHS (Enhancing Postbaccalaureate Opportunities for Hispanic Students at Cal State Fullerton) graduate assistants have begun leading workshops in the community that promote graduate school. The first workshop took place at Cal State San Bernardino where graduate students Marissa Bañuelos and Mary Frances Martinez provided vital information outlining the benefits of getting a graduate degree. Among topics discussed were greater career opportunities, personal growth, honing professional development skills, and funding sources. They also shared their personal reasons of why they decided to go to graduate school, and ended with a Q & A session for students to ask questions about what graduate school is really like. The main goal of these workshops is to educate the communities of underserved populations about the benefits of a baccalaureate degree. The purpose of EPOCHS is to increase the number of Latina/o and economically disadvantaged students who register, attend, and graduate with an advanced degree. The Office of Graduate Studies is happy to note that into its third year, the EPOCHS program has already made a positive impact on the number of Latino/a students applying to graduate school.

For more information on these workshops or to schedule a workshop please contact EPOCHS Project Director, Catalina Olvera (657) 278-4976; caolvera@fullerton.edu.

The Benefits of Grad School
It can help give you a competitive advantage in the workforce and it can open the door to other professional careers.

Education pays:

Unemployment rate in 2010

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Unemployment Rate</th>
<th>Yearly Salary in 2010</th>
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<tr>
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<td>Doctorate degree</td>
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Average : 8.2%

¿Por qué debo continuar con un posgrado?
¿Es esencial obtener un título de maestría?

Estas preguntas son las más comunes que los estudiantes y padres de familia preguntan cuándo asisten a nuestros talleres de información. Muchos padres desaniman a sus hijos en continuar una carrera universitaria porque creen que es suficiente obtener una licenciatura. Sin embargo, los beneficios de obtener un título de maestría llega abrir muchas oportunidades de trabajo. Investigaciones comprueban que individuos que obtienen un título de maestría, pueden esperar un incremento en sus ingresos y hay menos posibilidad de estar desempleados. Como parte de informar a la comunidad, los estudiantes posgrado de EPOCHS han iniciado talleres informativos promoviendo la educación superior. El primer taller informativo, se llevó a cabo en Cal State San Bernardino, donde Marissa Bañuelos y Mary Frances Martínez proporcionaron información vital sobre los beneficios de un título de maestría. Estos temas incluyeron; mejores oportunidades en los trabajos, logros personales, perfeccionar las habilidades profesionales, y fondos escolares. También, compartieron las razones porque ellas continuaron con la escuela de posgrado, y terminaron respondiendo a las preguntas de los estudiantes sobre estudios posgrado.

El propósito de EPOCHS es de incrementar el número de Latinos y los estudiantes de bajos recursos para que asistan a la escuela de posgrado. La oficina de estudios graduados, están felices de que en su tercer año, el programa de EPOCHS ha mantenido un impacto positivo en el número de estudiantes Latinos que aplican a la universidad para un posgrado.

Para más información sobre estos talleres o para programar un taller de información, por favor de contactar a la directora del proyecto de EPOCHS, Catalina Olvera a (657) 278-4976; caolvera@fullerton.edu.

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**Los beneficios de un posgrado**

Te puede dar una ventaja en la competencia de trabajo y abrir más puertas en otras carreras profesionales.

**Vale la pena la educación :**

<table>
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<tr>
<th>Escala de desempleo en 2010</th>
<th>Salario anual en 2010</th>
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Promedio : $43,800

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.

### 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 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** 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 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.